

Best Practices: Distance Education

2022 Workshop Series

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Topics

- **Definitions**
 - Distance Education (Department of Education)
 - Distance Education (Council on Occupational Education)
 - Blended Learning (Hybrid)
- **Learning Management System (LMS) Application**
 - Instructor-Student Interaction
 - Assignments
 - Chat Rooms – Breakout Rooms (*Interaction/Collaboration*)
 - Whiteboards
 - Application Sharing
 - Survey/Feedback Tools
- **Coursework Delivered via Distance Education**
- **Best Practices**
- **Challenges**

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Definitions

- Distance Education

The U.S. Department of Education defines distance education within the Code of Federal Regulations (CFR) 34 § 600.2. as follows:

Education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor or instructors, and to support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously.

Note: *Distance Education, Distance Learning, and e-Learning are commonly interchangeable in definition.*

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Definitions

- Distance Education (cont.)

The technologies that may be used to offer distance education include —

1. *The internet;*
2. *One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;*
3. *Audio conferencing; or*
4. *Other media used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.*

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Definitions

- Distance Education

The Council on Occupational Education defines distance education as follows:

An educational delivery method that uses one or more technologies to provide instruction to students who are separated from the instructor and support regular and substantive instruction between students and the instructor, synchronously or asynchronously.

Technologies used may include the internet, print-based media, email, one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs, if the cassettes, DVD's, or CD-ROMs are used in a course in conjunction with any of the technologies listed. Limitations specified under 'Contractual Agreements/Contracts for Instruction' apply to distance education delivery of instruction. (Handbook of Accreditation, pg. 86)

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Definitions

Distance Education Program—A program that makes available 100% or more of its required instructional hours via distance education.

Distance Education Student—A student who completes 100% or more of his/her required instructional hours in a program via distance education.

Hybrid Program—A program that makes available less than 100% of its required instructional hours via distance education. (Criteria that address distance education infrastructure and coursework requirements throughout the Conditions and Standards are applicable to hybrid programs.)

Note: For the purpose of this training, it is important to note that the instructor is the individual responsible for delivering course content and who meets the **qualifications** for instruction established by the institution and the institution's accrediting agency.

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Hybrid Delivery Principals

Digital Film Academy

Distance Education learning environments are growing, ensure your **Budget** keeps pace.

- | | |
|---|--|
| <ul style="list-style-type: none"> ■ ■ ■ Ensure Uniform sign-in to all systems | <ul style="list-style-type: none"> ■ ■ ■ Student Mobile devices have LMS access. |
| <ul style="list-style-type: none"> ■ ■ ■ Quality Video and Audio in Conferencing Monitored by a second device | <ul style="list-style-type: none"> ■ ■ ■ Include Program-Required hardware in the cost.(including computers and other hardware) |
| <ul style="list-style-type: none"> ■ ■ ■ Organize Curriculum for Dated Release | <ul style="list-style-type: none"> ■ ■ ■ Foster Student-Side active engagement in class |
| <ul style="list-style-type: none"> ■ ■ ■ Archive everything with easy student access, including breakout rooms | <ul style="list-style-type: none"> ■ ■ ■ Staff Available to Troubleshoot for teachers and students, monitor student outside of class |
| <ul style="list-style-type: none"> ■ ■ ■ Verify Participation through Camera Policy | <ul style="list-style-type: none"> ■ ■ ■ Be creative about delivery within the lines of your compliance. Accept that Some Subjects are difficult to deliver online. |
| <ul style="list-style-type: none"> ■ ■ ■ Verify Technology Readiness in Orientation | <ul style="list-style-type: none"> ■ ■ ■ Continuously Evaluate and improve online delivery infrastructure |

