

# **Distance vs. Online Education**

**JEDI**

**New Faculty Orientation**

**Bob Reese, PhD**

**1/30/2009**



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# Distance Education Distance Learning

*Correspondence Courses*

*Video & Audio  
Tapes*

*Video & Audio  
Conferencing*

*Online Learning*

- Internet & WWW
- TV & Cable TV
- DVD / CD



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# Do It Wrong Quickly

How the Web Changes  
the Old Marketing  
Rules

**TEACHING**

Mike Moran

Foreword by  
Geoffrey Ramsey





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# University of Phoenix



## ■ Instructor Training

- 5 wk course
- Observe 1 course
  - 5 wks / 6 wks Grad
- Teach 1 course w/ Mentor
- Teach on own

345,000+ Students

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**Enhance Learning**  
**Improve Outcomes**  
**Increase Student Retention**

**Solutions for**

- Higher Ed**
- K-12
- Publishers

*Looking for support?*  
Head to the Support Center for more info.

Wimba is the leading provider of collaborative learning software applications and services to the education industry.

**Distinguished Lecture Series**

- Texas & Louisiana 'Brown Bag' Webinar: Best Practices in Online Instruction Using Wimba**  
January 26, 2009 1:30 pm EST
- Upper Midwest 'Brown Bag' Webinar: Best Practices in Online Instruction Using Wimba**

**WIMBA CONNECT 2009**  
ADVENTURES IN COLLABORATION

**Newsroom Blog Events**

- Happy 2009 from Wimba!**  
January 7th, 2009
- Wimba featured in Journal of Instruction Delivery Systems for its Accessibility work at Bloomsburg U**  
December 18th, 2008
- eCampus News Features Wimba Pronto for Office Hours at Ivy Tech**

<http://www.wimba.com/products/> Internet

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- ▼ Higher Education
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  - Wimba Classroom
  - Wimba Pronto
  - Wimba Voice
  - Wimba Create
- ▶ Publishers

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**Solutions for Higher and Further Education**

*The Standard in Collaboration*

The profile of today's college student increasingly falls outside the bounds of the "traditional" student.

21st century learners are "digital natives"—more comfortable with texting messages and Facebook profiles—than they are with textbooks and face-to-face communication.

Many attend part-time or distance learning programs. They start school later in life, stay longer, hold part or full-time jobs, balance family life and parenting, and increasingly speak English as a second language.

Universities, liberal arts colleges, community colleges, technical colleges and vocational universities must be more nimble and creative than ever before in order to engage, equip, and retain their diverse students populations.

**Enter Wimba.**

Wimba's collaboration solutions augment leading course management and virtual learning systems to foster and encourage dynamic interaction between students and instructors as well as peer-to-peer communication between students and instructors.

**Related Info**

- A Day in the Life:** On Campus with Dr. Gary O'Connell and the Wimba Collaboration Suite. [View Flash Demo.](#)
- Whitepaper:** "Academic Research Makes a Case for the Wimba Collaboration Suite"

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**Events**



[Virtual Worlds: Teaching in Second Life for Higher Education](#)

This presentation will share some of the advantages of using Second Life

January 27, 2009 1:00 pm EST



[Effectively Managing Your Online Discussion](#)

This session will review best practices for facilitating online discussions and will help participants identify strategies to more effectively utilize their time in the online discussion to create an effective online discussion management plan.

January 28, 2009 2:00 pm EST

workload demands placed on faculty teaching online classes. Research indicates that faculty report a greater time investment for online classes than for equivalent face-to-face courses; concerns about time investment are compounded with the considerable ambiguity surrounding the perceived availability of faculty teaching in a 24/7 online environment. The continuous, open nature of the

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## What We Know: Distance & Online

- **Successful Distance Education:**
  - As effective as on-ground education
- **Successful Online Education:**
  - ↑ Retention
  - ↑ Learning
    - Can be ↑ than on-ground

**Successful Online Learning  
Needs an Online ~~Culture~~**

**Environment**



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# What We Know: Students

**Student**

**+ Teaching Materials**

**+ Student Support**

**Student Success**



**Without Feedback & Support:**

- **Retention** ↓

- **Failure Rates** ↑



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# What We Know: Teachers

## On-Ground vs Online

- Prof produces 60-80% of oral exchanges
  - Dependent on Classroom meeting
  - Traditional
    - Teachers in comfort zones
- Prof produces only 10-15% of verbal interaction
  - Independent of time & place
    - Asynchronous
  - Non-Traditional
    - Teachers out of comfort zones
  - Teaching more time intensive



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# Online Challenges

## ■ Clash:

### ● Adult Learner vs. Traditional Student

- Motivation differs
- Millennial's need directions

## ■ Asynchronous

### ● Constantly & Consistently misinterpreted

- "I can do it when I want" = "I can wait till mid-semester"

## ■ Curriculum Development

- Can't just mount On-Ground class Online
- Must be VERY structured

## ■ Curriculum Delivery

- Remember: Prof only "there" 10-15% vs 60-80% on ground
- Threaded Discussions



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# Creating Online Environment

- **Assume nothing**
  - **Except that they won't read the syllabus**
- **KISS**
  - **Especially Bb Site**
    - **Weekly folders**
  - **Don't get carried away w/ technology**
- **Discussion Board**
  - **This is what truly separates Online from Distance**



