TIME
in ONLINE EDUCATION

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The benchmark online university
25 years' experience.
70,000 students
132 countries
71,500 graduates.
60 master's and postgraduate courses
6 doctorates.
Knowledge transfer and cooperation with businesses and institutions (152 international agreements).
Facts & figures

73,081 students
77,956 graduates
92% of graduates have a job
84% would choose the UOC again
4,721 teaching staff
1st online university

25 Bachelor's degrees
48 University master's degrees
295 Master's degrees, postgraduate and specialization courses
396 Open courses, language courses and MOOC
4 Doctoral programmes
1st Spanish-speaking online education institution in Hamilton Global Intelligence ranking

Faculty & staff

629 Administrative staff members
429 Faculty members & research staff

Research

4,295 Affiliated teaching staff & tutors
400 Research units
46 Research groups
3 Research centres
154 Standard research projects
Fields of knowledge

The fields of knowledge of the different UOC educational programmes and initiatives are as follows:

- Information and Communication Sciences
- Health and Environmental Sciences
- Humanitarian Cooperation, Peace and Sustainability
- Law, Political and Administration Sciences
- Economics and Business Studies
- City Management and Urban Planning
- Global Executive Education
- Humanities
- IT, Multimedia and Telecommunications
- Languages and Cultures
- Psychology and Educational Sciences
- Tourism
- Information Society
- Islamic world
- Food system
The description of the model

• **The resources:**
  They include the content, spaces and tools necessary to carry out the learning activities and their assessment.

• **Collaboration:**
  This is understood as the set of communicative participative dynamics that favour the combined building of knowledge among classmates and teachers, through teamwork to solve problems, develop projects and group product creation.

• **Accompaniment:**
  This is the group of actions carried out by teaching staff to monitor students and to give them support in planning their work, in resolving activities, in assessment and in making decisions. At the same time, the student receives personalised treatment from teacher accompaniment, s/he enjoys continuous guidance during his/her academic path and s/he establishes relations and communication with the educational community.
eLearn Center
Research, Innovation and Training Center for e-learning
Research Groups at the eLC

MeL – Management-business and eLearning

EDUL@B – Education Laboratory

EDONLINE – Online Feedback

CIMANET - Mathematics and Science online learning

EDUS – Online interaction and knowledge building

EMA_UOC - Virtual Learning Environments

ITOL – Interactive Tools for Engineering Learning
Research Groups at the eLC

MUSEIA – Museology, Cultural Heritage and ICTs

ECO – Research in Communication and Library e-learning

Capacitació Digital – Digital training

LabNT – Laboratory of New Tourism

eHEALTHLAB – Telemedicine Laboratory

VR – Virtual Reality

LIST OF THEMES RELATED TO TIME in ONLINE EDUCATION
Some representations
Social, Cultural and Psychological Time

- Refers to the way in which a society, community or individual represents the notion of Time and considers its acts, facts and values as shaped by this representation.

- Time acts as a kind of paradigm that derives its components from science, religion and collective imagery, ethnology and anthropology¹, philosophy² and even the arts³.

- Japanese⁴ prefer to work in concrete and reflexive learning sequences rather than in abstract and active ones.

- Teamwork participation/collaborative working⁵ could be more hierarchical or egalitarian.

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TIME PERSPECTIVE

- Framework which defends the tendency and attitude towards time influences emotions, perceptions and acts. PAST: tend to be stuck in past; PRESENT: live the moment, immediate rewards; FUTUR: project and seek for further achievements (Zimbardo and Boyd, 1999).

TIME PERCEPTION

- Framework based on cultural difference views about time across cultures or communities: Monochronism and Polychronism (Hall and Hall, 1987;1990)

<table>
<thead>
<tr>
<th>Monochronic People</th>
<th>Polychronic People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do one thing at a time</td>
<td>Do many things at once</td>
</tr>
<tr>
<td>Concentrate on the job</td>
<td>Are highly distractible and subject to interruptions</td>
</tr>
<tr>
<td>Take time commitments (deadlines, schedules) seriously</td>
<td>Consider an objective to be achieved, if possible</td>
</tr>
<tr>
<td>Are low-context and need information</td>
<td>Are high-context and already have information</td>
</tr>
<tr>
<td>Are committed to the job</td>
<td>Are committed to people and human relationships</td>
</tr>
<tr>
<td>Adhere religiously to plans</td>
<td>Change plans often and easily</td>
</tr>
<tr>
<td>Are concerned about not disturbing others; follow rules of privacy and consideration</td>
<td>Are more concerned with those who are closely related (family, friends, close business associates) than with privacy</td>
</tr>
<tr>
<td>Show great respect for private property; seldom borrow or lend</td>
<td>Borrow and lend things often and easily</td>
</tr>
<tr>
<td>Are accustomed to short-term relationships</td>
<td>Have strong tendency to build lifetime relationships</td>
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</tbody>
</table>
In educational research, time is assumed as *objective, linear and future oriented.*

