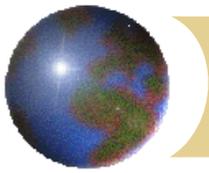
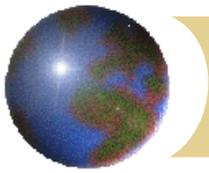


Designing Courses for Distance Delivery



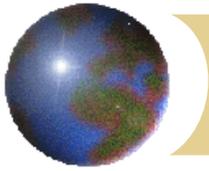
Today's Session

- ✦ **Understanding Distance Education**
– an overview of what an institution should have in place to begin offering distance courses.
- ✦ **Basics of Distance Course Design** –
what you need to know to start designing your course for distance delivery.



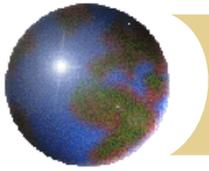
Designing Instruction

- ✦ ADDIE – a simple but useful course design model
- ✦ Analyze
- ✦ Design
- ✦ Develop
- ✦ Implement
- ✦ Evaluate



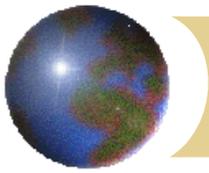
Designing Instruction

- ⊕ Components of a successful learning system
- ⊕ Learners
- ⊕ Content
- ⊕ Method
- ⊕ Materials
- ⊕ Technology
- ⊕ Environment



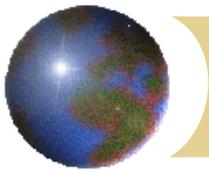
Selecting Your Tools

- ❖ Commercial Package or “Do it Yourself”
- ❖ Use a Template with Database behind course site
- ❖ Selecting software
- ❖ Discipline specific needs
- ❖ Bottom line – costs and resources available



Developing Materials

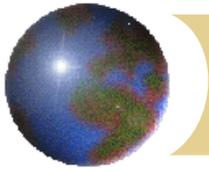
- ✚ Assessing your learners needs
- ✚ Varying learning styles
- ✚ Interacting factors
 1. The extent to which the medium affects particular mental activities.
 2. The extent to which the event leads to the extraction of the critical information from the medium.



Developing Materials

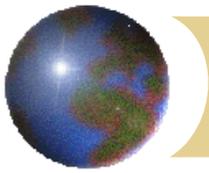
❖ Interacting factors

3. The match between the medium and the requirements of the educational task.
4. The match between the medium and the characteristics of the learner.



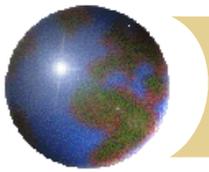
Developing Materials

- ✚ Your students are visual learners
- ✚ Your students are accustomed to instructor led classroom settings
- ✚ Your students will now going to experience learner-centered instruction with a change in the visual orientation of the course material.



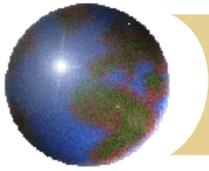
Developing Materials

- ✦ Adapting Course content
- ✦ Key concepts in short narrative or bulleted items.
- ✦ Organize course discussion and assignments to pull out information from a learner centered environment.



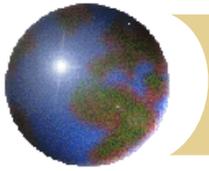
Selecting your tools

- ✚ Tools to enhance instruction
- ✚ Graphics
- ✚ Audio/podcasting
- ✚ Video/streaming video
- ✚ Discussion boards and chats
- ✚ Web 2.0 tools



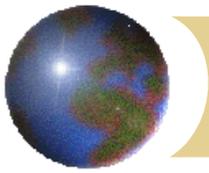
Fostering Interaction

- ✦ The trend is to make distance education an active, dynamic learning experience.
- ✦ Start out by getting to know your students.
- ✦ Use ice breakers, make them more than just introductions.



