



Future of Distance Education @ IVC

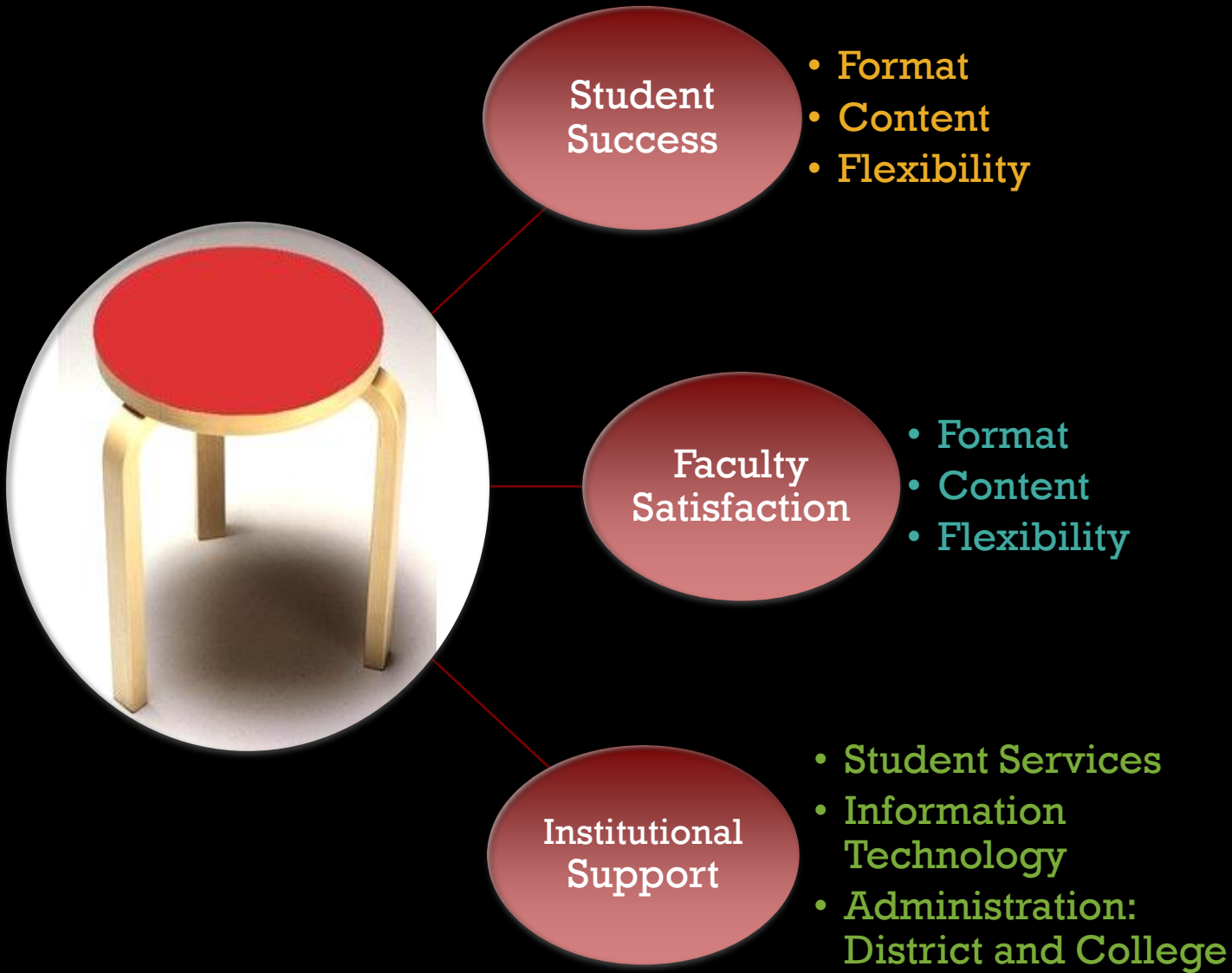
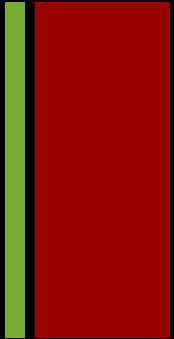
Faculty Professional Development Week

Fall 2012

Lisa Davis Allen and Joe San Juan



The Three-Legged Stool



+ 1st LEG: Student Success

SSTF Recommendations:

