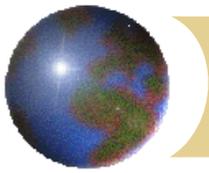


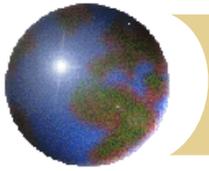
# *Best Practices in Distance Education*



# *Best Practices in Distance Education*

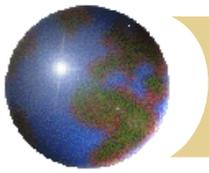
Principles have three sections:

1. Curriculum and Instruction
2. Institutional Context and Commitment
3. Evaluation and Assessment



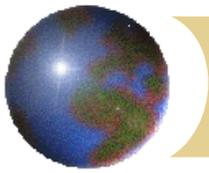
## *Basic Assumptions*

- ❖ Program is offered by an accredited institution
- ❖ Any program that has a specialized accreditation has approval for electronic delivery
- ❖ An institution may be an individual institution, consortium, or other organization
- ❖ Principles are used for programs not courses.



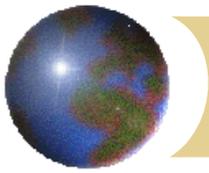
# *Curriculum and Instruction*

- ✚ Each program of study results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
- ✚ Basis of good distance education is the delivery of campus programs off campus
- ✚ Trend for use of blended technologies



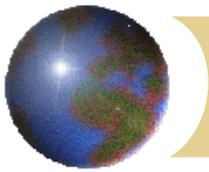
# *Curriculum and Instruction*

- ❖ An distance delivered degree or certificate program is coherent and complete.
- ❖ If you are going to deliver a degree program offer the complete program or do not advertise it as such.
- ❖ Learners must be able to understand how the program will be completed



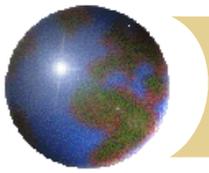
# *Curriculum and Instruction*

- ❖ The program provides for appropriate real-time or delayed interaction between faculty and students and among students.
- ❖ This can be done in a number of ways but must be done.
- ❖ Students must feel a connection to the course or program.



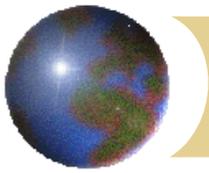
# *Curriculum and Instruction*

- ✚ Qualified faculty provide appropriate oversight of the program electronically offered.
- ✚ Ideal situation the faculty member teaching the course on campus teaches it at a distance.
- ✚ Make sure your adjunct faculty are qualified.



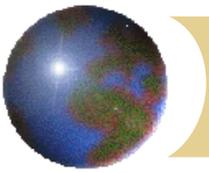
## *Institutional Context and Commitment Role and Mission*

- ✦ The program is consistent with the institution's role and mission.
- ✦ Cannot provide all programs for all learners
- ✦ It is better to do fewer programs and do them well
- ✦ Branding your niche market



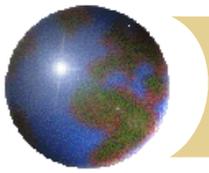
## *Institutional Context and Commitment Role and Mission*

- ✚ Review and approval processes ensure the appropriateness of the technology being used to meet the program's objectives.
- ✚ The key to success in distance education is choosing appropriate technology
- ✚ Develop a good quality assurance process



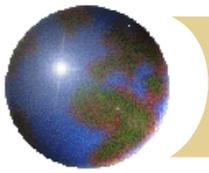
## *Institutional Context and Commitment Faculty Support*

- ✚ The program provides faculty support services specifically related to teaching via an electronic system.
- ✚ Critical to the success of a course or a program.
- ✚ Institutional support for the technology needed to deliver the courses and programs.



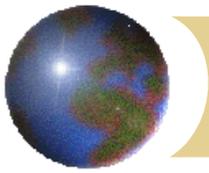
## *Institutional Context and Commitment Faculty Support*

- ✚ The program provides training for faculty who teach via the use of technology.
- ✚ One of the biggest drawbacks is the lacking of training.
- ✚ Training needs to be in pedagogy as well as technology.



