



Digital Learning

Considering Online Student Engagement

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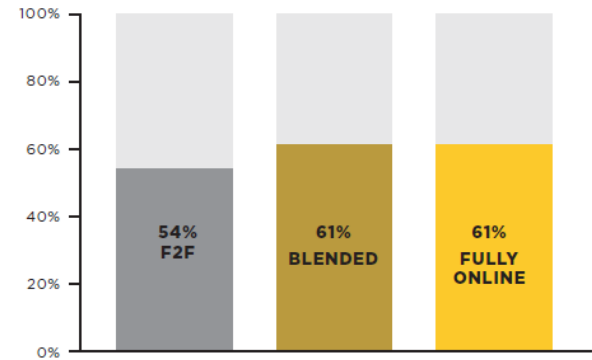
Quality

STUDENT SUCCESS (A, B, OR C GRADE)

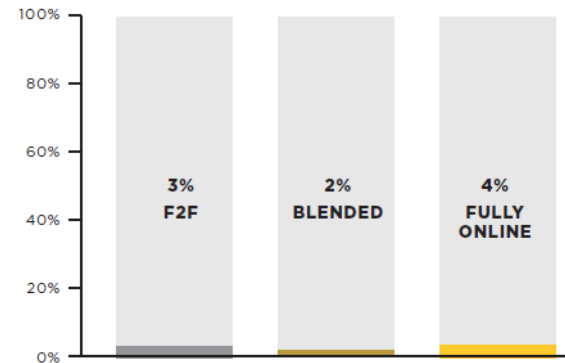


STUDENTS WHO RATE FACULTY AS EXCELLENT

AY 2020-21



STUDENT WITHDRAWAL



UCF

Online % and Time to Graduation

SPEED TO GRADUATION

FALL 2016 ENTERING COHORT YEAR

FCS TRANSFER STUDENTS

<20% ONLINE

3.4 YEARS

50% ONLINE

3.1 YEARS

100% ONLINE

2.4 YEARS

MASTERS STUDENTS

<20% ONLINE

2.7 YEARS

50% ONLINE

2.3 YEARS

100% ONLINE

2.3 YEARS



Top 10 Undergraduate Program Nationally (U.S. News)



#7 BEST ONLINE BACHELOR'S PROGRAMS



*Up from No. 14 in 2021
5 years in a row in Top 20*

#8 ONLINE BACHELOR'S PROGRAMS FOR VETERANS

#8 ONLINE BACHELOR'S PROGRAMS BUSINESS

#6 ONLINE BACHELOR'S PROGRAMS PSYCHOLOGY

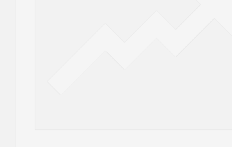
UPWARD GRADUATE TRAJECTORY

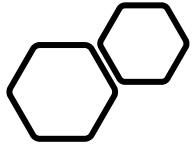
#11 ONLINE GRADUATE CRIMINAL JUSTICE
No. 12 in 2021

#20 ONLINE MASTER'S IN NURSING
No. 27 in 2021

#19 ONLINE MASTER'S IN INFORMATION TECHNOLOGY
No. 59-74 in 2021

#46 ONLINE MASTER'S IN EDUCATION
No. 108 in 2021





Quality – DDL Awards Since 2017

Online Learning Consortium (OLC)

- 2018 – Digital Learning Innovation Award (PAL Team)
- 2018 – Effective Practice Award (CECS, ECE, DDL, and CCIE)
- 2018 – Best in Track: Research (Adaptive Learning Team)
- 2017 – OLC Effective Practice Award (Quiz Extensions LTI: John Raible & Matthew Emond)

WICHE Cooperative for Educational Technology (WCET)

- 2018 – WCET Richard Jonsen Award (Thomas Cavanagh) [WCET's highest career award]
- 2017 – WCET Outstanding Work (WOW) Award (UDOIT Team)

IMS Global Learning Consortium

- 2019 – Leadership Award (Francisca Yonekura & Kelvin Thompson)
- 2018 – Leadership Award (Thomas Cavanagh)
- 2017 – Leadership Award (Shea Silverman)
- 2017 – Learning Impact Award (UDOIT Team)

US Distance Learning Association (USDLA)

- 2017 – Quality Research Paper (Charles Dziuban, Patsy Moskal, Alexis Fawcett, Jeffrey Cassisi)
- 2017 – Outstanding Leadership Award (Thomas Cavanagh)

EDUCAUSE

- 2017 – Horizon Report Video Competition

Kurogo Mobile

- 2020 – Best New Student Orientation (UCF Mobile)
- 2019 – Most Innovative App for Communication (UCF Mobile)
- 2018 – Best Overall Campus App (UCF Mobile)
- 2018 – Best Use of Special Events Module (UCF Mobile)

Florida TaxWatch

- 2017 – Prudential Productivity Award (UDOIT Team)
- 2017 – Prudential Productivity Award (Quiz Extensions LTI)
- 2017 – Prudential Productivity Award (IDL7000 Course)

Various Video Team recognitions (Telly, Suncoast Regional Emmy, Aurora, Communicator)



UCF

Engagement Lives on a Spectrum

TOOLS

- Integrations
- Learning Analytics Dashboard

COACHING

- UCF Online Success Coaches

PEDAGOGY

- College of Business Curriculum Redesign

Engagement: Online Tools



ASSIGNMENT EDITOR



This tool allows direct access between Materia and Webcourses@UCF. Materia is a platform for creating customizable games and study tools for online courses. Examples include Hangman, Word Search, Matching, and Adventure.

