



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

FACULTY OF EDUCATION

MASTER OF EDUCATIONAL TECHNOLOGY Program Review

Self-Study

March, 2015

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Executive Summary

The Master of Educational Technology (MET) program was originally designed and approved—in 2002—as a fully online joint degree program between UBC and Tec de Monterrey based in Monterrey, Mexico. It was one of the first two online graduate programs approved at UBC and one of the first joint degree programs with an international partner. The hoped-for benefits of the international collaboration did not materialize so in 2008 the partners decided to offer their programs independently.

The MET is not based in any one department (as most graduate programs are at UBC), but is a faculty-wide program governed and managed in a unique way with participation from all departments in the Faculty of Education and what is now UBC’s Centre for Teaching, Learning and Technology (CTLT). The program operates within a cost-recovery frame and generates significant surpluses for participating units. The financial model on which the program was based has not changed since it began.

The MET has operated as a partnership between the Faculty of Education and CTLT with CTLT providing instructional design, technical support and pedagogical advice through the course development and revision process. Several staff members within CTLT also teach in the program.

The MET is the largest graduate program in the Faculty of Education with a current enrolment of about 320 students and an additional 30-40 students enrolled in two related graduate certificate programs. This is the first formal review of the MET program.

Application and enrolment patterns in the MET suggest it is meeting a need among educators for an accessible program that prepares a wide range of professionals to understand the role technology can play in learning, how to use technology effectively, and its limitations. Data from a survey of MET graduates—conducted in 2012—suggests a high degree of satisfaction with the program but also reveals areas of weakness that need to be addressed. Feedback from instructors suggests additional areas that require attention.

The “challenges” identified in this Self Study point to the following needed actions—in no particular order—to maintain the quality, innovative character, and financial sustainability of the program in an educational landscape that has changed dramatically since the MET began:

1. Develop and monitor a set of meaningful metrics to judge the impact or outcomes of the MET program.
2. Develop and maintain a systematic process to track and encourage continuing, meaningful engagement of MET alumni.
3. Develop and maintain a continuous quality monitoring/improvement process.

4. Develop collaboratively with other UBC units that offer online courses—and apply consistently— a peer evaluation of teaching system.
5. Achieve consensus on an effective governance model for the MET program.
6. Develop a plan to reinvest surpluses generated by the MET to address priority challenges.
7. Develop a plan for further internationalizing the MET.
8. Develop a plan to address the significant inequities in compensation paid to instructors teaching the same course who hold different forms of appointment.
9. Enhance the professional development value of the two MET-related graduate certificate programs
10. Develop consensus on whether there should be a “research track” in the MET program, and if so, what form it should take.
11. Take steps to mitigate the risks to the program as UBC transitions from one learning management system to another.
12. Implement a systematic process for “onboarding” new instructors and keeping them engaged in discussions about the curriculum, pedagogy, operations and future of the program.
13. Initiate a conversation among MET stakeholders about the desirability of continuing the partnership between CTLT and the Faculty of Education.

This program review provides a long-overdue opportunity to reflect on the history of the MET program, its current academic foundations, curriculum, governance and operations with a view to setting some priorities for action. We look forward to the recommendations that will come from the External Review Team to help us in this important process.

1.0 Introduction

1.1 Background on UBC and the Faculty of Education

The University of British Columbia (UBC) is *a place of mind*. It embraces bold new ways of thinking that attract exceptional students and faculty. It is a global centre for research and teaching, and has consistently ranked among the 50 best universities in the world. UBC ranks #32 in the *Times Higher Education World University Rankings* (2014-15); #43 in the *QS World University Rankings* (2014-15); and #37 in the *Academic Ranking of World Universities/Shanghai Jiao Tong* (2014). UBC is also a place where innovative ideas are nurtured in a globally-connected research community, providing unparalleled opportunities to learn, discover and contribute in one's own way. As one of the world's leading universities, UBC creates an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research to serve the people of British Columbia, Canada, and the world.

Home to more than 56,000 students, UBC offers an unrivalled choice of degree programs, learning and research opportunities, international experiences, and recreational and sporting facilities. From the Humanities, to Commerce, to Science, the university offers resources for every academic interest, and is a national leader in areas as diverse as community service learning, sustainability, and research commercialization. UBC has two campuses in Vancouver and Kelowna, BC, a downtown presence at UBC Robson Square, and at the Great Northern Way campus, as well as an Asia Pacific Regional Office in Hong Kong.

The Faculty of Education

The Faculty of Education is one of the leading faculties of education in the world. It prepares professionals for practice in a wide range of education-related fields, from preschool through adulthood. For over 50 years, the Faculty has served the international education community through leadership in research, service, and advocacy. In BC, more than 45% of the province's elementary teachers, the majority of secondary teachers, and a significant proportion of BC's special needs and First Nations teachers, counsellors, school administrators, school psychologists, and vocational rehabilitation counsellors, are prepared by the UBC Faculty of Education. Indigenous education is a major focus of the Faculty.

The Faculty consists of four departments and one school, several administrative support units, and a wide variety of research centres and institutes.

Academic Units

Department of Curriculum and Pedagogy (EDCP)

Department of Educational Studies (EDST)

Department of Educational Counselling and Psychology, and Special Education (ECPS)

Department of Language and Literacy Education (LLED)

School of Kinesiology (KIN)

Administrative Support Units

Office of Graduate Programs and Research (OGPR)

Teacher Education Office (TEO)

Professional Development and Community Engagement (PDCE)

Educational Technology Support (ETS)

Centres and Institutes

- Centre for Culture, Identity and Education (CCIE)
- Centre for Intercultural Language Studies (CILS)
- Centre for Interdisciplinary Research and Collaboration in Autism (CIRCA)
- Centre for Policy Studies in Higher Education and Training (CHET)
- Centre for Sport and Sustainability (CSS)
- Centre for the Study of Historical Consciousness (CSHC)
- Centre for the Study of the Internationalization of Curriculum Studies (CSICS)
- Centre for the Study of Teacher Education (CSTE)
- Psychoeducational Research and Training Centre (PRTC)
- Institute for Early Childhood Education and Research (IECER)
- Institute for Critical Education Studies (ICES)
- Indigenous Education Institute of Canada

The senior leadership of the Faculty (as of September 1, 2014) consists of:

- Blye Frank, Dean
- Tom Sork, Senior Associate Dean, International (with oversight responsibilities for PDCE and the MET)
- Pamela Ratner, Senior Associate Dean, Administration and Innovation
- Jo-ann Archibald, Associate Dean, Indigenous Education
- Beth Haverkamp, Associate Dean, Graduate Programs and Research
- Rita Irwin, Associate Dean, Teacher Education
- Mark Edwards, Assistant Dean, Professional Development and Community Engagement

- Ali Abdi, Head, Educational Studies
- Bill Borgen, Head, Educational and Counselling Psychology & Special Education
- Peter Grimmett, Head, Curriculum and Pedagogy
- Anthony Paré, Head, Language and Literacy Education
- Robert Sparks, Director, School of Kinesiology

1.2 Brief History of the MET Program

The MET was originally designed and approved as a joint degree program between UBC and Tec de Monterrey based in Monterrey, Mexico. The following quotation from the original program proposal provides a good summary of the program's early and somewhat complicated origins:

This proposal for a joint, online degree in educational technology builds upon two current magistral UBC programs and UBC's commitment to partnering with Tec de Monterrey. However, the program is primarily an expansion of the current, joint UBC/Tec de Monterrey certificate program in "distributed learning" offered online over the past five years. This program consists of five graduate courses developed by [UBC's Distance Education and Technology unit, now Centre for Teaching, Learning and Technology] and [the Department of Educational Studies], and enrolls 250 students per year from the post-secondary sector. These five courses are also currently offered by Tec de Monterrey as part of its Masters in Educational Technology, along with Tec de Monterrey providing seven courses of its own. The second UBC program is the on-campus master's program in technology studies (MA and MEd) offered by [the Department of Curriculum Studies, now Curriculum and Pedagogy] for the K-12 sector. This is a smaller program but it receives many requests for an online option (that it cannot fulfill). Tec de Monterrey and UBC believe that the potential international market for a new master's program is large, given current interest in educational technology. (New Program Proposal, Master of Educational Technology, October 24, 2001, pp. 1-2)

The MET program received final approval from the BC Ministry of Advanced Education in May, 2002 and enrolled its first students in September, 2002.

From the outset, it was decided that the MET would not be based in any one department (as most graduate programs are at UBC), but would instead be a faculty-wide program managed in a unique way with participation from all departments and what is now UBC's Centre for Teaching, Learning and Technology (CTLT). The program was designed within a cost-recovery frame and a substantial up-front investment was arranged to support the development of online courses and the infrastructure needed to market and manage the program. In parallel with the program

approval process, a business plan was constructed that accounted for the expected costs and projected revenues. A relatively complex (for its time) agreement was forged through which the roles and responsibilities of the various stakeholders were defined and the financial arrangements specified.

In brief, CTLT was to provide instructional design and online learning support for the program and some experienced staff members would both develop courses and teach in the program; departments in the Faculty of Education would recruit interested tenure-track faculty members to participate in course development and to teach in the program—as they had been doing in the UBC/Tec de Monterrey graduate certificate program—and would designate a representative to serve on the MET Advisory Committee. What was then the Faculty’s External Programs and Learning Technologies unit (now Professional Development and Community Engagement (PDCE)) was designated to manage the operation and finances of the program on behalf of the Faculty. Initially, a MET Program Manager was situated in EPLT/PDCE but that role was shifted to the Faculty’s Office of Graduate Programs and Research (OGPR) in 2012.

The relationship with Tec de Monterrey did not work out as hoped. There were few Tec students who enrolled in UBC courses and few UBC students who enrolled in Tec courses, so the hoped-for international experience for students did not materialize. It was mutually agreed between Tec and UBC to formally dissolve the joint degree program as of January, 2009, leaving Tec and UBC to offer their respective programs independently.

The aims and objectives of the program were threefold: a) To offer an educational technology program and courses that will reach the widest possible audience while addressing the needs of K-12 and adult educators, not only in British Columbia but worldwide; b) To bring a diversity of cultural backgrounds and a richness of perspectives to bear on issues in educational technology; and c) To provide an opportunity for educators to network across national and regional boundaries.

1.3 Rationale Underlying the MET Program and UBC’s Strategic Priorities

One of the goals of UBC’s *TREK 2000: A Vision for the 21st Century* (UBC’s strategic plan at the time) was Internationalization. The principle for this goal was stated as follows:

The University of British Columbia is part of a network of learning that stretches around the world, and in an increasingly global environment it encourages the development of teaching, learning, and research intended to strengthen British Columbia's and Canada's links to other nations. (Source: Letter of Intent, FoE, UBC, 2001).

In addition to supporting UBC's goal of internationalization, the program also supported two of the strategic goals for improving learning. These were:

- Fully integrate information technology with instruction in all areas.
- Develop alternative ways of delivering credit and non-credit programs to students unable to attend classes at regular hours or on campus. Create new programs that address the life-long learning needs of citizens in a knowledge-based society. Expand our continuing higher education programs at the graduate levels and in professional upgrading, to provide unique distance learning opportunities throughout the province.

1.4 The MET Program Review and Self Study

The Master of Educational Technology (MET) Program was one of the first two fully online graduate programs approved at UBC in 2002. It has a unique history, curriculum, financial structure and governance model, and is now the largest graduate program in the Faculty of Education, with nearly 350 enrolled students (including the two MET-related graduate certificate programs discussed below).

Most graduate programs are based in departments and are therefore included in periodic department reviews. At UBC under current policy, academic units are expected to undergo reviews every five to six years. This is the first review conducted of the MET program since it was approved in 2002. This review is unlike most academic unit reviews because of its exclusive focus on a single program.

The higher education landscape that existed at the time the MET was established has changed dramatically. There are now many more online and hybrid programs available that focus on educational technology and the expectations of students for high quality, innovative learning experiences are continually rising.

There are also recurring questions raised at UBC and in the Faculty of Education about how graduate programs—like the MET—should be governed when they involve multiple departments and other university units. The governance and financial model established for the MET in 2002 may not be the best model going forward.

This review provides a valuable opportunity to reflect deeply—with the aid of those who will bring an outside perspective—on the strengths, challenges and opportunities of the MET.

This first review of the MET program will address the general questions relevant to all graduate programs and more specific questions that may be unique to the MET. This *Self Study* presents an overview of the program and detailed data from several sources to inform deliberations about the future of the program.

1.4.1 General Review Questions

1. What is the health and vitality of the program? What are its strengths and weaknesses?
2. Is the program fulfilling an important mandate? Are its objectives appropriate? Should the focus be narrowed or broadened?
3. Are the admission criteria and procedures adequate to assure that entering students have the appropriate backgrounds and academic preparation?
4. How is the quality of courses assessed and how is quality assured?
5. Is the monitoring of academic standards and evaluation of students adequate?
6. Are the students taking too long to complete the program? If so, how could this be rectified? Is the attrition rate too high? If so, why?
7. Does the program provide sufficient intellectual challenge and learning or training that justifies the degree? Is there adequate breadth and depth?
8. Is the quality of the faculty adequate to provide intellectual leadership and challenge?
9. Do procedures exist which foster good governance of the program?
10. Are the facilities and other resources adequate to support the program?

1.4.2 Questions Specific to the MET

11. Should the unique governance structure for the MET program (involving the Faculty of Education; Center for Teaching, Learning and Technology (CTLT); and Provost's Office) continue or should changes be made?
12. Should the staffing pattern for MET courses and the mix of tenure-track and sessional faculty continue? If not, what changes should be made?
13. Should the financial model used for the MET program continue or should changes be made? Should the current method of compensating instructors continue or should changes be made?
14. Should the MET program introduce a research stream that will provide a path for those interested in pursuing doctoral work?
15. Should the current size and growth rate of MET enrolments be continued?
16. Is the MET program sufficiently innovative and distinctive in terms of curriculum, pedagogy, and delivery?
17. How well does the program meet the needs of students with different career objectives, and those who work in different kinds of educational environments? What changes could make the program more attractive to a broader group of students?

2.0 Graduate Study at UBC and in the Faculty of Education

2.1 Graduate Study at UBC

The Faculty of Graduate and Post-doctoral Studies (G+PS) provides centralized administrative support for graduate students and faculty, and ensures the academic quality and integrity of UBC's graduate degree programs, but graduate programs are located within Faculties and, most often, within specific departments.

Table 1 summarizes the graduate student headcount enrolment for the UBC Vancouver campus (as of November 1, 2013).

Table 1: UBC Headcount Enrolment – Vancouver Campus (as of November 1, 2013)

UBC Vancouver			2009	2010	2011	2012	2013	% increase (5 years)
Full-time Headcount								
Graduate	Doctoral		3,469	3,517	3,660	3,727	3,678	6.0%
	Master's		4,481	4,694	4,813	4,823	4,889	9.0%
	Total		7,950	8,211	8,473	7,550	8,567	8.0%
Part-time Headcount								
Graduate	Doctoral		-	-	-	-	-	-
	Master's		1,302	1,418	1,487	1,476	1,345	3.0%
	Total		1,302	1,418	1,487	1,476	1,345	
Total Headcount								
Graduate	Doctoral		3,469	3,517	3,660	3,727	3,678	6.0%
	Master's		5,783	6,112	6,300	6,299	6,234	8.0%
	Total		9,252	9,629	9,960	10,026	9,912	7.0%
% change over prior year (UBC – Total Headcount)			6.0%	4.0%	3.0%	1.0%	-1.0%	

Source: Planning and Institutional Research (PAIR) website

[http://www.pair.ubc.ca/enrolment%20reports/BOG%20Enrolment%20Report UBCV Nov%202013 final.pdf](http://www.pair.ubc.ca/enrolment%20reports/BOG%20Enrolment%20Report%20UBCV%20Nov%202013%20final.pdf), <

Table 1

2.2 Graduate Programs in the Faculty of Education

Table 2 summarizes the different types and number of graduate degree programs currently offered by the Faculty of Education. Although graduate students are formally admitted to the Faculty of Graduate and Postdoctoral Studies, it is the offering Faculty that has primary responsibility for the quality and operations of each program.

The vast majority of master's programs in Education are "on campus" while a growing number employ mixed mode or blended instruction. Not all of the later are reflected yet in the data on the G+PS website. In addition, a significant number of Education master's programs, while regarded as being "on campus" on the G+PS website, are actually delivered off-campus but in a primarily face-to-face format.

Table 2: Types and Number of Graduate Degree Programs Offered by the Faculty of Education

Degree Level	Mode of Delivery	Number
Master's	On campus	49
	Online / distance (100%)	2*
	Blended (on campus / online)	1
Doctoral	On campus	10
	Online / distance (100%)	-
	Blended (on campus / online)	-

Source: Faculty of Graduate and Postdoctoral Studies website < <https://www.grad.ubc.ca/prospective-students/graduate-degree-programs> >

*Note that there are now several fully online master's programs in the Faculty of Education—in addition to the MET—that are not yet reflected in Table 2 from G+PS.

Table 3 summarizes the headcount enrolment in master's degree programs of the Faculty of Education compared to UBC's enrolment in master's programs. Overall master's program enrolments at UBC have increased by about 8% over the five-year period but have plateaued and declined slightly during the past two years. Enrolments in master's programs in the Faculty of Education have grown by about 19% over the same period, but growth has slowed during the past two years.

Table 3: UBC and Faculty of Education Graduate Degree Program Headcount Enrolment (as of November 1, 2013) – Master’s Degree Only

	2009	2010	2011	2012	2013	% increase (5 years)
Master’s						
UBC	5,783	6,112	6,300	6,299	6,234	8.0%
Education	1,114	1,245	1,288	1,310	1,328	19.0%
% change over prior year (Education)	.75%	12.0%	3.0%	2.0%	1.0%	

Source: Planning and Institutional Research (PAIR) website <
<http://www.pair.ubc.ca/enrolment%20reports/BOG%20Enrolment%20Report%20UBCV%20Nov%202013%20final.pdf>,
 Tables 1 & 2

2.3 Application and Enrolment Data for the MET

Table 4 provides MET-specific data on application numbers, new registrations and total enrolments for the past five years. MET enrolments during this period have grown more rapidly than overall Faculty of Education enrolments, but have also plateaued somewhat.

Table 4: Application and Enrolment Data for the MET Program

	2009	2010	2011	2012	2013	% increase (5 years)
Applications	147	187	188	174	179	22.0%
Offers	94	120	124	125	120	28.0%
New registrations	84	108	114	107	106	26.0%
Total enrolment*	249	270	304	323	320	29.0%
% total enrolment change over prior year		8.0%	13.0%	6.0%	-1.0%	

Source: Faculty of Graduate and Post-doctoral Studies, MET Enrolment Data, as of March 1, 2014
<https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-educational-technology>

*Note that the above enrolment figures from the Faculty of Graduate and Post-doctoral Studies (G+PS) do not reflect enrolments in the two MET-related graduate certificate programs. Because certificate students are enrolled in the same courses as MET students, the total enrolments are somewhat higher than G+PS data suggest. This accounts for discrepancies in various reports of overall enrolments.

2.4 Completion Rates and Time to Completion in the MET

UBC permits all master's students—whether classified as part-time or full-time—a maximum of five years from initial enrolment to program completion, although there are provisions so that students can request various types of leaves and—with strong justifications—program extensions.