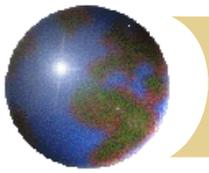
## *Institutional Context and Commitment Resources for Learning*

- ✚ The program ensures that appropriate learning resources are available to students.
- ✚ Choosing technology based on content delivery AND access to the potential student audience.
- ✚ Support from the institution.



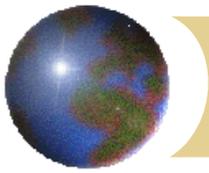
# *Institutional Context and Commitment* *Students and Student Services*

- ❖ The program provides students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.



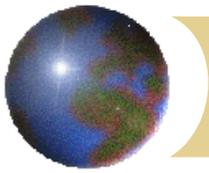
# *Institutional Context and Commitment* *Students and Student Services*

- ✚ Services should be spelled out in your printed materials and your web site.
- ✚ Placed in many areas in the web site and linked to each other.
- ✚ Orientation to the technology and course format.
- ✚ Information in a course syllabus.



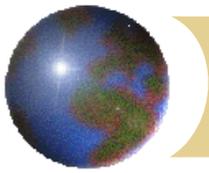
## *Institutional Context and Commitment Students and Student Services*

- ✚ Enrolled students have reasonable and adequate access to the range of student services appropriate to support their learning.
- ✚ All services provided to students on campus should be provided at a distance in some format.



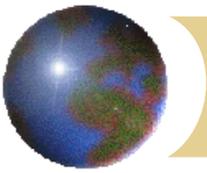
# *Institutional Context and Commitment* *Students and Student Services*

- ✦ Accepted students have the background, knowledge, and technical skills needed to undertake the program.
- ✦ Skills assessments
- ✦ Placement exams
- ✦ Clear admissions criteria to be met.



# *Institutional Context and Commitment* *Students and Student Services*

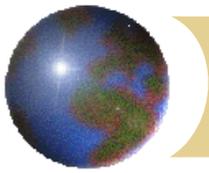
- ✚ Advertising, recruiting, and admissions materials clearly and accurately represent the program and the services available.
- ✚ Sell what you are
- ✚ You cannot provide all educational needs; work your niche.



# *Institutional Context and*

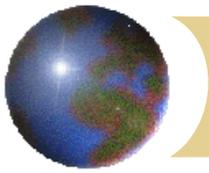
## *Commitment Commitment to Support*

- ✚ Policies for faculty evaluation include appropriate consideration of teaching and scholarly activities related to electronically offered programs.
- ✚ This has too long been an ignored area.
- ✚ Institutional support of the faculty.



# *Institutional Context and Commitment*   *Commitment to Support*

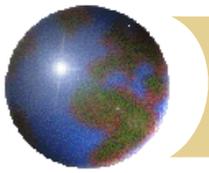
- ✚ The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program for a period sufficient to enable students to complete a degree/certificate.
- ✚ This can only be done with top down support.
- ✚ Planning and support.



# *Institutional Context and*

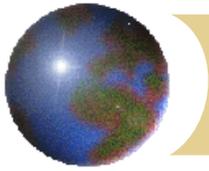
## *Commitment Evaluation and Assessment*

- ✚ The institution evaluates the program's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction. Students have access to such program evaluation data.



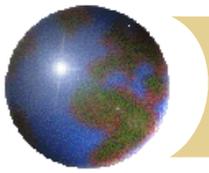
# *Institutional Context and Commitment Evaluation and Assessment*

- ✚ The institution provides for assessment and documentation of student achievement in each course and at completion of the program.
- ✚ Assessing students' work
- ✚ Assessment of courses
- ✚ Assessment of programs



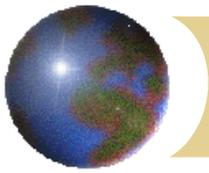
*How do I know they're  
really getting this?*

The Pedagogy of Videoconferencing



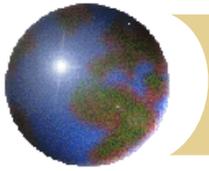
# *Pedagogy for the IVN*

- ✦ Planning a course
- ✦ Time issues
- ✦ Need for a calendar
- ✦ Logistics
- ✦ Course design – interactive study guides
- ✦ Practice



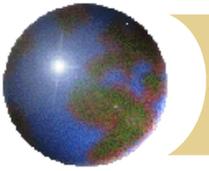
# *Pedagogy for the IVN*

- ✚ Presentation Skills
- ✚ Being on camera
- ✚ Coordination of presentations and handouts
- ✚ Managing discussion between sites