For more information about Materia, visit: <https://online.ucf.edu/support/materia/>



This integration allows direct access from the online course to Obojober. With Obojober, you can create focused learning objects that can be presented to students in your online course. The learning objects created in Obojober can be linked to the gradebook in Webcourses@UCF for automatic grading.

For more information about Obojober, visit: <https://online.ucf.edu/support/obojober/>

COURSE NAVIGATION MENU



This tool makes it quick and simple to accommodate accessibility requests for longer quiz durations on timed quizzes in Webcourses@UCF. You can only apply extra time to existing quizzes with this tool.



This tool enables faculty to identify accessibility issues in Webcourses@UCF. It will scan a course, generate a report, and provide resources on how to address common accessibility issues. In many cases, it will enable you to easily fix the issue.

For more information about UDOIT, visit: <https://online.ucf.edu/teach-online/resources/udoit/>



This tool is designed to assist with identity authentication and help curb cheating in online exams. The app uses the student's webcam technology to authenticate the identity of the student taking the test with the official ID photo in the university system. Then, the app captures and generates a video of the student during the test-taking process. Faculty can confidentially review the recorded video.

PROFILE NAVIGATION MENU



This tool allows you to view and print a class roster, complete with official student head shots, for each of the courses you are teaching.

WIKI EDITOR BUTTONS



This tool allows you to insert directional icons into a course that instruct students to "Do This", "Read This", and "Watch This". Action icons are eye-catching images that help call attention to important information and enhance the visual appeal of your course pages.



This tool allows you to embed Webcourses@UCF template pages into your course with one click. These template pages are an excellent start for creating course content. Select the template you want and customize the content for use in your online course.



Without leaving the learning management system interface, this tool allows you to search the UCF Libraries database for full text articles and automatically embed the static link into your course content. Students have full access to the embedded articles without navigating away from Webcourses@UCF.



This tool allows you to easily embed custom videos produced with the assistance of CDL and housed in <http://video.ucf.edu> into your course pages.



This tool converts your DOCX or HTML files into Webcourses@UCF Pages. Please contact Webcourses@UCF Support at webcourses@ucf.edu to have the ZAPT integration enabled in your course(s).

CURRENTLY BEING PILOTED

(INSTALLED UPON REQUEST)



This tool helps students understand their current scores in a course as well as estimate the impact of their performance on upcoming assignments. Students can also get an idea of their performance compared to the overall performance of the rest of the class and infer possible strategies they can employ to improve.

webcourses@UCF
CUSTOM INTEGRATIONS



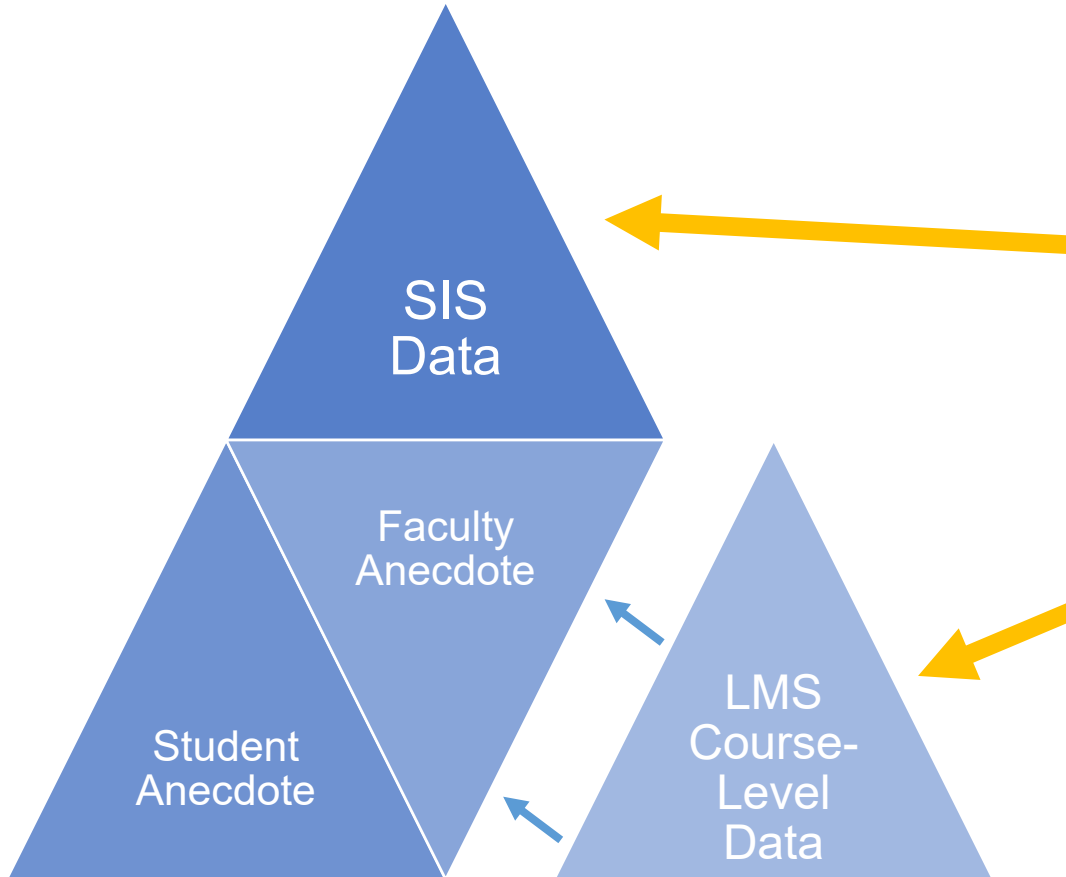
UCF

Learning Analytics Advising Dashboard



Digital Learning

Current Advising Landscape



The Challenge

Student advising analytics can be strengthened with LMS course-level data integration.