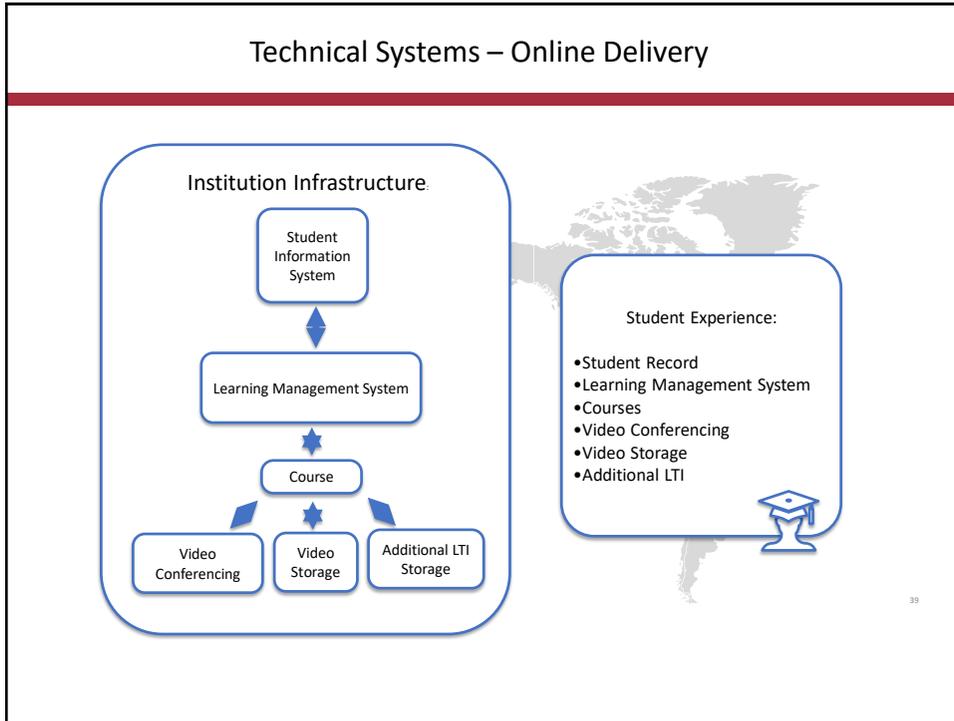
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Learning Management System (LMS) Application

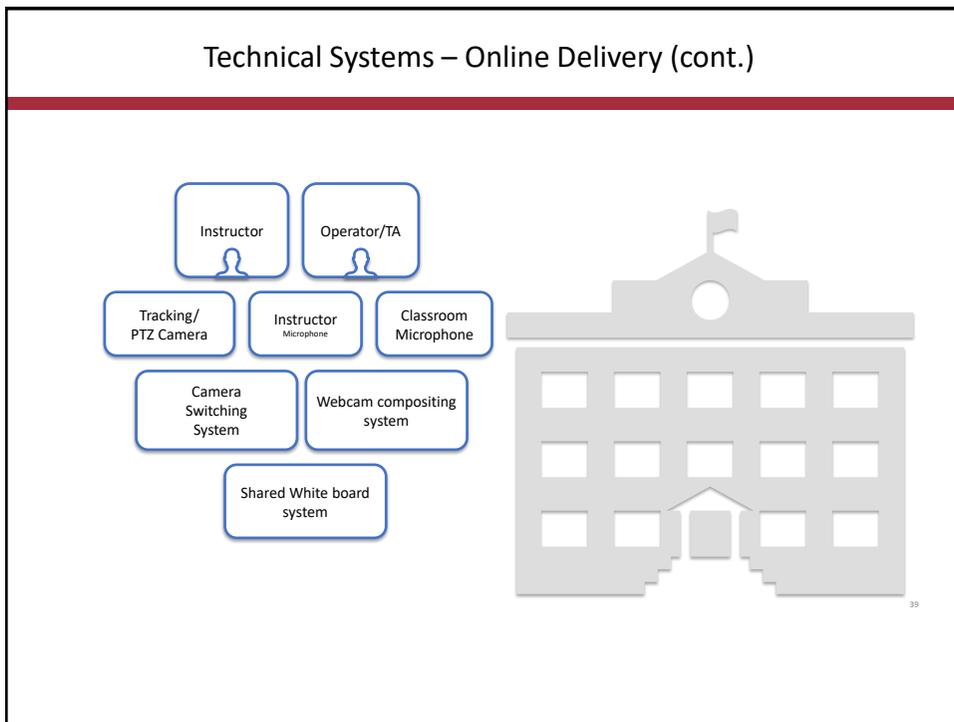
Intentionally setting up an online learning environment where everything students need is easy to navigate and access will help students and teachers become successful.

- **Build a Learning Community**
- **Provide Relevant Assignments**
- **Create Chat Rooms – Breakout Rooms (*Interaction/Collaboration*)**
- **Use Whiteboards**
- **Consider Application Sharing**
- **Use Synchronized Web Browsing**
- **Provide Survey/Feedback Tools**

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Learning Management System (LMS) Application

Instructor-Student Interaction

The instructor is usually the focal point in the classroom—lecturing, questioning, guiding, and responding to students.