Unlike most other master's programs in the Faculty of Education, tuition in the MET program is paid on a “per course” basis—current per course tuition is \$1,493.86—rather than on a program basis. So MET students only pay tuition when they are enrolled in courses. Most other master's students pay tuition in three set installments per year regardless of the number of courses they take.

According to enrolment data from the Faculty of Graduate and Post-doctoral Studies website, the MET program “...has a graduation rate of 82% based on 257 students admitted between 2005-2008. Based on 290 graduations between 2011-2014, the minimum time to completion is 0.66 years and the maximum time is 5.66 years with an average of **2.50** years of study. All calculations exclude leave times.” (Data updated as of 19 February 2015)

For purposes of comparison, the other fully-online master's program in the Faculty of Education that has been operating as long as the MET (the Master of Education in Adult Learning and Global Change—ALGC)—albeit a much smaller program with a current enrolment of about 50 students—has a graduation rate of 92% with a minimum time to completion of 1.66 years, a maximum of 3.33 years and an average of **2.1** years. However, the ALGC program is a 2-year, cohort-based program with a program-based tuition. Both factors likely contribute to a faster time to completion than in the MET program and may also contribute to the higher completion rate.

3.0 The Master of Educational Technology Program

3.1 Rationale for the MET

Although UBC had been offering “distance education” courses and programs for many years, at the time the MET was proposed it offered a relatively small number of courses that had been converted from correspondence courses into web-based delivery. With the advent of Web CT—a learning management system—at UBC in 1996, a more robust platform was available to move into online learning.

The availability of Web CT, the advocacy of Dr. Tony Bates, (then Director of UBC’s Distance Education and Technology unit with experience from having worked at the Open University in the UK), and several years of experience collaborating with Tec de Monterrey on the online delivery of graduate certificate courses positioned UBC to develop a fully online master’s program.

As an institution, UBC was beginning to recognize the potential of online learning and was encouraging experimentation using Web CT. In addition, a growing number of faculty were becoming interested in online/digital learning, both as a focus of research and a means to more innovative teaching.

3.2 Labour Market and Student Demand

The informed use of technology can engage students in new experiences and create a community of learners across geographical boundaries. Skilled educators can also create rich learning environments where students are introduced to new ideas, develop new skills, and expand their perspectives. In 1999, the Office of Graduate Programs and Research (OGPR) in the UBC Faculty of Education gathered data on the potential market in British Columbia for a program delivered fully online. Statistics from the Teacher Qualification Service (TQS) on teachers upgrading their qualifications in British Columbia saw that between 1997 and 1999 there were approximately 400 teachers per year in British Columbia attracted to upgrading programs.

Evidence from the data (*Letter of Intent*, Faculty of Education, UBC, 2001) also showed that many of the learners were not able to become students in the traditional sense. They faced increasing demands on their time and lack of financial resources to quit work and go back to school. Those in remote locations of Canada or other countries were doubly disadvantaged. These learners wanted and demanded the flexibility that online courses and programs provide. In recognition of this demand, the Master of Educational Technology (MET) program was

introduced in 2002. The MET program was in an area—educational technology—where teacher expertise was in demand and, because of its ease of access, was found to be attractive to teachers outside BC’s Lower Mainland. There was an expectation that teachers in other provinces would also be attracted to this program because of its online delivery.

3.3 Anticipated Employment Destination after Graduation

The applicants to the MET program were expected to be educators who wanted professional upgrading and/or the financial benefits that additional credentials bring. Graduates from the program were to have a highly sought after specialization and significant exposure to different cultures. These individuals could be employed in the regular K-12 school system, in higher education or as adult educators. Overall, a shortage of educators skilled in the use of educational technology was anticipated so many employment opportunities were expected.

3.4 Program Description

UBC is an internationally-recognized leader in distributed education, and MET instructors work on the leading edge of curriculum design and technology integration. The Master of Educational Technology (MET) program offers a fully online graduate degree that explores the potential use and impact of learning technologies in a variety of contexts. It is designed for educators at all levels and in diverse contexts, including K-12 and post-secondary educators, adult and industry educators, and course designers.

Attracting students from over 35 countries, this innovative program provides an excellent environment in which to learn and engage in:

- Teaching / Instruction using Learning Technologies
- Planning and Management of Learning Technologies
- Design and Development of Learning Technologies

3.4.1 Academic Structure of the Program

The program offers three internationally recognized credentials: the Master of Educational Technology, and two specialized Graduate Certificates. All MET courses are delivered online using UBC’s learning management system—Connect—which is a customized version of Blackboard Learn.

3.4.1.1 *The Master of Educational Technology (MET) Program*

The master's degree program consists of ten 3-credit courses (30 credits total) and provides an in-depth opportunity for students to interact online with colleagues around the globe who are working in technology-supported learning environments. Students in the master's program complete all four required core courses and six electives.

3.4.1.2 *The Graduate Certificate Options*

In addition to the master's program, the MET also offers two graduate level certificates, each consisting of five 3-credit courses. Students must complete a minimum of two core courses and a maximum of three electives. The graduate certificate programs can be completed in as little as one year, and can be used towards the master's degree, provided that the total time between beginning the certificate and completing the master's degree does not exceed five years.

- ***The MET Graduate Certificate in Technology-Based Distributed Learning (TBDL)*** - is directed at anyone concerned with managing, designing or tutoring online or face-to-face technology-based courses for post-secondary or adult learners.
- ***The MET Graduate Certificate in Technology-Based Learning for Schools (TBLS)*** - is directed at anyone concerned with managing, designing or tutoring online or face-to-face technology-based courses for school-aged students.

Students in both Graduate Certificate programs enroll in the same courses as students in the MET program which is why the same admission standards apply to both the MET and certificate programs.

3.4.2 *Program Aims and Objectives*

The curriculum within the MET program offers a holistic perspective on issues that impact the successful planning, development and delivery of e-learning, and ensures that graduates will have a sophisticated understanding of how e-learning functions within different organizational contexts. There are three career areas of interest for graduates of the MET program to consider: Teaching/Instruction using Learning Technologies; Planning and Management of Learning Technologies; and Design and Development of Learning Technologies.

3.4.3 *Course Descriptions*

A total of 16 courses are offered through the MET program. Of these courses, four are core and 12 are electives. Three of the current electives are "special topics" courses (those numbered ETEC 565) that have been offered on a trial basis to test the level of interest among students and

the curriculum. After this trial period, those courses that are judged suitable for a more permanent place in the MET curriculum are given a unique course number and placed into the usual new course approval process beginning with the MET Advisory Committee and progressing through the Faculty of Education, the Faculty of Graduate and Post-doctoral Studies, and UBC Senate.

The courses currently being offered with brief descriptions are listed below. For more detailed descriptions of the courses, please refer to Appendix B – MET Course Outlines.

3.4.3.1 Core Courses

ETEC 500: Research Methodology in Education

This course introduces students to issues and practices in a range of educational research methodologies. Through interactive modules, students learn about and engage with research strategies to promote an understanding of how research impacts our lives and educational pursuits.

ETEC 510: Design of Technology-Supported Learning Environments

This online seminar examines research and related exemplary participatory, networked media tools, as these inform the design of technology-mediated environments. We will explore constructivist and cultural theories of mind, education and digital authoring and communication and their significance for the design of dynamic pedagogical environments that support 21C modes of making, sharing, literacies and learning. Students will author and share digital artifacts and collaboratively design a technology-supported learning environment.

ETEC 511: Foundations of Educational Technology

This case-based course addresses the cultural-historical, ecological-natural, ethical-personal, existential-spiritual, socio-political and technical-empirical dimensions of technology with implications for curriculum and instructional design. How, why and to what degree have media and technology been incorporated into, or changed by, education and what foundations underlie these processes? The course is designed from a basis that educational media and learning technologies are *not* merely tools; educational premises are *neither* fully durable nor pliable; and actors or agents of education are *not* merely humans. It begins with an exploration of instructional design and case-based reasoning, proceeds through disciplinary and interdisciplinary foundations of e-learning, educational technology, learning technologies, and new media and concludes with the relatively neglected existential-spiritual dimension.

ETEC 512: Applications of Learning Theories to the Analysis of Instructional Settings

The overarching objective of this course is to expose students to a variety of theories, each of which has the potential to be useful in understanding learning and teaching in a variety of settings. However, for this information to be useful, educators need to have an understanding of when and how different approaches should be utilized. To this end, many of the assignments and activities of this course will focus on applying different theoretical perspectives to ill-defined, realistic learning situations. In addition, one of the goals of this course is for students to develop a coherent, explicit sense of their own beliefs about learning, and how the various theories hold together and are related to, or influenced by, other perspectives.

3.4.3.2 Electives

ETEC 520: Planning and Managing Learning Technologies in Higher Education

The purpose of this course is to prepare you to plan and manage e-learning effectively in your institutions and organizations. We will do this through readings and discussions of some of the key issues. The assignments will also give you an opportunity to apply some of these ideas to practical planning activities. As the title indicates, the course is focused on the use of technology in **higher education** and it is aimed primarily at people with management responsibilities working in this sector or those who aspire to work as educational managers. If you don't fit this profile, you can still benefit from this course but you might have to work a bit harder to make sense of some of the material and concepts.

ETEC 521: Indigeneity, Technology and Education

This course explores central concerns of globalization and Indigenous people related to educational policy and practice. As colonialism has expanded, it has taken new technological forms; Indigenous people have been uniquely positioned to both challenge technology and to utilize it for their own purposes of identity expression and political mobilization. This course raises questions about the dilemmas of cultural expression in a postmodern internet age while surveying the sites where Indigenous people have employed computer and distance learning technologies to reinvigorate languages, oral traditions, and art forms that were in decline previously.

ETEC 522: Ventures in Learning Technology

This course is an online immersion in the global learning technologies marketplace with particular emphasis on the creation and assessment of original for-profit and not-for-profit ventures that seek to harness the prospective learning potentials of emerging technologies. More simply, the course is about the digital frontiers of learning, and the skills required to be a successful pioneer. This is not a "business" course. We will provide a framework for understanding how commercial and institutional ventures related to learning technologies can be

successfully conceived, launched and evaluated, but the focus is on opportunity development, not management process. If you have lots of business experience, or none, you're in the right place if you're excited by the future of learning.

ETEC 530: Constructivism Strategies for E-Learning

This online seminar will examine literature on current research and practice concerning contemporary constructivist instructional strategies considered to be canonically effective. This will be subsequent to eliciting and exchanging personal beliefs/worldviews about the nature of knowledge and truths and how these impact or influence our pedagogy of teaching and learning. Key instructional approaches and methods including *project-based* teaching/learning and *cooperative* learning, and contextualized teaching/learning will be critically discussed. The principles employed in these strategies will be considered and applied to practical experiences of designing and delivering online instructions. Existing learning sites will be critically examined through constructivist theories of instructing.

ETEC 531: Curriculum Issues in Cultural and New Media Studies

This course focuses on understanding media and associated freedoms of cultural expression and the press for learning, teaching, and public pedagogy. Media studies is a dynamic discipline tailored to exploring youth, culture, and education through concepts or techniques such as articulation, framing, regulation, remediation, representation, and transcoding. In addition to understanding culture, media, and the process of meaning-making, this course focuses on making and managing media across formats, cultural expression, and civic engagement. Making minimal distinction among (the) media *of*, *on*, and *in* education, the course provides a survey of media studies and new media with an emphasis on media education and literacy. Media education and literacy are among the most relevant challenges to “official” knowledge and represent key movements in the sociology of curriculum. Hence, this course balances practice with ethical, legal, and theoretical aspects and emphasizes the design of curriculum and courses for teaching media studies and for integrating media literacy across the curriculum.

ETEC 532: Technology in the Arts and Humanities Classroom

The arts and humanities have traditionally encompassed the study of literature, music, visual arts, performing arts, social studies, rhetoric, and philosophy as a means to understand the human condition. Education has played a vital role in engaging learning in school settings as well as life-long learning through community-based organizations. The arts and humanities can be studied within specific disciplines, but it can also extend to learning about the many aspects of society around us. In this course the arts and humanities will be explored as a way to bring people together to discuss shared values and differences in communities and critically inquire about our personal and social heritages.

ETEC 533: Technology in the Mathematics and Science Classroom

In the 21st century, students' abilities to grasp complex mathematics and science concepts, collect and analyze real time data, make sense of the science- and mathematics-rich information and conduct independent investigations have become increasingly important. At the same time, rapid advances of our knowledge of how people learn mathematics and science coupled with the ever growing range of modern educational technologies allowed contemporary mathematics and science educators to have an unprecedented range of opportunities to engage their students in meaningful learning. These two trends have significantly affected the teaching and learning of these disciplines and the pedagogical skills required of contemporary mathematics and science educators in order to succeed. Teachers have to acquire not only the pedagogical and disciplinary content knowledge, but also the knowledge of content-specific educational technologies and relevant pedagogies. The in-depth exploration of this knowledge (often referred to as Technological-Pedagogical Content Knowledge or TPACK), the ways mathematics and science teachers acquire it and learn to implement technology into their practice is the main objective of the current course.

ETEC 540: Text Technologies – The Changing Spaces of Reading and Writing

The rise of computerized writing through the latter part of the twentieth century has precipitated extensive debate over how text technologies modify reading and writing processes. Our writing tools - whether chisel and stone, reed pen and papyrus roll, press and vellum, typewriter and paper, or keyboard and computer screen - necessarily influence the way we compose and respond to text. It is clear that alongside the developments of computerized writing tools, there have been equally extraordinary developments in the means by which texts circulate, especially in relation to the global communication network we call the Internet. Networked-based, computer-mediated communications now penetrate almost all aspects of text production, to the point that documents that are intended for print are created first in digital spaces, and any individual with access to appropriate technologies and the literacy skills to do so has the ability to publish to the world, a power once reserved to a limited few in society. In the process of examining the early development of writing and the evolution of technologies for writing from ancient times to the present, this course will offer students an opportunity to test such claims, and to consider the ways in which different technologies have influenced beliefs about, and approaches to, writing and reading.

ETEC 565A: Special Course in Subject Matter Field: Learning Technologies – Selection, Design and Application

This is an online seminar that provides several theoretical frameworks to assist educators in evaluating, selecting and using various learning technologies. Students will gain hands-on experience using a range of learning technologies and platforms, including:

- Web publication
- Moodle, a Learning Management System
- Online communication tools
- Community and collaboration tools
- Multimedia
- Social media

Students will complete a number of assignments using different learning technologies as part of building a course ePortfolio. A significant component of this work is reflective in nature.

ETEC 565G: Special Course in Subject Matter Field—Culture and Communication in Virtual Learning Environments

Online environments, and online learning environments, are not ‘culture-free zones’. Both the signs and the tools (Vygotsky & Luria, 1994) of virtual communications are culturally shaped, and diverse learners bring to online learning environments a wide range of culturally-mediated behavioural and communication patterns. Together, signs and tools allow individuals to process and interpret information, construct meaning and interact with the objects, people and situations they regularly encounter. When these elaborate mediating structures, finely honed to navigate a specific environment, encounter a different one, they can malfunction or break down completely. *Culture, Technology and Communication in Virtual Learning Environments* will introduce you to theoretical frameworks and existing research that consider the potential impact of culture on communications and learning in virtual learning environments. The course investigates contemporary research and theory in the three intersecting fields shown in this Figure, and will especially seek to uncover how culture can complicate ‘what happens’ in virtual learning environments when these domains intersect.

ETEC 565M: Special Course in Subject Matter Field—Mobile Education

This course focuses on mobile teaching and learning. The course pioneers two educational contexts that are as yet unfamiliar within the MET program, and UBC overall:

Mobility: The course and its learning experience will be designed for delivery almost entirely on mobile devices. While MET students already participate in our existing courses on their mobile devices, a mobile “immersion” in ETEC 565M offers valuable challenges in interaction design.

Flexibility: The ETEC 565M graduate experience will be coupled with a separate MOOC-like course (M101—A TLEF-funded initiative) on the same topic offered to the entire UBC community. The intent is for the external course to serve as a fertile scholarship ground and publishing channel for ETEC 565M students creating a feedback loop between two complementary communities of learners.

ETEC 580: Problems in Education

This is a “directed study” course in which students propose to a prospective supervisor an individual project that typically involves engaging in a substantial review of literature and synthesizing insights gained from the review. Other objectives/foci are also possible.

ETEC 590: Graduating Project

ETEC 590 is an elective in the MET program, designed for students who wish to meet the requirements of the Teacher Qualification Services (TQS) in the Province of British Columbia for a "capstone research experience" in their program. This is a requirement for teachers who wish to qualify for salary category six. Since this is intended to be a culminating project of your experience in the MET Program, it should be completed toward the end of the program, normally after you have completed at least five courses. ETEC 500 must be completed before enrolling in ETEC 590. The culminating project, an ePortfolio, will be a reflection of you, the student who is towards the end of a Masters of Education program. It will highlight and showcase who you are as an educator as well as a researcher into theory and practice of integrating technology into various contexts. The purpose of the culminating project is to gather, organize, analyze, synthesize and present evidence to demonstrate your competencies, values and beliefs regarding the integration of technology in various contexts.

3.4.4 New Course Development and Course Revisions

From the beginning of the MET program, what is now the Centre for Teaching, Learning and Technology (CTLT) has been primarily responsible for providing instructional design and technical support for MET/ETEC courses. When a new course has been approved by the MET Advisory Committee, a CTLT instructional designer is assigned who then works directly with the course developer to put the course online. Most new MET courses are initially offered on a trial basis as ETEC 565, Special Course in Subject Matter Field. This course number (or an equivalent) is used throughout the Faculty of Education for courses offered on a trial basis. Although there is no hard limit on the number of times a course can be offered as a 565, we prefer that a new course be reviewed and fully approved through Senate with a unique course number after only a few offerings. Appendix G contains a description of the process followed in the MET for new course proposals when offered on both a trial basis and, later, when the decision is made to “regularize” offerings via the full new course proposal process.

Because of the rapid pace of change in educational technology, the MET program encourages major revisions of courses every 3-4 years. A course revision schedule and corresponding budget is updated annually and shared with CTLT who then can plan assignments of their instructional designers. A plan of work is proposed between CTLT and the course developer so that the

revised course can be ready to offer when scheduled. Between major revisions, we encourage instructors to update readings and other aspects of course design to keep them current. Until the MET Program Review is completed, the MET Advisory Committee has recommended suspending discussions of any new course proposals. The following topics have been proposed as possible new courses:

- Games for Learning in Digital Environments
- Intersections of Social Media and Learning
- Learning and Technology in a Global Context
- Advanced Topics in Research and Analytics: MOOCs and Open Education

The MET Advisory Committee has also discussed the possibility of new courses in Leadership and Assessment and Quality Assurance in Online Learning. Discussions about new courses will resume following completion of the Program Review.

3.4.5 Tuition and Support for Students

3.4.5.1 Tuition Fees

MET tuition is charged on a per-course basis, so students do not have to pay full program costs in one lump sum or in regular installments like most other master's students. Domestic and international students pay the same tuition rate. A \$250 non-refundable deposit is required each academic session before the student can register in courses. Tuition fees are in Canadian dollars, are reviewed annually by the UBC Board of Governors, and are subject to change.

The MET tuition fee is considered competitive in comparison to other online Master's Degrees in Educational Technology in Canada and the US (see Appendix G). The current tuition fee is approximately \$1,500 (CAD) per 3-credit course. Tuition for the 30-credit program is therefore approximately \$15,000 plus student fees.