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# Creating Online Environment



Blackboard



**WELCOME!**



**PSY 238-D1**

**Developmental Psychology**

**NOTE WELL:**

There are Assignments due  
**EVERY** week  
in this course



**NOTE Also: This is a 4 cr hr course**



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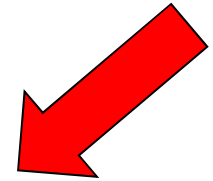


# Online Environment

## What I do

### ■ Quizzes

- Weekly or every 2-3 wks
- 75-100 Multiple Choice
- Multiple Attempts / 85% Correct



### ■ Reflections

- 1/wk (approx) / 10 pts each

### ■ Threaded Discussions

- 5 or 6 / semester
- Some are "Doubles"
- TDOs & TDRs

### ■ Paper(s)

- Movie Report
  - Counseling Assignment

## Discussion Board: Abortion

**Wow, what an issue to start a thread about! I am probably unlike any other person in this world about this subject. This subject is very personal to me as I have been thru this terror. My opinion on this matter is that it is each individual's choice and their relationship with God as to whether this is the right decision for them. I believe that a person should not be forced to conform to society's opinion on such a thing. No one should be forced to tell anyone about their decision or be forced into said decision. Having been thru this myself, it appalls me as to how people are treated for making such a difficult decision. We are not God and it is not our place to judge people. We are not perfect and God knows this and loves us anyway. Each individual needs to be prepared for the consequences of our actions be it whatever those may be. One's own guilt and conscience is enough judgment a person should have to deal with, not anyone else's petty judgment. I know a day does not go by that I don't regret the decision I made all those years ago and I don't need anyone else to tell me that I should be ashamed. People need encouragement in times of need not to be berated. X**

**X, thank you for having the courage to share your experience - that in itself is worth a 10.**

**I will disagree strongly with you, however! You are NOT the only one in the world who feels the way you do. There are millions of people here in America. In fact, I would say the majority of people agree with you - can anyone find statistics to show that is correct or incorrect? :) Bob**

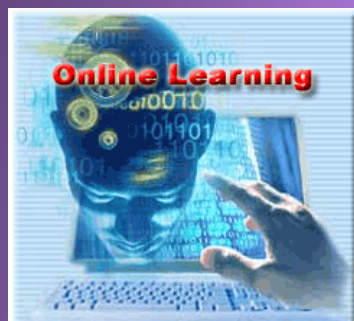
## Discussion Board: Abortion Cont'd

X, you are not the only one who feels the way you do. I wrote that years ago I once felt like that about abortion. I have many of friends who had an abortion. I was and still am there for them when they need me to be. Its just I believe that all things are possible with God. I personally would not decide to have an abortion. Like I said before, don't judge anyone who had or will choose abortion. I agree with you, no one has the right to judge people for the decision they make. A person should not hold your head down or feel ashamed. God forgives you and you forgive you, that's all that matters. No man is perfect. You are right, its up to the person for what they think is best for them and it's not up to the world. There is one thing God does give people and that is free will to choose, nothing is forced on you. Everything you choose to do or not to do, does have consequences whether it is good or bad. **L.**

It is so great to see people who think that it is your own decision about what is right and what is wrong for your body! When it comes to abortion I am all for it being the woman's decision. Sometimes things happen that are out of your control and you should not be penalized for it. I get so angry when I see people protesting about someone making a decision for themsevles. However, abortion should not be abused. It shouldn't be a form of birth control, it should be something to protect first and foremost the baby and then you. **A.**

L-4; A -4.