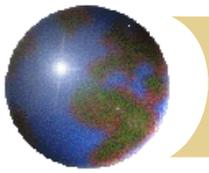
Fostering Interaction

- ✚ Types of interaction
- ✚ Teacher to student
- ✚ Student to teacher
- ✚ Student to student
- ✚ Student with content and resources



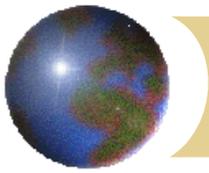
Fostering Interaction

- ✚ You will find that students who are less social in the classroom become more verbal in online discussion.
- ✚ Students who are verbal in the classroom often find online discussion more cumbersome because they can't type as fast as they speak.



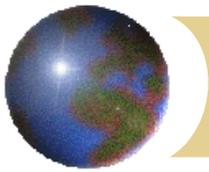
Fostering Interaction

- ❖ Because content is delivered in tighter chunks and that online courses are more learner-centered, it is important to find ways to have the students interact with the content.
- ❖ The technology you select will aid in this process.



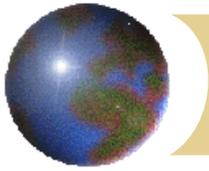
Types of Interaction

- ❖ Interaction to increase participation
- ❖ Interaction to develop communication
- ❖ Interaction to receive feedback
- ❖ Interaction to enhance elaboration and retention
- ❖ Interaction to support learner self-control/self-regulation



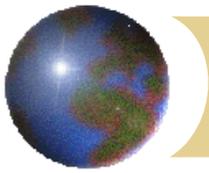
Types of Interaction

- ⊕ Interaction to increase motivation
- ⊕ Interaction for negotiation of understanding
- ⊕ Interaction for team building
- ⊕ Interaction for discovery
- ⊕ Interaction for exploration
- ⊕ Interaction for clarification of understanding
- ⊕ Interaction for closure



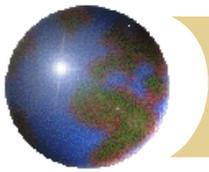
Motivating Distance Students

- ✚ How do you handle the student who is not participating?



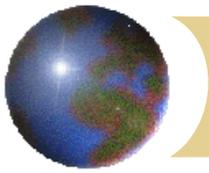
Assessing Student Performance

- ⊕ Student attitude
- ⊕ Learning outcomes
- ⊕ Traditional test - teacher made/grade
- ⊕ Research papers
- ⊕ Portfolio
- ⊕ Demonstration - students use the equipment
- ⊕ Interview - 1:1 teacher-student



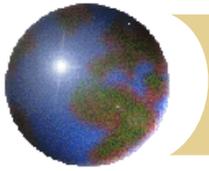
Assessing Student Performance

- ❖ How am I doing?
- ❖ Are you learning what you hoped you would learn in this course?
- ❖ What course content has given you trouble, and what can I do to make it more clear?
- ❖ Have you had trouble completing the course assignments?



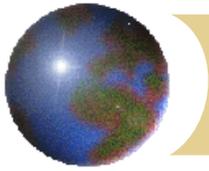
Assessing Student Performance

- ⊕ Have you had problems contacting me?
- ⊕ Have you encountered trouble with [the course delivery system]?
- ⊕ Have you had problems with support services?
- ⊕ How can I make this course more effective for you?



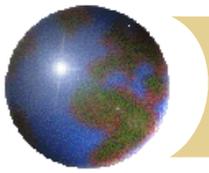
Assessing Student Performance

- ✦ Assignments
- ✦ Papers
- ✦ Group projects
- ✦ Presentations
- ✦ Class participation
- ✦ Quizzes and exams
- ✦ Portfolios
- ✦ Demonstrations
- ✦ Simulations
- ✦ Problem solving exercises
- ✦ Drill and practice
- ✦ Case studies
- ✦ Discussion



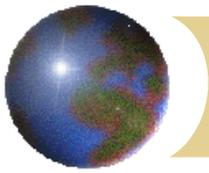
Planning and Time Management

- ✦ Planning is critical
- ✦ So much up-front work
- ✦ Plan a time line
- ✦ Needs for promoting your online course
- ✦ Time management
 - ▣ Pre-course planning
 - ▣ While teaching