However, teaching at a distance can lack this immediate connection. Students are usually interacting with a variety of online learning resources rather than a live instructor. **Without meaningful interaction with the instructor, students can feel disconnected and become demotivated.**

Course design is critical in creating a learning environment which enables the instructor interact with and teach students in meaningful ways.

Increased interaction may include: (Not inclusive)

Discussion forums

Consistent communication

Individual feedback

Online office hours

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Learning Management System (LMS) Application

Assignments

In creating online assignments, there are some best practices:

<p>Be consistent in how you post your content and share information.</p> <p><i>Use an LMS that meets your schools needs</i></p>	<p>Create a regular timeline for providing information and activities. e.g.,</p> <p><i>Post/share information the same time each day</i></p>
<p>Use a consistent layout for sharing tasks and activities. e.g.,</p> <ul style="list-style-type: none"> Put learning objectives at the top or bottom. Keep your structure the same each time you share, with content, reading, actions, etc., each in the same place 	<p>Offer multiple means of representation. e.g.,</p> <ul style="list-style-type: none"> Just like in a classroom, all students will not learn the same way online Find ways to incorporate images, video, and audio in addition to reading.
<p>Remember to use multiple means of action and expression. e.g.,</p> <ul style="list-style-type: none"> Offer different ways for students to show what they know, other than formal writing. Video or audio are great options. Consider how discussions can take place online, using tools such as Google Docs, Backchannel, or Flipgrid. 	<p>Introduce new tools in low-stakes ways. e.g.,</p> <ul style="list-style-type: none"> "Low stakes" means a grade is not attached and the content should be light. Example: Before having students use video on a graded task, have them practice recording a video by using it to introduce themselves to the class.
<p>Provide a structured drop-in option for help, questions, and support. e.g.,</p> <ul style="list-style-type: none"> Knowing you're there can ease your students' anxiety. Consider chatting via text or video for these interactions. Decide if you want to offer a sign-up option or hold scheduled "office hour" times each day/week. For younger children, more contact with you may be comforting 	

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Learning Management System (LMS) Application

Chat Rooms – Breakout Rooms (Interaction/Collaboration)

- Chat/Breakout Rooms can increase the natural peer-to-peer interaction and collaboration normally seen in traditional learning settings.
- Chat/Breakout Rooms can be used for many purposes, including brainstorming, role-playing, group projects, and small-group discussions.
- Chat/Breakout Rooms allow students to get to know each other better. They enhance the synchronous learning experience, and help make the transition from in-person learning to online-learning a smoother one.

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Learning Management System (LMS) Application

Application Sharing

- A very popular feature in virtual classrooms is application sharing.
- This feature allows the facilitator to share software applications (such as spreadsheets, word processing, or custom applications) with students, even if the students do not have the software installed on their individual machines.
- There are many varieties of application sharing, ranging from “view only” on the participants’ side to allowing participants to actually interact with applications shared by the facilitator or by other participants.
- A best practice in application sharing is to promote student collaboration and provide the opportunity for all students to learn how to use the app software.

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Learning Management System (LMS) Application

Survey/Feedback Tools

Gather information on how distance education is impacting the students remote learning .

- What aspects of the course or instruction are helping you learn now that we have shifted to distance education?
- What challenges, if any, are you facing while engaging in distance education?
- Are there changes in teaching approaches that could help address these challenges?
- What strategies are most effective at helping you stay engaged with your peers and the instructor during remote learning?

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Coursework Delivered via Distance Education Standard 2

- To ensure that the institution is compliant with relevant elements regarding the delivery of instruction via distance education methods and can document, at a minimum, that academic rigor, faculty interaction with students, currency and quality of courseware and templates used for instructional delivery, student identity confirmation, and measurement of student progress are addressed
- Distance education courses and programs are identical to those on campus in terms of the quality, rigor, breadth of academic and technical standards, completion requirements, and credentials awarded.
- Faculty teaching distance education courses ensure timeliness of their responses (synchronously or asynchronously) to students' requests by following institutional requirements on response times of no more than 24 hours within the published operational schedule of the program/course.