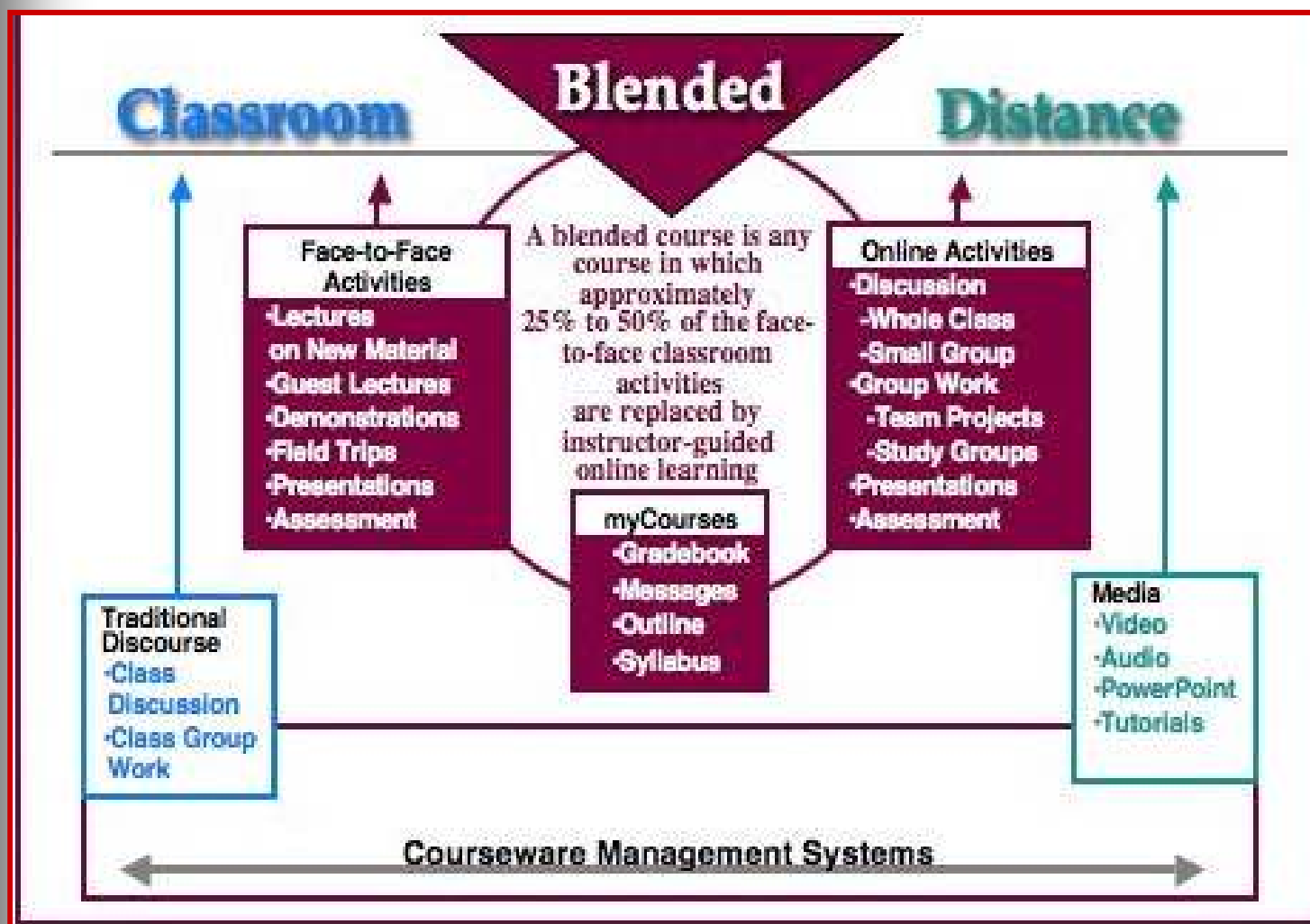
L you should "examine your theology" a little further (in this case, that doesn't mean your belief in religion, but just your overall beliefs - they sound somewhat contradictory) Bob



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# “S” Sections = Hybrid

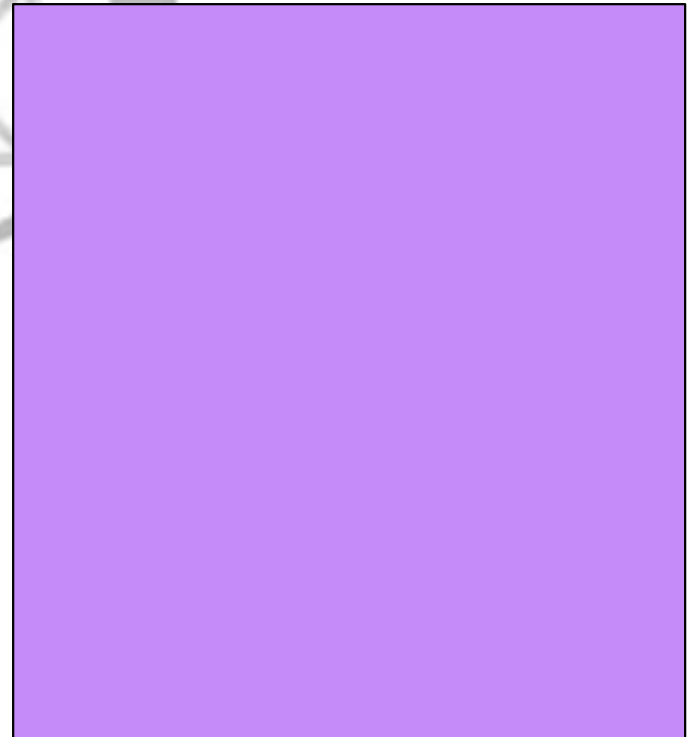




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# ?s ~ Contact me anytime



■ E-mail preferred



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## Quality Matters

Inter-Institutional Quality Assurance in Online Learning

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### Improving Your Online Course Using the Quality Matters Rubric

This training will explore the Quality Matters Rubric and will provide you with the framework to improve the quality of your online course. Participants in this hands-on workshop will use the rubric to review their online course and develop a course improvement plan. This plan will be of interest to faculty, staff, and instructional designers, who have developed or plan to develop an online course. As the basis for their work in this training session, participants will select one of their previously-developed online courses and plan to improve it during this training.

At the completion of this workshop, you will be able to:

- Summarize the underlying principles of the Quality Matters project.
- Identify the standards of the Quality Matters Rubric as crucial components of a quality online course, and explain the "intention" of each of these standards.
- Use the Quality Matters Rubric to review your online course.
- Identify the areas of your online course that map to each of the Quality Matters Rubric standards, and indicate whether each area is an exemplar or in need of improvement.
- Develop a course improvement plan that includes: 1) the areas of your course that you plan to improve, 2) a description of how you will improve each of these areas, 3) a list of resources, training, and assistance that you may require to make these changes, and 4) a timeline for making these improvements.

