

# Sample Language for the Distance Education Form

## Distance Education

### Rationale For Why Distance Education Mode

You must answer 2 questions:

- 1) **Why should this course be offered in a Distance Education mode?**
- 2) **How was the decision made to offer this course in a Distance Education mode?**

Two sample write-ups:

“One of the goals in our Program Review is to meet the needs of our students through new or updated courses, degrees, and certificates offered at a distance. Adding this course to our DE offerings provide another avenue for our students -- most of whom work full- or part-time-- to access our courses. After consulting with our Advisory Board, the full-time faculty in our discipline identified this course as key to our AA degree and agreed that it should be offered as DE.”

“Our Program Review states that our department needs to further diversify our DE offerings. Currently, only two courses are available in the DE format, and with the addition of this course (and two more that are planned), our students will have additional options in how they want to complete their certificate programs. At a recent meeting of our full-time faculty and all of our adjuncts, we decided that when the three courses are approved and offered, students would be able to complete all of their certificate requirements online. We met with our dean, and she approved this plan, also.”

## Course Interaction

### Student-Instructor Interaction

Regular, effective contact between the instructor and students is mandated in all Distance Education courses, regardless of whether the course is fully online or delivered as a hybrid. In the case of a hybrid, regular, effective contact—initiated by the instructor--must occur in the online portion of the class. **Since this is mandated, do not use sentences like “The instructor may email his students” or “The instructor might choose to email his students.”**

| Methods of interaction  | Description (add specifics for your course)  |
|-------------------------|--|
| Email                   | The instructor will initiate interaction with students to determine that they are accessing and comprehending course material and are participating regularly in course activities. Students will be encouraged to email the instructor with questions about the content, structure, grading, etc., of the course. Replies will be made as soon as possible. |
| Class discussion board  | The instructor will facilitate discussions in the class discussion board. While it's impossible to reply to every student posting, the instructor will read each one and reply to selected postings. Replies will be substantive.  |
| Feedback on assignments | The instructor will make substantive comments on student submissions, such as written assignments and exam essay questions.  |
| Announcements           | Announcements will be posted to the class regularly. Announcements will include information on when assignments are due, changes in the syllabus, and exam schedules.  |
| Chat                    | The instructor will use chat to interact with students, textually and/or graphically, in real-time. The instructor will use a chatroom to conduct virtual office hours.  |
| Webconferencing         | The instructor will use webconferencing to interact with students in real-time. The instructor will use webconferencing to conduct virtual office hours and to deliver content live to students.   |
| Blogs                   | Blogs will be used as an interactive writing tool for the instructor   |

|                       |   |
|-----------------------|---|
|                       | and students to publicly discuss and give feedback on topics relating to the course.  |
| Video                 | The instructor will create short video clips to initiate private and public interaction with students. Video will be used to also provide feedback on assignment submissions. |
| Social networking     | A social networking tool will be used to disseminate information and allow for student comments.  |
| Telephone             | The telephone will be used to interact with students individually to answer questions, review student work, etc.  |
| Face-to-face meetings | Students will come to campus during face-to-face office hours to discuss any facet of the course. (hybrid courses only)   |
| Other                 |   |

### Student-Student Interaction

Regular interaction among students is necessary to design a collaborative, student-centered environment in which a community of learners is created. **Make sure you include specific examples for your course, where appropriate.**

| Methods of interaction  | Description (add specifics for your course)   |
|-------------------------|---|
| Email                   | Students will be encouraged to email each other to ask questions about the course, including assignments.   |
| Class discussion board  | Students will post to the discussion board in each module, answering questions posed by the instructor. They will also reply to each others' postings. An example assignment is...  |
| Group work              | Students will work in teams to complete a group project. This project will then be shared with the rest of the class in the discussion board. An example assignment is...           |
| Blogs                   | Students will use blogs to discuss topics in the course. They will also use blogs in a writing assignment in which groups collaborate to write a paper. An example assignment is... |
| Chat                    | As an adjunct to the group discussion board, students will use the class chatroom to discuss their group project in real-time.  |
| Peer-editing/critiquing | Students will complete a peer-editing assignment. They will edit another student's paper and give feedback directly on the document. An example assignment is...                    |
| Social networking       | A social network tool will be used so everyone can communicate on any topic.  |
| Wikis                   | Wikis allow students to work collaboratively on a project or paper. This can be useful when groups have to create a product to share with the class. An example assignment is...    |
| Webconferencing         | Students will interact in real time with each other to discuss course work.   |
| Other                   |   |

## Student-Content Interaction

All student activities, including assessments, should be aligned to the outcomes of, and objectives within, the course. They should be adapted from the course outline of record, and activities should also be designed to meet the needs of students with different learning styles.