The Government of BC has in recent years capped tuition increases for domestic students at no more than 2% per year. Tuition fees are adjusted upward annually at a rate consistent with the government cap and acceptable to the UBC Board of Governors. A review is currently underway of international student tuition which is not regulated by the BC Government.

3.4.5.2 Student Loans

Students registered in a minimum of nine credits in the MET program are eligible for full-time student loans, unless they are approved to study at a reduced course load due to a permanent disability. More information is provided on the UBC Student Services—Financial Advice website < <http://www.students.ubc.ca/finance/index.cfm> >.

3.4.5.3 *Teaching Assistantships*

The MET program also hires Graduate Teaching Assistants as needed to assist with courses that have high registrations, although those hired are often students in other programs within the Faculty of Education.

3.4.5.4 *MET Travel Grant Fund*

A MET Travel Grant fund was established in 2008, with an allocation of \$20,000 to be topped-up each year, with the following streams:

MET Conference Travel Grant

The goal of this initiative is to provide financial assistance to MET degree students and sessional instructors for costs incurred in presenting a first-authored paper, poster session, or workshop at a local, national or international conference related to the field of educational technology and based on work arising from their participation in the MET program.

MET Graduation Travel Grant

The goal of this initiative is to assist distance education students who complete the MET degree program to attend graduation in person at UBC's Point Grey campus. Graduation ceremonies are held twice each year in May and November.

Applications for these grants has grown from 22% of the funds allocated in the first year to over 90% in recent years. The Fund has supported students to present at conferences in over 10 countries, and has assisted students in attending their graduation in Vancouver from over 10 countries. The Conference Travel Grant was extended to MET sessional instructors in 2011 because most of them do not have access to travel funds available to other faculty through annual department and university allocations.

3.5 Program Resources

3.5.1 *Library Resources*

Students enrolled in the MET program have access to all UBC Library services, online and in-person, with key resources available through recommended texts, custom course materials, or online sources. In 2004, an agreement was established with the Faculty of Education library to cover costs of librarian time dedicated to the program. The current annual rates are as follows:

New Course Delivery - \$800/course

Revised Course Delivery - \$80/course

Existing Course Delivery - \$500/course

Student Support - \$12/registration

3.5.2 Equipment and Space

Because the MET program is delivered entirely online, no equipment or space is provided for faculty or students. Most, but not all, of the faculty and sessional instructors have offices in their departments or other units/institutions where they work and have access to computers and the Internet. An issue currently under discussion is the possibility of assigning office space to MET sessional instructors who do not have access to other space. This issue is part of a larger discussion underway about use of space in both the Scarfe Building and Ponderosa Commons, Phase 2, to be occupied by two departments currently housed outside the Scarfe Building in January, 2016.

Professional Development and Community Engagement (PDCE) provides equipment and office space for MET support staff. Overhead charges are assessed against MET tuition revenue to recover costs associated with program operations.

3.5.3 Use of Social Media

The Faculty strives to provide opportunities for continuing engagement for MET students and alumni, and to continue refining the program to better suit the needs of the learning community. Some of the program highlights include:

MET Learning Together – this is an online community forum for current students and MET alumni to interact outside the classroom.

MET Graduate Survey – to assist with ongoing evaluation, development and international recognition of the program.

MET Graduate Support – by connecting interested applicants with current students or MET Alumni to answer questions about the program from the student perspective.

Graduate Profiles – encourages MET alumni to keep in touch by providing them with a webpage to post their profiles.

There is quite a bit more we can do to promote a deeper level of engagement with MET alumni. Although the strategies above have been successful in keeping the keeners engaged, there is no doubt more we can do to remain connected to MET alumni and to benefit from their advice to keep the program relevant and innovative.

3.5.4 Instructional Staff

As of 2014-2015, the MET instructional staff includes ten tenure-track/tenured faculty members, 13 sessional instructors, and 6 external members (non-UBC affiliation)—29 in all.

The faculty members and sessional instructors involved in the MET program are summarized in Table 5. Numbers include those involved in both course development/revision and teaching. Appendix C (provided separately) contains the CVs of most MET instructors.

When assigning instructors to teach MET courses, tenure-track/tenured professors have priority and are assigned as many sections of ETEC courses as they desire that fit within their other departmental responsibilities. Workload assignments in the MET for tenure-track and tenured faculty must be approved by their department heads. Following that, sessional instructors with “continuing status” are assigned sections based on their credit entitlement. Then other sessional instructors are assigned based on previous teaching in the MET. If there are additional courses/sections required, then a position is posted following the provisions of the *Collective Agreement*. The pool of applicants is reviewed by a subset of members of the MET Advisory Committee plus the lead instructor—if available—for the course being staffed.

In some cases, tenure-track/tenured instructors teach MET courses as “overload” (in addition to a “full load” of other teaching). A typical “full load” of teaching in the Faculty of Education for those on the professorate track is four courses (12 credits) per academic year. In cases where tenure-track faculty teach MET courses as overload, their compensation is the same as for sessional instructors.

MET Instructor Meetings are held periodically (typically 2-3 times per year) to discuss ideas for course development, student and pedagogical issues, and other instructor concerns. These meetings provide opportunities for instructors to meet one another, discuss common issues and to provide feedback on operations of the program. When instructor concerns fall within the mandates of the MET Advisory Committee and/or MET Management and Budget Committee, the concerns are placed on the agenda’s for meetings of those groups.

As will be discussed in more detail later, we do not have in place a systematic “onboarding” process for new MET instructors which can lead to feelings of isolation and lack of community in a fully online program. This is especially a concern with instructors who may not be able to “attend”—virtually or physically—MET instructor meetings.

Table 5: Faculty Members and Sessional Instructors in the MET Program

Name	Affiliation	Courses	Other MET Involvement
Faculty (n=10)			
Kadriye Ercikan	ECPS	ETEC 500	MET Advisory Committee MET Advisory Committee MET Advisory Committee MET Advisory Committee
Jenna Shapka	ECPS	ETEC 512	
Mary Bryson	LLED	ETEC 510	
Michael Marker	EDST	ETEC 521	
Samia Khan	EDCP	ETEC 533	
Marina Milner-Bolotin	EDCP	ETEC 533	
Samson Nashon	EDCP	ETEC 530	
Stephen Petrina	EDCP	ETEC 511	
Teresa Dobson	LLED	ETEC 540	
Anneke van Enk	LLED	ETEC 540	
Sessional (continuing) (n=2)			
Alex de Cosson	EDCP	ETEC 532, 590	
Franc Feng	PDCE	ETEC 511, 531, 590	
Sessional (UBC staff) (n=6)			
Natasha Boskic	ETS	ETEC 565A	MET Advisory Committee MET Academic Advisor
Jeff Miller	CTLT	ETEC 510	
Janet McCracken	ArtsISIT	ETEC 500, 512	
Sunah Cho	CTLT	ETEC 500, 512	
Leah Macfadyen	ArtsISIT	ETEC 565G	
David Vogt	PDCE	ETEC 522, 565M	
Sessional (n/a) (n=5)			
Matiul Alam	n/a	ETEC 511	
Tatiana Bourlova	n/a	ETEC 520	
Martha Burkle	n/a	ETEC 530	
Oksana Bartosh	n/a	ETEC 500	
Chelsey Hague	n/a	ETEC 510	
Non-UBC (n=6)			
John Egan	Auckland	ETEC 530	
David Porter	BCIT	ETEC 522	
Diane Janes	CBU	ETEC 510, 530	
Mark Bullen	CoL	ETEC 520	
Norm Friesen	Visiting	ETEC 511	
Yael Tagerud	Linneaus	ETEC 565G	

Table 6 summarizes the staffing of MET courses during the most recent four academic years indicating the relative proportion of courses taught by tenure-track and other faculty and the proportion of sections taught by men and women.

Table 6: MET Instructor Summary by Tenure-track Status and Gender

Year	Total sections offered	Taught by UBC tenure-track faculty		Taught by others		Taught by women		Taught by men	
		No.	%	No.	%	No.	%	No.	%
2011-12	41	9	22.0	32	78.0	12	29.3	29	70.7
2012-13	47	5	10.6	42	89.4	19	40.4	28	59.6
2013-14	46	5	10.9	41	89.1	22	47.8	24	52.2
2014-15	50	7	14.0	43	86.0	26	52.0	24	48.0

The preference in the MET program is to have as many tenure-track faculty involved in developing courses and teaching in the program as possible. Tenure-track faculty have priority in teaching when new sections are added. The number of tenure-track faculty teaching in the program varies each year based partly on accommodating study leaves, administrative duties, retirements, and other workload obligations within their respective departments.

3.5.5 Administrative and Support Staff

Table 7 lists the current administrative and support staff for the MET program within the Faculty of Education. In addition, the Centre for Teaching, Learning and Technology (CTLT), as a longstanding partner in the delivery of the MET program, provides instructional design, course development and delivery support.

Table 7: Administrative and Support Staff for the MET Program

Names	Position	Affiliation
Dr. Tom Sork	Senior Associate Dean, International	DNSO
Dr. Mark Edwards	Assistant Dean, Professional Development and Community Engagement	PDCE
Vacant	MET Program Manager*	PDCE
Heather McGregor	MET Marketing	PDCE
David Roy	MET Senior Program Assistant	PDCE
Shapoor Marfatia	Director, Business Development [MET finances]	PDCE
Dr. David Vogt	MET Academic Advisor	PDCE

*As of March, 2015, this position is being reconfigured. Some of the tasks assigned to this position will revert to PDCE while others will remain in OGPR assigned to the newly established position of Senior Graduate Advisor for Faculty-wide programs.

See Appendix D for a chart listing all those currently involved in MET Oversight and Operations.

3.6 Program Administration and Quality Assurance

3.6.1 Recruitment and Admission Practices

3.6.1.1 Admission Requirements

Admission requirements are the same for each of the three credentials offered as part of the MET program. These requirements include:

Admission by UBC's Faculty of Graduate and Post-doctoral Studies (G+PS)

Payment of a non-refundable application fee

Ability to study and work in English

Basic familiarity with computers, email, and the internet

Applicants to the MET are not required to have worked in education.

3.6.1.2 Academic Requirements

Applicants applying to the MET, the TBDL or TBLS Graduate Certificate must meet minimum admission requirements established by UBC's Faculty of Graduate and Post-doctoral Studies. It should be noted, however, that only those applying to the Master of Educational Technology (MET) program—not the two related certificate programs—are admitted to the Faculty of Graduate Studies. Applicants with Canadian or US Credentials are required to possess: a) a four-year bachelor's degree from a UBC-recognized university; b) a B+ average (76% at UBC) in third and fourth year-level course work; and c) the ability to study and work in English. Holders of master's degrees are also eligible to apply, even if the bachelor's degree does not meet the 4-year requirement. Applicants with International Credentials are required to check the Faculty of Graduate and Postdoctoral Studies Admission Requirements at <
<https://www.grad.ubc.ca/prospective-students/application-admission/minimum-academic-requirements-international-credentials> >.

Table 8 provides a summary of application, admission and enrolment activity in the MET over the four year period, 2010-2013.

Table 8: Applications, Offers and New Registrations (as % of applications), 2010-2013

	2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%
Applications	187		188		175		179	
Offers	120	64%	124	66%	125	71%	120	67%
New registrations	108	58%	114	61%	107	61%	106	59%
Total enrolment	270		304		323		320	

Source: Faculty of Graduate and Post-doctoral Studies website:

<https://www.grad.ubc.ca/prospective-students/graduate-degree-programs/master-of-educational-technology>

Over this four-year period, the ratio of offers to applications ranges from 64-71% and the range of new registrations to applications ranges from 58-61%.

3.6.1.3 *Language Requirements*

Students with English as a second language will require intermediate proficiency. Proof of proficiency can be provided by any of the following test scores: a) a TOEFL score of 550 (paper) or 213 (computer); b) an internet-based TOEFL overall score of 80 (with a minimum score of 20 for both the reading and writing sections of the test); c) a minimum overall MELAB score of 81; and d) a minimum overall IELTS band score of 6.5 and no other component score less than 6.0. Students are required to visit the Faculty of Graduate and Postdoctoral Studies' English Proficiency Requirements at < <https://www.grad.ubc.ca/prospective-students/application-admission/english-proficiency-requirements> > for information on the submission of the language exam scores. Exams must have been taken within the last 24 months at the time of submission of an application.

3.6.1.4 *Technical Skills*

The MET program does not require an advanced ability with computers. Students are expected to be able to send and receive emails with attachments, and to access course materials via the Internet.

3.6.1.5 *Hardware / Software Requirements*

Because the MET is a fully online program, students must have access to a PC or Mac computer with internet access. Students are responsible for purchasing and maintaining all computer hardware and software and for accessing a reliable internet connection.

3.6.1.6 *Special Case Applicants*

Students who have a four-year baccalaureate degree or its academic equivalent but do not meet other formal admission criteria can still apply provided they have sufficient depth and breadth of professional experience and training, and clear objectives for studying at the graduate level. Students considering this option can approach the MET Academic Advisor at the time of application.

3.6.2 *Student Evaluation of Instruction*

The University of British Columbia values the quality of the teaching offered to students. UBC encourages faculty to use evidence-based approaches to teaching, to develop new approaches to teaching, to use innovative teaching and learning methodologies, and, where appropriate, to implement leading-edge instructional technologies.

Student evaluations of teaching help identify and support effective teaching, and also provide the University community with information about student perceptions of the quality of instruction at UBC.

In May 2007, the UBC Senate approved the *Policy on Student Evaluation of Teaching*. The Policy requires that every course section or learning experience be evaluated by students each time it is offered (with some exceptions, as defined by the policy). For most courses, UBC has implemented a modular approach, where individual faculty members, Departments, Faculties and the University can contribute evaluation questions.

At present, students are invited to evaluate all MET courses at the conclusion of each term. The current evaluation form contains six “university module items” (that are asked for all courses throughout the university) and an additional 31 items. At UBC, students are not required to participate in course evaluation activities.

Student evaluation of instruction at UBC is facilitated by CoursEval®. This online evaluation system provides a secure mechanism for managing student evaluations of UBC courses, while maintaining the confidentiality of student responses as required by the Senate Policy.

Students are given the opportunity to provide anonymous feedback at the end of term on courses in which they are registered. The questions used in the online evaluation system have not been revised for many years. There are continuing concerns throughout the campus about response rates, considered by many to be too low to provide valid and reliable data.

In 2014, the Faculty of Education established a Student Evaluation of Teaching Working Group tasked with reviewing the entire student evaluation of teaching evaluation process and making recommendations designed, in part, to improve response rates.

The initial recommendations from this group involve dramatically reducing the number of evaluation questions and revising the evaluation protocol so that students better understand the importance and role of student evaluations in both improving instruction and making personnel decisions.

See Appendix E for a list of all questions currently included in the end-of-course evaluation process for all MET courses as well as the proposed set of questions which we expect will be implemented in Summer, 2015.

3.6.3 Review of Instructors

Results of student evaluations of teaching on CoursEval® are reviewed by instructors to help them improve their teaching. Student evaluation data are also reviewed by the Dean, Associate Deans and Department Heads as an important component of decisions about reappointment, tenure, promotion, merit and curriculum renewal.

With the permission of the instructor, numerical results of the 6 university module items are posted at teacheval.ubc.ca, which students can access.

Instructors receive evaluation results for their courses only after surveys close and final grades are submitted. The system is housed on a secure server located on the UBC campus and evaluation submissions are stored without any personal data (e.g. name, student number), to further ensure confidentiality.

The MET tries to address student-identified concerns about instruction from within the program. Depending on the nature of the concern, students will generally contact the MET Senior Program Assistant who alerts the MET administrative team who then decide on the best course of action to address the concern. Sometimes this involves speaking directly with instructors, intervening with students or addressing systemic/administrative concerns with other campus units.

As indicated below as an area where more work is needed, there is currently no approved, systematic protocol in place at UBC for conducting peer reviews of online teaching. Peer reviews of teaching are an expected part of the promotion and tenure process and of the process of assessing the performance of newly appointed sessional instructors. Because these reviews

have important implications for the careers and future employment prospects of those being reviewed, an approved and systematic process is needed

3.6.4 Program Administration

3.6.4.1 Management Structure

The Master of Education Technology (MET) is a program of the Faculty of Education with involvement from all departments, the Center for Teaching, Learning and Technology (CTLT), and is managed by Professional Development and Community Engagement (PDCE). There are two committees involved in the academic and financial dimensions of the MET which are described below. In addition, there are several specific academic and administrative roles associated with operating the MET that are also summarized below. The MET is subject to the same curriculum approval processes and policies as other graduate programs that are under the auspices of the Faculty of Graduate and Postdoctoral Studies.

MET Advisory Committee

The MET Advisory Committee oversees all academic matters such as staffing, curriculum, admissions, educational quality of the courses, and related matters. It has members from all departments in the Faculty of Education (most of whom also teach in the program); the MET Academic Advisor (see below); the Senior Manager, Distance and Blended Learning, CTLT; and is chaired by the Senior Associate Dean, International. The committee normally meets three times a year. Ex-officio members include the MET Manager, MET Senior Program Assistant, the Director, Business Development of PDCE who handles MET finances, and the Assistant Dean, PDCE.

MET Management and Budget Advisory Committee

The MET Management and Budget Advisory Committee provides financial and management oversight, advice and review for the Dean of the Faculty of Education and the Associate Vice President Academic. The committee consists of the Dean of the Faculty of Education (or a designate); the AVP Academic (or a designate); the Associate Dean, Teacher Education; a representative from the Centre for Teaching, Learning and Technology (CTLT); and a representative from Continuing Studies. Ex-officio members include the PDCE Director of Business Development, the MET Manager, the Assistant Dean, PDCE, and the Director of Finance for the Faculty of Education. The committee normally meets twice a year and is chaired by the Senior Associate Dean, International.

Manager, MET Program (currently vacant)

The Manager is responsible for the day-to-day management of the program including confirming instructor appointments, posting positions for new instructors as needed, recommending instructors in consultation with departments, scheduling and managing course revisions, posting the course schedule up to a minimum of 6 years in advance, liaising with PDCE Accounting on appointments and financial matters, liaising with the Faculty of Graduate and Postdoctoral Studies, and scheduling committee meetings. Until recently, this position also represented the MET on the Faculty of Education Graduate Curriculum Advisory Committee (GCAC) which must review and approve all curriculum changes before they are placed on the agenda for a Faculty of Education (FoE) meeting for final FoE approval. As of March 1, 2015, the MET is represented on this committee by the recently-appointed Senior Graduate Advisor in the Faculty of Education's Office of Graduate Programs and Research.

3.6.4.2 Student Advising and Support

MET Academic Advisor, Dr. David Vogt

The Academic Advisor for the MET program provides advice to prospective and current students with questions about the program and the selection of elective courses, and deals with concerns about student progress or performance in the program. The Academic Advisor also works with the MET Senior Program Assistant and Assistant Dean, PDCE in the review of applications to the program.

MET Senior Program Assistant, Mr. Dave Roy, PDCE

This staff position is responsible for responding to inquiries from prospective and current students, evaluating transcripts of applicants and preparing application files for review, referring questions to appropriate staff, receiving and reviewing requests for MET conference and graduation travel grants, scheduling courses and opening new sections, providing access to class lists for instructors, and registering students in courses, as needed. More recently, this position maintains MET-specific social media channels to connect with and distribute information to MET students, prospective students, and graduates.