By participating in this workshop, you can also expect to:

- Gain an understanding of the Quality Matters project
- Compile examples of best practices in online courses
- Gather specific ideas for improving your course(s)
- Gain affirmation of the strong areas in your course(s)

The Improving Your Online Course workshop is offered online and is 2 weeks in length. Past



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Microsoft Word

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Internet

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## Standard 1: Design That Welcomes Your Students

### Rubric

## Training

**FIPSE Grant Project**

## QM Administration

The Quality Matters™ program was developed under a grant from the U.S. Department of Education. However, the Quality Matters™ rubric and course recognition process do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. The materials found on this website may not be used without the express written consent of MarylandOnline, Inc.

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**Events**

[Effectively Managing Your Online Discussion](#)

This event is full.

January 28, 2009 2:00 pm EST

Presenter: Dr. Amber Dailey-Hebert, Director, Center for Excellence in Teaching and Learning Associate, Park University



The movement into online education has raised concerns about the workload demands placed on faculty teaching online classes. Research indicates that faculty report a greater time investment for online classes than for equivalent face-to-face courses; concerns about time investment are compounded with the considerable ambiguity surrounding the perceived availability of faculty teaching in a 24/7 online environment. The continuous, open nature of the

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**The profile of today's college student increasingly falls outside the bounds of the "traditional" student.**

21st century learners are "digital natives"—more comfortable with texting messages and Facebook profiles—than they are with textbooks and face-to-face communication.

Many attend part-time or distance learning programs. They start school later in life, stay longer, hold part or full-time jobs, balance family life and parenting, and increasingly speak English as a second language.

Universities, liberal arts colleges, community colleges, technical colleges and vocational universities must be more nimble and creative than ever before in order to engage, equip, and retain their diverse students populations.

**Enter Wimba.**

Wimba's collaboration solutions augment leading course management and virtual learning systems to foster and encourage dynamic interaction between students and instructors as well as peer-to-peer communication between students and instructors.

When passion is conveyed, when curiosity is piqued, when tough questions are probed, when brainstorming is encouraged, in short, when collaboration happens—this is when learning really takes place.

**Our collaboration technologies empower universities and colleges to:**

- Build community and engage 21st century learners
- Increase student-teacher & student-student engagement
- Bring services & office hours on-line
- Quickly and easily deploy new, collaborative technology
- Remove physical & geographical constraints to learning
- Enrich language-learning programs

Related Info

- A Day in the Life:** On Campus with Dr. Gary O'Connell and the Wimba Collaboration Suite. [View Flash Demo.](#)
- Whitepaper:** "Academic Research Makes a Case for the Wimba Collaboration Suite"

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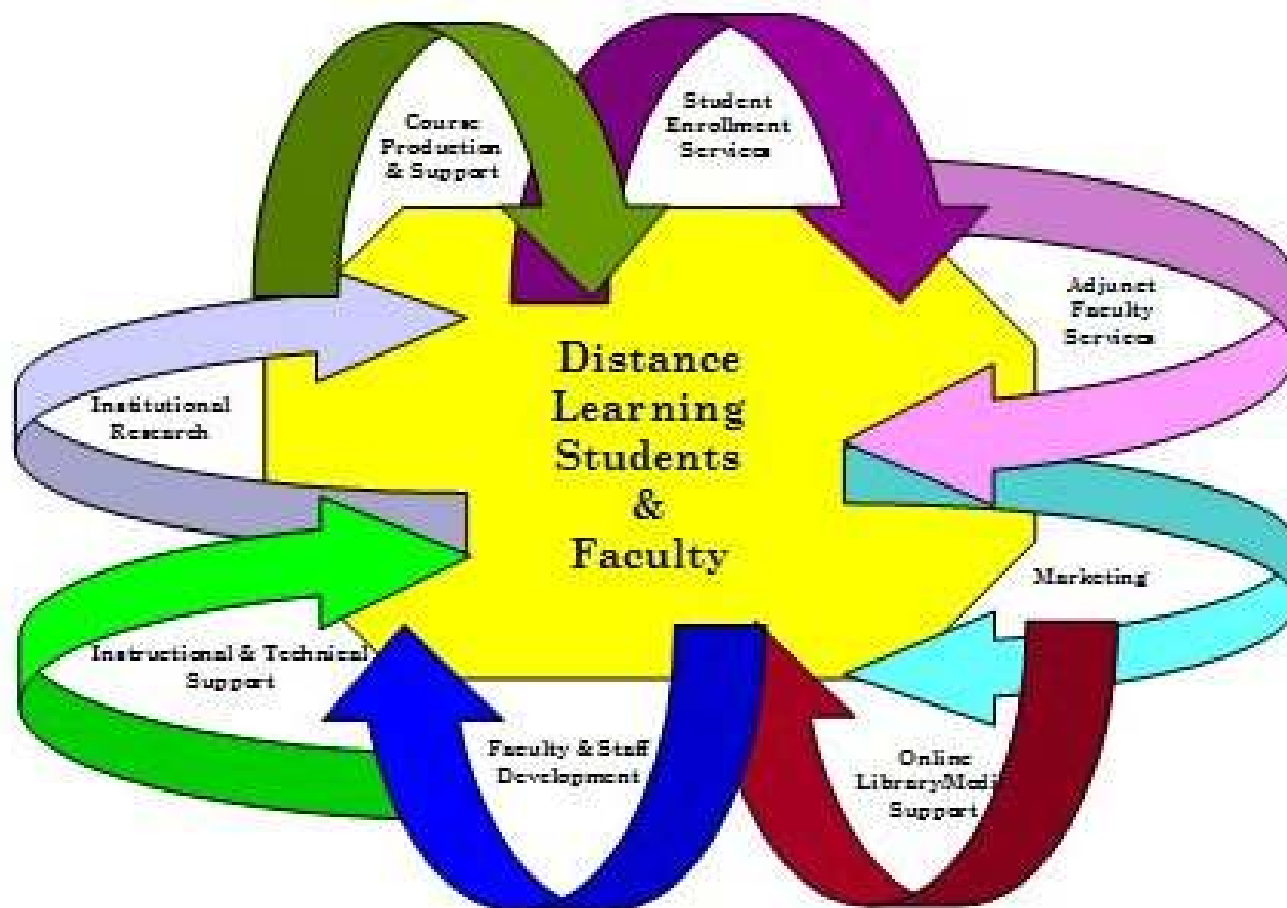