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Coursework Delivered via Distance Education

Standard 2 (cont.)

- The institution has processes in place to determine that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit (with methods such as secure logins, pass codes, or proctored examinations).
- The institution directly verifies the currency and quality of all contracted courseware on an annual basis, is directly responsible for such currency and quality, and maintains curriculum oversight responsibility within all contracts.
- Each course/program has in place a standardized template, course descriptions, learning objectives, course requirements (e.g., standard syllabus, outcomes, grading, resources, etc.), and learning outcomes in order to facilitate quality assurance and the assessment of student learning.
- The institution monitors student progress in distance education activities; such monitoring may include frequency of log-in time, confirmation of student time online, and the percentage of coursework completed.

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Best Practices

Common factors in successful implementation:

- Well-designed and appropriate learning materials.
- Student orientation and training.
- Student access to learning resources and instructors.
- Embrace technology.

Application:

- Adjust your teaching style for distance education.
- Focus on active learning.
- As needed, chunk and chain your lessons.
- Implement regular assessments and readiness checks.
- Collaborate with other instructors/teachers.
- Substantive interaction between teachers and students, as well as students to students.

Note: Substantive interaction is engaging students in teaching, learning, and assessment, consistent with the instructional content.

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Best Practices (cont.)

Ensure students are familiar and comfortable with navigating within the online platform.

- Social presence of Instructor.
- Continued communication.
- Student engagement.
- Self-Monitoring.
- Accessibility.
- Utilize a variety of technology options.
- Connect to students individually.
- Consider new learning methods.
- Provide collaboration and socialization opportunities.

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Best Practices (cont.)

Online Assignments

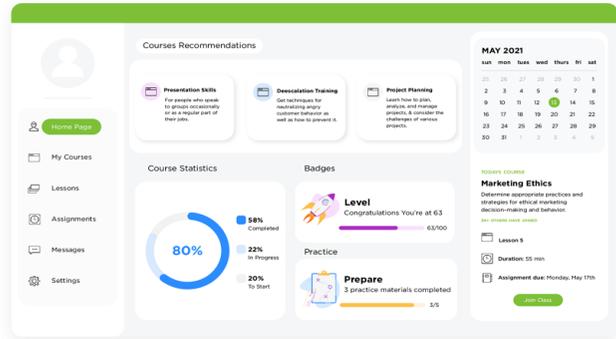
- Don't overload students with extraneous tasks.
- Make connections to previously learned material.
- Ensure students understand the relevance & applicability of the instruction.
- Provide detailed instructions - they must be concise enough that students will actually read them. Consider using video prompts or instructions when you need to convey a lot of information related to an assignment.
- Providing multiple options for completing assignments. Provide flexibility that allows for multiple types of answers or learning approaches.

Note: As we develop knowledge and skills, most people can store between 5-9 items at any given time, and 2-4 of those can be processed simultaneously.

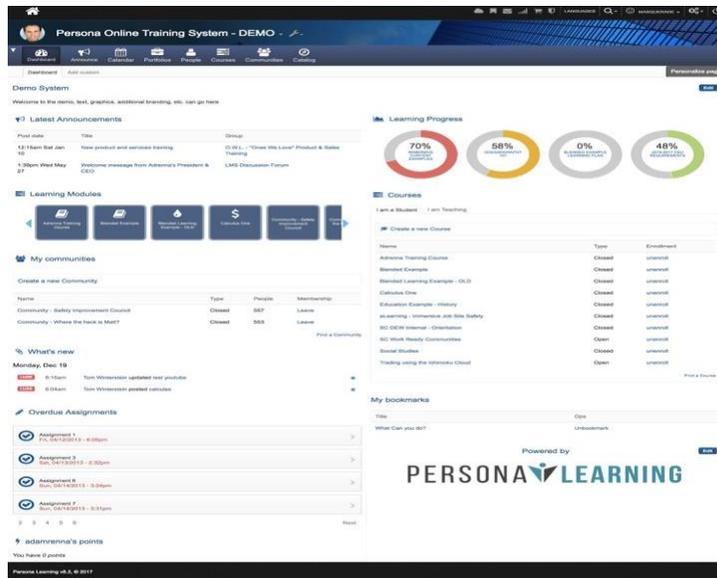
Normally, if someone doesn't use new information within 15 seconds, they will limit the ability to harness it to their long-term memory.