- **Online time paradox:**
  1. Time is a *requisite* to start study on-line although it is residual (low quality—“no priority”).
  2. It *lacks* due personal and work loads/priorities (few time requires more of quality)
  3. *Lack of time* is a major reason to drop-out (Xenos et al, 2002; Tresman, 2002)

  S: *You study online because you don’t have time; this time you have is few so low quality (what you left over) and should be more quality because is few but you have other priorities which deserve that time quality and, in the end, you (maybe) drop out due to lack of time you had at the beginning. Time is the cause to start to study and the reason to abandon it.*

- **Online Time role:**

  Beyond the synchronicity/asynchronicity time factor is essential in online study (Gros, Barberà, Kirschner, 2010). Time is a dimension in all mental process (Durkheim, 1912). Learning needs time. Online learning could be spaceless, but not timeless. Time-on-task quantity and time quality are important (Romero, & Barberà, 2012).

- **Time factor approaches in online learning:**
  1. Time as a *cognitive and a metacognitive dimension* and factor both in learning process and learning products (reflection-sequencing).
  2. Time as a *resource* that could be managed at different levels (individual, group, society - HHRR, tangible resources, intangible, …)
  3. Time management as the *decision making* process concerning time use (time budget in action).
• TIME is the SAME for ALL around the world but our

PERCEPTION
CONCEPTION
MANAGEMENT
DISTRIBUTION
USE...
are DIFFERENT for EACH culture and individual

GLOBAL
PERSONALISED
Online education life cycle

Time Factor within the students’ life cycle

**Students’ phases**

1. **PRE**
   - Students’ phase description
     - In the pre-admission phase, students consider their enrolment in the virtual campus.

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**Applied research perspectives considering the time factor**

- Study of the **time flexibility** of online distance education as a factor in the decision making process concerning the enrolment in a distance course or program.
  - How students infer the time flexibility offered by each virtual university?
  - Are the students’ time flexibility expectations correct?
- Temporal characteristics of the students interested in following UOC courses
  - Which temporal characteristics have these students compared to face2face university candidates?
    - Which time management competencies have the VC students?
      - Individual time management (TMBS, Macan et al. 1990)
      - Collective time management
    - Are they time-poorer than face2face university candidates?

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2. **ENROL**
   - In the course enrolment phase the tutor helps the students to choose the (number of) courses to follow during the next semester.
   - UOC allows the students to decide the number of course to follow each semester. The tutor could propose modifications in the number of courses the student wish to enrol in the next semester.
     - Is the temporal availability identification made by the tutors reliable?
     - Is the students’ temporal availability perception different from his/her tutor point of view?
     - Is the student accepting the tutor advice when deciding how many courses to enrol?

3. **START**
   - We consider the students’ first semester as a specific phase in the virtual student’s life cycle.
   - We assume the students needs to develop a learning temporal pattern when they start their distance learning education. Under this consideration, we propose the following research questions:
     - Is the students time-on-task initial declaration reliable according to their real time-on-task?
     - How the students are adapting their time use for integrating the learning times associated to their online distance education?
       - Are the students consolidating progressively a
Online life cycle II

4. ON

We consider a main phase in the distance learner student’s life cycle between the 2nd semester and the students’ graduation.

- Temporal pattern for their distance education activities?
  - What is the degree of interdependence between the learning, work and family temporal patterns?
    - Is the learning time pattern subordinated to the professional temporal pattern? To the family pattern?
    - Are the students changing their professional or family temporal pattern in order to integrate their learning time pattern?
      - In this case, in what way is this affecting their professional or family life?
  - We’ve assumed the students need to adapt their temporal patterns during the first semester. However, is this adaptation made in a shorter time?
  - Did time (either flexibility or the lack of it) play a role in either deciding to continue to study or in dropping out in the first semester?

After an initial phase in the virtual campus, we suppose the students have developed their learning temporal patterns.

