Best Practices in Distance Education
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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.
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.
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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 include **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

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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.
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.