The Solution

Create a dashboard offering near-real-time LMS data on student engagement and performance in current semester courses.

Learning Analytics Advising Dashboard Features

- ✓ Data available securely through multi-factor authentication
Canvas (Webcourses@UCF) login
- ✓ Streamlined dashboard format shows student engagement and performance for each course in current semester
- ✓ Dashboard illustrates student grades by assignment and overall, plus how they compare relative to class average
- ✓ Customized filtering based on requirements of advisors

Students You Advise

All students you advise will be listed in the table below. Filters can be optionally applied using the dropdown menus to reduce the visible list. Click a student in the list to see detailed information about the student's performance in their currently enrolled courses.

This data may be subject to frequent changes as a result of semester transitions, student adds/drops or other time-sensitive enrollment actions. If there are any evident discrepancies, first try refreshing your subscription to this insight, then submit the issue via the feedback button if it is not resolved.

Filters:

UCF ID Contains

UCF ID	Name	Plan Name	Program Career	Sub-plan Code	# Enrollments▼
		FINTECHMS	GRAD	ZFINTECHMS	5
		ANTHRO-BA	UGRD	ZANTHROBA	5
		PSYCH-BS	UGRD	ZGENPSYCH	5
		COMCNF-BA	UGRD	ZCOMCNF-BA	5
		SOC-BA	UGRD	ZSOCBA	5
		INTGST-BGS	UGRD	ZINTGSTBGS	5
		PSYCH-BS	UGRD	ZGENPSYCH	5
		PSYCH-BS	UGRD	ZCLNCPSYCH	5
		AS CJ-PND	UGRD	ZAS CJ-PND	5
		LEGALST-BS	UGRD	ZLEGLST-BS	5
		ENGLISH-BA	UGRD	ZLIT	5
		LEGALST-BS	UGRD	ZLEGLST-BS	5
		HISTORY-BA	UGRD	ZHISTORY	5
		ENGLISH-BA	UGRD	ZLIT	5
		PSYCH-BS	UGRD	ZGENPSYCH	5
		ANTHRO-BA	UGRD	ZANTHROBA	5
		LEGALST-BA	UGRD	ZLEGLST-BA	5
		CRMJUST-BS	UGRD	ZCRMJUS-BS	5
		PSYCH-BS	UGRD	ZGENPSYCH	5
		SOC-BS	UGRD	ZSOCBS	5

STUDENT LIST

- Advisors have access only to students they advise
- They can filter to search for a student or particular group of students

COURSES & ASSIGNMENTS

Students You Advise

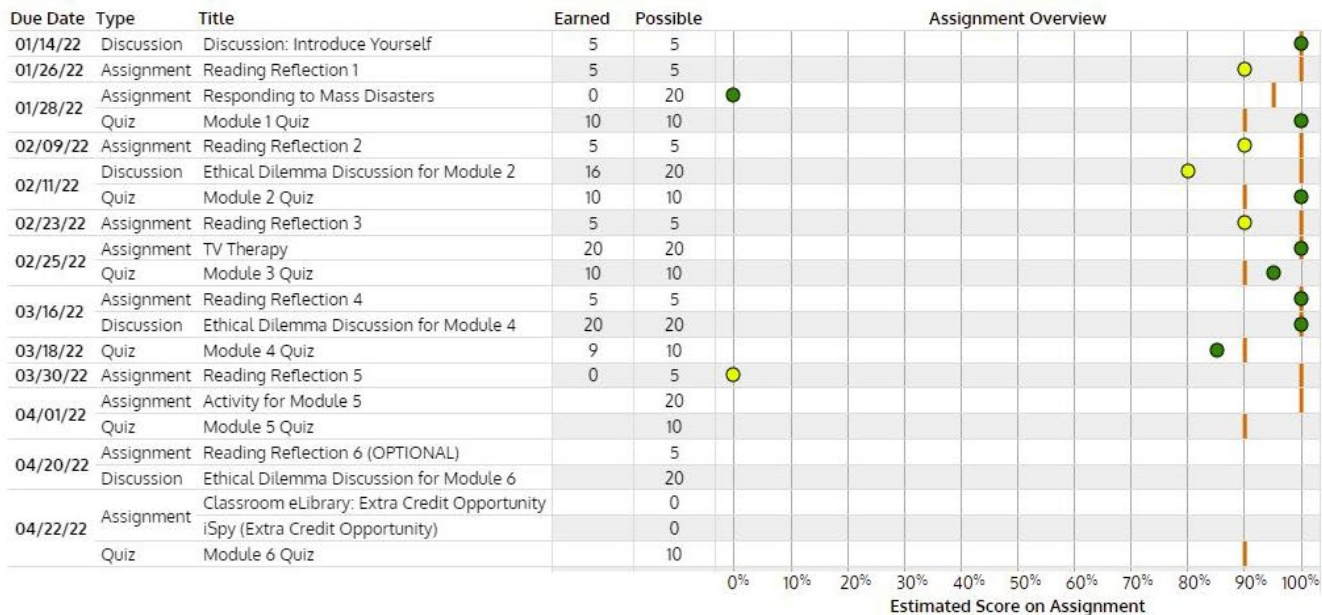
Select Another Student

Enrollment and Performance Information for [REDACTED]

