

Documents

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Future of online education in crisis: A call to action

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Abstract

Online education is growing rapidly and there is little doubt that it will continue to expand until it one day encompasses the majority of higher education course offerings. Higher education leaders agree that online education will continue to grow even in the face of a slight recent decline (Allen & Seaman, 2013). As the rise of online education began, concern also arose as to whether the quality of higher education would suffer as a result of this new fast tracked course of academia. The quality of education in general is in question. The average degree standards are lower in America (Cote & Allahar, 2011). Today in higher education it is almost unacceptable to expect students to be solely just that, students (2011). Working full time, while carrying a full load is becoming the acceptable norm (2011). This type of student is more often the student that elects an online education. Despite the current drawbacks, online education is still the best prospect for the future provided the barriers of faculty assessment and course design are addressed. Fear of student evaluations and administrative disapproval are causing grade inflation while simultaneously influencing course design. Instructors are designing courses that allow the student to easily pass the course, which in reality is a disservice to everyone involved. This literature review provides evidence to justify a warning to acknowledge the paradox of current faculty assessment practices and the codependent relationship with course structure, to ensure the future value of higher education remain just that; valuable. © The Turkish Online Journal of Educational Technology

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