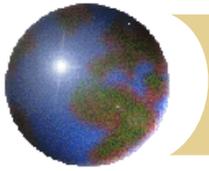
# *Pedagogy for the IVN*

- ❖ Questioning Strategies
- ❖ Constructing the right questions
- ❖ Ground rules for asking and answering questions



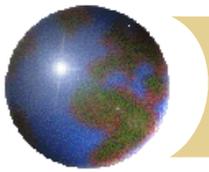
# *Pedagogy for the IVN*

- ✚ Course Assessment
- ✚ What types of assessments to use
- ✚ Logistics for getting assessments to the students



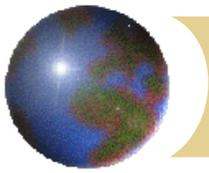
## *Tips for Teaching on an IVN*

- ✚ Starting out with your learners
- ✚ Make sure your learners know how to use the technology.
- ✚ Provide ground rules for your learners.
- ✚ Review the course syllabus or presentation agenda with your learners.
- ✚ Provide your learners with a calendar or outline.



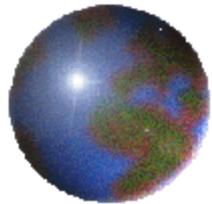
## *Tips for Teaching on an IVN*

- ❖ Your presentation skills
- ❖ Set an upbeat tempo from the start.
- ❖ Appear cheerful, confident and enthusiastic even if something unexpected happens.
- ❖ Speak clearly, distinctly, and more slowly than you normally speak.
- ❖ Stay in camera range and limit movement and look into the camera.
- ❖ Watch what you wear.



## *Tips for Teaching on an IVN*

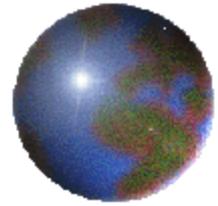
- ❖ Key points to remember
- ❖ Will only be able to present 30 minutes of what was 50 minutes.
- ❖ Ask questions every 10 minutes.
- ❖ Try out your visuals in advance to make sure they can be viewed.



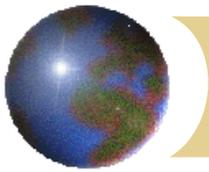
# *EDFN 366*

Interactive Study Guide

Foundations of Distance Education

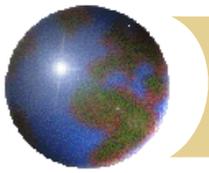


# *What is Distance Education?*



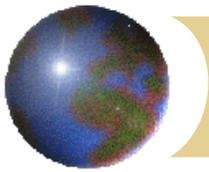
# *Systems Approach*

- ✚ List elements of each category:
- ✚ Sources – student needs, organizations, theory/history, philosophy
- ✚ Design – instructional design, media, program, evaluation
- ✚ Delivery – print, radio, TV, audio, video, computer
- ✚ Interaction – instructors, tutors, counselors, administrative staff, other students
- ✚ Learning environment – workplace, home, classroom, learning center



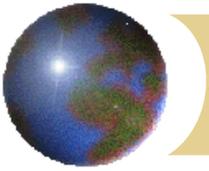
## *Coldeway's Quadrants*

- ✦ Explain terms for each quadrant:
- ✦ ST/SP - same time/same place
- ✦ DT/SP – different time/same place
- ✦ ST/DP – same time/different place
- ✦ DT/DP – different time/different place



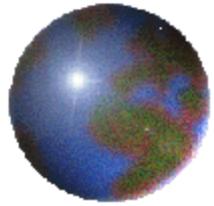
# *Defining Distance Education*

- ✿ The separation of teacher and learner during most of the instructional process.
- ✿ The influence of an educational organization.
- ✿ The use of educational media to unite the teacher, learner and content.
- ✿ The provision for two-way communication between teacher, learner and organization.
- ✿ What is the new term for distance education?  
E-learning/E-education

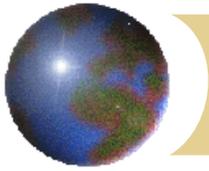


## *History of DE in the US*

- ⊕ How old is DE in the US? Over 100 years
- ⊕ What was the first form of DE?  
Correspondence study
- ⊕ What is it known by now? Independent study
- ⊕ Name some other delivery methods used over the years? Audio, radio, TV, videoconferencing, computer, Internet/Web

