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Inter-institutional Collaboration: The Anti-MOOC?

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Inter-institutional Collaboration: The Anti-MOOC

Creating a toolkit for Inter-Institutional Faculty Collaborations
Our story begins...

... as a NITLE Innovators Studio project in which...

... four intrepid, would-be collaborators, discovered a common interest in promoting inter-institutional collaboration.
The team

Karen Warren, Wesleyan University
Anne Marchant, Shenandoah University
Jay McDaniel, Hendrix College
Veronica Pejril, DePauw University
Poll

Have you ever been involved in an inter-institutional collaboration? (Choose the option that best represents your experience.)

Yes, as an instructor
Yes, as a researcher
Yes, in a technical support capacity
Yes, other
No

Take the poll online with any web-enabled device at: m.socrative.com/student/
room number 47462
The prohibitive time, energy and money it takes to create cross-institutional collaborations.

"By partnering with one another, or with other types of institutions, liberal arts colleges could offer classes or programs that would be too expensive for any individual institution to offer."
- Eugene M. Tobin, program officer, Andrew W. Mellon Foundation

Liberal arts colleges may want to collaborate to offer language classes that may not draw enough enrollment at a single institution.

Universities may want to collaborate with non-profits, museums, companies, and other organizations to provide richer experiential learning opportunities.

Faculty may want to explore teaching courses in tandem at two different institutions.

Technology now makes it possible to collaborate to create international learning experiences.
Spotlight on some examples...

Sunoikisis-A national consortium of Classics programs based at Harvard

Smithsonian-Mason Semester in Conservation Studies-a "study-away" program

Duke/UNC Collaboration for Community-Partnered Research Addressing the Health of Emerging Latino Populations
How might you or your institution best benefit from collaboration?

- Collaboration with a non-profit, museum, company or other non-educational institution
- Teaching the same course in tandem at two different institutions
- Offering a course that does not draw enough enrollment
- Non-academic application such as job interviews or guest speakers

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The idea

Reduce Fear → Increase Experimentation

Create a toolkit for digitally assisted cross-institutional collaboration serving administrative staff and faculty who are otherwise too busy or too confused to figure it out.

www.collcoll.org
The Study

Ethnographic Study

Findings:
- Administrative buy-in is key
- How to get started
- Access to technology
- Different institutional cultures

Pivot point:
- Finding collaborators is not a major challenge
The result

www.collcoll.org

Collegiate Collaborations
A Toolkit For Faculty Collaborations Between Distant Institutions

www.collcoll.org
The toolkit

Planning and executing a collaboration.

Demystifying the technology.

Learning where the landmines are likely to be.
Poll...

What do you feel is the biggest barrier to use of cross-institutional collaboration?

- Inter-institutional competition
- Bureaucracy (either internal or external)
- Lack of time or support
- Lack of access to technology or training
- Something else, not mentioned above

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It's About Community

Finding like-minded individuals.

Sharing lessons learned.

Becoming a part of the Collaboration movement!

www.collcoll.org
It's About Engagement

We invite you to post your questions and share your ideas.

You can help build our knowledge base by submitting content.

With your engagement, we can create a nexus to support creativity and innovation.
January 15 - first open, "quick takes" web conference
Our guests were Paul Schact from Suny Geneseo and Tim Lepczyk from Hendrix College.

Paul described the Digital Thoreau project.

Tim gave us his insights on a collaborative project with a Chinese university from the support angle.
It's About Resources

Here you'll find sample agreements and a checklist to help jumpstart your collaboration.

We've also started a collection of technical tools, including blogs, chat, content delivery, web-conferencing and file sharing.
It's About Resources

We've also begun a repository of references for exploring inter-institutional collaboration.

We need your help keeping this content current!

www.collcoll.org
It's About Keeping It Going

We seek a governing body of interested parties to help sustain this project.

Interested? Sign up today or contact any one of us with questions.

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veronicapejril@depauw.edu
amarchan@su.edu

http://collcoll.org
How you can get involved ....

Become a collaborator:  http://collcoll.org

Offer to blog to help us build our site.

Volunteer to join our governing board.

Sponsor a small conference for us to help build a community

www.collcoll.org
How you can get involved ....

Monday, April 1, 4:00 PM Eastern

Participate in our next Collaboration Quick Takes open web conference. Do you have an experience to share? Have you engaged in a successful collaboration?

Share your story!

More info at: http://collcoll.org or email: amarchan@su.edu
Where do we go next?

Sponsor a series of "how-to" webinars?
Grant support?
Develop a more sophisticated database?
Site administrator
What are your thoughts on the best next direction for this project?

Continue to build the community of collaborators through web conferences and other outreach.

Hold a (face-to-face) conference on inter-institutional collaboration.

Commercialize the collcoll.org site and offer services to support collaboration.

Seek grant support to further develop the site?

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So how does this all relate to SOTL?

The Higher Education landscape is changing:
- Flipped classes
- Hybrid classes
- MOOCs

How might OCCs (online collaborative classes) integrate with some of these new models to produce rich, yet cost effective learning experiences?
Model

Scaffolding Academic Programs to Promote Deeper Learning and Develop Higher Cognitive Levels
So what's the right tool for the job?

<table>
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<th>Year</th>
<th>Senior Year</th>
<th>Junior Year</th>
<th>Sophomore Year</th>
<th>Freshman Year</th>
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<td>traditional or flipped class</td>
<td>senior seminar</td>
<td>senior thesis or project class</td>
<td>collaborative class</td>
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<td>MOOC</td>
<td>collaborative class</td>
<td>MOOC or lab class</td>
<td>MOOC survey</td>
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<td>collaborative class or lab class</td>
<td>collaborative class</td>
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<td></td>
<td>first year experience</td>
<td>traditional or flipped class</td>
<td>MOOC survey</td>
<td>MOOC survey</td>
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</tbody>
</table>

Hypothetical Semester Schedules Showing a Combination of Delivery Methods
Mini case study

As a group that did almost all of our work online, it was not lost on us that our group was a kind of mini-case study in collaboration.

We found that these factors were key to our success:
1) We took the time to do some online "team building"
2) We operated in an acephalous mode
3) We adopted a "slow, but steady" approach
Technologies

Technologies we used:

- WordPress and its associated social networking companion tool, Buddy Press
- Blackboard Collaborate and Google Hangout
- Prezi and Google Presentation
- Vue
Impact on Teaching and Learning

1) Learning how to work, learn, and be productive online.
2) Development of toolkit to support future collaborators.
3) Foster the nexus of a community of collaborators.
4) Begin to develop a model for how collaborative teaching and learning can work with MOOCs, experiential learning, flipped classrooms, and other modes of course delivery to create the richest, most effective, and most efficient academic programs.
Questions? Discussion?
Do you have comments for us or feedback on this project?

Take the poll online with any web-enabled device at: m.socrative.com/student/
room number 47462


Collaborations-a sample


Sunoikisis, http://wp.chs.harvard.edu/sunoikisis/