3.6.4.3 MET Marketing

Ms. Heather McGregor, PDCE

This staff position is responsible for maintaining the MET website, preparing marketing materials, placing ads in appropriate publications and using other web-based marketing techniques to encourage inquiries and enrolments. This position also employs various web analytics to track and analyze the traffic to the MET website.

3.6.4.4 MET Finances and Budgeting

Mr. Shapoor Marfatia, Director of Business Development, PDCE

This staff position is responsible for monitoring all financial aspects of the MET program including tracking revenue, developing the annual MET budget, tracking and processing expenses, and initiating appointments and payments to course developers and instructors.

3.6.4.5 Financial and Budget Model

From the beginning of planning the MET, it was anticipated that it would lose money in the early years but generate a surplus as enrolments grew and the initial investment was paid off. The investment was paid off in 2007 and the program began to generate surpluses based on the original financial model. Surpluses—annual net tuition revenue remaining after all direct and indirect costs of operating the program are paid—are distributed to the participating units based on an agreed upon formula. For departments, their share is based on the relative level of participation over time of tenure-track faculty in on-load course development and teaching.

Currently, the Director of Business Development in PDCE manages the financial aspects of the MET program, collaborates with the MET Program Manager on appointment-related matters, liaises with CTLT on financial matters, and serves in an ex-officio capacity on the MET Management and Budget Committee and MET Advisory Committee.

Table 9 provides an overall financial summary of the net revenue received, expenses and surpluses for the most recent five complete fiscal years. See Appendix F for more detail on MET program finances.

Table 9: MET Five-Year Financial Summary, 2009-2014

	2009-10	2010-11	2011-12	2012-13	2013-14
Total Net Tuition Revenue	\$980,437	\$1,054,578	\$1,063,817	\$1,211,335	\$1,211,211
Expenses					
FOE Expenses	\$625,441	\$604,035	\$668,921	\$719,873	\$726,008
CTLT Expenses	\$96,271	\$77,196	\$83,316	\$128,519	\$132,368
Total Program Expenses	\$721,712	\$681,232	\$752,237	\$848,392	\$858,375
Surplus Revenue	\$258,725	\$373,346	\$311,579	\$362,943	\$352,836

The MET Management and Budget Committee meets annually to review program finances and approve the annual budget and distribution of surpluses. Table 10 illustrates the surplus distribution formula with figures from the most recent completed budget cycle. At present, 76% of any surplus remains in the Faculty of Education and 24% is transferred to the Centre for Teaching, Learning and Technology (CTLT). Of the 76% retained by the Faculty of Education, 33.3% goes to the Dean’s Office (DNSO), 33.3% to PDCE and 33.3% to participating departments.

Table 10: MET Surplus Distribution (2013-14)

Surplus Distribution:		
FoE	76.00%	
CTLT	24.00%	
	2013/14 Balance	FOE
	\$352,835.66	\$268,155.10
		CTLT
		\$84,680.56
	Percentage	Amount
DNSO	33.33%	\$89,385.03
PDCE	33.33%	\$89,385.03
Departments	33.33%	\$89,385.03
		\$268,155.10

The degree to which departments participate in the MET is determined using a rolling five-year average of on-load MET teaching and course development activity. Table 11 illustrates the proportional distribution for the most recent surplus.

Table 11: MET Surplus Distribution to FoE Departments (2013-14)

Department	Percentage*	Amount
<i>EDCP</i>	48.57%	\$43,415.59
<i>ECPS</i>	14.29%	\$12,769.29
<i>EDST</i>	5.71%	\$5,107.72
<i>LLED</i>	31.43%	\$28,092.44
	100.00%	\$89,385.03

*Based on 5-year rolling average of on-load teaching and course development activity.

By using a five-year rolling average of on-load teaching and course development to distribute the departmental share of MET surpluses, departments have an incentive for greater on-load participation of tenure-track/tenured instructors in the MET program.

One recurring issue related to the MET financial model is the distribution and use of surpluses. In the original business plan for the MET, it was anticipated that after the initial investment was recouped, surpluses would be sufficient to cover all costs plus to fund partial or full tenure-track faculty positions. Although there has been occasional discussion of this goal, there has not been any agreement between the units that receive MET surpluses on allocating them to this purpose.

3.6.4.6 *Instructor Compensation*

For tenure-track and tenured faculty who teach MET/ETEC courses as part of their “normal” workload, the compensation for teaching a course is approximately 10% of their annual salary (based on 40% of a workload devoted to teaching and a 12-credit “normal” annual teaching load). For sessional instructors—who do not hold tenure-track appointments—compensation is determined based on the number of students enrolled in each course following the official add/drop period. As of March, 2015, the Faculty of Education is the only remaining unit at UBC that continues to use a “per student” form of instructor compensation for online courses; other units pay online instructors a set per course salary based on the number of credits. At present, the per student rate for each 3-credit MET/ETEC course is \$254.16.

The pay scale for sessional teaching in the Faculty of Education (FoE) is based on a full-time teaching load of 15 credits per term in the Winter Session.

Table 12 compares the sessional pay for teaching a face-to-face (F2F) 3-credit course in the Faculty of Education with the salary of a MET instructor being paid on a per student basis to teach one section of a 3-credit online course. Most MET courses have enrolments of at least 16 students. The “maximum” enrolment in any one section of a MET course is 23, although this number can be exceeded with the instructor’s permission.

Appendix F contains more detailed information on MET finances and includes a MET “salary calculator” used to determine total compensation including 4% vacation pay. This appendix also includes information on two MET courses (ETEC 580 and ETEC 590) that have a different compensation arrangement given their unique nature.

Table 12: Comparison of MET Sessional Instructor Pay vs. F2F Sessional Pay

Step*	Per credit FoE sessional pay scale for F2F**	Per 3-credit F2F course**	MET pay @\$254/student**
1	\$1,624	\$4,873	16 students = \$4,064
2	\$1,649	\$4,947	17 students = \$4,318
3	\$1,674	\$5,021	18 students = \$4,572
4	\$1,698	\$5,095	19 students = \$4,826
5	\$1,723	\$5,169	20 students = \$5,083
6	\$1,747	\$5,242	21 students = \$5,334
7	\$1,772	\$5,316	22 students = \$5,588
8	\$1,797	\$5,390	23 students = \$5,842

*Each instructor is placed at a “step” based on the amount of previous teaching completed. In the Faculty of Education, one step equals 30 credits of teaching.

**All figures as of March 1, 2015 and rounded to nearest dollar. The *Collective Agreement* that governs minimum salaries and salary increases that will be retroactively effective from July 1, 2014 is currently being negotiated.

4.0 MET Graduates

There is currently no standard “graduates survey” conducted annually, but a MET alumni survey was conducted in 2012. An attempt was made to reach all graduates up to that time. Following is a description of the process used and the results of the survey. Note that comments offered by respondents to questions on this survey are included in Appendix H.

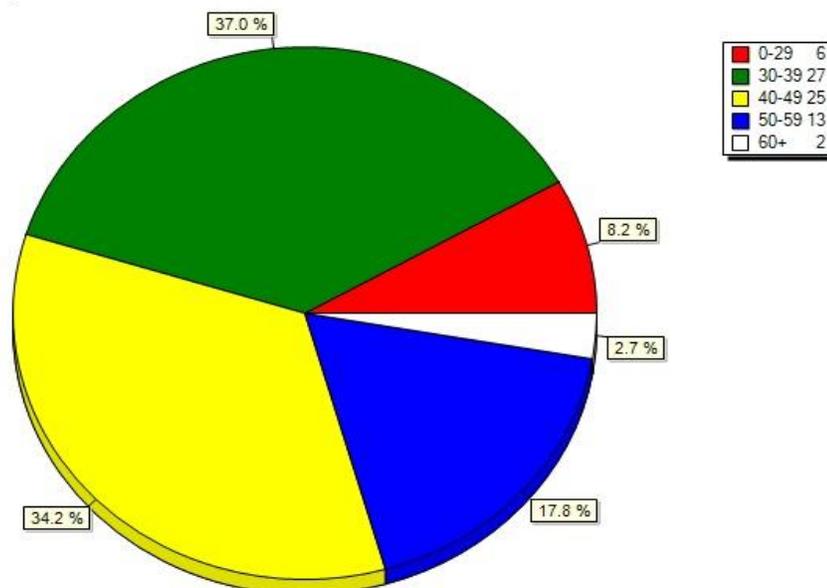
4.1 MET Alumni Survey (2012)

A survey of MET Alumni (FoE, UBC, 2012) was administered in March, 2012. A total of 308 email addresses were used to invite participation in the survey during the 23-day period from April 16, 2012 to May 8, 2012. A total of 73 completed responses were received. The response rate was 24%.

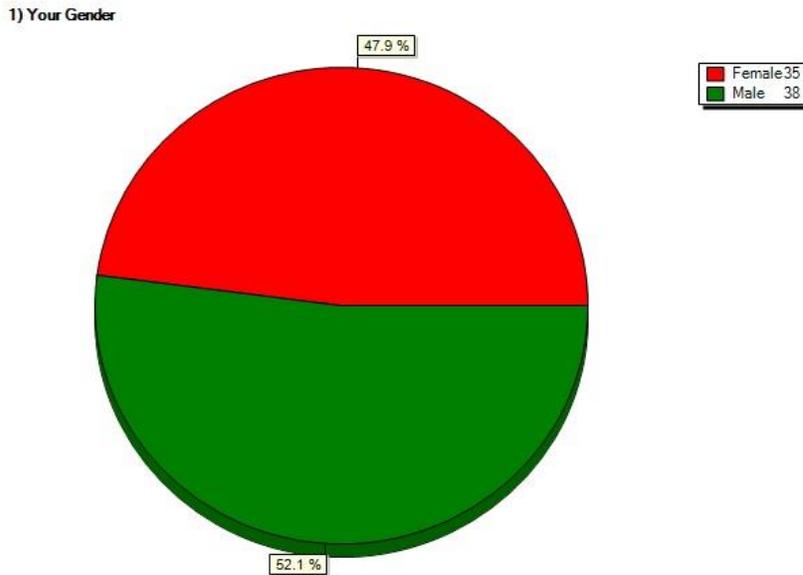
4.1.1 Age and Sex

Respondents were all graduates from the MET program (100%, n=73). The age composition was mostly in the 30-39 age group (37%, n=27), followed by the 40-49 age group (34.2%, n=25). The rest were from the 50-59 age group (17.8%, n=13), the < 30 age group (8.2%, n=6), and the 60+ age group (2.7%, n=2).

2) Age Group



About 48% (n=35) of respondents were females and 52% (n=38) males

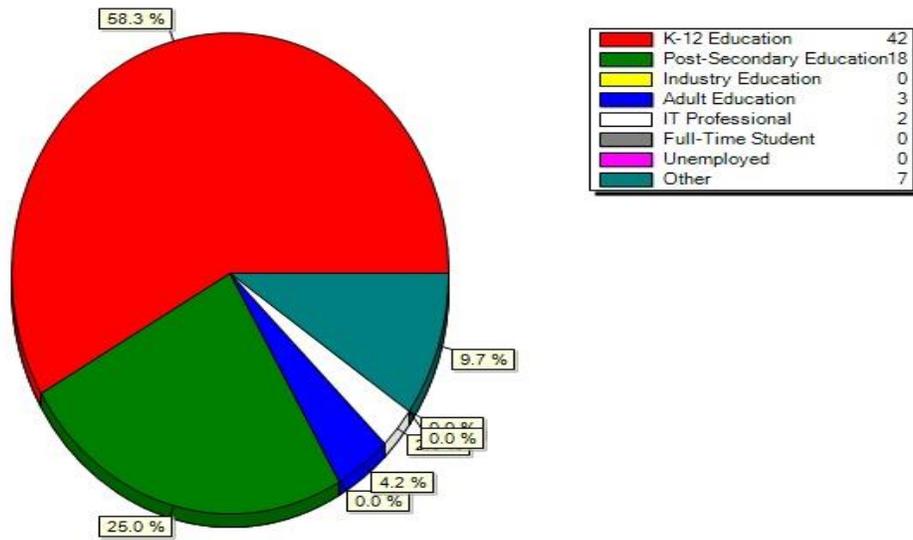


4.1.2 Employment and Usefulness of the MET Program

At the time of the survey, 58.3% (n=42) of the respondents were working in K-12 education, 25% (n=18) in post-secondary education, 4.2% (n=3) in adult education, and 2.8% (n=2) as IT professionals. 9.7% (n=7) were working as consultants for corporations increasing in virtual training, managers of online communications, government sector, both K-12 and post-secondary, both K12 and adult education (providing PD for teachers), and both 10-12 online education and adult education.

When asked whether the MET program was useful in assisting them to get to their current job or position, slightly more than half (58.9%, n=43) reported the MET program to be useful.

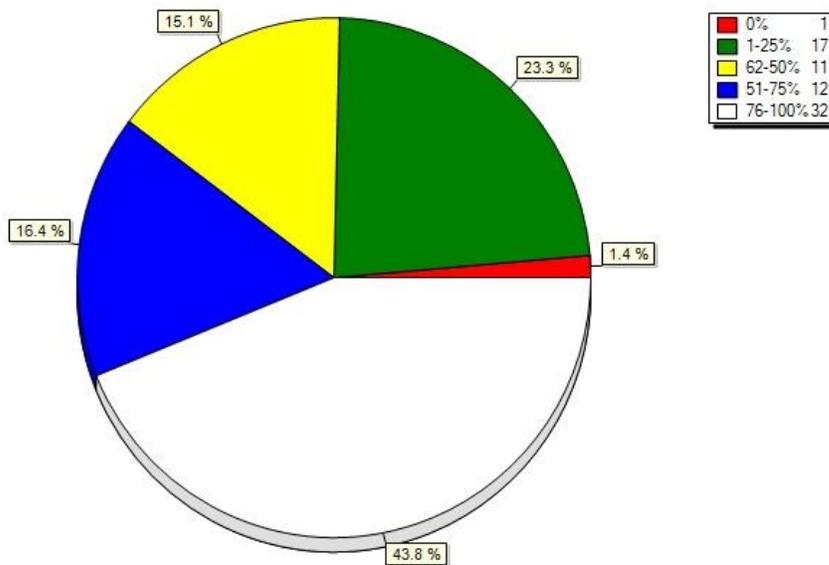
5) What is your current employment?



4.1.3 Use of Educational Technology

Almost half (43.8%, n=32) of the respondents reported utilizing 76–100% educational technology in their current position, while 16.4% (n=12) and 15.1% (n=11) reported utilizing 51-75% and 26-50% educational technology in their current position respectively. Another 23.3% (n=17) reported utilizing 1 – 25% educational technology in their current position. Only 1 (1.4%) was not utilizing educational technology in their current position.

6) What percentage of your current position utilizes Educational Technology?

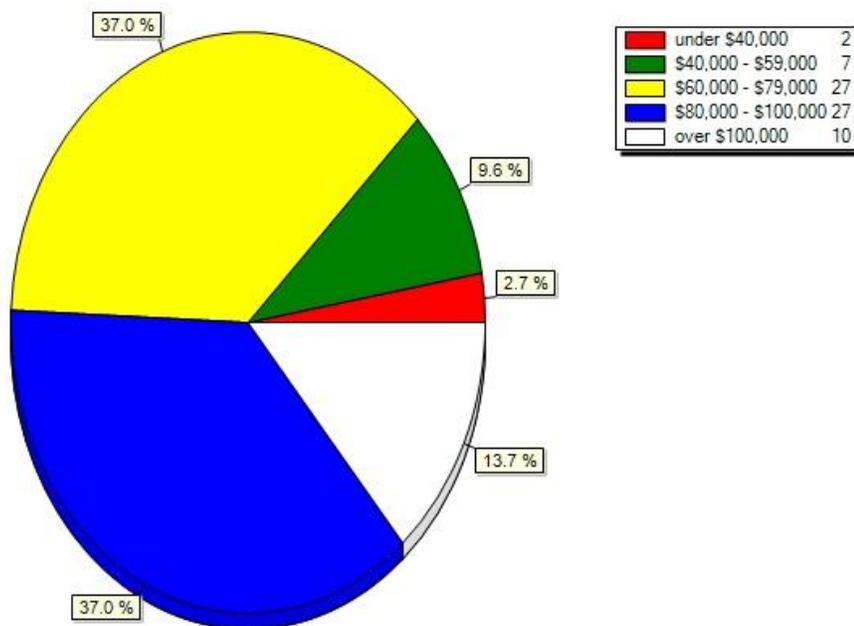


4.1.4 Salary

Annual salary prior to admission to the MET program was in the range of \$60,000–79,000 (38.4%, n=28), and \$40,000–59,000 (27.4%, n=20). Only 19.2% (n=14) were earning over \$80,000, and 15.1% (n=11) under \$40,000.

When respondents were asked about their current salary, a drop in the number of respondents earning under \$40,000 (2.7%, n=2), and \$40,000–59,000 (9.6%, n=7) was noted. Still 37% (n=27) reported a salary range of \$60,000–79,000. A big increase, however, was reported by respondents (50.7%, n=37) earning over \$80,000, which seems to indicate that the MET program has contributed somewhat to an increase in their salary.

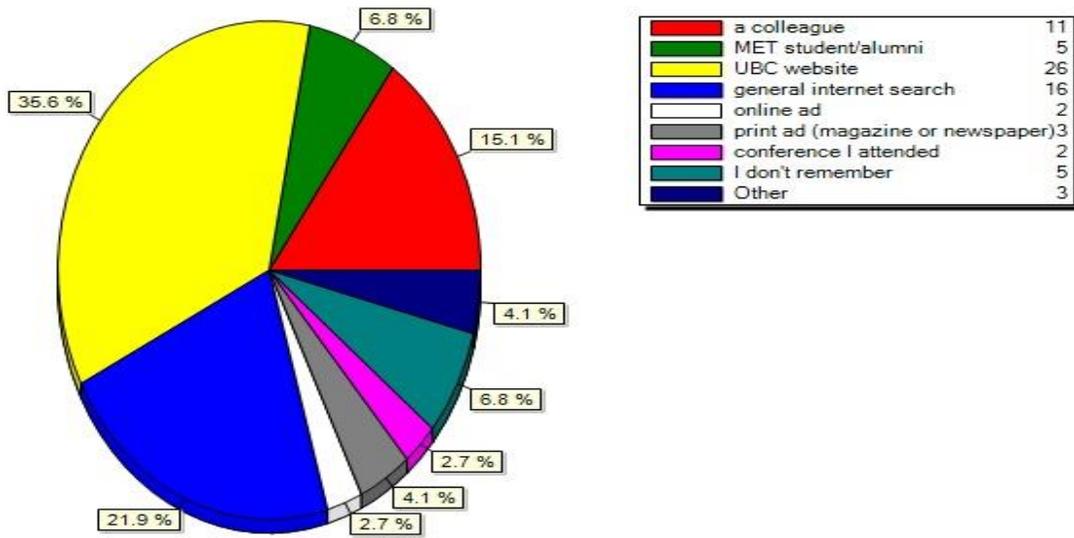
8) What is your CURRENT salary range:



4.1.5 Source of Knowledge about the MET Program

Most respondents (60.2%, n=44) learned of the MET program from the internet (UBC website, general internet search, online ad), while 21.9% (n=16) were referrals (colleagues, MET student/alumni). Only 2.7% (n=2) learned about the MET from conferences and 4.1% (n=3) from print ads (magazine or newspaper). Just over 10% (10.9%, n=8) couldn't remember or received the information from other sources like fax/email/noticeboard at school.