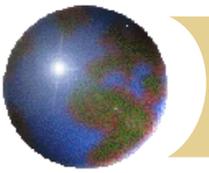


*Teaching with  
Technology in the K-  
12 Arena*



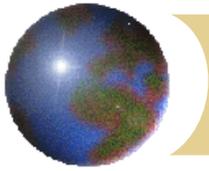
# *Interactive Learning*

- ❖ Learning environment that fosters active involvement with content.
- ❖ Active learning involves students doing things and thinking about what they are doing.
- ❖ List some examples active learning – state info in own words, give examples, connect with other facts or ideas, make use of it in various ways, state opposite or converse



# *Interactive Learning*

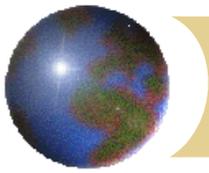
- ✚ List some of the interactive strategies
- ✚ Demonstration, simulation, problem solving, quizzes, drill & practice, groups, interview, panels, discussion, case study, written exercises, reading, tutorial, exploration



# *Interactive Learning*

List the different types of interaction

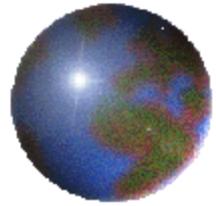
1. Student - teacher
2. Teacher - student
3. Student - resources
4. Student - content
5. Onsite student – onsite student
6. Onsite student – remote student
7. Remote student – remote student



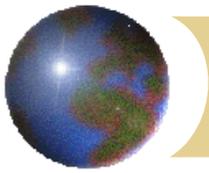
# *Technology for course delivery*

List six types of course delivery technology

1. Print based (independent study)
2. Audioconferencing
3. Television/Telecourses
4. Satellite/Teleconferencing
5. Compressed video - Videoconferencing
6. Computer mediated communication

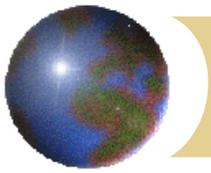


*Designing Lessons  
for the  
Videoconferencing  
Classroom*



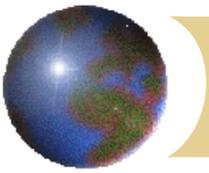
# *Lesson Design*

- ❖ A lesson design for videoconferencing is known as scripting.
- ❖ In planning a videoconferencing lesson encouraging questions is critical.
- ❖ Advantages of interaction in videoconferencing courses includes Interactivity, ability to use media



# *Lesson Design*

- ❖ A back-up plan is recommended in case of technical problems.
- ❖ Breaks are recommended in lessons over two hours.
- ❖ You must gain the attention of your students right away to help make a successful transition to videoconferencing classes.
- ❖ Determine early if the students have the prerequisite learning (background info) to the content being delivered.



# *Lesson Objectives*

Given:

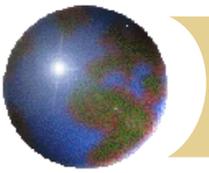
The conditions under which learning occurs

The learner will:

Meet some predetermined level of performance

According to:

A minimum standard



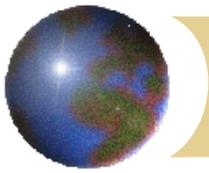
# *Feedback*

- ✦ Need to supply feedback to

Questions, assignments, course assessments

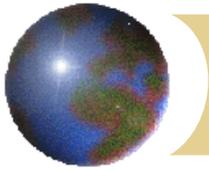
- ✦ Ideas for feedback

Telephone or online office hours, during breaks talk to other sites, use peer feedback, one minute manager



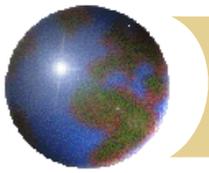
## *Pedagogy for the IVC*

- ❖ Planning is a key to a successful IVC.
- ❖ You should use a calendar to determine the needs for assignments and exams.
- ❖ Presentation skills are key to your success in an IVC. You should avoid being a talking head.
- ❖ You need to establish ground rules (procedures) for asking and answering questions.