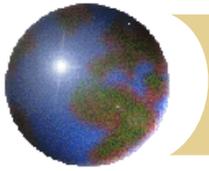
Roadmap to an Online Course

- ✚ Online learning environment
- ✚ Asynchronous
- ✚ Learner-centered
- ✚ Highly interactive and collaborative
- ✚ Computer-based but may involve other technologies
- ✚ Remote learning resources
- ✚ Instructor takes role of coach



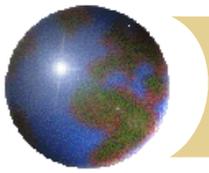
Roadmap to an Online Course

- ✦ Courses could be available to any qualified individual in world
- ✦ Course components available 24 hrs/day
- ✦ Students work at own pace
- ✦ Distributable across multiple computer platforms
- ✦ Technology relatively easy to use
- ✦ Learning resources available across entire Internet



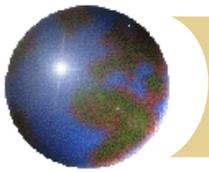
Roadmap to an Online Course

- ✦ Online course materials easy to update or modify
- ✦ Internet promotes active learning and student intellectual involvement
- ✦ Internet provides variety of learning experiences, accommodates differing learning styles
- ✦ Students learn Internet skills that improve employment options after graduation



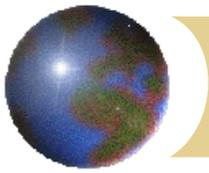
Roadmap to an Online Course

- ✦ No universal access to Internet and computers
- ✦ Traffic congestion on the Internet
- ✦ Courses labor-intensive to develop
- ✦ Instructors must accept new teaching paradigm
- ✦ Many students are technophobes
- ✦ Many students conditioned to be passive



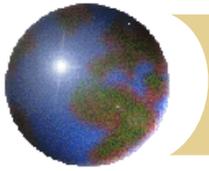
Roadmap to an Online Course

- ✚ Courses may attract non-student participants
- ✚ Copyright violations are in plain view
- ✚ Bandwidth limitations restrict use of advanced technologies
- ✚ Students must take more responsibility for their own learning
- ✚ Responses, feedback may be delayed
- ✚ Support infrastructure often inadequate



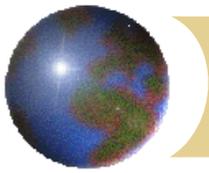
Roadmap to an Online Course

- ✚ Maximize student involvement in learning process
- ✚ Be liberal in use of examples, illustrations, visualization
- ✚ Provide students opportunities to apply course material
- ✚ Teach in “chunks”
- ✚ Use media to perform specific missions



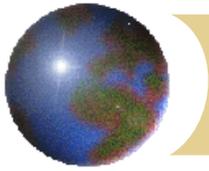
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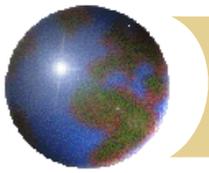
Roadmap to an Online Course

- ⊕ Services should be spelled out in your printed materials and your web site and placed in many areas in the web site and linked to each other.
- ⊕ There should be an orientation to the technology and course format.
- ⊕ Provide for skills assessments and placement exams.
- ⊕ All information in should be in a course syllabus.
- ⊕ All services provided to students on campus should be provided at a distance in some format.



Quality Assurance

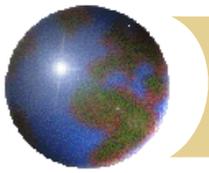
- ✦ The following slides are based on the Quality Matters rubric.



Basics of Distance Course Design

Course Overview & Introduction

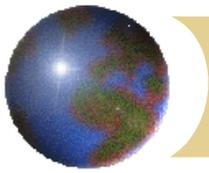
- ⊕ **Provide instructions to navigate the course site.**
- ⊕ Instructions provide a general course overview, guide the new student to explore the course website, and indicate what to do first, rather than list detailed navigational instructions for the whole course. It's a good idea to provide some of the same information in the syllabus.
- ⊕ Use a "read me first" or "start here" link or have a "scavenger hunt" assignment to provide the course navigation.