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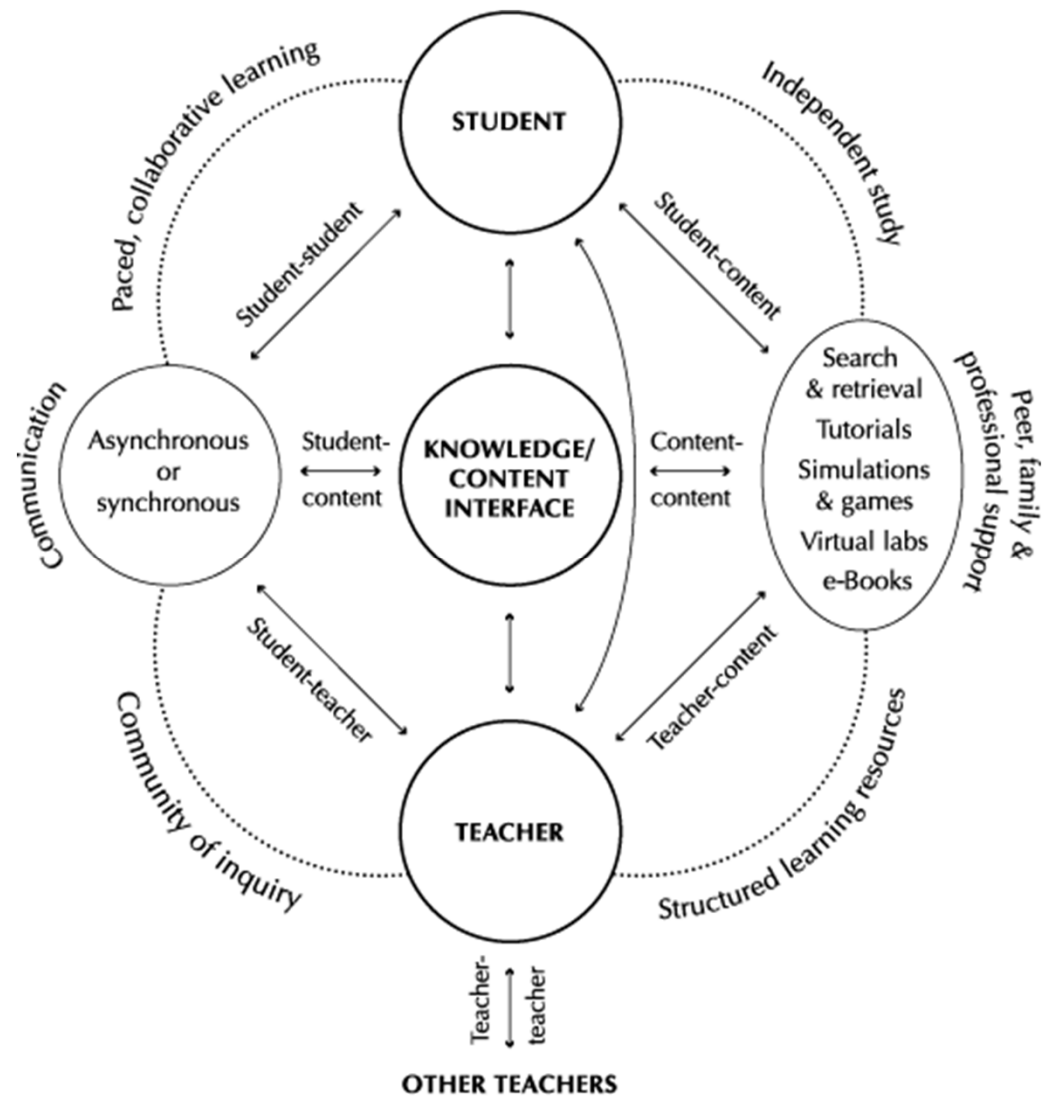
# Models of Distance Learning