1. Increase college and career readiness
2. Strengthen support for entering students
3. Incentivize successful student behaviors
4. Align course offerings to meet student needs
5. Improve education of basic skills students
6. Revitalize and re-envision professional development
7. Enable efficient statewide leadership and increase coordination among colleges
8. Align resources with student success recommendations



Benefits

- **Increases access** for all students and addresses their individual educational needs: pacing, learning guides, repetition of content, feedback and communication
- Expands **scheduling options** for both students and faculty
- **Redefines facilities** and technology

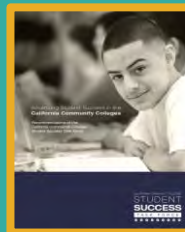
Challenges

- Creating a **sense of community** that keeps the student engaged
- Accurately identifying and assessing student work while retaining **college and academic standards**
- Identifying **appropriate content** for distance education formats

+ 2nd LEG: Faculty Satisfaction

SSTF Recommendations:

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2. Strengthen support for entering students
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Benefits

- **Greater flexibility** in professional schedule
- Greater **opportunities to review and revise content** throughout the semester.
- Tools to increase a **sense of community** in both online and on campus sections
- Allows for professional focus on **additional skill sets**
- Uncovers **content problems** in course development that leads to continual improvements from a permanent base

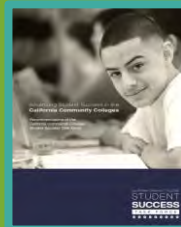
Challenges

- **Additional training** in online modality
- Address **student accessibility** as it pertains to online delivery
- **Instructional leadership** in expanding online modality and retaining institutional standards
- Unique communication habits: **regular and consistence interaction** with students (extensive writing)

+ 3rd LEG: Institutional Support

SSTF Recommendations:

1. Increase college and career readiness
2. Strengthen support for entering students
3. Incentivize successful student behaviors
4. *Align course offerings to meet student needs*
5. Improve education of basic skills students
6. *Revitalize and re-envision professional development*
7. Enable efficient statewide leadership and increase coordination among colleges
8. *Align resources with student success recommendations*



■ **Benefits**

- Creates additional opportunities to **meet student needs**
- Aligns the institution with both **state and federal initiatives**
- Helps to address **facilities issues**
- Provides opportunities for **professional collaboration** between all campus divisions

■ **Challenges**

- Providing the **necessary funding** for professional training, student preparation, and technology advancements
- Support for the development of a **Distance Education Center**
- **Increased and informed expertise in online modality**: student services, guidance and counseling, information technology, marketing, and administration



Preparation & Training



Blackboard



Student Preparation

- Blackboard Tutorials
- Orientations & Workshops
- Student Services Counseling

Faculty Training

- Blackboard Tutorials
- Quality Matters Program
- Online Educator Program

+ Student Preparation: Format and Study Skills

- **Blackboard Tutorials and Resources**
 - <http://www.ivc.edu/academics/de/Pages/studentresources.aspx>
- **On-Campus Workshops**
 - Working with SC to develop IVC's version of "How To Succeed in an Online Course", a four-hour free workshop for students enrolled in online courses at our campus. Workshop enrollment generated through identification of students through registration.
 - *Peer Assistance* through student-manned student help desk for online students and technology issues
- **Student Services Counseling**
 - College Prep and Study Skills Courses (COUN)
 - Provide Counselor Training specific to Distance Education
 - Early Identification of students with access needs
- **Online Course Orientations**
 - Mandatory for all Distance Education courses in order to increase access for all students
 - Expands opportunity for students at remote locations



+ Faculty Training: Format, Modality and Technology

Blackboard Tutorials

■ IVC Quick Tutorials Library

- <http://www.ivc.edu/academics/de/Pages/facultyresources.aspx>

Quality Matters Program

■ Quality Matters Rubric

- www.Qmprogram.org

Online Educator Program

■ SC CIDDE: Center for Instructional Design and Distance Education

- <http://www.saddleback.edu/de/cidde/index.html>
- Six 2-Unit Courses on Teaching in Distance Education
- <http://www.saddleback.edu/sbs/onlineeducatorprogram.html>

On-Campus Workshops

- Peer Teaching and Collaboration
- Training in software that enhance the online learning experience (video, audio, text)