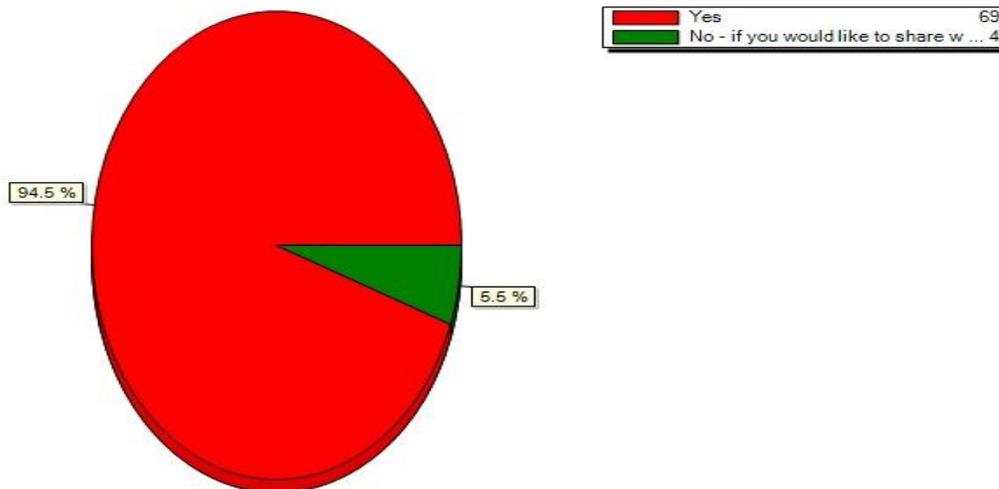
11) How did you first hear about the program?



4.1.6 Satisfaction with the Program

To gauge the satisfaction level of the graduates, they were asked the question “Would you recommend the program to colleagues?” A large majority (94.5%, n=69) responded yes.

12) Would you recommend the program to colleagues?



4.1.7 Reasons for Choosing the MET Program

Four primary reasons were given for choosing the MET program: a) online learning flexibility, b) personal reasons, c) unique program design, and d) reputation.

Online Learning Flexibility (n=39)

Almost half of the respondents were motivated to choose the MET program because of the opportunity for them to study at a distance. The fact that it was completely online gave students the flexibility to study while working full-time.

Personal Reasons (n=30)

Personal reasons were the second motivator. MET graduates wanted to further their education and pursue their passion in educational technology. Most enrolled for self-improvement and for the status of a master's degree. Others were interested in working with people from all over the world. Some needed the specialty or skillset to get a good and secure teaching position in the public education system. A few mentioned the program as a stepping stone to the next level (Doctoral degree), which is seen as a long-term investment and preparation for future flexibility.

Unique Program Design (n=20)

The MET program was considered unique, relevant and useful in the field, interesting, and internationally-focused. It was also considered cutting edge in terms of delivery and content.

Reputation (n=14)

UBC's reputation as a world-class university was a key motivator for choosing the MET program. It was also highly recommended by others because of its prestigious brand name.

4.1.8 Suggestions for Improvement

MET graduates were asked for comments or feedback regarding their experiences with the MET program. Responses clustered into the following categories (see Appendix H for details):

- ***Positive Learning Experience***
- ***Flexible Learning***
- ***International Focus***
- ***Professional Faculty***
- ***Balance of Theory and Practice***
- ***Shift in One's Teaching and Learning***

4.2 Other Sources of Feedback

4.2.1 Social Media

One of the benefits of the MET program has been the community that students have created among themselves through the courses that they are taking. However, that can be difficult when students are taking different courses at different times, and it doesn't help connect them to the broader educational technology field either.

There are two avenues that we use to help foster this sense of community. One that helps the students form their own and the other to help engage them with those outside the program, as well as helping those outside connect with the program itself.

For a number of years, MET students were clamoring for an outside work space where they could interact with their fellow students who weren't necessarily in their classes that term. Bonds were created in their courses, but these were on a one-to-one basis and not as a group.

When we received that request, we formed a MET community on the Ning social site. Only MET students and graduates may be members of this community, and it gives them a space where they can collaborate without having to be in the same course. Like many social media sites, there are many things students can do on the site.

They can post pictures on their profile; they can discuss issues and ideas in the discussion forums, they can send private messages to fellow students. We use the site as a place to alert students to upcoming conferences (we provide students who want to present at a conference with up to \$1,500 for travel and conference registration fees if they have been accepted), and job opportunities that have been sent to us. Those who graduate from the program retain their membership so they can keep in touch with their former colleagues as well as provide their experience and guidance to new students.

The second way that we foster community with the MET program is the MET Twitter feed. Started on May 6, 2008, the Twitter account is used as both a community-building exercise as well as a marketing tool for the program. It keeps the program engaged with the educational technology community, establishing our presence and reputation in the field so that others are aware of us.

There have been a number of occasions where people have asked about the program on Twitter. Sometimes, we're not aware of it until a graduate of the program responds to that person advising them about us and "tagging" the MET Twitter account so that we can then enter the

conversation. It's been good for answering simple questions about the program, which has led to email conversations providing more detailed answers to questions.

In addition, there are many people who follow the Twitter account for other reasons. We have a wide variety of followers, from students to prospective students, from people who like to use educational technology occasionally to experts in the field who want to keep engaged with us. They find value in what we post, whether it is program-related or related to the field itself. We recently passed 1,000 followers on Twitter. While this is just one metric to measure the success and benefit of the Twitter account, it does indicate that a large number of people find value in it.

5.0 The MET in a Research Intensive and Globally-Influential University

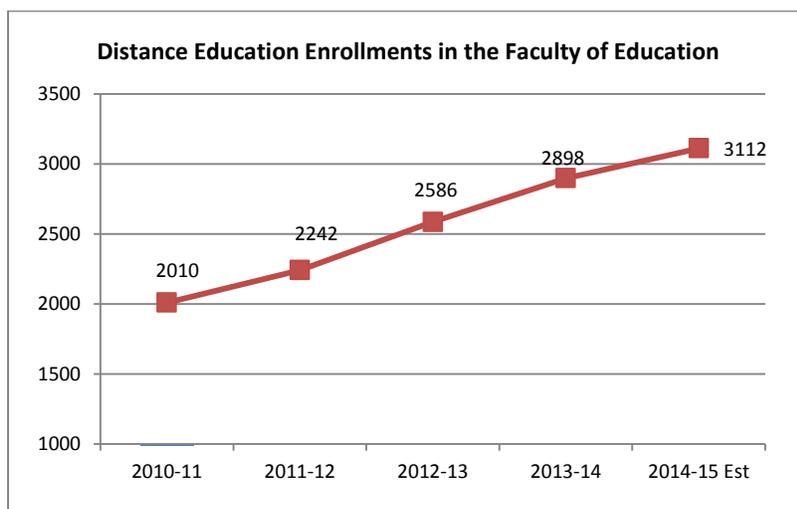
5.1 Global Trends in Online Graduate Education

5.1.1 *The Changing Landscape of Higher Education*

The institutional and organizational structure of higher education is changing. More emphasis is now being placed on outcomes (especially links to jobs and the economy), academic accountability, and adaptation to learner-consumer expectations. There are serious challenges to respond to increasing demands while governments limit or reduce funding to postsecondary institutions. The internet and information technologies are also becoming more and more ubiquitous. As a result, flexible delivery and fully online courses and programs are growing in popularity.

Online learning is rising to meet student demands. Many of the advantages of online learning are now well established. Its potential to support and enhance meaningful educational experiences (Garrison & Kanuka, 2004), as well as providing a cost- and resource-effective methodology (Twigg, 2003) is making it particularly appealing to higher education institutions. In recognition of the fact that the broad geographic spread and commitments of learners may necessitate greater access and flexibility, many institutions are increasingly using online learning to offer a more flexible and responsive approach to instruction.

In the Faculty of Education, we now offer over 100 fully online courses. The figure below summarizes the growth in course enrolments over the past five years.



5.1.2 Internationalization

Although the MET began as an international collaboration, we have not made much progress in internationalizing the program since the relationship with Tec de Monterrey ended in 2008. We have a modest number of international students enrolled in the program (about 3% currently) and have also been successful in hosting two cohorts of sponsored students from Jamaica. Although we have had discussions with universities in other countries, we have not arrived at a satisfactory model of collaboration.

One promising development is a growing relationship with the MA in Educational Technology program at SNDT Women's University in Mumbai, India. Plans are underway to begin modestly by having SNDT and MET students participate in a hosted forum during the next offering of ETEC 565, Culture and Communication in Virtual Learning Environments. We are also exploring the possibility of SNDT students coming to Vancouver for a required practicum.

Given that the tuition in the MET is the same for both domestic and international students, we should have a higher proportion of international students in the program.

5.1.3 Responding to Opportunities

Advances in technology will continue to open opportunities for online learning. Higher education will continue to change as online learning advances and competition increases. The increased differentiation of higher education, the shift in faculty roles and changing learner profiles, the tensions between administrators, faculty members, and distance learning leaders, the rapid advancement of technology, the transformation of the general education curriculum, and growing student enrolments will all continue to compound the challenges of online learning. Many of these factors will influence the development of online learning in the years ahead.

Although higher education institutions are favoring online learning, the complexities involved in the process need to be considered carefully. As Bates (2000) suggested, “[perhaps] the biggest challenge [in distance education] is the lack of vision and the failure to use technology strategically” (p. 7). The challenge, given the complexity of the issues involved, is huge. “Clearly, each institution needs to understand where online learning fits in the vision of the institution’s future” (Bates, 2003).

Source: 2013 outlook for online learning (by Tony Bates)

*<http://www.tonybates.ca/2013/01/06/outlook-for-online-learning-in-2013/>

5.2 Strengths of the MET Program

The application and enrolment patterns in the MET program suggest it is continuing to address a need among educators in a variety of settings, both in British Columbia and farther afield. The fact that it was one of the “early” fully online graduate programs may explain, in part, why it continues to attract large numbers of applicants. But the competition from other universities continues to grow which suggests we must continue to innovate.

The mix of tenure-track/research focused instructors and sessional instructors—many of whom hold professional positions working daily with educational technology—provides a range of instructional approaches, orientations to technology, cultural backgrounds, and learning resources that students seem to appreciate. The involvement in course development and teaching of instructors from a wide variety of disciplinary and professional backgrounds brings a diversity of intellectual and pedagogical perspectives to the program that alumni also seem to value.

The collaboration between the Faculty of Education and the Centre for Teaching, Learning and Technology has helped make the best use of the various learning management systems available at UBC over the life of the MET and to rapid problem solving when difficulties have arisen. The program—and course developers—have benefitted from having instructional designers available with considerable experience developing online courses across the campus.

5.3 Challenges for the MET Program

This section summarizes key challenges and issues identified during the process of preparing for this program review. Some are longstanding issues that will involve actions that go beyond the MET program while most can certainly be taken up by—even led by—the MET instructors and staff.

1. We have *no meaningful metrics* in place to judge the impact or outcomes of the MET program. To date, we have been content with the largely positive feedback received from students and graduates and the positive “word of mouth” that seems to be driving our applications numbers, but we have no firm data on which to base claims that the MET is having a positive impact on education or the careers of graduates.
2. We have *no systematic process* in place to track and encourage continuing, meaningful engagement of MET alumni. As of November, 2013, we had a total of 518 MET graduates of whom 78 (15%) had engaged in some interaction with UBC as tracked by

Alumni Affairs. There is much more we could do, beyond the use of social media, to maintain stronger connections with our graduates.

3. We have ***no ongoing quality monitoring/improvement process*** in place. Other than student evaluations of instruction, the consultation process during the course proposal process, and periodic major revisions of courses, we have no process in place to review teaching practices, assess the suitability of assignments, the relevance/currency of content or other aspects of instruction. An analysis of what programs at peer institutions are offering—in terms of curriculum and delivery options—can contribute to this process.
4. We have ***no consistent peer evaluation of teaching system*** in place for MET (or most other fully online) courses. The peer evaluation of teaching is an expected process for newly-appointed instructors and when tenure-track faculty are considered for promotion and tenure, but the university- and faculty-level processes are tailored for face-to-face courses and are not easily adapted to fully online teaching.
5. There is ***no consensus on an effective governance model*** for the MET program (and other programs with multiple departments and other stakeholders involved). There is often confusion about where and how decisions are made—and who participates in making them—because the MET governance model is unique.
6. There is ***no commitment to reinvest surpluses*** generated from the MET into the program via, for example, funding—partially or fully—tenure-track positions or developing a “research track.” Departments, PDCE, CTLT, the Dean’s Office and the other units that share in MET surpluses are free to use the funds however they wish.
7. There is ***no detailed strategy for internationalizing the MET***. Initially, the relationship with Tec de Monterrey held promise to make the MET a true international program. We have also welcomed two cohorts of students from Jamaica and a relatively small number of international students. Many “Canadian” students are enrolled in the MET but are residing in other countries, so they often bring international perspectives into the program, but more can be done to bring greater diversity into the program.
8. There remain ***significant inequities in compensation*** paid to instructors teaching the same course with different forms of appointment and in different employment situations. Tenure-track instructors who teach on-load in the MET are effectively paid about three times what a sessional instructor is paid for teaching the same course. This is not unique to the MET, but is rather a consequence of the historical compensation arrangement for “contract” instructors. In addition, many MET instructors have other “day jobs” and so MET compensation is in addition to what is often a full-time salary (and benefits).

Both tenure-track/tenured and sessional instructors are represented by the UBC Faculty Association which bargains on their behalf on conditions of appointment including salary increases. In recent years, general wage increases have been limited by the bargaining mandates imposed by the Provincial Government...the most recent being the 2014 Economic Stability Mandate.

9. Not enough attention has been given to ***building the two MET-related graduate certificate programs*** into more substantial professional development experiences in their own right and to promoting them more strongly as entry points into the MET.
10. There is currently ***no “research track” in the MET program***. Some students and alumni have asked for a doctoral-level option. But a more feasible move in this direction would be adding a master’s-level research track to the MET with more research methods courses and provision for qualified faculty to serve as research supervisors. Developing a research supervision model that makes good use of educational technology could provide a model for other programs in at UBC.
11. There is some ***risk to the program as UBC transitions from one learning management system (now being referred to as an “ecosystem”) to another***. Access and response problems occurred with Connect (the current LMS) in September, 2013, that discouraged/angered both instructors and students. Mitigating the risks associated with significant changes to any LMS must be a key consideration in the MET going forward.
12. There is ***no systematic process in place for “onboarding” new instructors***. The MET draws instructors from different departments, different faculties and various outside organizations. We also have a large cadre of experienced instructors who have been teaching in the MET for many years who can serve as important resources for new instructors. There are indications that our periodic Instructor Meetings are not sufficient to provide new instructors with a sense of community and with specific advice about the norms and processes embedded in the MET program.
13. There has been ***no conversation about the desirability of continuing the partnership*** between CTLT and the Faculty of Education. During the life of the MET program, the Faculty of Education has developed its internal capacity to design and support fully online courses and programs. The current benefits of this partnership need to be openly discussed and decisions made about whether any changes should be made in roles and responsibilities going forward.

5.4 Possible New and Strategic Directions (the next 5-years)

Since the idea of a MET program review was first discussed several years ago, there have been multiple opportunities for instructors, Advisory Committee members and others to contribute ideas about the future of the program. Following are some of the more ambitious proposals to more fully engage with the entire MET community and respond to some of the concerns raised by students, alumni and instructors.

5.4.1 Engagement of the MET Community

The MET has reached a level of maturity/experience where we have a pretty good understanding of the individual and collective capacity of our students and alumni whom we could regard as a “professional network.” We aren't currently tapping into the strengths of this network, nor cultivating those strengths, nearly as well as we could. Given that a significant portion of MET alumni clearly wants to stay connected with us to refresh their professional development we could offer continuing professional development opportunities such as:

Peer Review

For example, some students are driven to produce professional research reports and analyses on emerging technologies, opportunities, applications, etc. These timely research products would be of interest to the alumni community, who could be engaged voluntarily in a process of collective peer review which would also bring significant value back to the original student authors.

Certificate or Badge Program

Many of the research products above are designed to be Open Educational Resources (OERs). The student-group authors test these on their immediate cohort. The program could open up this process into a certificate or badge program open to alumni and other current students, enabling them to sign up for week-long specialized peer programs, thereby contributing to the quality of the program and feedback. This would be voluntary on both sides, but could be upgraded into revenue-based programs with fees and stipends.

Peer Consultants

In a professional/peer network, everyone—including instructors—is equal. Students can be encouraged to reach out to other professional peers, usually external experts who can act as “consultants.” For alumni wishing a refresher in any course, the program could offer them non-

credit peer consultant roles, for example, adding value to discussions while providing an objective assessment of peer participation.

Course/Program Design/Authorship/Evaluation/Evolution

Based on our experience with some collaborative curriculum development projects, the MET community seems thrilled that we respect them sufficiently to invite their participation in selection of new courses, design of the program, authorship, etc. We could imagine paid roles, but the incentive of doing background research/design within an ETEC 580 (Directed Study) for credit, or simply the opportunity of co-authoring for the value of having it on their CV seems sufficient.

Doctoral Studies

There are continuing requests from MET students and graduates wishing for a PhD extension to MET; we could consider the ways such projects could fold back into the MET itself, such as where a Doctoral Candidate would develop and deliver a new MET course within the scope of their research, thereby involving other MET students as co-researchers.

5.4.2 Cultivation of the MET Community

The MET program has reached a level of maturity where we can intelligently address questions of focus and improvement including:

Continuous Self-Study

Rather than every five years, we can implement peer-engaged continuous study and continuous improvement processes. For example, the strategic use of ETEC 580 (Directed Study) to “float” research questions concerning new technologies, platforms, designs, and so on, impacting the future of MET.

Continuous Program Evolution

Rather than waiting for ideas for new courses to emerge somewhat haphazardly, we could develop a “survey” course that explores the frontiers of MET and the role groups of students could play in undertaking the research and initial architecture of prospective new courses for MET, and then engage the entire MET community in a critical peer-reviewed response to these. It might be a form of annual “contest” where at least one of the best-received course proposals is actually developed, with the active participation of the students. This survey course would be responsible for creating and maintaining a “roadmap” for MET.

Quality Assurance

There could be a new course on quality/assessment of the online learning experience, where the MET program—including instructors—is the primary scholarship ground. This could enlist all MET students as co-researchers in their own learning experience.

More Demanding Admission Standards

Given the growth in MET enrolments, we could now be aiming for a significantly better quality of student than the G+PS minimum, and that aiming for this would build our reputation and impact as well. Many students seem to be enrolled primarily for a pay-grade-bump. We need to actively search within applications for deeper passion and capacity to contribute. One way is that we could state that at least one of every applicant's grades, career trajectory, or scholarship ambition must be truly extraordinary. We could also deliberately seek a much broader global student body (perhaps with a new “Global MET” course). Also, we could deliberately seek a much broader multi-sector representation of students. It would be great to host an open discussion on this and come to a resolution about how to cultivate the quality of our community.