Gradebook Summary for MHS2090-22Spring 0W61

Last Active in Course: Thursday, March 31, 2022 10:46:58 PM

[View Syllabus](#)



Grades

Current



Average



Classes

CHM1020
CLP3143
MHS2090
PSY4049
PSY4970H_PSY4971H_PSY4903H CMB Spring 2022

Legend

- On Time
- Late
- Missed
- | Class Average





Students You Advise

Select Another Student

Gradebook Summary

View Syllabus

Due Date	Type
01/14/22	Discussion
01/26/22	Assignment
01/28/22	Assignment Quiz
02/09/22	Assignment
02/11/22	Discussion Quiz
02/23/22	Assignment
02/25/22	Assignment Quiz
03/16/22	Assignment Discussion
03/18/22	Quiz
03/30/22	Assignment
04/01/22	Assignment Quiz
04/20/22	Assignment Discussion
04/22/22	Assignment Quiz

Close

MHS2090 Introduction to Human Services

Instructor:

E-Mail: Webcourses Messenger

Mode: Online

Required Text

Neukrug, E. (2017). *Theory, practice, and trends in human services: An introduction* (6th ed.). Pacific Grove, CA: Brooks/Cole.

Course Sequencing and Prerequisites

Welcome to the Human Services Minor! As the first course within the minor, there are no prerequisites.

Course Description

The Human Services Minor provides an introduction into the human services profession and instruction into the skills and knowledge associated with human services. This course provides a first look into the field and includes instruction in the helping process, the role of the human service professional, related ethical issues, and appropriate boundaries. Additionally, the course provides an overview of helping skills for various populations and the theoretical background that supports work in human services.

Purpose of Course

As the introduction course within the Human Services Minor, the purpose of this course is to orient new students to the field of human services and distinguish human services from other helping professions. Students will also gain further understanding into current human services delivery methods within contemporary America.

Course Background: National Organization of Human Services Professional Competencies

The following six statements describe the general knowledge, skills, and attitudes that are relevant in all human service work. The training and preparation of the individual worker within this framework will change as a function of the work setting, the specific client population served, and the level of organization work.

1. Understanding the nature of human systems: individual, group, organization, community and society, and their major interactions. All workers will have preparation which helps them to understand human development, group dynamics, organizational structure, how communities are organized, how national policy is set, and how social systems interact in producing human problems.
2. Understanding the conditions which promote or limit optimal functioning and classes of deviations from desired functioning in the major human systems. Workers will understand the major models of causation that are concerned with both the promotion of healthy functioning and with treatment-rehabilitation. This includes medically oriented, socially oriented, psychologically behavioral oriented, and educationally oriented models.
3. Skill in identifying and selecting interventions which promote growth and goal attainment. Workers will be able to conduct a competent problem

Average

96%

SY4903H CMB Spring



UCF



UCF Online Highlights

UCF Online

- Launched in 2016
- UCF's **fully online virtual campus**
- 100+ programs (bachelor's, master's, certificates, doctorates)
- 8,871 unduplicated students (2020-2021 AY)
- Approx. 10% of total UCF headcount
 - 30% of Graduate headcount

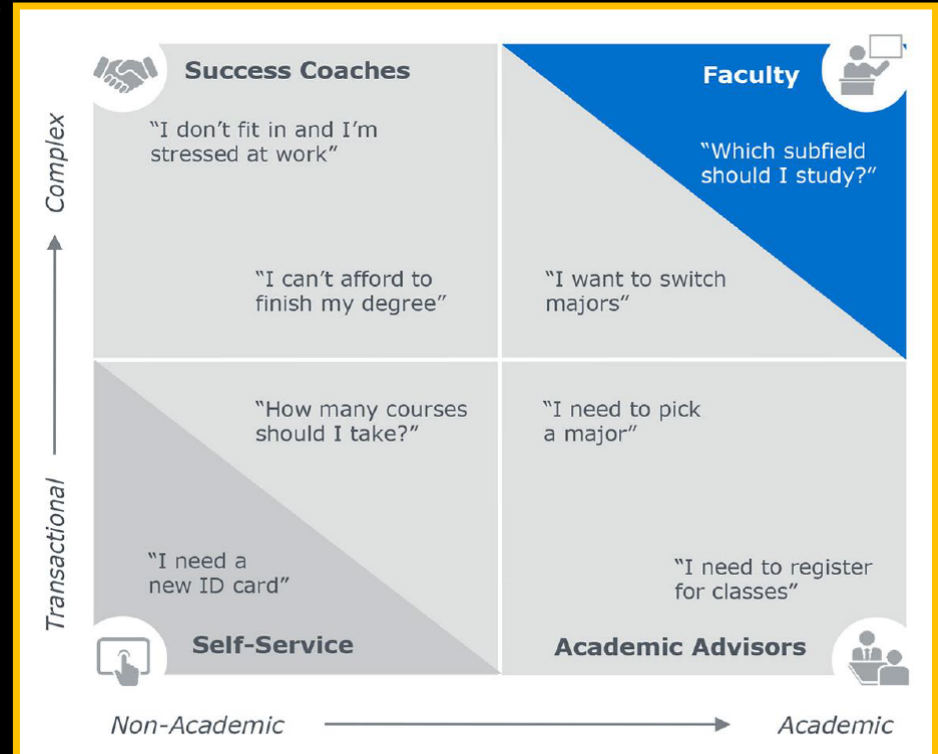


UCF Online Connect Center is about Coaching for Student Success

Proactive
Relationship-driven
Long-term

Success coaching help students to:

