Minot State University on Bismarck State College Campus

"HAPPY 30TH BIRTHDAY MSU @ BSC!"

Mike Wardzinski, Criminal Justice Advisor/Instructor is moving into his second year of working with MSU after 32 years on the Bismarck Police Department. Currently Mike is advising 23 CJ majors.

Sue Herzog attended the MSU Social Work Spring Symposium on April 25, 2014. The Bismarck Social Work program added two new SWK adjunct faculty. Kelsey Bless is teaching SWK 250 and Jennifer Boeckel is teaching SWK 442. Welcome to MSU @ BSC!

Jeanne MacDonald, Advisor/Instructor for the Management and Marketing degree programs is still the acting Chair for BADM. Jeanne hired an assistant in the Bismarck office, Jennifer Shaff; an MSU Criminal Justice student, Jennifer assists three days a week.

The Addiction Studies and Psychology programs has hired a new instructor for the 2014 fall semester. Nita Wurtz will instruct PSY 379. Welcome!

The 2014 spring semester headcount for students enrolled in Off Campus Face to Face – Bismarck courses is 123, an 11.4% increase. There will be 22 face-to-face courses scheduled for the 2014 fall semester on the BSC campus.

MSU @ BSC will host the annual graduation reception for the local Bismarck MSU graduates. The event will be held at the Radisson Hotel in Bismarck on Thursday, May 22, 2014 at 5:00 p.m. We are anticipating 60+ graduates this year.

—Bobbi Jo Zueger, Bismarck Center Student Services Coordinator

Online Degree Programs

SMARTHINKING: SIMPLE, FAST, AND ALWAYS AVAILABLE.

With Smarthinking, student's experience online tutoring that is simple, fast and always available. Students connect to live educators from any computer that has Internet access, with no special software installation or equipment required.

We provide online tutoring 24 hours a day, 7 days a week enabling students to get the help they need when they need it.

LIVE, ON-DEMAND TUTORING

Using an advanced queuing system providing little or no wait time, students are connected on-demand with an expert educator. Students work one-on-one, in real-time with a tutor, communicating using a virtual whiteboard technology. Scientific and mathematical notation, symbols, geometric figures, graphing and freehand drawing can be rendered quickly and easily.

SUBMIT A QUESTION

Students who do not need instant feedback can choose to submit an asynchronous question. Using the virtual whiteboard technology, students submit their question to a tutor and the student is notified when their comprehensive response is available.

SCHEDULE AN APPOINTMENT

Students who prefer to plan ahead can schedule a 30 minute appointment with a tutor of their choice. At the scheduled time, the student and tutor connect live using the virtual whiteboard technology.

The Dean's Perspective

I can't believe 2014 has progressed to the point where it is time to create our CEL Spring Newsletter. In this edition you will see that we have two new staff members and one familiar staff member but in a different job.

Brigitte Mikula has worked for Minot State for many years as the Assistant Advisor on the Minot Air Force Base. When Sue Krebsbach retired last year, Brigitte took over as the MAFB Program Coordinator. Replacing Brigitte as the Assistant Advisor is Sarah Tarpley. Sarah lives in Burlington and started with us on April 1st.

Many of you have met Jennifer Beneke. Jennifer is our new Credit Coordinator and she is responsible for the Dual Credit program, the Testing Centers on the MAFB and on campus and for making CEL schedule changes. Before accepting the job with CEL Jennifer lived in Fargo. She came on board with us in November of 2013.

Like most of you, I am looking forward to summer and can't wait to make sandals my "go to" footwear!

Thank you for reading our newsletter. If you have suggestions for items you would like to see, feel free to contact me at kris.warmoth@minotstateu.edu or 3188. Here's to a great summer semester!

— Dr. Kristen Warmoth

All sessions and writing submissions are archived and available for students to review at any time for studying or test preparation.

Contact Trisha Nelson in the Center for Extended Learning at 701-858-4422 or 1-800-777-0750 Ext. 4422 or trisha.nelson@minotstateu.edu for account login information.

