

Distance Education:  
It's closer than you think

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PPE Summit



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# Session Objectives

Participants will gain a deeper understanding of

- Distance Education Assessment Practice
- Meaningful Student Engagement
- Evaluating Instructional Design
- Resources for Professional Development







MEASURE

EVALUATION

ANALYSIS

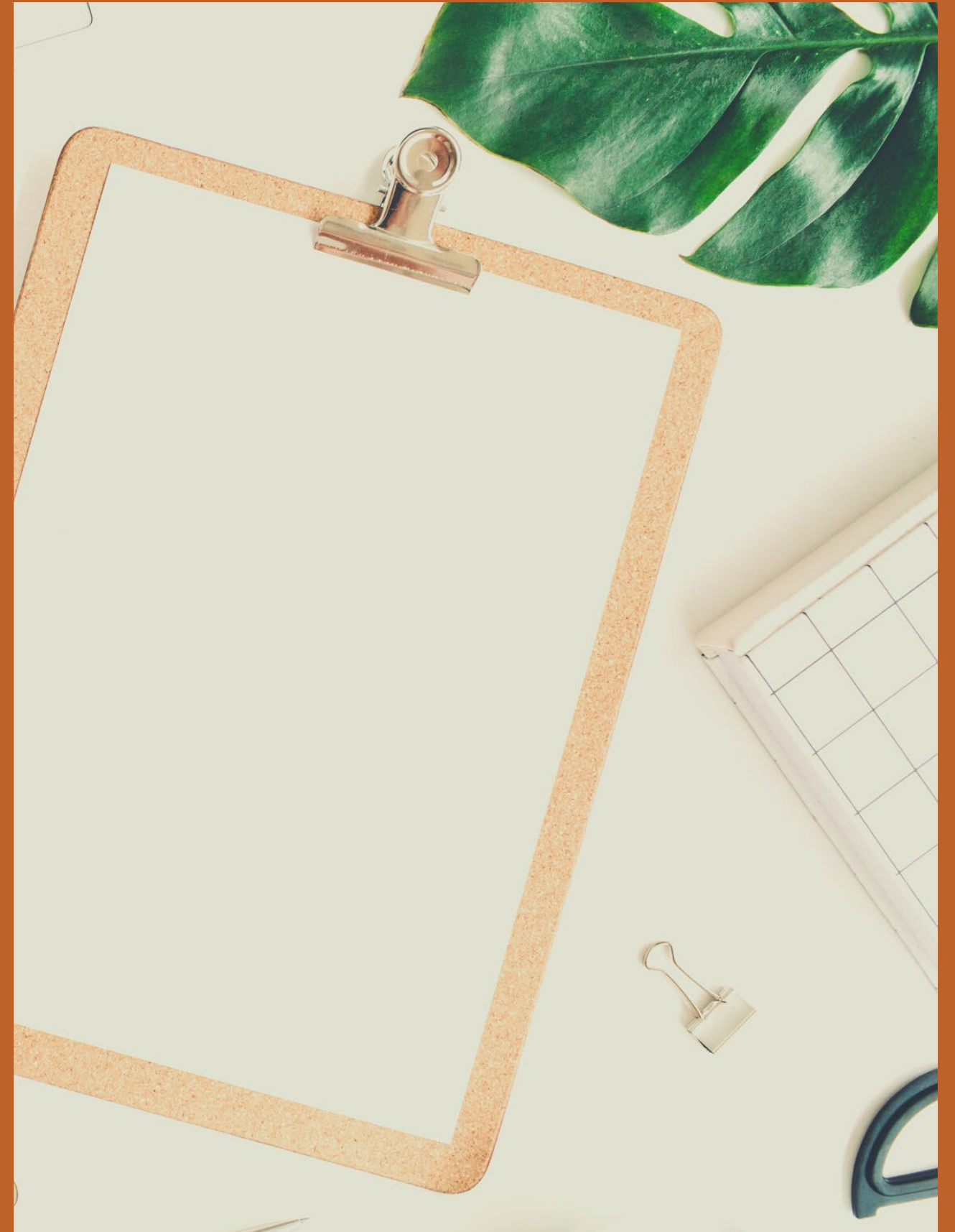
ASSESSMENT



# Standards

## Academic Policies

- Procedures to verify and routinely affirm student identity
- Integrity and academic honesty
- Faculty-student interactions
- Students may track their progress and receive timely assessment of learning
- Regardless of modality-instruction is sufficiently comprehensive for students to achieve stated learning outcomes