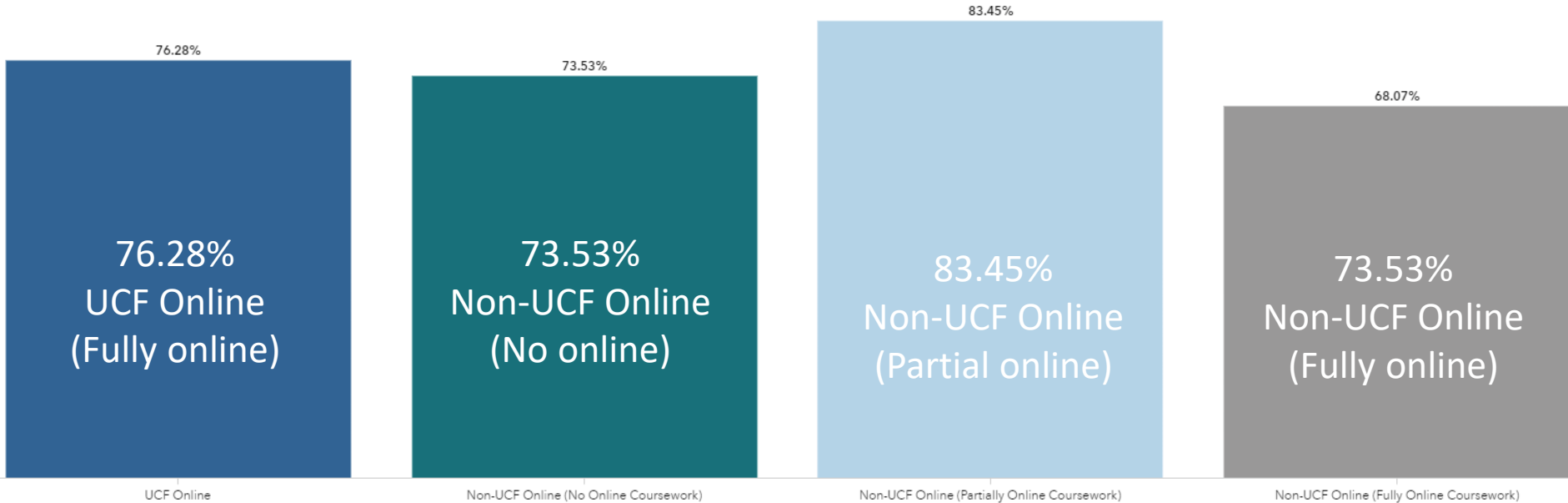
- Balance their academics and life
- Understand their well-being
- Create a sense of belonging
- Develop their cognitive and non-cognitive skills
- Reach a level of self-efficacy and empowerment



Source: "Who Truly Owns Advising?" EAB Brief, 2016

UCF Online Transfer Student Persistence Comparison (2020-2021)

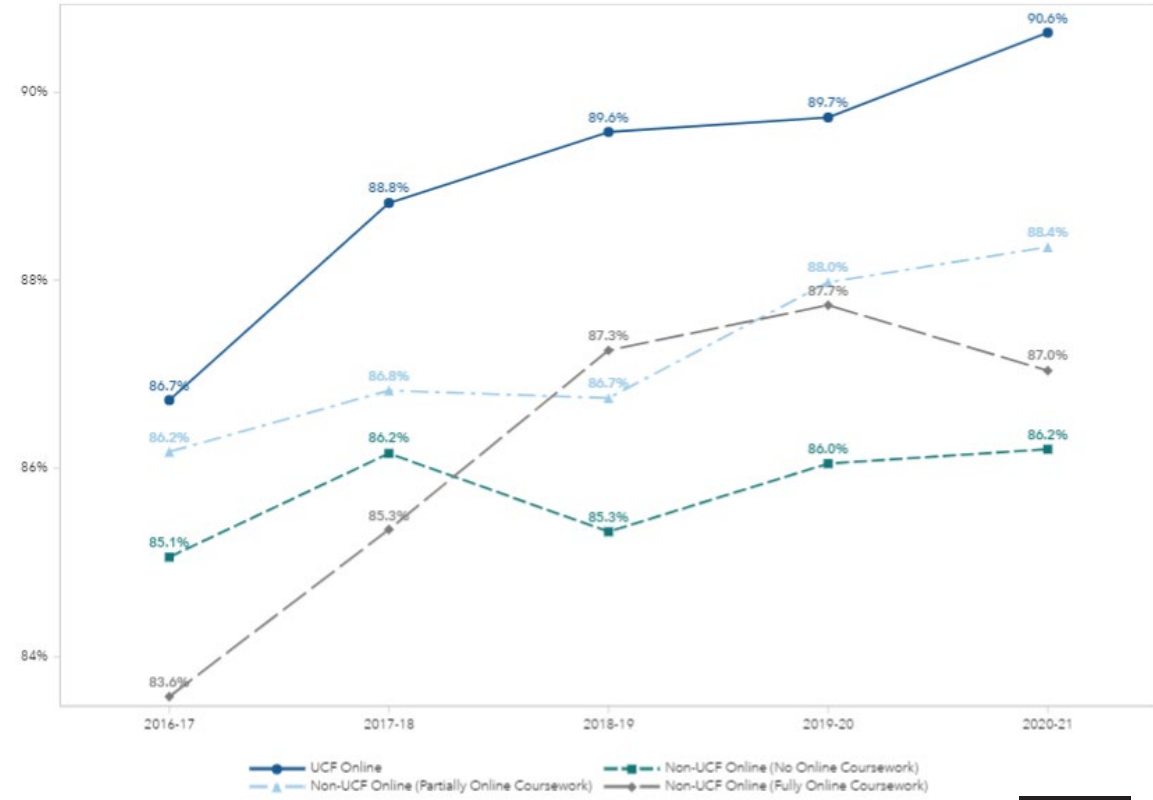
Transfer Persistence into Following Fall: UCF Online and Non-UCF Online