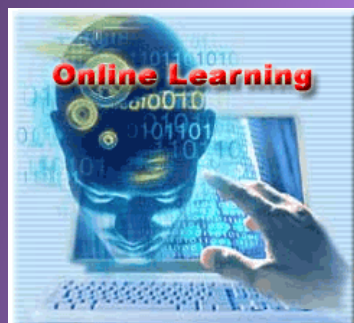
Figure 2 – Systems Approach





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## Inclusive Strategies

### Challenges

making accurate notes

reading at a competent rate

Accurately comprehending written material

scanning for information

reading analysing and summarising

clear and concise writing style

use bullet points and summaries

Avoid large blocks of text

give users the interactive options to change font, text size and colour

Ensure text can be read by web based text to speech applications

left justify text

leave wide spaces

Make .pdf documents accessible

Save PowerPoint presentations in accessible format

Don't mix fonts

Follow guidance for the written materials section

Avoid too much underlining, capitals and Italics

12pt font arial or other sans serif font

2 On-Line Learning

Reading without distractions or visual distortions

Sensitive display of text interspersed with visuals

Provide icons and text equivalents

Display web links separately

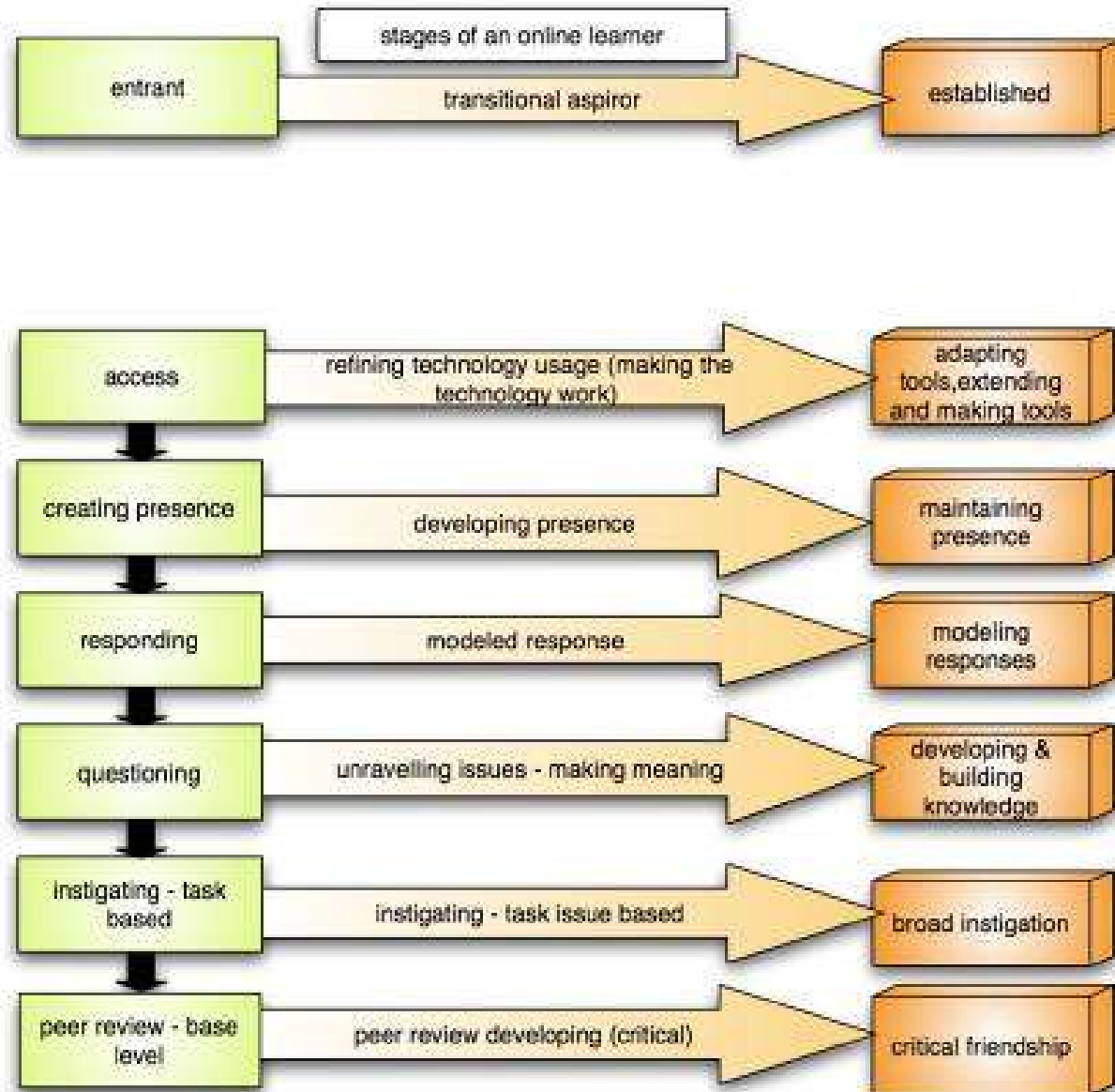
Apply similar design to all web pages

Avoid visual clutter

Mindmap in Inspiration vers 7.5 from <http://www.inspiration.com>

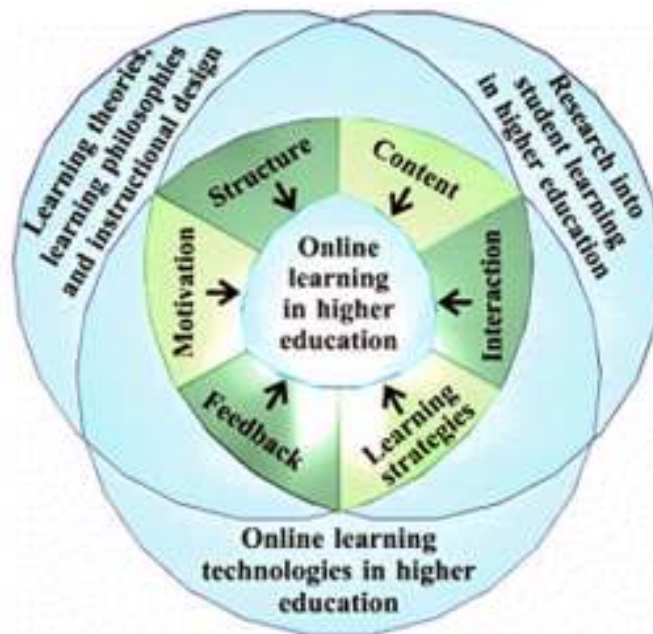


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# Distance Education

- **Traditionally defined as:**  
“instruction through print or electronic communications media to persons engaged in planned learning in a place or time different from that of the instructor or instructors.”

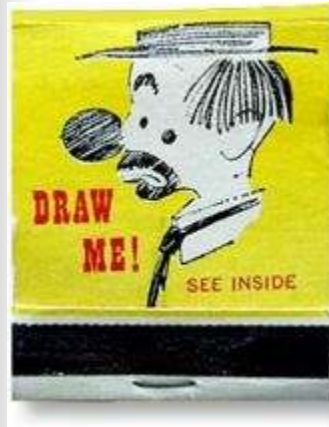


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# History of Distance Education

## ■ 1700s Correspondence courses



### A Genuine College Degree in 2 weeks !

Have you ever thought that the only thing stopping you from a great job and better pay was a few letters behind your name? Well now you can get them!

