IDL Teacher Workshop

August 8, 2006
Welcome

Name

Roles/IDL Class(es)

Experience with Education and IDL

One thing you want to learn today.
Introduction

What are the names or terms used to describe distance learning?

- IDL
- IDE
- ITV
- IPTV
- Distance Education
- Distance Learning
Distance Education Definition

Distance learning is a process through which knowledge and skills are acquired through distributed information and instruction. Distance learning encompasses all technologies and other forms of learning at a distance, including instructor-led events.

Normally, distance learning is characterized by the following:

- Separation of place and/or time between learners and learning resources.

- Interaction between learners and learning resources conducted through one or more media [technologies].

- Processes that may be synchronous (“real time”) or "asynchronous" involving the access of learning resources by learners at any time.

—International Association for Continuing Education and Training.
Examples of IDL

Correspondence courses
Videotaped courses and lectures
Telecourses (Live events)
Interactive Television (ITV)
Online courses (Blackboard, Moodle)
Virtual Schools
Others?
Classroom Management

Can I simply teach my IDL course like I have always taught my other courses?
NO

Is this going to require extra time and work?
PROBABLY

Can I still use all of my teaching strategies and activities I use in my other courses?
*YES

*some modification may be required.
Classroom Management
What to Expect

Expect to have technical difficulties.
Expect to have to learn about students and other schools.
Expect scheduling conflicts.
Expect to work hard.
Expect increased teaching opportunities because of technology.

EXPECT TO HAVE A GREAT EXPERIENCE!
Classroom Management

Challenges Unique to IDL.

- **Distance**—Students and teachers are not at the same location.

- **Technology**—Technology and equipment are not infallible.

- **Scheduling**—Participating schools may have different schedules.

- **Unfamiliarity**—Students and teachers may not be familiar with each other.
Overcoming Challenges Unique to IDL.

**Distance**—Students and teachers are not at the same location.

- Utilize various technologies
  - ITV, Internet, Email, Telephone, Fax, IM, etc.
- Travel if/when possible.
Classroom Management

Overcoming Challenges Unique to IDL.
Technology—Technology and equipment are not infallible.

- Learn how to operate the equipment.
- Learn basic equipment troubleshooting skills.
- Practice using the various pieces of equipment.
- Know contacts for more assistance.
Classroom Management

Overcoming Challenges Unique to IDL.

Unfamiliarity—Students and teachers may not be familiar with each other.
- Visit the communities of off-site students.
- Teach at off-site schools once per quarter or semester.
- Plan class activities that will create familiarity.
- Allow time for students to get to know each other.
Classroom Management—Tips and Strategies

Establish a set of guidelines and procedures for the entire network.

Establish a set of guidelines and procedures for your class(es).

Make sure students know all guidelines and procedures.

Work with counselors during pre-enrollment and enrollment.
Classroom Management—Tips and Strategies

Ensure that students can contact you even when the system is down.

Attempt to arrive at class early to check equipment and arrange materials.

Establish a positive working relationship with facilitators.

Contact other IDL teachers to discuss questions, problems, and teaching ideas.

Observe other IDL teachers and classes.
Below are the new skills teachers must learn as they assume the role of distance educators:

- Understanding the nature and philosophy of distance education
- Identifying learner characteristics at distant sites
- Developing interactive courseware to suit each new technology
- Adapting teaching strategies to deliver instruction at a distance
- Organizing resources in a format suitable for independent study
- Training and practice in the use of telecommunications systems
- Becoming involved in organization, collaborative planning, and decision-making
- Evaluating achievement, attitudes, and perceptions at distant sites
Classroom Management—Problem Solving Q & A

What issues can we address together?
IDL Academic Honesty—Challenges

Teachers and students are at different locations.
Test materials may be unsecured.
Cameras limit classroom observation.
Other materials may be present in the room.
Others?
IDL Academic Honesty—Prevention

Discuss academic honesty with students. Ensure they know what is/is not acceptable.

Develop a network-wide academic honesty policy.

Include your academic honesty policy in your syllabus.

Discuss policies with students and make sure they understand them.

Plan in advance for tests and quizzes and work with off-site facilitators.
Academic Honesty—Monitoring

Work with other teachers to monitor off-site rooms.

Arrange for a facilitator to monitor off-site rooms.

Arrange for students to take tests and quizzes in monitored rooms.

- Library, office, counselor’s office, etc.

Use far-site camera control to zoom and scan.

Record sites on days of tests and quizzes.
Academic Honesty—Strategies

Use different colored paper for tests and quizzes.
Use online quizzes.
Create different forms of tests and quizzes for different sites and/or hours.
Ask for a proctor on test days.
Vary teacher appearance/view on camera.
Have students put materials in camera view.
Academic Honesty—Strategies

Have students switch seats in camera view.

Arrange for tests to be picked up immediately after completion and in camera view.

According to Alan November if an assignment can be completed by copying and pasting off the internet, the assignment needs to be changed.

Other strategies?
What issues can we address together?
Syllabus Creation

What information should be included in a good syllabus?
Syllabus Creation—Q & A

What issues can we address together?