UCF Online Success Measures:

Transfer Course Success (A, B, C) Comparison

Transfer Course Success Rates by AY: UCF Online and Non-UCF Online



College of Business Redesign

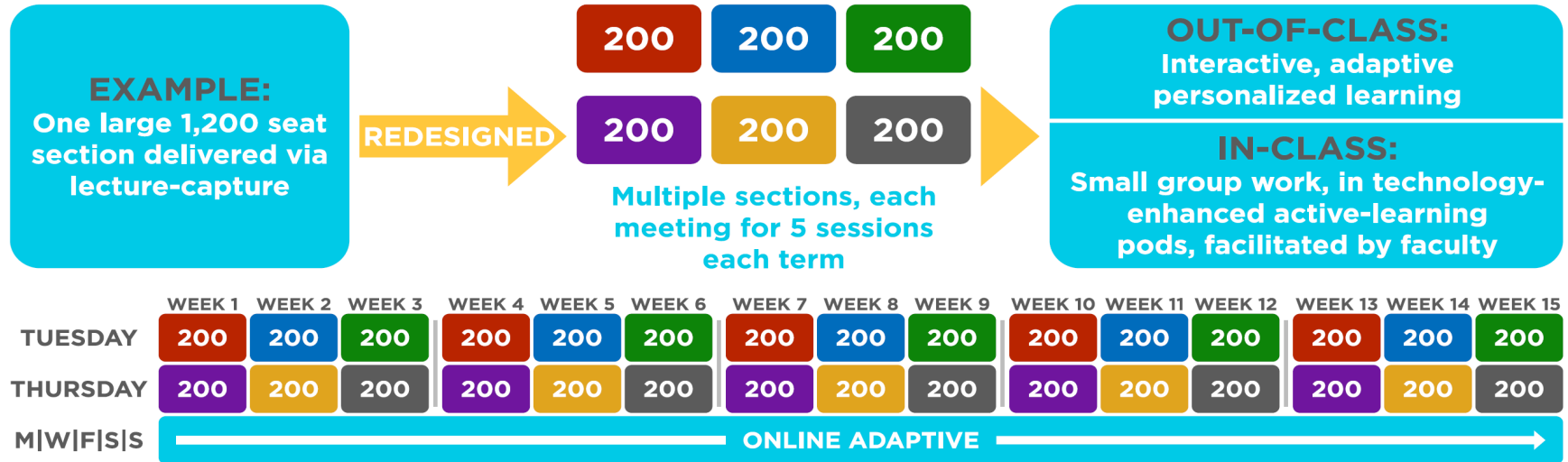
Challenges with the Lecture Capture format



Business Curriculum Redesign Project

- Increase engagement and success in very large sections—no more anonymous students
- Require attendance on campus
- Enhance workplace soft skills (teamwork, critical thinking, problem solving)
- Reduce reliance on passive lecture capture
- Build upon historical success in blended learning
- Informed by recent success in adaptive and active learning

Business Curriculum Redesign Example



Overview Video



Carolyn Massiah, PhD
Faculty, UCF College of Business

<https://vimeo.com/cdlvideo/review/307345387/f1eb47e798>

Video Still a Key Content Delivery Strategy

- Smaller chunks
- Lightboard

The image shows a woman pointing at a lightboard with handwritten financial formulas. The board is divided into two main sections: a Contribution Margin Income Statement and a Cost Volume Profit (CVP) analysis.

Contribution Margin Income Statement

Sales
Variable Costs
Contribution Margin
Fixed Costs
Operating Income

Cost Volume Profit (CVP)

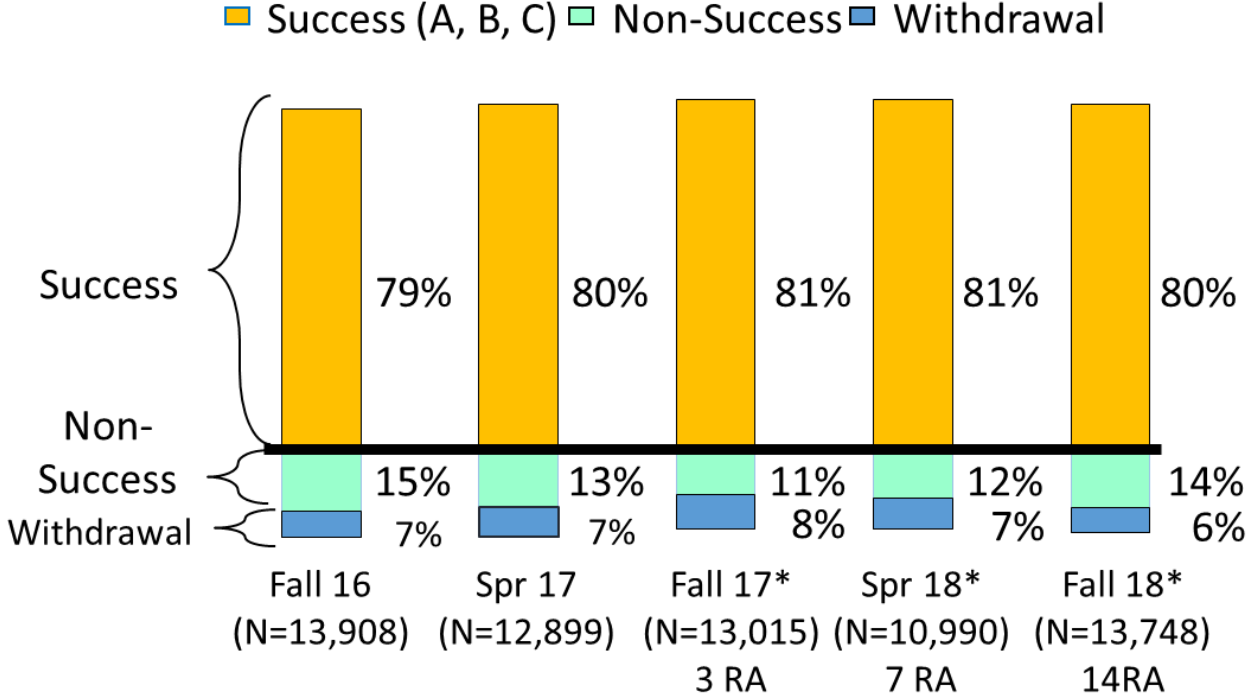
$$\text{Sales} - \text{Variable Costs} - \text{Fixed Costs} = \text{Operating Income}$$