BA BSc MA MSc MBA PhD



**Within 2 weeks!**  
**No Study Required!**  
**100% Verifiable!**

These are real, genuine degrees that include Bachelors, Masters and Doctorate degrees. They are verifiable and student records and transcripts are also available. This little known secret has been kept quiet for years. The opportunity exists due to a legal loophole allowing some established colleges to award degrees at their discretion. With all of the attention that this news has been generating, I wouldn't be surprised to see this loophole closed very soon.

**Order yours today!**  
**Just call the number below.**  
**You'll thank me later...**



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# History of Distance Education

- 1910 Instructional Films
- 1920s Slides & motion pictures
- 1930s Instructional Radio failed
- WW-II utilized A-V media for teaching



<http://seamonkey.ed.asu.edu/~mcisaac/dechapter/history1.htm>

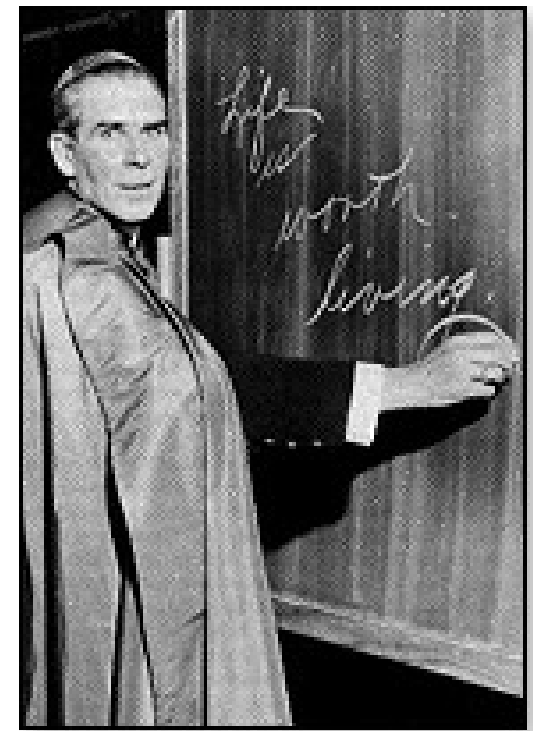


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# History of Distance Education

- **Post-war A-V Media spread to schools**
  - 1950s Film strips
  - TV





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# History of Distance Education

- **1960s Midwest Program on Airborne Television Instruction (MPATI)**
  - **Purdue University**
  - **Indiana & 5 surrounding states**
  - **2,000 public schools**
  - **6,500 classrooms**
  - **400,000 students**
  - **Stopped in 1968**



<http://seamonkey.ed.asu.edu/~mcisaac/dechapter/history1.htm>



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# History of Distance Education

## ■ 1960s – '70s

- Britain's Open University
- University Without Walls

## ■ 1980s

- Telecourses

## ■ 1982

- Commodore 64 Released



<http://www.seniornet.org/edu/art/history.html>



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# History of Distance Education