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Example Online Learning Environments



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The screenshot displays the 'CD-ED Student Home' dashboard. At the top, it shows the user's name 'Peter Parker' and a notification to 'Failed to login since your last login'. The dashboard is divided into several sections:

- INFORMATION:** Displays user details for Peter Parker, including 'Dental Office Administration', 'N/A', and links for 'Course Map', 'Standards', and 'Student Files'. It also shows dates (2017-01-02, 2016-03-26) and login information (Last Login: 2017-01-10 04:20:33PM).
- PROGRESS:** Features a 'COMPLETION RATE' bar chart and text stating: 'You should have completed 1 weeks since your start date. You have actually completed 1 weeks. Therefore, you are on schedule. You have 0 overdue submission weeks.'
- COURSE MAP:** Lists course weeks and assignments:

Week	Date	Assignment	Status
Week 1	09-Jan-17	STU-1_Becoming an Expert Student	Completed
Week 2	16-Jan-17	STU-2_Combining Technology, School, and Life	In Progress
COC 104.11 Microsoft Word 2013			
Week 3	23-Jan-17	WRO-1_Understanding Word	In Progress
- NAVIGATION:** Includes links for 'INSTRUCTOR CONTACT INFO', 'STUDENT CENTRE', and 'ORIENTATION'.
- RIGHT SIDEBAR:** Contains 'LATEST NEWS', 'UPCOMING EVENTS', 'COMMUNITY CENTRE', 'RESOURCE CENTRE', and 'CAREER CENTRE'.

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Challenges

- Poor Instructional Design.
- Instructor/Teacher preparedness.
- Student preparedness.
- Student's lack of motivation.
- Student's ineffective time management.
- Lack of instant communication.
- Not receiving timely feedback.
- Not receiving clear instructions or expectations.
- Inability to effectively use Educational Technology

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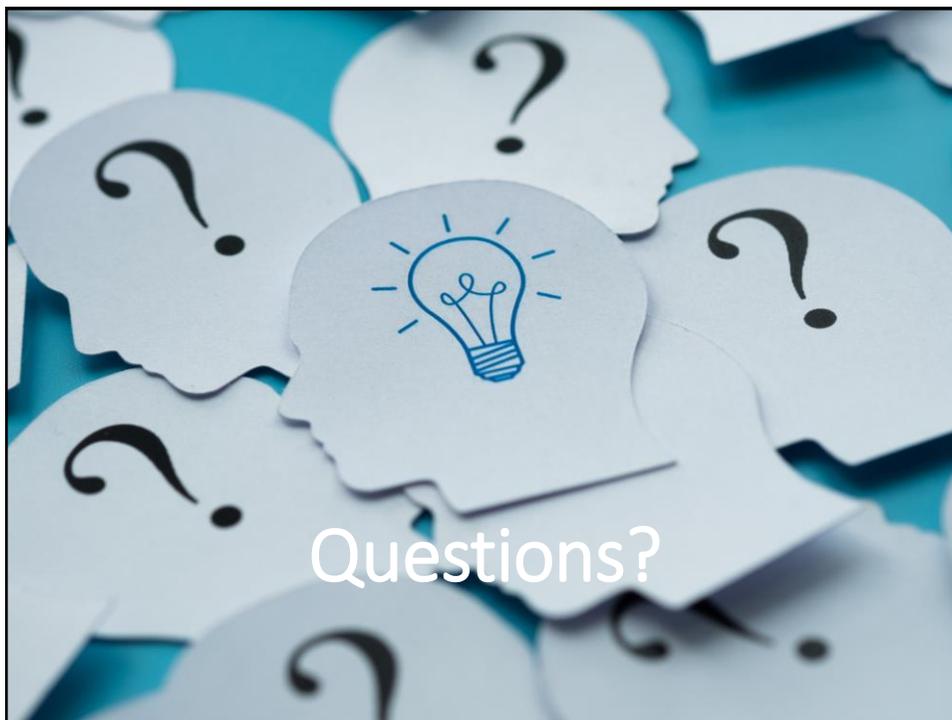
Summary

Distance Education/Learning refers to a learning delivery modality where learning takes place between the teacher and the learners who are geographically remote from each other during instruction.

Topics discussed:

- Definitions
- Learning Management System (LMS) Application
- Coursework Delivered via Distance Education
- Best Practices
- Challenges

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