—Trisha Nelson, Online Degree Advisor

Credit Coordinator

November 2013 marked my start at Minot State University as the Credit Coordinator. Previously I worked as an Area Coordinator in University Housing at Pittsburg State University in Pittsburg, Kansas. With such a drastic change in climate and job function, it has been a busy semester and a half learning all of the skills needed for the position.

Enrollment in the Dual Credit Program is up slightly for the spring semester with 221 students enrolled and a total of 322 course enrollments. This spring we saw the program continue to expand with the addition of a dual credit class at Our Redeemer's High School and Art 250 now being offered at Minot High. This fall we will also have two new business dual credit classes offered at Minot High.

The Academic Test Center continues to stay very busy with testing by MSU students and community members. The center is also expanding the number of tests offered with the addition of three new test companies: Crane Institute Certification, Dairy Queen, and Kryterion. We also have begun looking at our processes for registration and payment to see how those can be streamlined and made more efficient for our customers.

—Jennifer Beneke, Credit Coordinator

Online

ONLINE COURSE EVALUATION TOOL

MSU Online has purchased a new tool to collect course evaluations for online courses. Our previous tool was designed for surveys not course evaluations. We decided we needed a tool specifically designed to collect evaluations. We purchased Scantron's online course evaluation tool Class Climate in spring. Class Climate provides quick access to evaluation reports, allows us to compare results within departments, and can be integrated in Blackboard to increase response rates.

STATE AUTHORIZATION RECIPROCITY AGREEMENT

The State Authorization Reciprocity Agreement (SARA) is an agreement that will make it easier for MSU to offer distance education courses to residents in other states. It also makes it easier for states to regulate interstate distance education. SARA is overseen by a National Council and administered by the four regional education compacts. North Dakota choose to join the Midwestern Higher Education Compact and its M-SARA. In April 2014, North Dakota was approved to join M-SARA and NDUS approved MSU to join M-SARA. This will allow MSU to offer distance education courses including field experiences to residents in all states that join SARA. As of April 14,

Indiana and North Dakota are the only SARA approved states. However, several other states are in the process of joining.

—Jolina Miller, Online Coordinator

The Office of Instructional Technology

DISRUPTIVE INNOVATION

Online Education and the change of everything Online education has proven to be a disruptive innovation for higher education. It has transformed many institutions and continues to do so as it evolves through the influence of the student population that it serves. There are predictions that institutions that have failed to adapt to this disruption (estimated at 11% of public institutions) will disappear in the next decade. As of 2014, 80% of higher education institutions offer online courses, of them, 62.4% offer complete programs. Even premier American institutions such as Harvard, MIT, and Yale offer online programs, some in open format, and others in online's newest mutation — massive open online courses (MOOCs).

Looking deeper at recent innovations on campuses we find flipped, hybridized, and integrated classrooms which are using the same technologies and strategies embraced in the e-learning environment. Despite this, institutions still have faculty that refuse to participate in or support the shift. Reasons vary widely from lack of technology skills, salary, course load, debates over quality, time commitment (44.6%), and the nature of the material. Some faculty believe their face-to-face delivery is so high quality to do otherwise would be a disservice. Nevertheless, this resistive group is slowly being reduced by data driven evidence, experience, and user-demand. In 2003, 57.2% of academic leadership rated the learning outcomes achieved in online courses were the same or superior to those of the traditional classroom. In 2013, it reached 77%.

Research data (higher education, corporate, and military) compiled by Ruth Clark and others to include, Dillon, Gabbard, and Bernard show that between the different types of instructional delivery methods, all instructional materials being equal, there is little to no difference in the level of student achievement. Clark notes what makes the difference and produces the ideal conditions for student success are the instructional strategies being used, not the medium in which it is delivered.