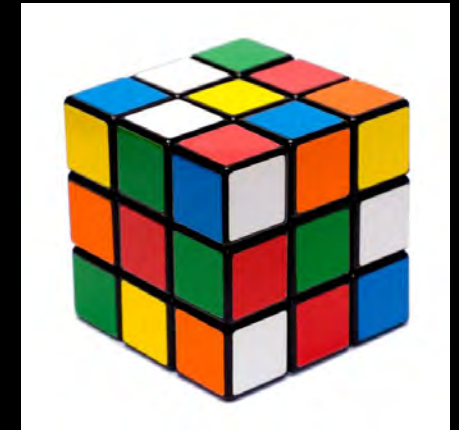
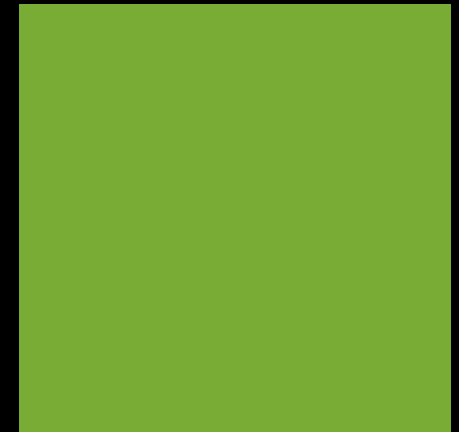


SSTF Recommendations

6. Revitalize and re-envision professional development.
7. Enable efficient statewide leadership and increase coordination among colleges.



Student Centered Learning & Learning Styles



Student-Centered Learning

- Sense of Community
- Communications
- Student Retention

Learning Styles

- Visual, Audio and Kinesthetic
- Synchronous & Asynchronous
- Best Practices for Distance Ed



Kinesthetic Touch See
Feel Style Audio Hear
See Visual Hear Tactile
Kinesthetic Audio Style
See Visual Hear Tactile
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Student-Centered Learning

Learning Styles Inventory

Sense of Community

Learning Not Teaching

Web-Based Instruction

Synchronous & Asynchronous

Modules Rubrics Chunking Guides

Feedback Evaluation Expectation

■ Student-Centered Learning:

Approach focuses on the student's needs, abilities, interests, and learning styles with the teacher as a facilitator. This classroom teaching method acknowledges the student voice central to the learning experience. Teacher-centered learning places the teacher in an active role and students in a passive, receptive role. Student-centered learning requires students to be active, responsible participants in their own learning.

■ Student Type

- Greater self motivation
- Has multiple outside responsibilities
- Study in multiple 'chunks' rather than large blocks
- Relies on detailed documents: rubrics, modules, etc.

■ Sense of Community

- Needs to feel a sense of connection to other students (taken for granted in on campus courses)
- We must alter online classroom to fit the modality rather than just the content

■ Communications

- Continuous and regular feedback
- Typically text based, but new technology allows for variety of 'face-to-face' opportunities

■ Learner-Centered Online Environment

- *Self-Selected*: student 'comes to class' mentally prepared
- *Time*: student chooses when it is best for them to 'come to class' and work
- *Place*: student chooses place to work comfortably
- *Pace*: student can monitor pace individually: slow when material is difficult, quick when the information is easier
- *Around-the-clock access*: student has continuous access to course materials, lectures and other students



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Feedback Evaluation Expectation

■ Learning Styles

- In online courses, it is critical that your content addresses major learning styles
 - Visual: Images, videos, support text
 - Audio: Voice instructions and text, music, readers
 - Kinesthetic: authentic assessments that produce activities away from computer
 - Example: [PP Video with CC on Heinrich Wölfflin](#)
 - Example: [Animation on Plagiarism](#)
 - Index of Learning Styles:
<http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSpace.html>
 - VARK Learning Styles Inventory: <http://www.vark-learn.com/english/index.asp>

■ Synchronous & Asynchronous

- Synchronous: Instructor-lead teaching method where students learn the same things at the same time in the same location
- Asynchronous: Student-centered teaching method that uses online resources and systems to facilitate information sharing outside the constraints of time and place among the group