"Global" Positioning

MET operates outside of any single department, and involves other units (CTLT) outside the Faculty of Education as well. The partnership with CTLT is a great start, but we could enhance this by actively seeking top-level instructors from across campus, and beyond campus, whose teaching in MET is deeply synergistic with their active professional/research objectives. Seeking to build a truly international calibre of expert “consultants”—not necessarily instructors—would be a worthwhile undertaking.

Applied Scholarship

Given the calibre of our current community, the MET could generate a “co-op” style of applied scholarship opportunity where individual students and groups could be partnered with governments, school districts, research projects, and so on, developing solutions to real-world challenges. The advantage of our community—alumni and current students—is they would be able to bring us a steady stream of exciting, relevant challenges to engage with.

5.5 The Road Ahead

This program review provides an opportunity to reflect on the growth and evolution of the MET program, to consider strengths and weaknesses from multiple perspectives, to raise critical

questions, and to propose bold changes that promise to bring new energy and innovation to the program.

We look forward to the conversations that will occur during this review and welcome the opportunity to discuss ideas that will lead to improvements in the program and creative new directions.

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7.0 Appendices

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Appendix A: MET (ETEC) Course Outlines (available separately)

Appendix B: Master of Educational Technology Programs

Canada

University of Alberta

Master of Education in Technology in Education

(Mixed online and face-to-face; appears to require 10 courses; 2 year program)

Domestic tuition: Incomplete information to calculate

International tuition: Incomplete information to calculate

Athabasca University

Master of Education in Distance Education

Domestic tuition: \$1,549/course; 11 courses required for total tuition of \$17,039

International tuition: \$1,749/course

Concordia University, Montreal

MA—Educational Technology

(Thesis and non-thesis options; does not appear to be fully online)

Domestic tuition: \$852 per term (45 credits required for both options)

International tuition: \$17,255 per year

Memorial University of Newfoundland

MEd in Information Technology

(Offered online in collaboration with Cape Breton University; thesis and coursework only options)

Domestic tuition: \$4,400

International tuition: \$5,718

Royal Roads University

Master of Arts in Learning and Technology

(Online and blended options)

Domestic tuition: \$22,960 program (2 years)

International tuition: \$29,130

University of Saskatchewan

Masters in Educational Technology and Design

(21-27 credits plus thesis, projects or seminars; most courses available online)

Domestic tuition: \$3,730 per year; \$603 per 3 unit course

International tuition: \$5,594 per year; \$905 per 3 unit course

Simon Fraser University

MA and MEd in Educational Technology and Learning Design

(Blended Delivery)

Domestic & international tuition: \$1,728.89/term x 3 terms/year x 10 terms = \$17,289

United States (illustrative)

Pennsylvania State University

World Campus

Master of Education in Learning, Design and Technology—Educational Technology

(33 credits required @ \$784 per credit = \$25,872 USD)

University of Maryland, College Park

Master of Distance Education and e-Learning

(36 credits required)

Domestic tuition: \$16,488 (USD)

International/out of state tuition: \$23,724 (USD)

Pepperdine University

Master of Arts in Learning Technologies

(85% online; one-year program)

Tuition: \$33,115 (USD)

University of Colorado, Denver

MA—Information and Learning Technologies

(Mixed online and face-to-face; 30 semester hours)

Domestic: \$461 per credit (online); \$13,830 (USD) for program

International/out of state: \$532 per credit (online); \$15,960 (USD) for program

Other International

University of Edinburgh, UK

MSc in e-Learning

University of Hull, UK

MEd—Digital Education

University of Sydney, AUS

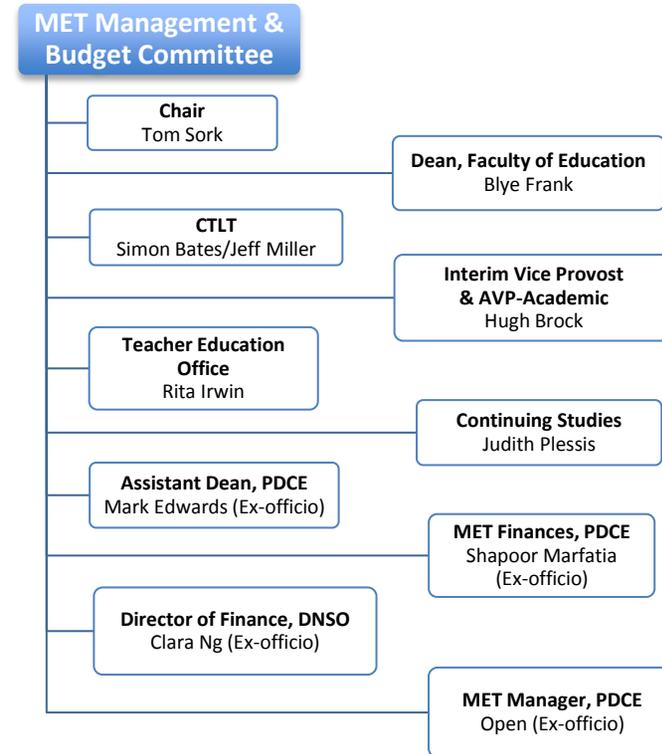
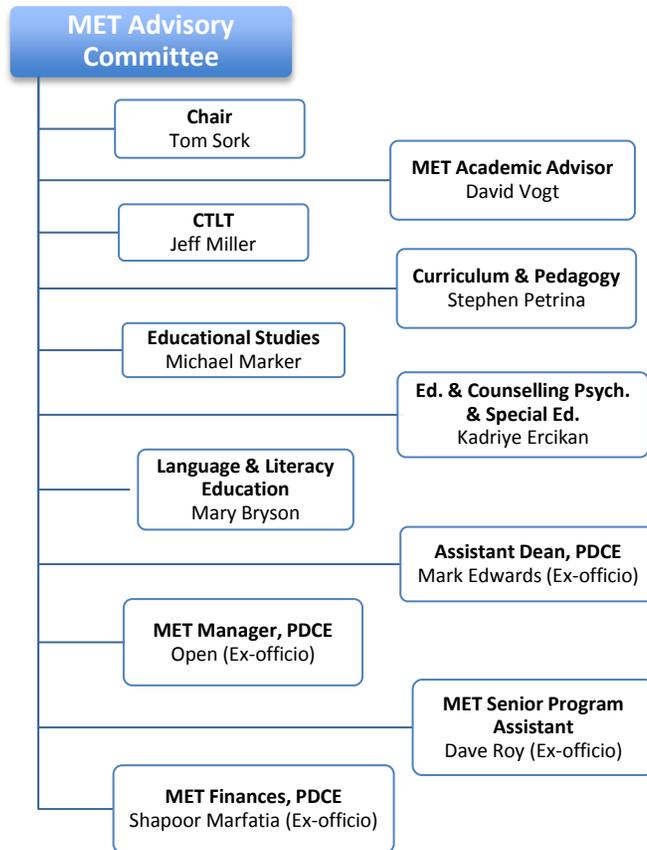
Master of Learning Science and Technology

Open University—UK

MA in Online and Distance Education

Appendix C: Curriculum Vitae of MET Instructors (available separately)

Appendix D: Oversight and Operations Chart (see next page)



Appendix E: Student Evaluation of Teaching (SEoT)



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THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Master of Educational Technology (ETEC) Student Evaluation of Teaching

Current Questions for End-of-Course Online Evaluations (as of March 31, 2015)

University Module Items (UMI)

Six items asked in all UBC courses. Responses based on a 5-point scale where:

- 1 = strongly disagree
- 2 = disagree
- 3 = neutral
- 4 = agree
- 5 = strongly agree

Item

- The instructor made it clear what students were expected to learn.
- The instructor communicated the subject matter effectively.
- The instructor helped inspire interest in learning the subject matter.
- Overall, evaluation of student learning (through exams, essays, presentations, etc.) was fair.
- The instructor showed concern for student learning.
- Overall, the instructor was an effective teacher.

Faculty of Education Questions

One overall rating question with responses based on a 7-point scale where:

- 1 = Excellent
- 2 = Very Good
- 3 = Good
- 4 = Adequate
- 5 = Less Than Adequate
- 6 = Poor
- 7 = Very Poor

Question

Overall I rate this course as.

Twenty-nine items designed to be appropriate for online courses. Responses based on a 7-point scale where:

1 = disagree very strongly

2 = disagree

3 = disagree somewhat

4 = neutral

5 = agree somewhat

6 = agree

7 = agree very strongly

Question

Overall, I learned a great deal in this course.

The instructor demonstrated a comprehensive knowledge of the subject.

Course objectives were clearly outlined.

Assignments were useful learning experiences.

The course challenged me intellectually.

The course was well-organized.

The instructor encouraged student participation.

The instructor demonstrated a tolerance for other points of view.

I would recommend this course to a friend.

I felt like I was a part of a learning community.

Assignments were given at reasonable intervals in the course.

The instructor was accessible.

Course material was relevant to course objectives.

Feedback on assignments was useful.

The instructor was helpful in moderating class discussions.

The basis for student evaluation was made clear.

I was challenged to think critically about the course material.

Feedback on assignments was given in a timely manner.

The instructor used the technology effectively in course delivery.

I believe the amount of work required for this course was reasonable.

Discussion forums helped me to understand course content.

There were sufficient on-line opportunities to interact with other students.

My questions were answered within a reasonable time frame.

Directions to register on-line were clear.

I was able to access the materials I needed from the library service.

My experience with support service personnel was positive.

The procedures for participating on-line were clear.

Course interface was easy to navigate.

Technical problems with the Website did not interfere with the course.

One final open-ended item invites additional comments about the course.

Question

Please provide any comments you may have about the course.

**Master of Educational Technology (ETEC)
Student Evaluation of Teaching**

**Proposed Questions for End-of-Course Evaluations
for All Faculty of Education Courses
(Face-to-Face, Mixed-Mode and Online)
(as pilot tested in December, 2014)**

PILOT

**FACULTY OF EDUCATION
UNIVERSITY OF BRITISH COLUMBIA
TEACHING EVALUATION**

Course:

Section:

Instructor:

Part I: University Module Items

Based on a scale of 1 to 5, where 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree, please rate your instructor on the following:

- | 1 | 2 | 3 | 4 | 5 | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | 1. The instructor(s) made it clear what students were expected to learn. |
| <input type="checkbox"/> | 2. The instructor(s) communicated the subject matter effectively. |
| <input type="checkbox"/> | 3. The instructor(s) helped inspire interest in learning the subject matter. |
| <input type="checkbox"/> | 4. Overall, evaluation of student learning (through exams, essays, presentations etc.) was fair. |
| <input type="checkbox"/> | 5. The instructor(s) showed concern for student learning. |
| <input type="checkbox"/> | 6. Overall, the instructor(s) was an effective teacher. |

(continued on next page)

Part II: Faculty of Education Items

Based on a scale of 1 to 5, where 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree, please provide feedback on **the course and your instructor** on the following:

- | 1 | 2 | 3 | 4 | 5 | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <input type="checkbox"/> | The course was well organized. |
| <input type="checkbox"/> | The learning experiences were useful. |
| <input type="checkbox"/> | The instructor provided useful feedback. |
| <input type="checkbox"/> | The instructor was available for help. |
| <input type="checkbox"/> | The instructor created an environment that supported learning. |
| <input type="checkbox"/> | Course materials supported achievement of the course objectives. |
| <input type="checkbox"/> | Student responsibilities were made clear. |
| <input type="checkbox"/> | Students were treated with respect. |

These questionnaire statements are being pilot tested. Please tell us if you find any of them confusing and let us know if you have feedback for improving them.

Appendix F: MET Program Finances

MET Financial Summary, 2011-2014

MET Budgets						
	2011/12	2012/13	2013/14		2014/15	
	2011/12 ACTUAL	2012/13 ACTUAL	2013/14 BUDGET	2013/14 ACTUAL	2014/15 BUDGET	2014/15 ACTUAL
TOTAL REVENUE (after deducting university overheads)	\$1,063,817	\$1,211,335	\$1,229,500	\$1,211,211	\$1,240,075	
EXPENSES						
FoE Development	\$0	\$16,646	\$19,000	\$35,953	\$47,332	
FoE Maintenance	\$29,354	\$11,611	\$30,000	\$8,072	\$30,000	
<u>FoE DELIVERY & CONTINUING OPERATIONS</u>						
PROGRAM COORDINATION	\$79,645	\$83,143	\$96,721	\$71,582	\$76,733	
PROGRAM ASSISTANT	\$50,700	\$57,565	\$58,356	\$58,663	\$59,296	
INSTRUCTION	\$277,086	\$280,835	\$350,010	\$311,237	\$345,075	
OTHER	\$115,957	\$140,233	\$159,444	\$108,570	\$161,933	
FoE Delivery	\$523,388	\$561,776	\$664,531	\$550,052	\$643,036	
FoE Overhead	\$116,178	\$129,840	\$149,890	\$131,428	\$152,713	
TOTAL FoE Expenses	\$668,921	\$719,873	\$863,421	\$725,505	\$873,081	
<u>CTLT DEVELOPMENT (New Crs. Development)</u>						
CTLT Development	\$4,483	\$54,419	\$59,674	\$0	\$59,674	
CTLT Maintenance	\$16,217	\$0	\$22,249	\$54,382	\$57,102	
CTLT Delivery	\$43,389	\$44,442	\$46,493	\$47,439	\$48,818	
CTLT Overhead	\$19,227	\$29,658	\$38,525	\$30,546	\$49,678	
TOTAL CTLT Expenses	\$83,316	\$128,519	\$166,941	\$132,368	\$215,271	
TOTAL PROGRAM EXPENSES	\$752,237	\$848,392	\$1,030,362	\$857,873	\$1,088,352	
SURPLUS REVENUE	\$311,579	\$362,943	\$199,138	\$353,338	\$151,723	

Notes Related to the MET Budget

Revenue:

Students in the MET program pay per-course tuition. After deducting university overhead of about 25.75%) the balance is transferred into a designated MET speedchart as revenue to the program. As a “cost-recovery” program, MET also attracts a proportional share of a fixed operating grant (established university overhead rates were changed in 2010). PDCE manages the collection and verification of the resulting net revenue in the MET account.

Expenses:

Following are the major expenses related to the MET Program. As a cost-recovery program, the MET budget includes categories for all known direct and indirect expenses.

- Faculty of Education (FoE) Development of courses: Includes compensation to subject experts, reviewers and library resources utilized.
- FoE Maintenance of online courses: Includes compensation to subject experts, reviewers and others
- FoE Delivery and continuing operations: The MET budget pays for the time of people involved in operating the MET Program. This includes the following positions:
 - MET Academic Adviser: 3.0 credits per term
 - MET Manager: A part-time position to manage MET-related work including course scheduling, staffing, course revisions and liaison with CTLT.
 - Director, Business Development, PDCE: Oversees revenue and expenses, appointments and other compensation, controls the budget and related financial responsibilities in PDCE.
 - Senior Program Assistant: A nearly full-time senior CUPE member coordinates admissions, communication with students and instructors, overall program support, the course evaluation process, and other related duties.
- Instructors: All MET-related instructor costs are paid from the MET budget consistent with collective agreements and tenure-track faculty buy-out rates. Instruction is primarily by sessionals.

Other:

- Marketing and advertising: Significant role in attracting students from domestic and international markets.
- Travel: A special budget provision allows students and instructors (who work in the online environment) to travel to present papers at conferences and for students to attend graduation ceremonies in Vancouver.
- Misc. and others
- Indirect costs not covered by the above categories are calculated as an overhead and distributed to DNSO and PDCE annually

- CTLT Expenses Consist mainly of four categories of expenses incurred on behalf of the MET program. Every year CTLT presents a draft invoice at the time of budget setting and revises its expenses near the end of the fiscal year. Final expenses are reimbursed, consisting of the following categories:
 - CTLT Course Development expenses
 - CTLT Maintenance
 - CTLT Delivery and Continuing Operations
 - CTLT Overheads (to cover indirect costs)

Surplus distribution:

The following distribution formula is applied annually to MET surpluses:

Surplus Disbursement: The available surplus is shared between FoE and CTLT

- FoE 76.0%
- CTLT 24.0%

FoE surplus is divided into three equal parts:

- DNSO (33.3%)
- Departments (33.3%)*
- PDCE (33.3%)

*The department portion is shared among four departments based on a five-year rolling average of onload teaching and course development work.

MET Instructor Pay Calculator

Current pay for sessional and “off load” instructors is based on the rate of \$ 254.16 per student in each 3-credit MET online course. For example, to teach a class of 21 students and three credits, the instructor compensation is \$5,337.36 without vacation pay.

MET FTE Calculator	
21	# of students enrolled
3	# of course credits
63	# of student credits
0.67	# of FTE months (Length of Service)

Note: 750 student credits = 30 credits per year = 8 FTE months

Note: 750 student credits / 8 FTE months = 93.75 student credits per 1 FTE

MET Salary Calculator	
\$ 84.72	Current Salary per Student Credit
\$5,337.36	Salary
\$ 213.49	Vacation Pay @ 4%
\$5,550.85	Total Salary with Vacation Pay

Instructor Compensation for Directed Studies (ETEC 580) and Graduating Projects (ETEC 590)

ETEC 580, (3-12) Problems in Education is a “directed study” course in which students propose to a prospective supervisor an individual project that typically involves engaging in a substantial review of literature and synthesizing insights gained from the review. Other objectives/foci are also possible.

In each case, a student must submit a written proposal to a qualified and willing supervisor and have that proposal—and the “deliverables” contained therein—approved by the supervisor and the MET Program Advisor. Although variable credits are possible, in most cases, 580 projects will be limited to 3 credits. The amount of work involved in the project should therefore be equivalent to the work required in a typical 3-credit graduate course.

ETEC 580 supervisors are paid \$750 for each 3-credit 580 supervised. Payment is made in two installments, \$375 at the beginning of the course and \$375 when the project is completed and a mark submitted.

ETEC 590, (3) Graduating Project is a significant academic project typically completed at the end of the student’s program. Including a graduating project in a master’s level program of study is a requirement of the Teacher Qualification Service (TQS) in order to achieve a Category 6 classification. The graduating project represents the “capstone” requirement under TQS.

ETEC 590 is offered as a full term course in the MET program with an assigned instructor. The assigned instructor who is paid to direct the course is the “First Reader” on graduating projects and works closely with students in the formative stages of their projects.

The Second Reader for Graduating Projects is a recurring position in the MET program and is appointed at 1.5 credits per term to review and serve as Second Reader for all completed projects during that term.

Appendix G: Procedures for New Course Proposals and Course Revisions



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THE UNIVERSITY OF BRITISH COLUMBIA

Faculty of Education

Master of Educational Technology (MET) Consultation Process for new course proposals: ETEC 565 - Special Course in Subject Matter Field (October 21, 2014)

New course proposals (*often in abbreviated form*) are initially reviewed and discussed by the MET Advisory Committee.

After the Committee decides that a proposal merits further development, the proposal is sent to:

all MET alumni and current students for feedback as well as to indicate their interest in the subject area.

All MET instructors to determine if there is any overlap with existing courses.

All comments are compiled and sent to the course developer for consideration and revision of the proposal as required.

The revised proposal is submitted again to the MET Advisory Committee for review and approval to move forward. If approved, a timeline is then determined for development and delivery of the course as an ETEC 565.