Basics of Distance Course Design

Course Overview & Introduction

- ✿ **Provide a statement that explains the structure of the course and the structure of student learning.**
 - ✿ Provide a statement that gives the new student an idea of how the learning process is structured including schedule, communication modes, types of activities, and assessments. These features should be found in the syllabus also.
 - ✿ Provide some or all of the following:
 - ✿ The course schedule (self-paced, following a set calendar, etc.)
 - ✿ Course sequencing, such as a linear or random order

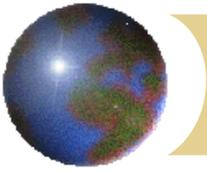


Basics of Distance Course Design

Course Overview & Introduction

❖ **Course Structure Continued**

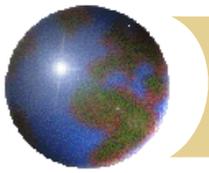
- ❖ Course calendar with assignments and test due dates
- ❖ Preferred mode of communication with the instructor (email, discussion board, etc.)
- ❖ Preferred mode of communication with other students
- ❖ Testing procedures (online, proctored, etc.)
- ❖ Procedure for submission of electronic assignments



Basics of Distance Course Design

Course Overview & Introduction

- ✦ **Provide netiquette expectations for email and discussions.**
 - ✦ Expectations for student conduct for email, discussion boards, chats and other communications are clearly stated in the syllabus and at the appropriate place in the course site.
 - ✦ Rules of conduct for participating in the discussion board
 - ✦ Rules of conduct for email content
 - ✦ “Speaking style” requirements (i.e. use of correct English required as opposed to net acronyms)
 - ✦ Spelling and grammar expectations



Basics of Distance Course Design

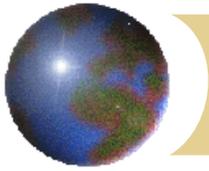
Course Overview & Introduction

✦ **Netiquette continued**

- ✦ An example - I expect you to follow the basic rules of netiquette in class. My expectations are to be courteous to all those in the class. Please type in complete sentences and follow the discussion board guidelines. Use only appropriate acronyms, for example DE for distance education and F2F for face to face. For more information on netiquette please review the following sites,

<http://www.dtcc.edu/cs/rfc1855.html> or

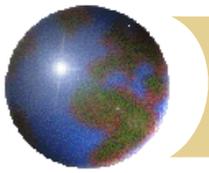
<http://www.albion.com/netiquette/corerules.html>.



Basics of Distance Course Design

Course Overview & Introduction

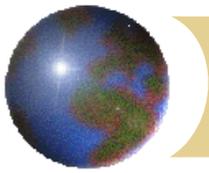
- ✦ **Introduce yourself to your students and request that your students introduce themselves to each other.**
 - ✦ The initial introduction creates a sense of connection between the instructor and the students. It should present the instructor as professional as well as approachable, and include more than the essentials, such as the instructor's name, title field of experience, email address and phone.
 - ✦ It could include information on your teaching philosophy; past experiences with teaching online; personal info that you might want to share like hobbies and a photograph of yourself.
 - ✦ Student introductions help create a supportive learning environment and sense of community. Explain to the students where and how you want the introductions to be done. Often introductions are done on the discussion board and generally are not evaluated.



Basics of Distance Course Design

Course Overview & Introduction

- ✦ **Provide the students with the technology requirements for the course.**
 - ✦ Explanations of technical requirements and skills, and prerequisite knowledge and skills may be found within the course, and/or in supporting material not on the course site. The more places you provide it the better the chance that students will see it.
 - ✦ Providing the technical requirements in advance will cut down on the drops that occur when a student gets into a course and finds that they cannot complete it.
 - ✦ Examples of technology requirements include hardware, software and plug-ins and ISP requirements.

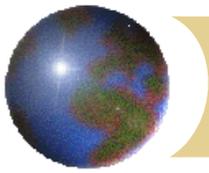


Basics of Distance Course Design

Course Overview & Introduction

✦ Technology Requirements Continued

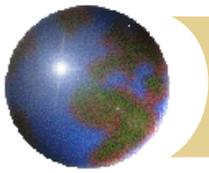
- ✦ Examples of technology skills may include using email with attachments and saving files in software programs like Word and Excel
- ✦ It is important to provide directions for downloading plug-ins and other software that will be used in a course.