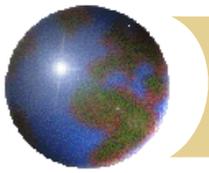
## *Tips for Teaching*

- ❖ Make sure your students know how to use the technology.
- ❖ Develop ground rules for the students.
- ❖ Review the syllabus and the calendar for the class.
- ❖ You will present 30 minutes of instruction for a normal 50 minute class.
- ❖ Ask questions every 10 minutes.



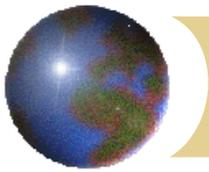
## *Creating Visuals*

- ❖ Size – font not smaller than 24 point, preferably 32 to 36 point.
- ❖ Font type – use sans serif fonts, use bolded letters.
- ❖ Alignment – to the left is preferable to centered
- ❖ Capitalization – upper and lower case is easier to read than all caps or all lower.



# *Learning Styles*

- ✦ Auditory learning – use your voice and ears as the primary means of learning
- ✦ Visual learning – like to see pictures of things described or words written down
- ✦ Kinesthetic learning – learn best when touching or physically involved in what is studied
- ✦ Mixed modality learning – equally use all three



# Copyright

- ✦ What is Fair Use?

Fair use was established to provide a free flow of ideas and is used extensively by educators.

- ✦ Does copyright permission vary depending on technology for course delivery? Yes

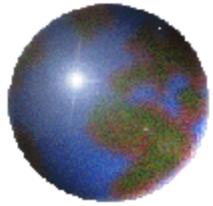
- ✦ What is the TEACH act? Technology, Education and Copyright Harmonization Act

- ✦ The rule of thumb for copyright is Always seek permission.



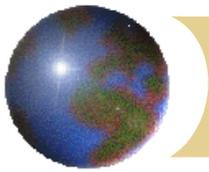
*Best Practices for*

*Teaching in the*



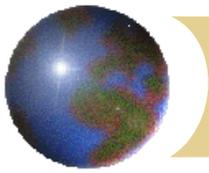
*Videoconferencing*

*Classroom*



# *Best Practices*

- ⊕ Course Planning and Management
  - \_ advantages & disadvantages, logistical knowledge, basic course strategies\_\_\_\_\_
- ⊕ Verbal and Nonverbal Presentation Skills
  - \_ operate without cues from learners, coordinate presentation with ISG, beware of how you look on the monitor\_\_\_\_\_
- ⊕ Questioning Strategies
  - \_ know how to construct questions for feedback, provide ground rules for questions and responses\_\_\_\_\_



# *Best Practices*

- ❖ Involving Students and Coordinating their Activities

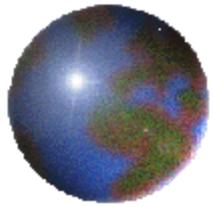
\_\_managing students involvement can take 30-50% of your time, select appropriate activities to engage remote students\_\_\_\_\_

- ❖ Designing Interactive Study Guides

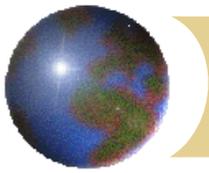
\_\_use of PowerPoints, use of key words and phrases, redesign visuals to be viewed on a monitor\_\_\_\_\_

A faint, golden-brown world map is visible in the background of the top half of the slide.

*Classroom*

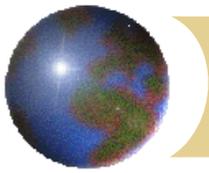


*Management in the  
Videoconferencing  
Classroom*



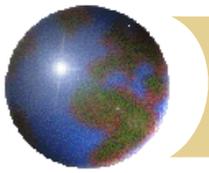
# *Classroom Management*

- ⊕ Instructor Checksheet
- ⊕ Make sure equipment is working
- ⊕ Establish ground rules and backup plan
- ⊕ Use seating chart
- ⊕ Speak up and pause for responses
- ⊕ Use specific questions
- ⊕ Have legible handouts



# *Classroom Management*

- ✦ Student Checksheet
- ✦ Sit in your assigned seat
- ✦ Identify yourself
- ✦ Speak clearly into the microphone
- ✦ Pause for responses
- ✦ Avoid background noise
- ✦ Let teacher know if there are problems



# *Practicing the Principles of Teaching with Videoconferencing*

- ✚ Develop a script for a lesson you would teach for a course redesigned for videoconference delivery