After the trial period as a 565, typically one-year, a general invitation to FoE faculty (and anyone outside the FoE who may be interested) is issued to attend an open consultation meeting (or alternatively to send in written comments if unable to attend the meeting). The course outline is provided in advance of the meeting. The meeting is chaired by the Chair of the MET Advisory Committee and attended by the course proposer(s).

Notes are made by the Chair (or the Chair's designate) of all comments and suggestions received and these are provided to the proposer(s).

Once the course outline is revised (taking into account the comments and suggestions received), it is presented to the MET Advisory Committee for final approval.

Once approved by the MET Advisory Committee, the proposal is sent out for formal consultation following the pattern used for other Category 1 curriculum changes. In the transmittal memo, Heads will be encouraged to insure that all members of their units with a particular interest in the substance of the course should be included in the consultation process.



Master of Educational Technology
Consultation Process for new course proposals:
Category 1 Curriculum Change
(October 21, 2014)

New course proposals are initially reviewed and discussed by the MET Advisory Committee. In some cases, a new course may be piloted as ETEC 565 with the approval of the Committee.

After the Committee decides that a new course is ready to be regularized with a unique course number, a general invitation to FoE faculty (and anyone outside the FoE who may be interested) is issued to attend an open consultation meeting (or alternatively to send in written comments if unable to attend the meeting). The course outline is provided in advance of the meeting. The meeting is chaired by the Chair of the MET Advisory Committee and attended by the course proposer(s).

Notes are made by the Chair (or the Chair's designate) of all comments and suggestions received and these are provided to the proposer(s).

Once the course outline is revised (taking into account the comments and suggestions received), it is presented to the MET Advisory Committee for final approval.

Once approved by the MET Advisory Committee, the proposal is sent out for formal consultation following the pattern used for other Category 1 curriculum changes. In the transmittal memo, Heads will be encouraged to insure that all members of their units with a particular interest in the substance of the course should be included in the consultation process.

Once consultations are complete, the proposal with consultation summary is sent to the FoE's Graduate Curriculum Advisory Committee and, if approved, to the Faculty of Education meeting for approval. Once approved in the FoE, the proposal is forwarded to the Graduate Council and Senate curriculum committees and otherwise follows the usual path to final Senate approval.



Master of Educational Technology
Procedures for Revision of Existing Courses
(Minor revisions—October 21, 2014)

The procedures for course revisions within the MET program are as follows:

Timing

In general, we schedule a major course revision every 3-4 years. Exceptions can be made if there is a request from the course author/instructor. Minor updates are conducted in the interim and are usually completed by the course author and/or instructor for that particular session.

Course Author/Instructor

When it is time for a major revision we first ask the course author if they would like to take this on. If they are not available, and there is no other faculty member attached to the course, we would ask for a recommendation, often a sessional instructor who has been involved with the course. The person selected will work directly with the course author regarding the changes.

Payment

Payment for a major revision is equivalent to 3-credits (\$7,500) and can be either an on- or off-load appointment. It is expected that this will include minor updates for the following 3 years until the next major revision.

In special cases where additional minor revisions (rather than updates) are required in the interim, the course author and/or instructor may submit a proposal including the suggested revisions and estimated time for completion, in consultation with the Centre for Teaching, Learning and Technology (CTLT). If the proposal is approved, payment is calculated at \$60/hour. Minor revisions of this type are typically between 10-20 hours.

Interim (Minor) Updates

It is expected that the Course Author/Subject Expert will conduct minor updates for 3 years following a major, this includes items such as:

- Updating the schedule for course activities/assignments.
- Updating biographical/contact information.

Reviewing and updating articles, textbook editions, etc.
Ensuring links are correct and current.
Adding new links where appropriate.

Procedures

Prior to conducting course revisions, including major and minor revisions (but not interim updates), the following procedures should be followed:

- 1) Arrange a revision meeting—with a representative from PDCE/MET Manager, the CTLT Project Manager, and the Course Author or Revision Expert. The meeting can be in person or via email.

- 2) Following this meeting:
 - a) **CTLT Project Manager:**
 - i) set a tentative schedule for revision (*copy to EPLT & Revision Expert*)
 - ii) submit a forecasted budget to PDCE for CTLT costs

 - b) **Course Author/Revision Expert:**
 - i) for minor revisions, provide a proposed budget including estimated hours to PDCE for approval

 - c) **PDCE:**
 - i) To approve both of the above budgets via email before work begins.

- 3) CTLT Project Manager contacts the MET Manager at the end of the revision to confirm revisions have been completed. The MET Manager then informs the Director of Business Development, PDCE, who initiates payment to the Course Author/Revision Expert.

Appendix H: Comments from Survey of MET Alumni (2012)

In addition to the summary data reported above from the MET Graduates Survey, we include below the comments about the program offered by respondents.

Overall Remarks about the Program

- *“The program is outstanding on every level. I would like to have a bit more focus on preparing us to present at conferences, and a research project option would be very nice as well.”*
- *“I have recommended it to several people, and they are not MET students.”*
- *“Best career move I ever made.”*
- *“Definitely – a worthwhile program, ‘meaty’, and valuable experience.”*
- *“I have used my positive experience in this program, as an online learner, to help inform my practice and the practice of those I support.”*
- *“Compared to most current educational masters programs this one requires MUCH more work than others.”*
- *“Too much academic writing and not enough practical hands on skills taught.”*
- *“Working online is not the easiest thing to do (even though many feel that it’s easier). Not all of my colleagues could do it. I would recommend it to those who are self-motivated and disciplined.”*
- *“I have recommended the program – but with the caveat that like all programs, some faculty are fantastic and others should take some Pro D on how to teach.”*

Reasons for Choosing the MET Program

Flexibility

- *“It was fully online. The flexible nature of the program was very appealing.”*
- *“The program itself. Because it was online, I don’t have to drive all the way from Abbotsford. I could spend those hours of driving on my studies.”*
- *“I like its ease of access and convenient nature. It has definitely met my interests and needs. And it practices what it preaches.”*

- *“I like the flexibility in taking a semester or two off, or taking any number of courses each semester. The flexible hours matched my learning style, as well as my life style.”*
- *“I am a Canadian living overseas (South Africa) when I took the program, and so I appreciated the distance learning option of the MET.”*

Personal Reasons

- *“I found this program when I was involved in designing a distance learning program with ITESM, and I thought it would be useful to elevate my skills in curriculum development and program delivery.”*
- *“The program has the focus on an area that I was interested and already working in. I was lucky to get in because there are not too many others offering this kind of program.”*
- *“The program has more current content than the program I’d been doing at Athabasca (MDE).”*
- *“I went to a conference presentation, was already doing some online teaching and instructional design, and thought this was the right thing to do to improve my skills.”*
- *“The program is geared towards working professionals. I live in Vancouver Island and could not move my family for 2 years as I complete the program. MET just gives you that flexibility to continue working as you complete your degree elsewhere.”*
- *“I have a very keen interest in technology and teaching, technology-supported learning environments, and this course appears to cover many of these things.”*
- *“Purely by personal interest. I like the independent study nature, and I’m convinced of the value of technology in schools and companies. A lucrative choice for me as I now live in Europe, and blended learning is on everyone’s agenda.”*
- *“I was interested by the online forums, and the chance to learn about latest technologies and their use in the global classroom. UBC was also accommodating at accepting course credits for other courses that I had taken as professional development.”*

Specialized Knowledge/Skill Set Required

- *“I always wanted to update my knowledge to better teach students. I need to learn practical skills that I could use in my classroom.”*

- *“I was looking for ways to improve my teaching practices. Since the focus – ed.tech – is something I am interested in during my B.Ed, I therefore wanted to further learn about this area.”*

Career Advancement/Marketability

- *“I saw the program as a long-term investment in my career as an educator. Recognizing that educational technology holds great promise for improving the quality and accessibility of education – if used thoughtfully and purposefully.”*
- *“I had been in academic libraries and before that in K-12 education. Technology was always an interest and becoming increasingly connected to every aspect of my current work. I missed education, and I wanted to return to it with additional qualifications to market myself in the future.”*

Unique Program Design

- *“It was an international degree (partnership with Tec de Monterrey), and in the area of technology.”*
- *“The focus was on educational pedagogy, not technology.”*
- *“It was one of only a few programs that covered education and technology. It was also clear that we are working with people from around the world.”*
- *“I like the asynchronous nature of the program – fits my lifestyle. The subject matter was also applicable to my teaching area.”*
- *“This is one unique program in Canada, with the credibility of UBC, and interesting curriculum that is very relevant to my work in post-secondary education.”*
- *“The program is in a field of innovative online learning that is aligned with learning in the 21st century. There is also alignment with Bates.”*

Reputation

- *“It was recommended to me by a colleague who had completed the program. I’ve also heard good reviews from others who had taken it. Once I started the program, the quality and level of instruction encouraged me to continue.”*
- *“I heard from my brother that UBC is a great and well-recognized university. I also know that Canada is one of the leader countries in Educational Technology.”*

- *“I am a UBC alumnus, the credibility of UBC is wonderful. The program provides a dynamic online learning environment.”*

Suggestions for Improvement

Positive Learning Experience

- *“Best professional development I have ever experienced.”*
- *“I would not be happy with where I am today as a professional without this program.”*
- *“Overall a wonderful experience. I thoroughly enjoyed the program, gained plenty of insight from the courses, learned a lot from the instructors, and enjoyed the ‘company’ of most of my fellow students that I met along the way.”*

Flexible Learning

- *“Love the fact that you can study from any location and at your convenience.”*

International Focus

- *“Great way to meet like-minded individuals. Flexible and realistic learning schedule.”*
- *“This is a program that not only teaches the use of technology in education, but also embraces it. I had a wonderful experience collaborating with students from all over the world. An international program available from your own home.”*
- *“One of the most valuable aspects of the program for me was the opportunity to collaborate with and learn from educators from a variety of backgrounds and with a wide range of experience.”*
- *“I appreciate the options within the program and the diversity it attracts. In one course, I was completing my assignments with a person in Mexico, another in Japan, one in the interior of BC, and myself in Central Ontario.”*

Professional Faculty

- *“The instructors were friendly, supportive, and very competent. The program was well coordinated, and I learned so much during that year.”*
- *“The MET program was extremely worthwhile, and I wouldn’t hesitate recommending it to anyone. The faculty are all professional and very helpful experts, designing courses relevant to the field, A+++ , I say.”*

Balance of Theory and Practice

- *“It was awesome. A good mixture of practical and theoretical applications.”*
- *“My experience was that the program lived its talk, excellent mix of theory and practice. My academic colleagues thought it was too applied, my applied colleagues thought it was too academic – in other words, perfect.”*

Shift in One’s Teaching and Learning

- *“It is a solid program – I can say this since I am now teaching at the Post-secondary level and I am getting more worldly about what is available.”*
- *“The experience was incredible. I had many reservations about what the experience would be like. What I found was that it was, without question, the most engaging, collaborative, perspective changing and challenging learning experience I have had.”*
- *“My experience was very positive. I feel that I learned so much and was challenged in my thinking and learning.”*
- *“It was a positive experience, and has opened doors for potential job change – that is if I choose to take them. It has also affected my teaching and learning in invaluable ways.”*
- *“I really enjoyed the program. I not only learnt about new technologies but also about new theories that support its integration in education.”*

Other Suggestions

Online PhD Degree for the MET Program

- *“Start a PhD program online.”*
- *“I wish that UBC would consider developing an online PhD program in educational technology. I tried a face to face PhD and it was dreadful, I quit.”*
- *“I advocate for the creation of an online or hybrid PhD program and online professional development opportunities. Given the opportunity, I am happy to re-engage with my alma mater.”*

Face-to-Face Interaction

- *“It was an excellent program, but I would have liked a little more face-to-face, personal interaction, online or in person.”*

- *“I would have liked the opportunity to meet face to face for some of my classes. We could have used local study groups, office hours, or meet-ups of some kind. I was in the Lower Mainland. Also I would have liked to have had access to some other UBC courses that were relevant. Computer Science would have helped me. I don't know if that is available now.”*
- *“The odd optional face-to-face course would be nice (perhaps an intensive summer course).”*
- *“It would be interesting to look at developing a summer institute in which MET students could come to Vancouver and work with one another in person. I enjoyed my short, intensive elective that I took on campus last year, and would have liked to have more opportunities to do that during the MET program itself.”*

Content Design and Relevance

- *“Some courses would benefit from updating.”*
- *“I would like to see a greater blend of theoretical and practical applications. That is, more of the developer side. Obviously not as much as a programmer, but enough to have a general idea of how the backend of web apps work. For example, what is the database and application powering this survey?”*
- *“It suggests that student do 511/512 first, but really students should start with 500 because it is the foundations of how to write and reference.”*
- *“Long on theory but short on practice for students.”*
- *“There was a great deal of overlap (in key concepts) between the elective courses. Thus, by the end of the program, I felt like I wasn't learning anything 'new' or different perspective-wise. But the course helped me see Ed Tech and its role in the improvement of my own practice as well as education in general.”*
- *“The program is good with people already good with technology and just need credentials. It was not useful to me because it was too theoretical and there were too many papers to write with very little practical skills taught.”*
- *“Some of the courses had an unrealistic time commitment, since most people are working full time, they should make it easier for us to manage our studies, school extra curricular activities and other work commitments.”*
- *“I didn't enjoy the capstone project at the end. There weren't also that many options in terms of which courses to take on top of the core 4.”*

Student and Staff Quality

- *“In some cases, when working in groups especially, I was disappointed with the level of English proficiency and the level of commitment of other students in the program.”*
- *“On some instances, because of the course structure, certain individuals would ride on the coattails of others, passing courses, having not done any of the work. Those who do not meet the standards should not receive a passing grade and allowed to take a free ride.”*
- *“The expectations from instructors and the requirements for program completion were challenging, but attainable. It wasn’t easy, while working full time, but the flexible timelines for program completion were really helpful.”*
- *“This program will need a highly engaged student who wanted to get the most out of the MET experience. Though challenging at times, the faculty members were supportive and responsive. Working with people across boundaries (time zone, culture, etc) was highly rewarding. The program was robust.”*
- *“Most professors were skillful with the technology involved, but some were not, and the experience with the course became difficult.”*
- *“One of the instructors has no experience and social skills. I am trying to forget his name.”*

Technological Support

- *“The experience with WebCT is awful. Every page seemed to have a pop-up, which is fine when your internet connection is good. But this adds literally hours of time for someone like me with poor internet connection.”*
- *“I think many of the courses could have used external tools more to practice learning transfer, but altogether I am very grateful for the experience.”*
- *“I found the interfaces for communicating with team members very frustrating, slow and clumsy. Members of my team ended up agreeing to pay for a conference call, clearing it with the professor first and ensuring he/she didn’t require a record of our communication for marks. I hope / trust Blackboard or whatever other LMS is being currently used, is more effective.”*

Creating a Community of Learners

- *“Although the program is pedagogically sound and well developed, I feel (at least for myself) that the courses fail to create a community of learners. It is very easy to lose interest and difficult to regain momentum. Perhaps some more interactive synchronous lessons would help to develop a sense of community.”*

- *“It was a wonderful program. Keep the classes interactive and I feel like a part of the UBC community. The knowledge was cutting edge and I created my current job from several of my MET assignments.”*
- *“The online discussion groups are definitely an added value not only with the materials / content but also in building relationships and community within the group.”*
- *“Updates on new advances in educational technology, learning theories and practices for alumni in the form of newsletter or journal. A more vibrant online community that discusses issues in IT. A once-a-quarter speaker series bringing in high profile educators.”*

Appendix I: Submissions from MET Instructors

Dr. Leah Macfadyen

Dr. Alex de Cosson

Dr. Stephen Petrina

Dr. Franc Feng



**Arts ISIT, Faculty of Arts
The University of British Columbia**

Buchanan C110, 1866 Main Mall
Vancouver, BC Canada V6T 1Z1
Tel +1 604 809 5013
Email: leah.macfadyen@ubc.ca
March 1st, 2015

Dear members of the MET review committee,

As developer and instructor of an MET course, I appreciate the invitation to contribute a submission to Appendix H ("Submissions from MET Instructors") of the MET Self-Study document.

I have known of the MET program (previously TBDL) for over a decade, and have previously instructed MET courses in 2006. In 2010, together with a colleague from Linnaeus University in Sweden, I submitted a course proposal to the MET program for a new course that eventually launched in 2013 as the elective course ETEC 565G ("*Culture and Communication in Virtual Learning Environments*"). We have now co-taught this course twice, and it is expected to run again next academic year.

As preamble to what follows, I want to be clear that my actual teaching experience in the MET program has been really positive and communications with the MET administrative team (though few and far between) have been friendly. I have enjoyed the range and caliber of the students, I continue to believe that the MET program is a valuable undertaking for students, and I am grateful for the opportunity to have been able to bring our course vision to fruition. A number of external factors, on the other hand, have made my experience as an MET instructor less happy.

Running across my entire experience has been the sensation of working in a vacuum. Across the almost four years, now, of developing and then teaching our course, it has proved almost impossible to make contact with any kind of MET instructor community for ideas, information or feedback. I have no idea who else teaches MET courses, I have not been invited to or included in any kind of professional gathering, and efforts to connect with individual instructors over course content, grading standards, design of assessments, etc., have met with almost complete failure. This caused some early and critical difficulties. For example, although we had provided a detailed syllabus proposal for review and approval (received), some important feedback about student enrollment patterns was not communicated, meaning that when we first offered ETEC 565G, our expectation, clearly stated in the proposal, that students would have completed core MET courses, was incorrect. This necessitated some course redesign on the fly, and caused both students and instructors some stress.

In a recent email in response to announcement of this review process, communications by another MET colleague reflects the same feeling of disconnect:

The fact that students have been involved in the Self-Study since 2012 and the Report includes 13.5 pages of their input and comments, while faculty members have yet to be involved and the Draft Report does not include a single element of input or comment from the ranks, sums it all up. In fact, this sums up the treatment of faculty members within the program.

I feel I must heartily concur with the sentiments expressed.

A second area that we found very problematic was the course development process, where there seemed to be a dramatic mismatch between MET process and CTLT support offered. As expected, the proposal stage involved some fairly detailed development of learning objectives, course plan and associated materials. We happily undertook this work, although it was mysterious to us (and especially to my Swedish colleague) that no guidelines, template, standards or examples of any kind were offered to help us develop a course that might be in line with the MET model. Again, we seemed to be operating in a vacuum, and simply hoped we were on the right track.

Later, at the stage where we were handed over to a CTLT-based instructional designer, that individual (and her team) had no idea that we had already undertaken significant development work. Even worse, CTLT seemed to have no information about course development standards or budgets, so that in discussions about associated media development, any query about budget was directed back to us: what budget did we have? We didn't have any information, of course – see above. The level of support the CTLT-based instructional designer was able to provide was very basic and not needed, and ultimately CTLT's primary role was simply to turn the materials we had developed ourselves into LMS-based content. The relationship was not an unhappy one, but again was dogged by the sensation of 'missing information and lack of communications', and I did wonder what value, exactly, CTLT was providing to the process for the MET program.