- U.S. slow to embrace
  - 1987 ↓ 10 states promoting
    - TX & OK using TV
- 1989 = ALL states were involved



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# History of Distance Education

- **1994 Open University Virtual Summer School**
  - 1<sup>st</sup> time classes taught using internet media
- **1997**
  - Web CT & Blackboard go “online”



Blackboard



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# History of Distance Education

## ■ March 19, 1992

- AOL goes public on NASDAQ ~ 2 million shares @ \$11.50 ea

## ■ Feb 1996

- AOL up to 5 mil customers

## ■ May 1996

- AOL = 6 mil customers

## ■ 1998

- You've Got Mail





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# Reese's History Distance Education

## ■ 1994 – Reese @ Regis

### ● 'Traditional' Distance Learning

■ Read materials

■ Write paper(s)

● Send by 'snail-mail'

● Later by e-mail

■ Telephone Conf w/ Prof

**Residentials**





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## Reese's History Distance Education

- 1998 – became affiliated w/ The Pacific Institute (TPI)
- 1999 – joined the TPI Education Initiative
- 2000 – National Campus Coordinator TPI
- 2000-01 – Major rush by many colleges & universities to go “online”
  - Most just tried to put on-ground classes online → major failure
  - Retention of on-line students at +/- 50%



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# Reese's History Distance Education

- **2000 – National American University**
  - **NAU began “on-line” distance program in 1996**
  - **Curriculum development:**
    - **1st Distance version of TPI program using Web-CT**
  - **Intro to Discussion Board**
    - **Rationale = retention**
    - **Retention drove research vs learning theory**
- **2001 CO Community Colleges**
  - **Introduced & trained on Bb**
- **2001 University of Phoenix (UOP)**
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## Discussion Board: Cloning

In 1997, with the appearance of a sheep that scientists named Dolly, cloning became a major topic of conversation. Before that, the topic was more fantasy than reality. After Dolly, cloning became a serious question of human conscience, or a question of right and wrong. Is it right to clone or not? In other words, after Dolly the issue was no longer one in which cloning was a theory that had yet to be established in the laboratory. Dolly made cloning a fact of life.

Cloning is essentially creating identical copies of DNA or cellular information. On the one hand, this type of technology can be good for medicine and human health because it helps us develop new therapies and find cures for existing medical problems. On the other hand, current technologies make cloning very inefficient. According to the "Cloning Fact Sheet," 90% of cloning experiments fail. The danger in such an inexact science is that mistakes could result in human injury, or even a laboratory result that could move beyond our human ability to control it.

I think cloning should be done in baby-steps. For example, I am all for stem-cell research, which relies upon the amazing abilities of existing cells to copy and renew themselves.

■ Genomics.energy.gov. (2006, August 29). Cloning fact sheet. *Human Genome Project. Information*. Retrieved September 5, 2007 from [http://www.ornl.gov/sci/techresources/Human\\_Genome/elsi/cloning.shtml](http://www.ornl.gov/sci/techresources/Human_Genome/elsi/cloning.shtml)

**S, this is a 10 - hopefully it will lead to more discussion. Bob**

## Discussion Board: Cloning Cont'd

S, I totally agree with you that it needs to be done in baby steps. I personally don't think cloning of humans is a good thing. I agree that it will be beneficial in the medical field as far as trying to regenerate cells to help those who need new hearts or lungs but I think that is as far as it should go. We are to reproduce as a human race but not by scientific methods. We should reproduce by the natural means. I am only commenting on what I know of cloning, I have not followed it as it has emerged. Thank you for your information. I will be reading more on this subject as it most definitely is going to be coming to life in the years. J.

I totally agree with J and S on cloning, it should be done in baby steps, and that human cloning shouldn't be allowed. I would be terrified to see what would happen to the world if it went into that direction. But, I think it would be beneficial to society if stem cell research done ethically and legally could be done to further the research of many cancers and diseases. It is going to be really interesting to see how cloning in our world and the next generation is going to pan out.

I think that stem cell research is very promising as well. However, I think that pursuing embryonic stem cell research should not be done willy nilly, should follow specific guidelines in order for our society to remain ethical, and not cross any boundaries that would usher us into territories that would exploit or disrespect the sanctity of human life. I agree with the criteria that our federal government has set forth for scientists to receive federal funding for the purpose of researching embryonic stem cells. According to the National Institutes of Health, federal funding may be awarded as follows:

- The derivation process (which begins with the destruction of the embryo) was initiated prior to 9:00 P.M. EDT on August 9, 2001.
- The stem cells must have been derived from an embryo that was created for reproductive purposes and was no longer needed.
- Informed consent must have been obtained for the donation of the embryo and that donation must not have involved financial inducements.
- Federal Policy. 2006. *Stem Cell Information*. Bethesda, MD: National Institutes of Health, U.S. Department of Health and Human Services. Retrieved September 12, 2007, from <http://stemcells.nih.gov/policy/defaultpage>

**TDRs: J - 4; A - 3; JB – 5. JB's is more what I'm looking for. Think, "What can I add to continue the conversation?" With that in mind, don't just ask questions - disagree if you do! :) Bob**