Basics of Distance Course Design

Learning Objective/Competencies

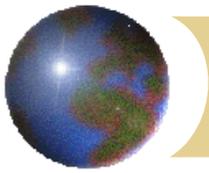
- ⊕ **The learning objectives are clearly stated and understandable to the student, describe measurable outcomes and address content mastery and critical thinking skills.**
 - ⊕ Your learning objectives should precisely describe what students are to gain from instruction and then guide you as an instructor to accurately assess student accomplishment for the objectives, in specific, observable terms
 - ⊕ Help students understand the meaning of your learning objectives. Avoid the use of jargon, confusing terms, unnecessarily complex language, and puzzling syntax.
 - ⊕ While learning objectives should be easy enough to understand there should still be use of content mastery and critical thinking skills in the learning objectives at the course and unit/module level.



Basics of Distance Course Design

Learning Objective/Competencies

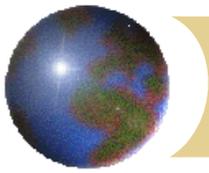
- ❖ Critical thinking skills may include the ability to: distinguish between fact and opinion; distinguish between primary and secondary sources; identify bias and stereotypes; evaluate information sources for point of view, accuracy, usefulness, and timeliness; all with the students using good written and oral communication skills.
- ❖ A couple of examples – Select appropriate tax strategies for different financial and personal situations. Also, develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style.



Basics of Distance Course Design

Learning Objective/Competencies

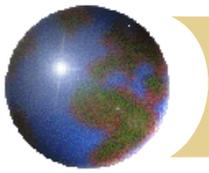
- ❖ **Provide instructions to students on how to meet the learning objectives (will tie into assessments).**
 - ❖ Instructions to students can take various forms (e.g. narratives, bulleted lists, charts) and may appear at different levels within the course, such as module-based or weekly assignment sheets. Instructions should be clear and complete.
 - ❖ Information should indicate which learning activities, resources, assignments, and assessments support the learning objectives.



Basics of Distance Course Design

Learning Objective/Competencies

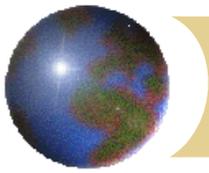
- ❖ **Course objectives are also provided at the unit or module level and align with the overall course objectives.**
- ❖ Emphasis is now being made for module or units within an online course. Learning objectives at this level can be from the text or written by you, but should align with the course objectives either way.



Basics of Distance Course Design

Assessment and Measurement

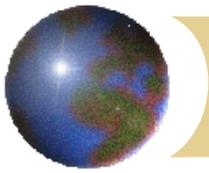
- ✦ **The forms of assessment measure the learning objectives and are consistent with the course activities and resources.**
 - ✦ Assessments, learning objectives and learning activities should align in a clear and direct way. Your assessment formats should provide a reasonable way to measure your stated learning objectives.
 - ✦ Examples of objective/assessment alignment include: a problem analysis evaluating critical thinking skills; a multiple choice quiz can test vocabulary knowledge; a composition assesses writing skills.



Basics of Distance Course Design

Assessment and Measurement

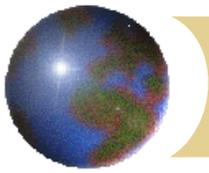
- ✦ **The grading policy is transparent and easy to understanding, including a means to provide feedback to the student.**
- ✦ Review the clarity of way you present your grading system to the students. List all the activities that will be graded and make sure they align with the objectives. Then look to see if points or grades awarded all total to your final grading system. A rubric can be very helpful in doing this type of alignment.
- ✦ Students learn more effectively if they receive frequent, meaningful, and rapid feedback. This feedback can come back directly from you or by feedback built into your assessments.
- ✦ It is important that the students understand how feedback to all types of assessment will be returned to them in what time frame. Doing this up front will save lots of questions and email to deal with during the course.