# Standards



## Instructional Design

- Qualified instructional designers participate in developing curriculum that is appropriate for online learning
- A curriculum development manual ensures consistency of distance education quality
- A variety of technology is used in relevant and meaningful ways
- Student feedback on their learning experiences is reviewed
- Digital resources are imbedded into the program curricula



# Standards

## Guidance for Students

- Licensure requirements: STATE BY STATE
- Schedule for synchronous activities, participation requirements, assignments
- Prerequisites and other competency requirements



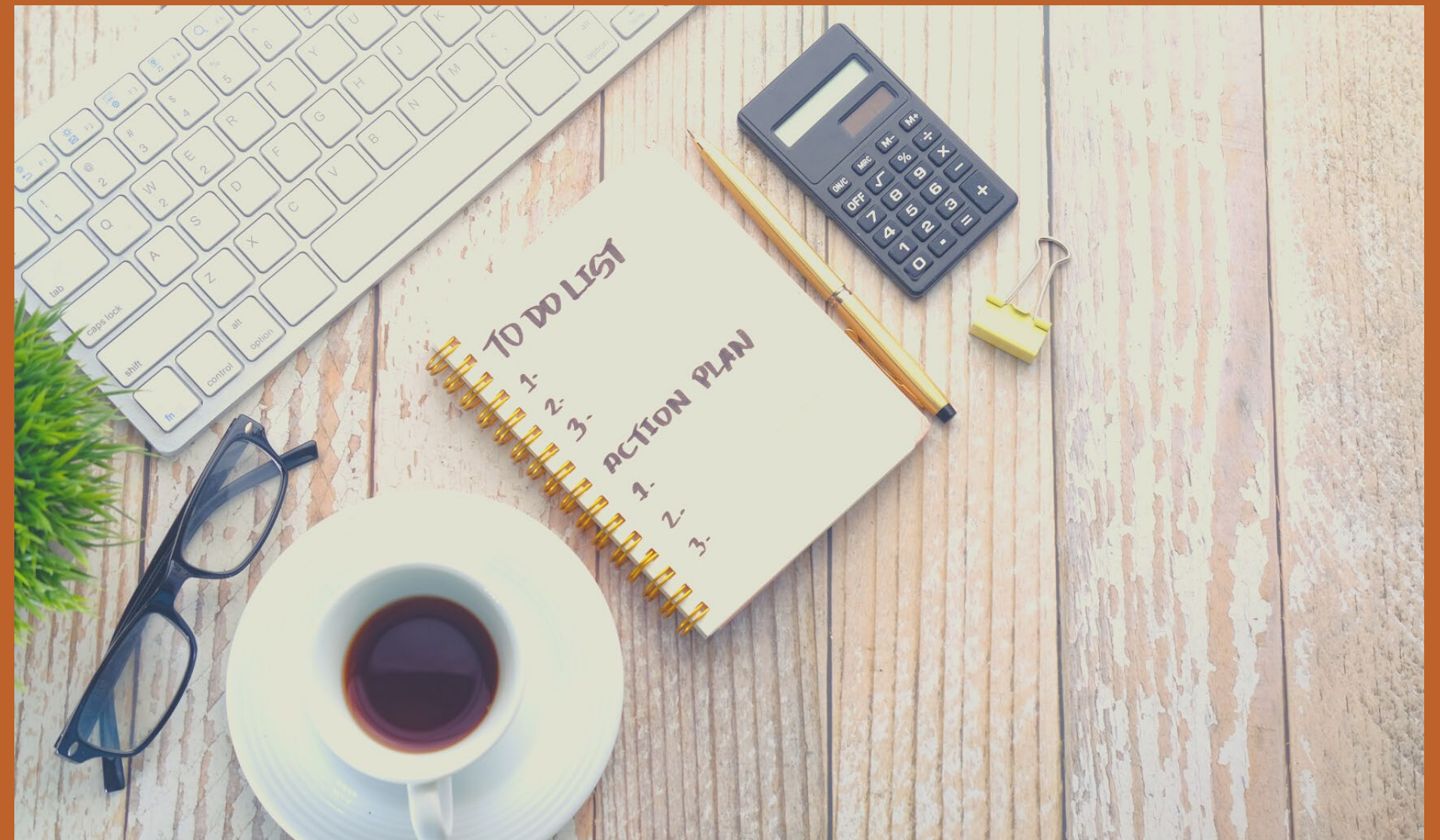
## The Four Cs

Clear  
Current  
Comprehensive  
Conspicuous

# Standards

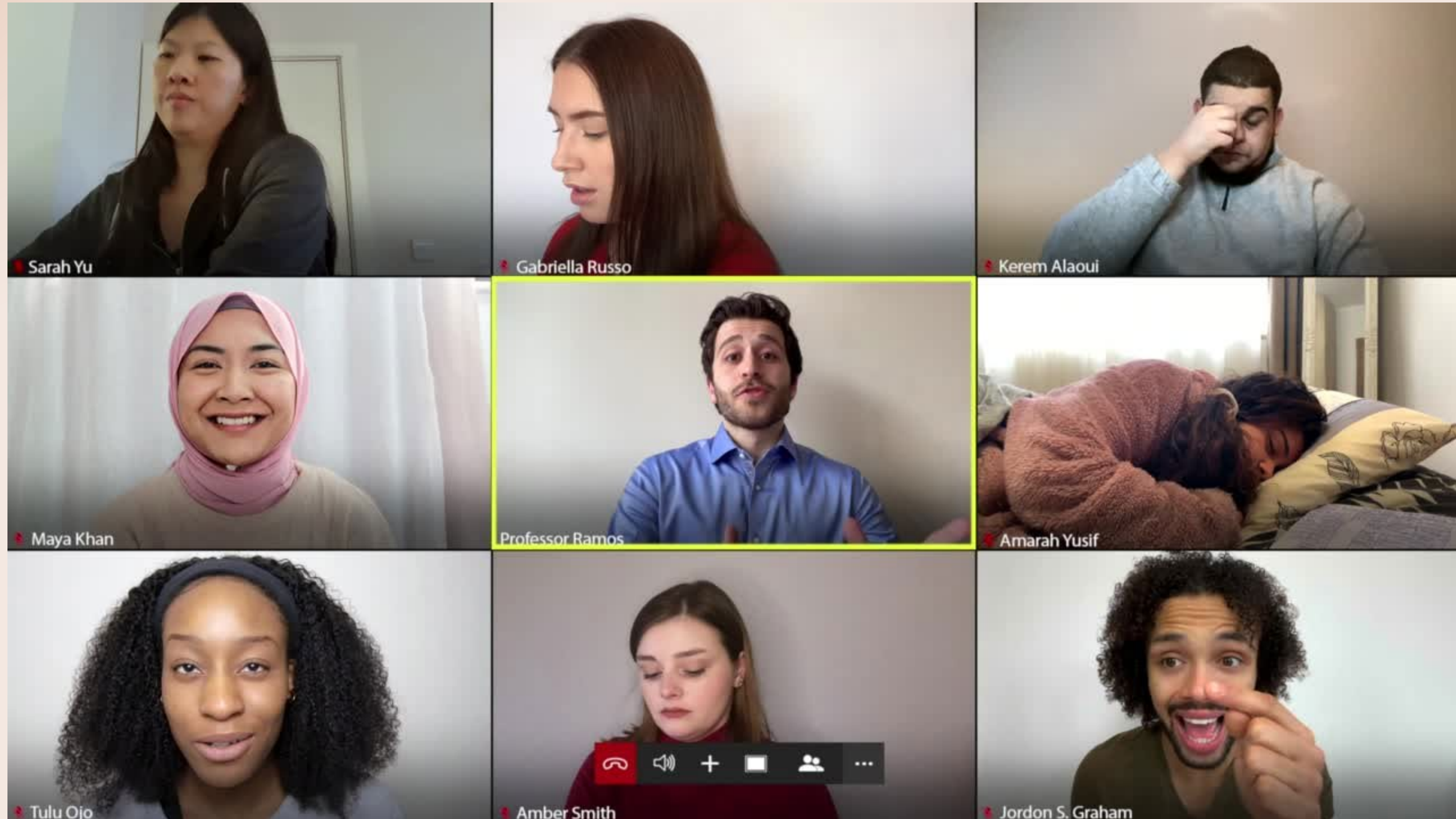
## Faculty Development

- Trained on the functions of the learning management system
- Review digital teaching aids annually and update as needed
- Provide input into decisions about current and future technology requirements and the resources necessary to implement them
- Have access to professional development resources relevant to online instruction