The CVP analysis is further broken down into unit-based calculations:

$$(\text{Unit Sales Price} \times \# \text{ units sold}) - (\text{Unit Variable Cost} \times \# \text{ units}) - \text{Fixed Costs} = \text{Operating Income}$$

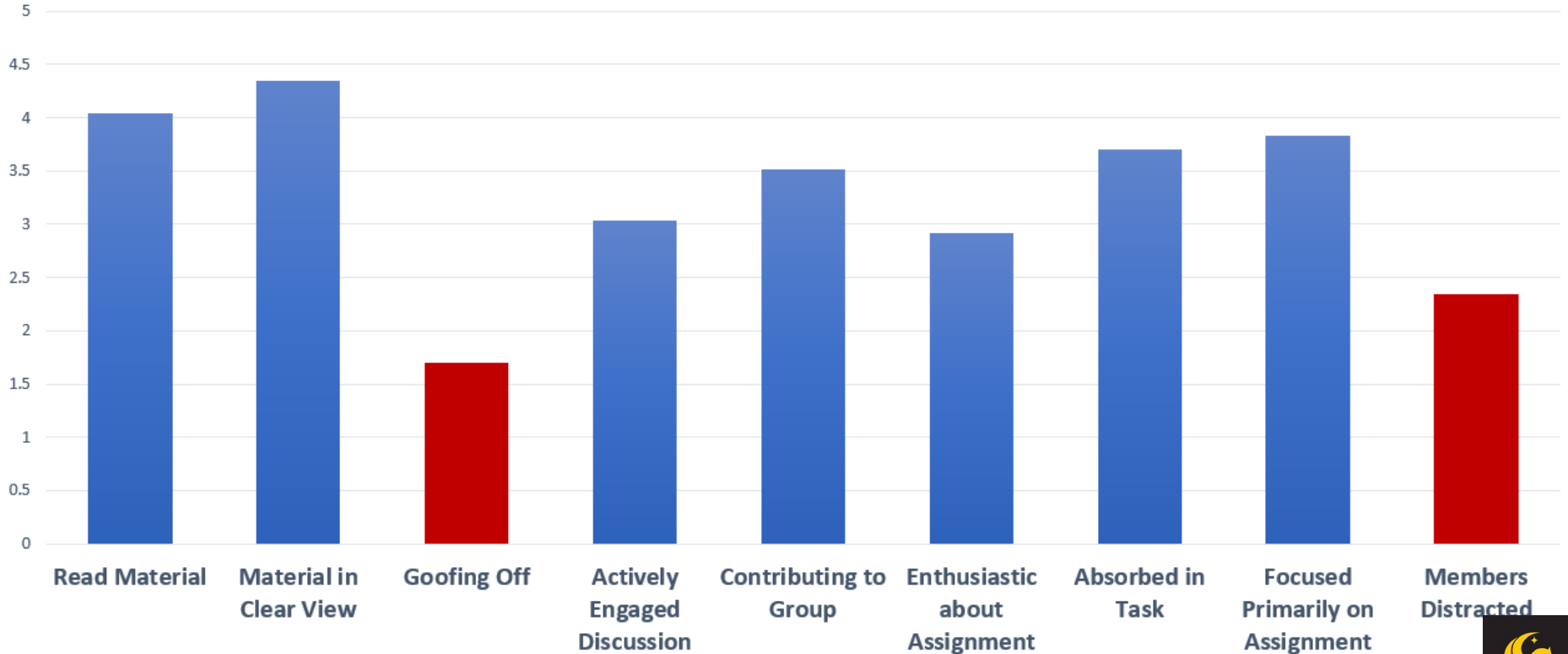
The woman is pointing to the unit-based formula, specifically to the unit variable cost component.