Basics of Distance Course Design

Assessment and Measurement

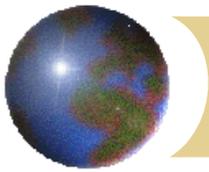
- ⊕ **The forms of assessment chosen for the course are appropriate for distance learning.**
- ⊕ Make sure your assessments can be submitted online or by email and snail mail can be appropriate if it is appropriate to the content.
- ⊕ Some examples – submission of text or media files by email or “drop box”; exams given in a proctoring test center; quizzes with time limitations, printing disabled, and other security measures; use of multiple assessments so instructor can become familiar with students’ work and discourage “proxy cheating”.



Basics of Distance Course Design

Assessment and Measurement

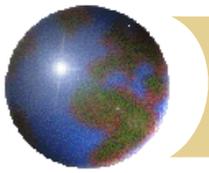
- ❖ **Self-check or practice assignments are provided with student feedback (optional).**
- ❖ If interested, self-check or practice exercises, with feedback to the students, provides students an opportunity to measure their own learning process.



Basics of Distance Course Design

Resources and Materials

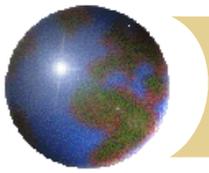
- ✦ **The instructional materials are appropriate for distance learning, support the objectives and are accessible to and useable by the student.**
 - ✦ The instructional materials you select should be easily accessed on line and you should provide instructional on how to do so, along with instructions for technical support to how to obtain it.
 - ✦ Be sure to let the student know up front if any software or other materials (including texts) need to be purchased for the course and alert the Bookstore to have the materials available for the distance students.
 - ✦ To address ADA issues, provide a message on the course site on how students who need accommodations for any instructional materials should go about doing so. Transcripts may need to be provided for audio and video clips you may use.



Basics of Distance Course Design

Resources and Materials

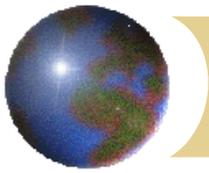
- ⊕ **The instructional materials are consistent in organization and their purpose evident to the student.**
- ⊕ Be sure that the materials and technology you use are understood by the students; how and where they are used. If you provide links to external resources, such as Web sites, explain which unit or assignment the link is used for.
- ⊕ Make sure the students can easily navigate to the materials and to the units, assignments and assessments they are associated with.



Basics of Distance Course Design

Resources and Materials

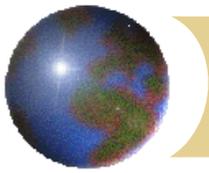
- ✦ **All resources and materials are appropriately cited.**
- ✦ Make sure materials created by you and those borrowed from other sources are distinctly identified. Text, images, graphic materials, table, videos, audios, websites, and other forms of multimedia are appropriately referenced according to the DSU copyright and intellectual property policy.
- ✦ Courses that use an e-pack or course cartridge may provide a blanket statement acknowledging that a significant portion of the course materials came from the publisher rather than include individual citations for each instance of publisher materials.
- ✦ If you use student work as an example, be sure to obtain the student's permission to do so.



Basics of Distance Course Design

Learner Interaction

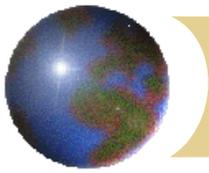
- ✦ **The learning activities promote the achievement of the objectives and learning outcomes.**
- Do you provide a variety of learning activities such as class discussions, case studies, simulation exercises, practice quizzes, exams, writing exercises? Be sure that you have your learning activities align with your course objectives and assessments.



Basics of Distance Course Design

Learner Interaction

- ❖ **The learning activities foster instructor-student, content-student, and if appropriate student-student interaction.**
- ❖ All courses should provide for interaction between the student, instructor and content.
- ❖ Examples of instructor – student interaction include self-introduction; discussion postings and responses; feedback on project assignments; evidence of one-to-one email communication, and so on.

