

Initial Comparator Research – Indiana University, Bloomington  
(LMS = Canvas (new, replacing OnCourse))

General Impression: Indiana has some interesting developments which could be useful models, but also some structural and strategic objectives that differ for UO. The Center for Innovative Teaching and Learning as well as the Next.IU testbed/sandbox effort are both good examples of their types of activity. Online course development is strongly defined through a formal, required process, but the overall online structure may not be the best model for UO, as it seems to be a very top-down system coordinating multiple campuses. Recent Canvas migration might provide some useful information (from different predecessor though) with some well-defined workshops and online training tools available.

1) What services does this institution's Extension unit provide to campus partners?

Continuing and Online Education (<http://www.iub.edu/academic/continuing.shtml>) - offers on-campus continuing education programs and executive programs, and online programs that make it possible for anyone in the world to take a course from IU or earn a high school diploma, bachelor's degree, or master's degree.

- CE – Adult Student, Lifelong Learning, Continuing nondegree programs, Nondegree undergrad programs, alumni, executive partners
- Online (Statewide, all IU campuses) – IU High school, IU Online, Kelley Direct (MBA and business grad degrees), School of Education.

Coordinates courses and programs offered by all IU campuses, so academic courses and programs are situated within their academic units on their specific campuses (as continuing is situated in CE). IU Online then simply provides a single point for search, application, etc.

Utilizes Quality Matters for assessment of online courses

2) Where is digital education housed? Are there separate units for online learning and blended or hybrid courses? Are technology and pedagogy combined or separate? How much of this effort is centralized?

IU Online (Office of Online Education) is a statewide, coordination effort (multiple campuses) (<http://online.iu.edu/>), which provides the platform and process for developing online courses. Courses remain part of their home campuses/academic units, but must(?) be offered through IUOnline (and follow the defined parameters of – with approval by – IU Online).

There was a systemwide assessment of Online Education in 2012, producing a report (file: Indiana - Moving-forward with online education 2012.pdf). It seems that some of the recommendations have been instituted in the current UITS and CITL structures(?), at least to a degree, with more development scheduled.

From an external view, the IU Online initiative seems to be building towards something like the OSU eCampus, but is still a few years away from that (while also being a few years into the process).

Technology support (hardware/software) seems to be distributed among academic units, while pedagogy in the Center for Innovative Teaching and Learning on the Bloomington campus (see #3) seems to be presented in close collaboration with appropriate technology services. Online specific courses are supported through the UITS Support for Programs Developed Under the IU Online Initiative: eLearning Design and Services (see #4).

3) What structures, formal or informal, are in place to encourage pedagogical innovation on campus? Is there any effort to centralize such activity?

At IU-Bloomington – the Center for Innovative Teaching and Learning (<http://citl.indiana.edu/>) is a partnership between the Office of the Vice Provost for Undergraduate Education and the University Information Technology Services (UIITS). Organized for broad pedagogical support (from writing, to new graduate student instructors, to course development, faculty learning communities, programmatic assessment, on workshops for online course development)

- Course Development Institute – run every summer in partnership with IU Kelley School of Business’s Instructional Consulting. Facilitators guide faculty participants through the initial phases of developing a new course/transforming an existing course. Seems quite robust, with emphasis on pedagogical development (technology is not specifically mentioned, but may be part of discussion). Offered for free to faculty (all disciplines/fields), but no mention of stipends or other funding to faculty.
- Numerous grants and awards, for faculty and graduate students, many focused on service-learning, but none specifically technology focused.

Support services for online course development are located on each campus, but serve as integrated teaching/technology units.

Indiana University is one of the Unizin founders.

4) Where are instructional design and instructional technology housed? What pathways exist to guide faculty to instructional technology services? Is access to instructional technology support uniform across different faculty groups at the institution?

For IU Online there is the UITS Support for Programs Developed Under the IU Online Initiative: eLearning Design and Services (<http://iuonlinesupport.iu.edu/>) providing support through every stage of creating an online course/program (Planning and project management, Instructional design, Web & media development, Tools & resources, Course sustainability). Also provides support after launch of course/program and support to ensure programs and courses meet all standards for quality and accessibility.

Next.IU (<http://next.iu.edu/>) - a program, part of UITS, to explore what might be next for teaching and learning technologies (pilots, trials, build-out of Canvas capabilities, etc.). A potentially good example of a formal, organized testbed/sandbox program.

5) At what administrative level are digital education initiatives, endorsed, supported, or made a fundraising priority? For example, does the institution count, encourage, or otherwise track student enrollment or participation in digitally-inflected (hybrid, blended, tech-enhanced F2F) courses? What institutional investments have been made in hybrid and/or blended learning?

Since the late 1990s, online development across all IU campuses occurred from the grassroots level (with notable successes like the online degree programs through the Kelley College of Business). In 2011, The Board of Trustees instituted a Strategic Plan for Online Education, produced by the Dean of the School of Information Sciences, which created the IU Office of Online Education. This office was created in 2011 and began organizing and planning. The state of the effort, and an outline of actions for the future were laid out in a 2012 report (file: Indiana - Moving-forward with online education 2012.pdf). The 2014 Indiana University Bloomington Campus Strategic Plan (draft online at <http://provost.indiana.edu/plan/>) also includes pedagogical and technological innovation within its focus.

Central administration support seems to be the driver of the instructional technology initiatives. Reports and recommendations have come from mission-focused task forces.