- Is the students time-on-task initial declaration reliable according to their real time-on-task?
- Are the students maintaining their learning temporal patterns longitudinally?
- Are the students increasingly according more time to

5. INTER. Student’s interruption or dropout

- Are the students increasingly according more time to their distance education?
- Are the students developing their time management competencies during their distance education?
- Are the students developing new temporal strategies
  - In individual tasks?
  - In collective tasks?
- In which moment could be consider an interruption as a dropout?
- What are the reasons of students’ interruption in their distance education?
  - Is the interruption/dropout linked to time availability factors?
  - Is the interruption/dropout linked to (individual/collective) time management competencies?
  - Are other social temporal patterns (family, work...) the reason for the interruption/dropout?
- How could we prevent the interruption/dropout linked to the time availability or time management factors?
- What are the characteristics of the students that graduate faster?
  - Are they having more temporal availability?
  - Have they developed more adapted temporal patterns?

6. GRAD Student’s graduation

Activ Vehicles...
WHAT ARE SOME PRACTICAL IMPLICATIONS OF TIME FACTOR IN ONLINE LEARNING SETTINGS?
IMPLICATIONS

Decisions for ALL (Written and Shared)

Interaction in the centre

Variable resources

INSTITUTION
(Same) Pedagogical Model

TEACHING
Tutor + Continuous Assessment + Feedback

TIME FACTOR

TECHNOLOGY
Flexibility In time online ed

LEARNING
Time management

MATERIAL/CONTENT
Workload

Interaction in the centre

Variable resources
Practical applications

TEACHING
- Tutor + Continuous Assessment + Feedback

STUDENTS
- Time management
- Workload

CONTENT
- Time management

ONLINE MATERIAL
- Time budget

Time Quality
- Work Life Learning Balance
Online Tutor

• **Role:** To accompany the students throughout all their academic life (accommodate, accompany and orientate).

• **Profile:** Relevant professional who bridges academic and labour competences (Law Studies: judge, lawyer,...).

• **Tasks:** Practical and transversal competences *(1/7: Time management)*

• **Resources:** Tutorship plan for students (career guidance, UOC resources, contact with teachers, online community, tutorship classroom with learning resources, academic paperwork, academic plan,...)
Continuous Assessment

• Different than to assess continuously

Feedback

- Self-diagnosis tool
- Conceptual and Practical guide
**Com s'ensenyà i s'aprenen en una universitat en línia?**

<table>
<thead>
<tr>
<th>Activitat</th>
<th>Duració</th>
</tr>
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<tbody>
<tr>
<td>2 h Temps mínim de dedicació recomanat</td>
<td></td>
</tr>
<tr>
<td>De la educació a distància a l'educació en línia</td>
<td></td>
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<tr>
<td>Consells de veterà: 4 professors descobreixen les claus de la docència a la UOC</td>
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<tr>
<td>Teaching in a Digital Age</td>
<td></td>
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<tr>
<td>L'educació vingut per a quedar se</td>
<td>3 min</td>
</tr>
<tr>
<td>Com s'estudia a la UOC?</td>
<td>15 min</td>
</tr>
<tr>
<td>El docent en línia: facilitador de processos d'aprenentatge</td>
<td>10 min</td>
</tr>
<tr>
<td>Com s'ensenya i s'aprenen a la UOC?</td>
<td></td>
</tr>
<tr>
<td>Una volta al món passant per cinc destins TIC</td>
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</table>
Time management

Workload
TIME IS PRONE TO BE TAKEN INTO ACCOUNT IN THE LEARNING DESIGN FROM MULTIPLE PERSPECTIVES:

INSTITUTIONAL: framework
INSTRUCTIONAL: classroom
PERSONAL: students and teachers
Activity 3

WHICH ASPECT DO YOU SEE MORE COMPLICATED, OR FORGOTTEN OR YOU WORRY THE MOST RELATED WITH TIME FACTOR?
TEACHER WORKLOAD

TEACHER HOUR/WEEK DEDICATION per CREDIT
TEACHER FULL TIME COORDINATION
TEACHER SUPPORT: space and area devoted to it
TEACHER RETRIBUTION: variable formula
TEACHER TRAINING:
  - e-LICENSE
  - e-CERTIFICATE
  - e-GO DEEP
TIME
in ONLINE EDUCATION

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Overview

Role of Time in Online Education

- Time management
- Flexible study time
- Time invested
- Learning speed
- Latency of answer
- Connectivity habits

- Permanency; drop outs
- Time macro-schedule
- Completion of studies
- Retention strategies
- Openness/Flexibility
- Credit time organisation

LEARNER

TEACHING
- Time design/learning activities
- Time employed
- Content itinerary
- Sequence of feedback
- Continuous assessment

INSTITUTION
- Time technology affordances
- Synchronous/Asynchronous
- Open platforms
- Connectivity paths
- Process support tools
- Time Management tools

TECHNOLOGY

COMMUNICATION CHANNEL

MEDIATION

LEARNING

CONTEXT