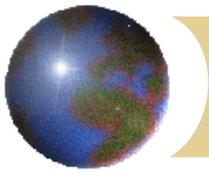


Basics of Distance Course Design

Learner Interaction

❖ **Interaction continued**

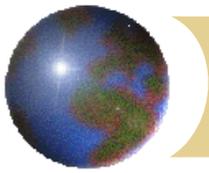
- ❖ Examples of student – content interaction include essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; group work products, etc.
- ❖ Examples of student – student interaction, if appropriate, self-introduction exercise; group discussion postings; group projects; peer critiques, etc.



Basics of Distance Course Design

Learner Interaction

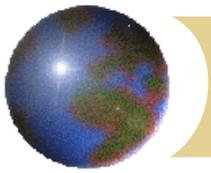
- ✦ **Provide the students your availability and response time** (turn-around time for email, grade posting, etc.).
- ✦ Provide information that clearly indicates how quickly you will respond to communication and when feedback will be provided on assignments and assessments.
- ✦ Information should be provided for email turnaround time, time required for grade postings, discussion posting responses, how you are available for online office hours. These should be appropriate to your timeframes for grading, etc.
- ✦ Examples might be “I respond to emails in a 48 hour turn-around”. “I grade and post assignments in one week.” Be sure to provide in both the syllabus and the course site. Providing this information will lessen the amount of inquiries you get on assignments and assessments.



Basics of Distance Course Design

Learner Interaction

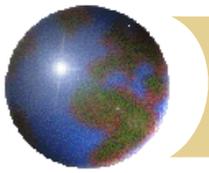
- ✦ **The requirements for course interaction are clearly explained.**
- ✦ Be sure to provide students a clear statement on the requirements for interaction, such as discussion board instructions. Instructions should appear at the appropriate area of the course site, assignments, discussion board, etc.
- ✦ Examples - Instructions for a discussion should state how often to post, how many times to respond to others' postings, how long postings should be, the quality of comments, how they are graded, and so on.



Basics of Distance Course Design

Learner Interaction

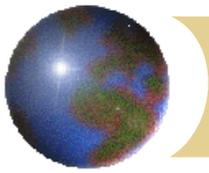
- ❖ **The course design explains your participation and engagement with the students.**
- ❖ The more you explain how you will interact with your students the fewer questions you will have later. Use of an announcement area or an FAQ will provide information that you need to disseminate to the entire class.



Basics of Distance Course Design

Course Technology

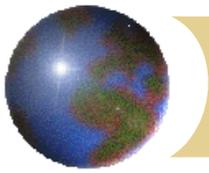
- ✦ **The tools and media used in the course support the learning objectives and are integrated with the texts and assignments.**
- ✦ Be sure to let the students know how the tools you have selected and the media support the assignments and how they support the learning objectives. Explain how tools and media are integrated with the texts and lesson assignments.



Basics of Distance Course Design

Course Technology

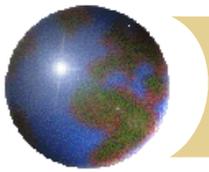
- ❖ **The tools and media provide a means for student engagement and are compatible with the course delivery mode.**
- ❖ Use tools that actively engage students in the learning process rather than just absorbing information.
- ❖ Make sure the tools you select are accessible to the students you will be reaching.



Basics of Distance Course Design

Course Technology

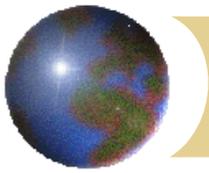
- ❖ **The technologies required for this course are provided and downloadable, with instructions and means for technical support.**
- ❖ Provide instructions for any downloads or plug-ins that may be used in the course that are easy to understand.
- ❖ Explain how technical support can be obtained if the student has problems.
- ❖ Provide information on accommodations for disabled students.



Basics of Distance Course Design

Learner Support

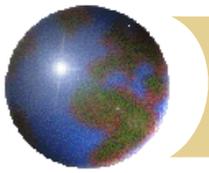
- ⊕ **Provide instructions and/or links to support services for technical support; academic support; and using resources effectively.**
 - ⊕ Provide information for technical support in the syllabus and from within the course site. Provide both links and phone numbers if appropriate.
 - ⊕ Provide information on academic support including areas such as library resources, readiness assessments, testing services, tutoring, writing center, math center, supplemental instruction programs, advising, registration, financial aid and so on. Again provide links and phone numbers if appropriate.