To exploit the advantages of online learning, many institutions have integrated adult learning theory with online course design, as well as adopting and implementing instructional design models or creating their own. They have likewise recognized the need to create engaging, interactive learning experiences and to design with the needs and preferences of the 21st century student in the forefront. The preparation of faculty to teach online has also been amplified. More than half of institutions (58%) now require faculty development prior to teaching their first online course. At least 85% have now implemented course reviews and/or require best practice standards in course design.

Electronic Distance Ed Vs. Classroom:
2004 Meta-analysis
Based on 318 Achievement Effect sizes
Bernard et al. RER, Fall 2004.

As examples, the University of California-Irvine has created a faculty institute to better prepare online instructors and raise the quality of courses. They have incorporated learning theory and instructional strategies that have been researched, tested, and shown to be effective in helping learners achieve learning outcomes. John Hopkins University offers a similar faculty development program. It was recently offered in a MOOC format for the first time. The author of this article is currently enrolled, along with 11,000+ other students across the globe … at no cost.

Change is also being driven by the student user. The majority have grown up in a world where the Internet has always been available, and during the birth of the mobile disruption. Referred to as millennials, these students have different expectations and learning preferences, and share little in common with the students of even a decade past. To ignore the technology experience in their daily lives, workplace, and K-12 (which has been far more flexible and adaptive), will have a cost. But emphasis on student preparation is also shifting. About one quarter (22%) of institutions now require students to complete an orientation prior to their first online course. This has doubled in five years. It also matches the view of 88.8% of academic leadership that believe the online student requires more academic discipline. We can expect this rate to continue to rise and hopefully, retention and success rates with it.

We have arrived at a tipping point that needs to be recognized. Online education no longer has to look back at the traditional classroom for solutions or ideas. Instead, online has started to provide potential solutions for making the brick and mortar classroom a more effective learning space. The centuries old model is being challenged. Everything is about to change and we are part of the change. We hope you will join us as agents of change.

—*Mark J. Timbrook, Technology Design Specialist*

2014 Summer Faculty Institute for Online Teaching and Learning

Do you want to learn how to engage students in the online classroom?

Do you need hands on training in using Blackboard Learn?

Would you like to learn about the latest strategies in online learning?

If you answered yes to any of the above questions, please join us at the 2014 Faculty Institute for Online Teaching and Learning. The institute will be held July 28 through July 30, 2014 in Old Main, Room 316. MSU faculty can attend at no charge. Non-MSU faculty are invited to attend. The cost is $15.00, which includes lunch for both days.

During the institute, you will become familiar with the tools and systems available to you in Blackboard Learn™ and several Web 2.0 tools. Faculty will do a peer-reviewed presentation covering a topic of their choice from the institute readings and sessions as the culminating event of the institute. Once completed the institute, you will:

1. Be able to describe and apply the current, best practices in the e-learning environment;
2. Be able to implement a minimum of 10 student engagement strategies for the online environment;
3. Be able to create various types of content for 21st Century student and e-learning environment;
4. Be able to create an online lesson module using various instructional methods, best practices, and engagement strategies.

MON: JULY 28
- 9 a.m. – Noon: Best Practices for Online Learning
- Noon – 1 p.m.: Luncheon and guest speaker to be announced
- 1 – 3 p.m.: Creating an Engaging Online Course (with minimum engagement standards)
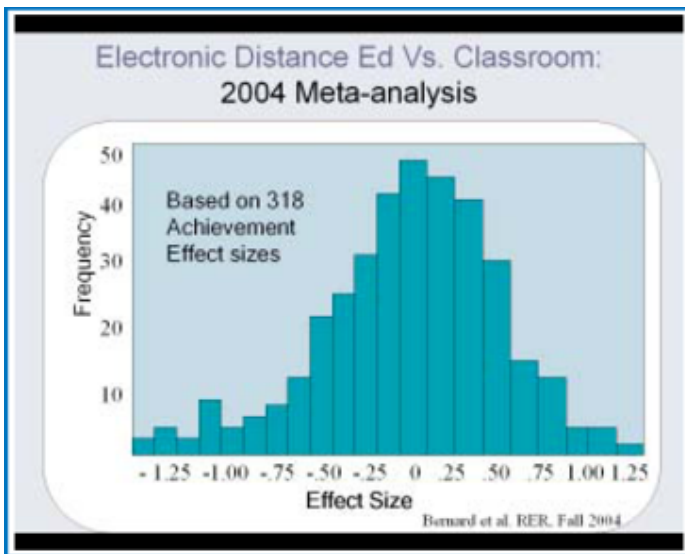
TUE: JULY 29
- 9 a.m. – Noon: Designing and Creating Content for the 21st Century Student
- Noon – 1 p.m.: Luncheon and guest speaker to be announced
- 1 – 3 p.m.: Creating the Effective Learning Module