■ Best Practices for Distance Education

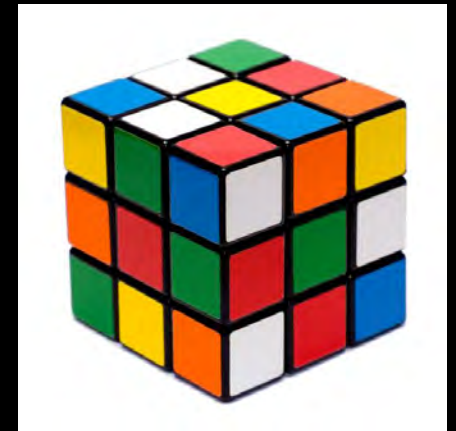
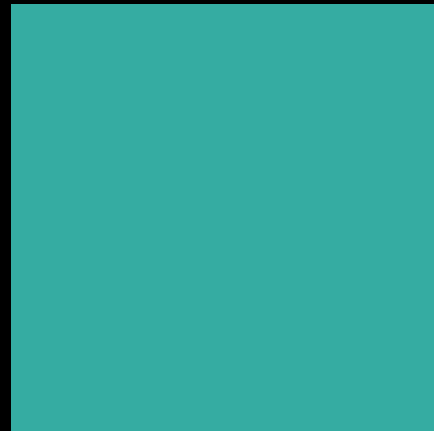
- Christopher Hill, ed. "10 Principles of Effective Online Teaching: Best Practices in Distance Education" Faculty Focus, Magna Publication <http://www.eou.edu/~bb/workshops/10%20Principles%20of%20Effective%20Online%20Teaching.pdf>



Learning Management Systems

&

Universal Design for Learning



LMS

- Format Structures and Platforms
- Blackboard 9 and 24/7
- Online Tools and Training

UDL and WAI

- Student Accessibility: 7 Principles
- Web Accessibility and WCAG
- Effective Assessments & Rubrics
- State and Federal Regulations



LMS UDL OCR 504
CAST ADA 508 LMS
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Learning Management System

Universal Design for Learning

Turnitin® Plagiarism Detector

PeerMark® & GradeMark®

Office of Civil Rights

Center of Applied Special Technology

American Disabilities Act

Rehabilitation Act: Sections 504 & 508

California Education Code

■ LMS: Learning Management System

- Format Structures and Platforms
- Blackboard 9 and 24/7
- Online Tools and Training

<http://www.blackboard.com/>

■ UDL: Universal Design in Learning

■ Seven Principles of Universal Design

- *Equitable Use*: appealing, useful, marketable
- *Flexibility in Use*: accommodates wide range of abilities
- *Simple and Intuitive*: easy to understand, effective prompting and feedback
- *Perceptible Information*: effective communication regardless of mode of learning (pictorial, verbal, tactile)
- *Tolerance of Error*: minimize consequences of accidental, unintended actions
- *Low Physical Effort*: comfortable use, minimum fatigue
- *Size and Space for Approach*: Reasonable access regardless of size, shape, mobility of student; and accommodates assistive devices and assistants.

■ WAI: Web Accessibility Initiative

■ Web Content Accessibility Guidelines

- *Perceivable*: text alternatives, captions, adaptable to assistive technologies (readers), visual contrast
- *Operable*: keyboard accessible, ease of navigation, optimal time frames
- *Understandable*: readable, predictable, minimize user mistakes
- *Robust*: Maximize compatibility with other technologies



LMS UDL OCR 504
CAST ADA 508 LMS
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Center of Applied Special Technology

American Disabilities Act

Rehabilitation Act: Sections 504 & 508

California Education Code

■ Effective Online Assessments and Rubrics

■ **Traditional Assessment – Selecting a Response:**

Assessments that use conventional methods of testing which usually produce a written document, such as a quiz, exam, or paper.

- Curriculum drives assessment / indirect, recognize, recall
- Instructor-centered teaching

■ **Authentic Assessment – Performing a Task:**

An authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

- Assessment drives curriculum / direct, construct, apply
- Student-centered learning (instructor management)

■ **Rubrics – Objective Measurement Tool:**

Explicit set of criteria used for student assessment of a particular type of work or performance.

- Useful in online course work as it provides clarification of expectations
- Assists in creating an objective measure of student work

■ Instructor Tools for Online Assessment

- Turnitin® Suite for Educators

http://turnitin.com/en_us/

home

■ State and Federal Regulations

- There is extensive legislation that details decisions and guidelines that govern distance education.
- These regulations can be found in multiple document

<http://projectone.cconnect.org/online-education/legal.php>

Future of Distance Education at Irvine Valley College

Institutional Mission

Professional Support

Instructional Leadership

+

Questions?