Basics of Distance Course Design

Accessibility

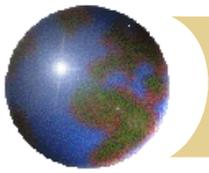
- ✦ **The course provides ADA information.**
 - ✦ Provide the students with the current ADA statement in the syllabus and in the course site.
 - ✦ For meeting acceptable standards in this area there must be both the ADA statement and the CMS used is ADA compliant.



Basics of Distance Course Design

Accessibility

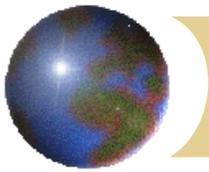
- ❖ **Course site provides equivalent alternatives to audio and visual content.**
- ❖ Provide your students with information on how to receive accommodation for audio and video that you use in your course.



Basics of Distance Course Design

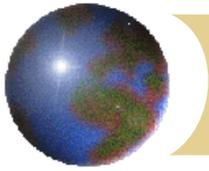
Accessibility

- ✦ **Course site links are self-describing and meaningful.**
- ✦ When providing links in the course be sure to add a short description of the link for readers, along with letting the students know in what unit or assignment the link is used.



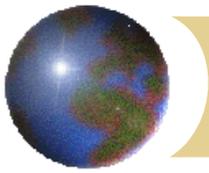
Copyright Myths

- ✦ Are these statements true or false?
- ✦ A work has to be published and registered with the US Copyright Office to receive copyright protection?
- ✦ Anything on the Internet is public domain.
- ✦ A work copyrighted in another country is public domain in the United States.



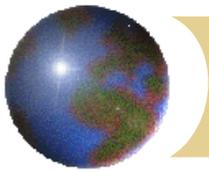
Copyright Myths

- ✦ The doctrine of “fair use” means that copyrighted material can be used in an educational setting without permission.
- ✦ Distance education classes can be considered to be an extension of the traditional classroom as far as copyright situations are concerned.
- ✦ Any type of visual material can be shown over a distance education network.



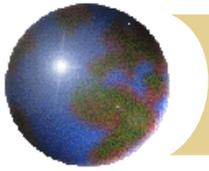
Copyright Myths

- ⊕ Similarly, a teacher can use a videotape in a distance education course under “fair use.”
- ⊕ The copyright law is clear when it comes to distance education interpretations.
- ⊕ Legal penalties for copyright violations are not very costly.
- ⊕ It is required that the copyright notice to be placed on materials; lack of notice means that they are in the public domain.



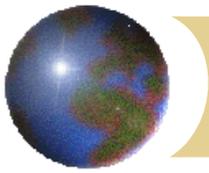
Copyright Myths

- ❖ Faculty members' images and course materials may be freely used and archived for future distribution over a telecourse distribution system without concern for ownership.
- ❖ It is relatively easy and not time-consuming to seek clearances and permissions from copyright owners.



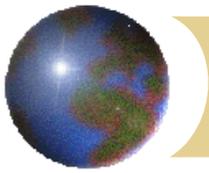
Copyright Myths

✚ **Would you believe they are all
False.**



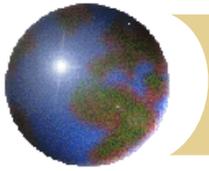
Two Rules

- ✚ Always seek permission – it used to be when it doubt ask but it's better to be safe than sorry
- ✚ KIS – Keep it simple the easiest way to manage intellectual property is to keep it as simple as possible

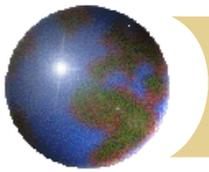


Practice the Principles of Online Instruction

- ⊕ Time to theory into practice.
- ⊕ Developing a course outline, developing a course unit, developing an assessment, whatever you like



- ✚ Blended learning
- ✚ What's in the Future – Tools for Learning
- ✚ Wrap up and Questions



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