WED: JULY 30
- 9 a.m. – Noon: Participant Presentations and Institute survey

NOTE: Successful completion of the institute satisfies completion of the MCM Development Course.

Sponsored by the Minot State University, Center for Extended Learning.

College for Kids

College for Kids is here again! We are offering some of the same favorites as before, but also some new and exciting camps. Some of the favorites include: Exploring Robotics, Business of Babysitting, and Fun with American Sign Language. A few of the new ones this summer will be : Fun with Frosting, Going Green, and Lights, Camera, Action! I'm sure it will be another fun and amazing summer that fills our campus with kids, learning, and laughter. Registration will be opening soon. You can check out all the details here: http://www.minotstateu.edu/cel/CollegeforKids.shtml

—Amy Woodbeck, Professional and Community Education Coordinator

Minot State University at MAFB

The CEL program on the Minot Air Force base continues to participate in events as part of promoting awareness of our classes and degrees through both the base and Minot community. What an exciting time we had participating in the many events listed below:

Base Exchange Informational Tables, Base Right Start, CCAF Briefings & Graduation, Minot AFB Universities Education Fair, Spring Showcase for Military Spouses, MSU at the Mall, FTAC (First Term Airman Center), NCOPE (Professional Development Seminars for Junior NCO's.), American Development Conference, FTOC (First Term Officer Course), Airman Leadership School Briefings & Graduation & Right Start.

We are working on building a series of "Squadron" classes where meeting times and days are arranged around a particular squadron's schedule. We are currently offering 5 "Squadron" classes and MSU is becoming the "Go to School" as far as "Flexible" schedule.

We have recently launched an online scheduler for CLEP & DSST testing allowing active duty member to schedule, cancel & reschedule their own test.

Welcome to Sarah K. Tarpley who is our new Assistant Program Coordinator on the MAFB. Sarah started with us on April 1.

—Brigitte E. Mikula, Program Coordinator at Minot Air Force Base

Important Date

Graduation reception at the Radisson Hotel in Bismarck for MSU students completing their degrees in Bismarck. The event will be held on May 22, 2014 from 5 p.m. – 7 p.m.

Spring is nature's way of saying, "Let's party!"

— Robin Williams —

Who is this CEL staff member?

This CEL staff member drives a "muscle" car. The answer to this mystery will be revealed in our next newsletter.

Answer to our last newsletter trivia question: Who is this CEL staff member?

This CEL staff member collects tins of mints from cities visited. **Answer: Bobbi Jo Zueger**

CEL Mission and Core Values

The mission of the Center for Extended Learning (CEL) is to provide flexible, accessible and quality lifelong learning opportunities. To carry out this mission, CEL assists the University in offering programs and learning opportunities that:

- Are taught by University faculty committed to teaching and learning with excellence, integrity and engagement.

- Use campus technologies to promote teaching and learning excellence and engagement.

- Are respectful and responsible regardless of student location or educational goal.

- Foster a sense of community and place in students that may be geographically removed from campus.

- Involve community members and recognize their contributions as respected and valued contributions to the University.

- Involve learners of all ages in ways that promote high ethical and moral principles.