Finally, I have struggled not to feel insulted by very low salary paid to MET instructors – made even smaller, of course, by sharing it 50/50 with my Swedish colleague. I (we) have invested many many hours of our time in designing and teaching ETEC 565G (and also in making changes and edits based on feedback to the first round). It is, after all, a graduate course with 20 articulate and active student participants. Providing meaningful formative and summative feedback on course discussions, assignments and written work is, in my view, necessary in a good graduate course (and students should expect it!). Doing so takes time, and because I teach this course as over load, it adds dramatically to my working week. I estimate that based on my actual time expended, the current rate of pay works out to about \$25/hour. The basic pay for an MET instructor teaching a single course amounts to about 75% of that paid to me for sessional instruction in the Faculty of Arts, and only 55% of the pay I've received for sessional instructing in the Faculty of Science. Is it not a little embarrassing that the Faculty of Education – the faculty that I believe could and should be championing both good teaching and fair treatment of educators – has fallen so far behind? This factor alone is enough to make me consider very seriously whether it is worth my time and energy to teach the course again.

Sincerely,



Leah P. Macfadyen, Ph.D.

Program Director, Evaluation and Learning Analytics, Faculty of Arts

Instructor, ETEC 565G (*Culture and Communication in Virtual Learning Environments*)

From: de Cosson, Alexander
Sent: March-13-15 4:11 PM
To: Sam, Melinda; Sork, Thomas
Cc: Petrina, Stephen
Subject: Re: gentle reminder of the MET Instructors' Meeting this coming Monday, March 2

Hello Tom,

Thanks for the invitation to respond to a 64 page document.

However as a sessional instructor for the MET program I am not compensated for any such work. I am paid at a per student per course rate. My work for MET is part of my contract as a sessional with continuing status in the Department of Curriculum and Pedagogy. I teach a full load this term, with no buy-out time to invest in MET, it is thus extremely difficult for me to see where I can 'buy' some free time to engage with this document.

I see this as indicative of the problematic structure of MET. It is predominately taught by sessional faculty who have no buy-out time in their contracts and thus must donate their own unpaid time if they wish to be involved with additional MET interests and or concerns.

Self studies and program reviews are wonderful opportunities for 'faculty' (sessional instructors are not faculty) to work through issues that are pertinent to program development. These are usually taken on by tenured and tenure track professors who are compensated well for the considerable time and effort that must be expended to engage with, and thus to make, a meaningful review process. Even Lecture 1 positions offer paid time (equivalent to approximately two paid courses) to be involved with departmental discourse.

I believe you are asking for unpaid work that benefits the MET program but does not fairly compensate those who provide the service that MET so advantageously sells.

Thanks for your time

Sincerely

Dr. Alex de Cosson
Department of Curriculum and Pedagogy
The University of British Columbia

**Submission to the University of British Columbia
Master of Education (MET) Self-Study**

Stephen Petrina

24 March 2015

The Faculty of Graduate and Postdoctoral Studies (G+PS) advises that graduate programs at UBC undergo a Self-Study and Program Review every 5-6 years. Symbolic of the mismanagement of the MET program and despite the serious problems early on in the program (Petrina, 2005, 2008), MET managers in CTLT, OGPR and PDCE (2 Associate Deans, 2 Directors, and 1 Graduate Coordinator at any given time since 2002 + an Assistant Dean since 2012) conveniently overlooked this University guideline and advice. At the same time, MET Advisory Committee members failed to advise MET managers that the program should have conducted a Self-Study and been submitted to Program Review in 2007 or 2008. I have been requesting a Review of the MET program within the Faculty of Education for about eight years with formal requests to Review this program made to G+PS for well over three years. This current first Review of the program ought to be the second Review. Problems with the MET program have accumulated and intensified. Failures of management should have been corrected in 2008.

In 2004-05, Sessional or PT faculty taught 53/65 MET courses (sections). In 2014-15, PT faculty taught 44/51 courses. About 85% of all MET sections are taught by PT faculty each year. The only change is that Staff members (IT staff, M&P staff, etc.) in CTLT or PDCE or Staff transitioned to other units or universities now teach 21 of these 44 courses. This is unprecedented for graduate programs across the University— one could say across Canada. Current Staff or Staff transitioned to other institutions or units teach 42% of the program's 51 course sections. Why did MET managers appoint Staff members to design or teach courses and why did MET Advisory Committee members fail to advise MET managers that conflicts arise therein? This is not a statement on the Staff members' expertise; rather, the judgment is on the decisions made that give rise to conflicts of interest and divide faculty.

FT faculty teaching one or two MET courses “on-load” (i.e., no additional remuneration) in the MET program receive salaries between \$103,000 and \$166,000. Most FT faculty members teaching in the MET program draw higher salaries than Staff and retain privileges that provide professional autonomy and security. CTLT or PDCE Staff members teaching in the MET program draw salaries of \$95,000 and more per year and, in relative conflict of interest, also draw course salaries to teach in the MET program. For example, one Staff member who teaches 6 courses per year draws a total salary of \$99,000. Compare this with the Sessional faculty member who teaches 6 courses per year and draws an annual salary of \$30,500. Teaching the same number of courses in the MET program, the Staff member receives a salary 3x than that of the Sessional. One Staff member who teaches 2 courses per year receives a salary of \$97,000 and another makes \$126,000 while the Sessional who teaches just 2 courses per year makes \$10,166 or just enough to pay for a modest one bedroom apartment in Vancouver. The differential here is 12.4x the salary of the Staff member over the Sessional.

Sessionals receive a piecemeal per student wage. In 2002, when the MET program was launched, this piecemeal wage was \$220 per student (Petrina, 2005). For a course load of 20 students, a sessional in 2002 drew a salary of \$4,400. In 2014 dollars, to keep up with the rate of inflation this wage would be \$6,080. However, in 2014-15 Sessionals receive just \$254.16 per student or \$5,083 for a course with 20 students. Salary increases over the life of the MET program for Sessionals have not even kept with the rate of inflation. Compare the MET piecemeal wage with Professional programs at UBC, Architecture and Law, which pay Sessionals a salary \$10,197 per 3 credit course (upper level Law courses enroll about 12 students).

In the case of some Sessionals, the MET course demands are so intensive that, after time in, piecemeal wages are driven well below minimum wage in BC of \$10.25 per hour. The living wage in Vancouver is \$20.10 per hour. A Sessional teaching 2 courses per term, or 40 graduate students at a rate of \$5,083.20 per course, will be online or working at least 70 hours per week for 15 weeks. This drives wages down to \$9.68 per hour or worse for some Sessionals. For some, this wage falls below \$7.00 per hour. Hence, for some wages are driven to just 35% of the hourly living wage.

Sessionals without a Staff appointment teach the bulk of MET courses with no transition to FT, no allocation of MET office space, no tablet or laptop, no revenue sharing, etc. In some cases, the same Sessionals have been exploited for over 10 years. Staff members now fiercely compete with their peer Sessional faculty members who do not have the power or privilege of Staff appointments; given this conflict of interest, service within CTLT and PDCE has eroded as Staff members may not see it in their interest to offer optimal service to competing faculty.

The sustained exploitation by MET managers in CTLT, OGPR and PDCE of Sessional faculty members is inexcusable and a glaring sign of mismanagement. Not a single FT faculty search was planned or requested by MET administrators or the MET Advisory Committee in 12 years. I made formal requests to administrators on a number of occasions over the past 10 ten years but these were immediately dismissed. A mildly cynical interpretation is that with the Faculty running a structural deficit of \$2m to \$5m per year, MET revenue is needed to cover the expenses in other quarters of the Faculty. Either way, there is a gross failure to reinvest in the MET program.

Quite apparently, the MET program has been treated differentially by management because it represents a bonanza for the Faculty in generating a significant amount of revenue. With the failure to reinvest revenue after expenses back into the MET program, the use of overhead and revenue by CTLT, OGPR, PDCE, and DNSO is opaque to faculty members. All of this raises questions of mismanagement.

In the scope of the MET Self-Study, I recommend the following to the DNSO and G+PS:

1. Significantly reduce (e.g., 80%-90% reduction) overhead costs and revenue allocations to CTLT, OGPR and PDCE.

2. With the balance of overhead and revenue freed from CTLT and PDCE, create four full-time Instructor I positions within the MET program with a workload of eight MET courses per year. Create two Assistant Professor positions with a workload of four courses per year.
3. For appointment of Sessionals otherwise, maintain per course salary parity with Professional programs, Architecture and Law (currently \$10,197 / course).
4. Create a revenue sharing formula that reallocates funds or salary back to all faculty members within the MET program with sharing ratios based on number of MET courses taught per year.
5. Create a MET Program Review subcommittee to oversee changes and procedures from here.

When one is reminded of missed Program Reviews, a 3+ year Self-Study without faculty members, Staff placed in conflicts of interest to teach graduate courses, exploitation of Sessionals without Staff appointments, no FT faculty hires despite the revenue over expenses for years, opaque use of overhead and revenue, Graduate Coordinator acting in isolation, etc., the MET program is otherwise a mess. How and why is this?

Please note:

1. I was never invited to be a member of either the MET Advisory Committee or the MET Management and Budget Committee. After many requests to be a member of either, I attended my first meeting of the MET Advisory Committee in October 2014. Comparatively, some Advisory Committee members have been on the Committee for over 10 years.
2. I have documented and elaborated on these problems trends in various formal ways:
 - a. Petrina, S. (2005). How (and why) digital diploma mills (don't) work: Academic freedom, intellectual property rights and UBC's Master of Educational Technology program. *Workplace: A Journal for Academic Labor*, 7(1), 38-59. Retrieved <http://ices.library.ubc.ca/index.php/workplace/article/view/182181/182197>
 - b. Petrina, S. (2008). "*Cross-Border Collaboration*" and the LT in EPLT. Vancouver: UBC. Retrieved <http://blogs.ubc.ca/petrinacv/files/2011/11/WGonEPLT.pdf>

THE UNIVERSITY OF BRITISH COLUMBIA



Faculty of Education
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13 March, 2015

Dr. Tom Sork, Dr. Mark Edwards
Sr. Associate Dean, PDCE Assistant Dean
Faculty of Education, 2125 Main Mall,
University of British Columbia
Vancouver, BC, V6T 1Z4, Canada

Re: Options for Instructor input: Contribution: Exploratory framework

Dear Tom and Mark,

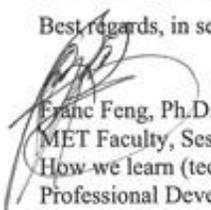
Thanks for configuring multiple/varied instructor inputs, to contribute towards our self-study.

Please find attached, a draft, exploratory framework¹ towards our MET conversation, in response to our *MET Program Review Self Study* draft.

This work in progress includes examples: of how we might recast challenges as goals, how these goals might overlap, possible clusters, with which proposed, tenured MET faculty, might address these goals, in contributing towards our continuing, program excellence.

I appreciate our openness, our recognition of our service to MET, multiple input opportunities.

Best regards, in service, towards our MET program,


Franc Feng, Ph.D.
MET Faculty, Sessional Lecturer
How we learn (technology) across the lifespan
Professional Development & Community Engagement
Faculty of Education University of British Columbia
2125 Main Mall, 300B Scarfe, Vancouver, BC

¹ As it is the middle of the term, I focused my contribution, to address challenges that we identified in our self-study, with exploratory framework, towards our conversation that will also frame, my subsequent contributions: individual instructor meeting, and written submissions to the Review Team.

Exploratory framework towards meeting challenges (DRAFT from F. Feng) ⁱ			
	Challenges identified in our Self Study	Details of Challenges, our collective goals ⁱⁱ	Possible solutions ⁱⁱⁱ , illustrating model, towards core ^{iv} & specific ^v faculty contributions
1	Metrics for assessing impact or outcomes of our program	1. We have <i>no meaningful metrics</i> in place to judge the impact or outcomes of the MET program. To date, we have been content with the largely positive feedback received from students and graduates and the positive “word of mouth” that seems to be driving our applications numbers, but we have no firm data on which to base claims that the MET is having a positive impact on education or the careers of graduates.	MET Faculty contributes towards development of metrics, to judge the impact and outcomes of our program: volunteering for committees, coming up with recommendations, heading, conducting and implementing, MET research.
2	Metrics for tracking MET alumni continuing engagement	2. We have <i>no systematic process</i> in place to track and encourage continuing, meaningful engagement of MET alumni. As of November, 2013, we had a total of 518 MET graduates of whom 78 (15%) had engaged in some interaction with UBC as tracked by Alumni Affairs. There is much more we could do, beyond the use of social media, to maintain stronger connections with our graduates.	Implement assessment model, consulting core literature, identifying key variables, <i>designing</i> : instrument, MET tracking systems, infrastructure <i>in parallel</i> – towards stronger connections with our graduates, tracking/encouraging sustained, meaningful engagement of our MET alumni.
3	Evaluation, revisions	3. We have <i>no ongoing quality monitoring/improvement process</i> in place. Other than student evaluations of instruction, the consultation process during the course proposal process, and periodic	Contribute towards the assessments of our course assignments, revisions of courses, the relevance of content, developing strategies and metrics.

		major revisions of courses, we have no process in place to review teaching practices, assess the suitability of assignments, the relevance/currency of content or other aspects of instruction.	Our extant courses with instructors co-teaching effectively as peers e.g. ETEC 511, 531 and 590 could be formalized into systems complementing our present structure.
4	Peer Evaluation	4. We have <i>no consistent peer evaluation of teaching system</i> in place for MET (or most other fully online) courses. The peer evaluation of teaching is an expected process for newly-appointed instructors, but the university- and faculty-level processes are tailored for face-to-face courses and are not easily adapted to fully online teaching.	Per the point above, as some MET instructors have been formally co-teaching for some time, we could formalize designs into formal system for peer reviewing, based on our extant practices and designs we can adapt, for our unique, fully online teaching/program.
5	Governance model	5. There is <i>no consensus on an effective governance model</i> for the MET program (and other programs with multiple departments and other stakeholders involved). There is often confusion about where and how decisions are made—and who participates in making them—because the MET governance model is unique.	While our model is unique, as we transform these issues into goals- we begin by inviting instructors and stakeholders into the MET decision-making, and problem identification process.
6	Reinvestment of surplus	6. There is <i>no commitment to reinvest surpluses</i> generated from the MET into the program via, for example, funding—partially or fully—tenure-track positions or developing a “research track.” Departments, PDCE, CTLT, the Dean’s Office and the other units that share in MET surpluses are free to use the funds however they wish.	Here re-investing our surplus into funding tenure track MET positions/developing a research track, are also, excellent ideas, which relate with above. The self-study is an excellent, ideal place to invite our commitment into our MET process, towards program, excellence- here surpluses, might hence be <u>internally pre-designated</u> .
7	Strategy for	7. There is <i>no detailed strategy for</i>	As we have faculty who have been

	internationalizing	<p>internationalizing the MET. Initially, the relationship with Tec de Monterrey held promise to make the MET a true international program. We have also welcomed two cohorts of students from Jamaica and are relatively small number truly international students. Many “Canadian” students are enrolled in the MET but are residing in other countries, so they often bring international perspectives, but more can be done to bring more diversity into the program.</p>	<p>international students, who have lived experience of studying as international students, who are often <i>keenly aware</i> of core cultural implications, with <i>global connections</i> with nations across continents, who might in addition, have marketing experience, we can be most innovative in MET, in exploring our partnerships, with curricula/programs we develop in consultation with, and consistent with, needs of partner countries.</p>
8	Significant inequities	<p>8. There remain significant inequities in compensation paid to instructors teaching the same course with different forms of appointment and in different employment situations. Tenure-track instructors who teach on-load in the MET are effectively paid about three times what a sessional instructor is paid for teaching the same course. This is not unique to the MET, but is rather a consequence of the historical compensation arrangement for “contract” instructors. In addition, many MET instructors have other “day jobs” and so MET compensation is in addition to what is often a full-time salary (and benefits).</p>	<p>With formal recognition of significant inequities and awareness of long-term implications of such inequities, we have unique opportunity to commit towards <i>correcting</i> these inequities with surplus, through <i>recognizing</i> dedication and the work of our de-facto MET faculty through all these years in which we have not been reviewed with <i>tenure track appointments</i>. The formal recognition also maps in the our formal commitments, renewed dedication, and loyalty, etc. as envisioned in this model, illustrated in the examples and expanded in the footnotes.</p>
9	Building on certificate programs	<p>9. Not enough attention has been given to building the two MET-related graduate certificate programs into more substantial professional development experiences in their own right and to promoting them more</p>	<p>Another area, we all could contribute towards, through researching the actual needs of potential students, with a path towards our MET, research track degrees.</p>

		strongly as entry points into the MET.	
10	Developing a research track	10. There is currently <i>no “research track” in the MET program.</i> Some students and alumni have asked for a doctoral-level option. But a more feasible move in this direction would be adding a master’s level research track to the MET with more research methods courses and provision for qualified faculty to serve as research supervisors. Developing a research supervision model that makes good use of educational technology could provide a model for other programs in at UBC.	While we do not have research track in program, we have ETEC 580, a research track alternative that has been successful- received favorably by our students that we could formalize to connect with our existing courses beginning with pilots.
11	Risk with LMS changes	11. There is some <i>risk to the program as UBC transitions from one learning management system (now being referred to as an “ecosystem”) to another.</i> Access and response problems occurred with Connect (the current LMS) in September, 2013, that discouraged/angered both instructors and students. Mitigating the risks associated with significant changes to any LMS must be a key consideration in the MET going forward.	<p>We could mitigate risks by having instructors with requisite experience, administering their own shell, working with analytics, developing courses, implementing curriculum innovation, represented on key committees tasked with the selection of LMS.</p> <p>We could work towards a more fluid system, with CTLT, along principles of symmetry, with MET instructors, having opportunities for input, with CTLT, perhaps working alongside CTLT.</p>

ⁱ A preliminary proposal, of a possible *framework* (a work in progress) inviting: a) collegial participation that maps how challenges that we identified in our self-study are *related*, how these might be: b) matched with faculty commitment, in service to MET, with diverse: expertise, experience and backgrounds, towards more, equitable, and representative, governance structure.

ⁱⁱ Here I am in full agreement, with the observation of one of our colleagues at our meeting, that while I appreciate these points (reproduced here for fidelity) as honest assessments of our MET challenges, we might collectively work towards re-framing in *positive* language (e.g. as goals 1-11), to be dimensioned, and methodically achieved.

ⁱⁱⁱ To illustrate how proposed framework, might work: we relate goals, bridging goals of: *governance* (goal 5), *re-investment of surplus* (goal 6) and *significant inequities* (goal 8) with other goals identified in self study (1, 2, 3, 4, 7, 9, 10, 11), example of equitable and representative, governance structure, with tenured MET faculty, *responsible* for implementing responses, to defined goals 1-11.

^{iv} With *core* contributions, I am thinking here of our present service to the MET that we could clarify, and document.

^v With *specific* contributions: supported by possible solutions that address challenges we identified, towards *mapping* how these goals are *related*; we can see, in *this* example— *how* we might work towards identifying *clusters*, through which faculty can simultaneously contribute towards: assessment (goals: 1, 2, 3, 4); governance and equity (goals: 5, 6, 8); program development: (goals 7, 9, 10); marketing (goals: 1, 2, 6, 7, 9, 10,) design & technical expertise (goals: 2, 11), etc., supported by *particular* MET faculty expertise in areas (e.g. research, curricular, technical) to contribute towards implementing goals above. [A *qualifying* footnote; above is intended as catalyst envisioning conversation, with a preliminary framing, supported by *instances* of *possible* examples: as such, the framework, goals, clusters, areas, overlaps, expertise, commitments, etc., can all be otherwise interpreted/configured.]