# Student Engagement







## With the Instructor...

- Maintain an active, daily presence
- Solicit (in real-time) immediate formative feedback
- Define online presence
- Provide interactive feedback to students
- Nudge students who are not engaging online instruction
- Set up personalized "how's it going/" messages using LMS multiple times a semester
- Host virtual office hours
- Interact with students as they work

Student Engagement





With other students...

- Collaborations on medium to high-stakes assignments
- Socially-focussed exchanges
- Critical and reflective discussion
- Interactive peer feedback
- Student "help teams"
- Facilitated group work
- "Ask three, then me"
- Promote "Netiquette" and the conventions of politeness online
- Equity and Inclusion in the online learning environment

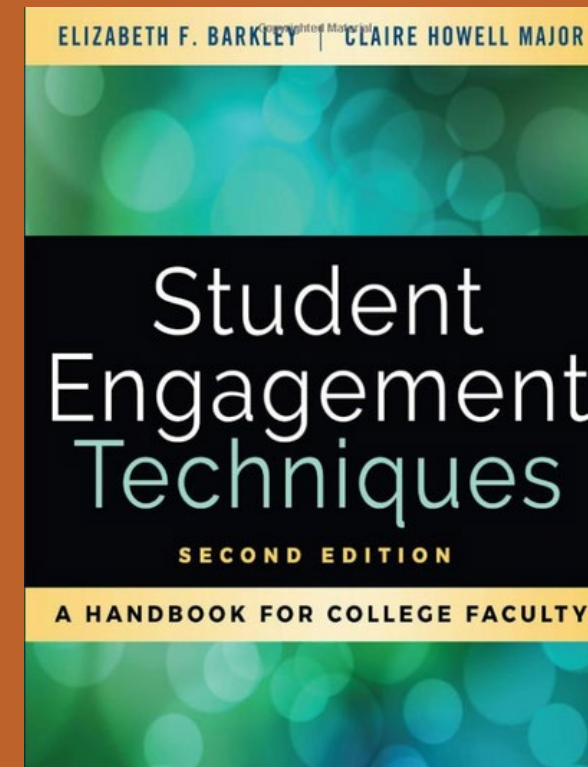
Student Engagement





With course content...

- Build activities to explore, create, edit and more
- Course accessibility for all
- Asynchronous strategies
- Synchronous strategies
- Instructional Strategies



Barkley, E.F. (2020). Student engagement techniques (1st ed., Higher and adult education series). San Francisco, Calif: Jossey-Bass.

Student Engagement



# Instructional Design





# Instructional Design



Present the content



Guide the learner in practice

Provide for independent practice by the learner



Assess how well the learner is doing









# Recommendations for Professional Development

- Distance Education Accrediting Commission ([deac.org](http://deac.org))
- WICHE Cooperative for Educational Technologies ([wcet.wiche.edu](http://wcet.wiche.edu))
- Association for Professional, Continuing and Online Education ([upcea.edu](http://upcea.edu))
- Quality Matters ([qualitymatters.org](http://qualitymatters.org))
- Online Learning Consortium ([onlinelearningconsortium.org](http://onlinelearningconsortium.org))
- Every Learner Everywhere, part of WICHE ([everylearnereverywhere.org](http://everylearnereverywhere.org))
- Competency-Based Education Network ([cbenetwork.org](http://cbenetwork.org))
- United States Distance Learning Association ([usadla.org](http://usadla.org))





*Thank you*