Student Overall Success and Withdrawal Rates in 14 Core Courses



Engagement and Teamwork

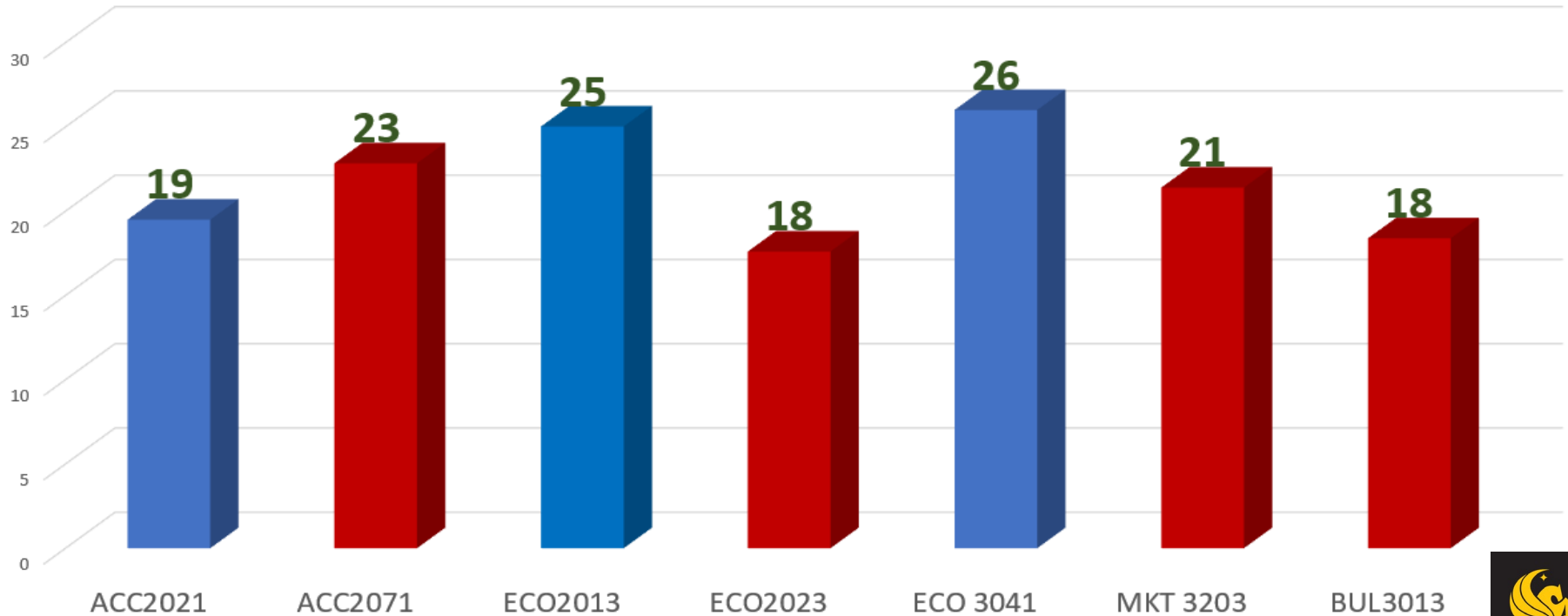
Assessment of Group Behavior (N=545)



Spring 2018

Engagement and Teamwork

Total Scores



Student Perceptions of Group Sessions & Overall Course 2018-19

	Excellent A	Very Good B	Average C	Fair D	Poor E	Net Promoter (A+B)-(D+E)	Responses
Live Session	23%	35%	24%	8%	9%	40%	8,251
Overall	28%	37%	21%	7%	7%	51%	8,254

Surveys from Spring 2018, Fall 2018, Spring 2019

Enhancements and Actions Underway

- Implemented **new orientation module and success strategy videos**
- All courses now meet **Week 1 for an introductory session**
- Engaged **peer review by external expert** – Dr. Norm Vaughan – on the format and redesign
- Continuous **involvement with faculty** to enhance total learning, student engagement and professional development
- Ongoing **engagement and feedback with students** via College of Business Student Ambassadors and student surveys each semester
- Routine **check-ins with business and industry leaders** – locally and nationally
- Developing **common assessment rubrics for evaluating soft skills** in active learning sessions
- Plans to **engage with Direct Connect partners** to better prepare transfer students for success

Some Future Thoughts



ChatGPT



Examples

"Explain quantum computing in simple terms" →

"Got any creative ideas for a 10 year old's birthday?" →

"How do I make an HTTP request in Javascript?" →



Capabilities

Remembers what user said earlier in the conversation

Allows user to provide follow-up corrections

Trained to decline inappropriate requests



Limitations

May occasionally generate incorrect information

May occasionally produce harmful instructions or biased content

Limited knowledge of world and events after 2021





BUT NO MATTER WHAT WE TRIED, ULTIMATELY WE FAILED TO REPEL THEM.

NUCLEAR, BIOLOGICAL, CHEMICAL. **NOTHING** SUCCEEDED. WE CAME TO BELIEVE THEY WERE ALL BUT **INDESTRUCTIBLE**.

IN FACT, ALL WE REALLY ACHIEVED WAS MAKING OUR OWN PLANET INCREASINGLY **UNINHABITABLE**.



DEEP UNDERGROUND

THE FIRST SUBLEVELS HAVE LONG BEEN ABANDONED TO RUST AND DECAY.

BUT 20 STORIES BELOW, YOU'LL FIND A BLAST-PROOF DOOR.



In 2026, The President announced a last-ditch initiative: **Project Exodus**.

It was a *desperate* attempt to find a habitable earth-like planet and to save as many of us as could be evacuated on massive ark ships.

A new start in a new Eden.

<https://www.cnet.com/culture/ai-drew-this-stunning-comic-series-you-d-never-know-it/>



<https://www.youtube.com/watch?v=oxXpB9pSETo>



Digital Learning