A tutorial for creating a syllabus is available at the following site:

http://www1.umn.edu/ohr/teachlearn/tutorials/syllabus/
Teaching via IDL is different than traditional education.

Instructors may need to improve some skills and develop new ones.

Teachers need to be more than “talking heads.”

IDL requires good planning and organization.

“Winging it” usually won’t fly.
Student Engagement—I

Distance & Interaction

IDL teachers need the ability to communicate difficult concepts with words, graphics, pictures, video clips, artifacts, analogies, and examples.

Learn about your students

Who are they? Where do they live?
What do they do? How old are they?
What are their experiences?
What are their concerns, needs, and wants?
How do they learn best?
Student Engagement—Distance & Interaction

Learn each student’s name at each location.

Encourage local students to do the same.

Involve students at each site by using their names and not just location.

Vary the site that “gets to go first.” Don’t always start with the local site.

Allow adequate response/wait time. (Technology may increase the time needed.)
Allow students to use photos or other objects when they introduce themselves.

Give a quiz every day the first week of class using the information the students provided when they introduced themselves.

Allow time for discussing concerts, sporting events, proms, etc. Allow students at all sites to ask questions of each other.
Maintain eye contact with both local and remote students.

Use cameras to zoom in on students.

Do not stay “off-camera” for long periods of time.

Don’t disappear behind the document camera, computer, etc.

Communicate with remote students outside of class. Notes, email, messages, or calls.

TEACH STUDENTS NOT A COURSE!
What do you do to overcome distance and encourage interaction?
Buzz Sessions

A small group of three to five students works within a determined time limit without a leader to answer a question or solve a problem and come to some kind of conclusion. The results/conclusions of the short discussion are reported to all students who may be asked to do further work with the information.
Case Studies

Real world descriptions of problems with all accompanying data are developed by the teacher. Students, working in small groups, are asked to resolve the problem within a given period of time. Each small group makes recommendations as to how to solve the problem. The teacher acts as a resource person and as moderator during the final presentations. Recommendations can be evaluated by the teacher or class.
Example/Non-example

Given a concept, problem, situation, or principle, students are asked to provide examples and non-examples from their experiences. Other students can be asked to add their examples and non-examples.
Consequences/Results

Given an incomplete situation or example by the teacher, each student is asked to speculate and explain what he/she thinks may happen as a result. After everyone explains, the class can determine which outcome is most likely and why.
Simulations/Role Playing Scenarios

Use simulations or scenarios that require students at various sites to work together to create something or solve a problem.

Examples: Constitutional Convention, UN Security Council, Legislature, Scientific Review Board, Forensic Investigation Team, etc.
One-minute summaries

Students are given one minute at the end of class to summarize in writing a major point of the lesson that day or ask a question about some confusion they might have had. The students share their summaries, questions, and thoughts with the rest of class, allowing anyone or everyone to respond.
Press Conference

As a homework assignment, ask students to prepare a list of 3-5 questions based on the reading. Begin class with a press conference where students ask you their questions. Take one question from one student at each site, then cycle back through until all questions have been asked.
Voting

The teacher or a student poses a question and other students vote “yes” or “no” by show of hands.
Student Engagement—II
Strategies & Ideas

Siskel & Ebert (Ebert & Roeper) Technique

Stop class at various points and ask a student to summarize the content. Then ask all other students to “show thumbs”—up for agreement, down for disagreement, sideways for uncertainty. Begin with students who have their thumbs sideways and have them ask the summarizer for clarification and then have them vote again. Next have “down” students explain why they disagree. Finally ask “up” students why they agree with the summary.
Chain Questioning

Have a student at one site ask a question of a student at another site who answers and then asks a question of a third student at another site. Continue until every student has asked and answered a question.
Group Reading/Open Mic Night

Have students at different sites read the parts of different characters for dialogues, plays, foreign language comics, etc.
Games from traditional settings can be modified for IDL settings.

Jeopardy

Who Wants to be a Millionaire

Bingo

Be cautious with competition between sites.
In groups of three or four, share ideas and strategies for IDL classes.

Discuss the ideas.

Report out ideas to the entire group.
IDL Equipment

What equipment is available for IDL teachers?
Is there more or less equipment than a traditional classroom?
IDL Equipment—Teaching Ideas

Scan Converters
- Just about anything that can be shown on a computer can be shown via IDL.
- PowerPoint
- Images
- Maps
- Web pages
- Digital Photos
IDL Equipment—Teaching Ideas

Document Cameras
- Science experiments
- Artifacts/specimens
- Maps/pictures/diagrams
- Student work
- Art techniques
- Teacher/student working out problems by hand
IDL Equipment—Teaching Ideas

VCR/DVD Players
- Video clips
- Video discussion starters
- Student created videos
- Examples of topics covered in class
- Clips of current events/issues
- Student presentations
IDL Equipment—Teaching Ideas

Computers/laptops
- Online resources
- Online video clips
- Podcasts
- Student research, problem solving, collaboration, communication.
- Creating student presentations
- Web page creation
Conclusion

What questions/issues have not been addressed?

3-2-1

3 things that were discussed today.
2 things that were beneficial to you/your class.
1 thing that you will implement this year.
Thank you!

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