*The content must cover all of the content detailed in the course outline of record. **Make sure you include specific examples for your course.***

| Methods of interaction | Description (add specifics for your course)   |
|------------------------|---|
| Class discussion board | Each module will contain at least one class discussion relating to the topic(s) of the module. Students will be required not only to post their opinions, ideas, and experiences, but they will also be required to reply to their classmates' posts. The instructor will pose questions relating to the textbook, online presentations, web sites, etc. <b>An example assignment is...</b>   |
| Group work             | There will be at least one group project during the semester. Students will collaborate in private groups to solve problems, become experts on certain topics, etc. They will then present their findings to the class in the class discussion board. These presentations will be in the form of writing, online presentations, or web sites. <b>An example assignment is...</b>  |
| Written papers         | Papers will be written on various topics. Prior to students submitting their work, papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. There will be short papers on...<br><br><b>There will be a term paper on...</b>   |
| Internet research      | Students will use the Internet to research questions, problems, events, etc. Prior to students submitting papers, those papers will be checked by an anti-plagiarism service to ensure that no plagiarism is involved. <b>An example research assignment is...</b>  |
| Quizzes, tests/exams   | Quizzes will be used in each module to make sure students completed the assigned reading and understood it. These quizzes will be "open-book", but the questions will be randomized so different students get different questions.<br><br>Tests and exams will include short answer and essay questions that will require higher-order thinking, along with supporting factual knowledge. The questions will be randomized so different students get different questions. Time limits will be set and backtracking will be prohibited. <b>A typical exam question is...</b> |
| Practice quizzes       | Practice quizzes will be given periodically throughout the course so students will be able to gauge their understanding of the content. Specifically, these ungraded practice quizzes will be given prior to the midterm and final exam. These quizzes will include only objective questions so they can be graded by the computer, enabling students to gain immediate feedback.   |
| Mini-lectures          | Written lecture material will be divided into short, readable ("chunked") sections with links to subsequent pages, if necessary. <b>For example, four mini-lectures, each with two short paragraphs per page, will be posted on the topic of...</b><br><br>PowerPoint presentations—with or without audio narration—will be up to 5 minutes in duration but no longer than 10 minutes. Each module will contain one narrated PowerPoint presentation  |

| Methods of interaction  | Description (add specifics for your course)  |
|-------------------------|--|
|                         | that covers the main points of the module. Deaf students will have access to the narration via a text transcript. <b>An example presentation will cover...</b>   |
| Mobile learning         | Mini-lectures and other content can be processed so students can download them onto their mobile devices in order to learn wherever and whenever they want.  |
| Simulations             | Simulations can be used by students so they can participate in, and learn from, processes that might otherwise be less available because of danger, expense or logistical difficulties. <b>An example simulation for this course is...</b>   |
| Video                   | <p>Video can be used to demonstrate procedures and to help students visualize concepts. These clips increase the modalities of learning offered to students and meet the needs of those who learn best by seeing and hearing content.</p> <p>You can utilize online videos in various ways, including: 1. Pose a question at the beginning of the video to give students an idea of what to expect, what to look for, and what might be worth thinking about; 2. Present videos in an outline-like structure using short, descriptive links to different segments that include running times of each segment; 3. Include a short quiz or practice quiz at the end of each video; 4. Use the video as a springboard to a whole-class discussion; and 5. Assign multiple short videos, then have students identify, compare, and contrast the concepts presented in each.</p> <p>Deaf students should have access to the videos closed captioning.</p> |
| Virtual field trips     | Students will “attend” virtual field trips to places on web sites that are either too far away or too costly to visit in person. These field trips will be followed by activities, such as discussions. <b>An example field trip and corresponding activity are...</b>   |
| Games                   | Games will be used as review activities to reinforce previously learned material and to prepare for exams. Jeopardy!-style games, crossword puzzles, flash cards, etc., will be created for online delivery. <b>Games will be used to review for...</b>  |
| Brainstorming           | Brainstorming will be used to promote creative thinking via free association of ideas at the beginning of specific lessons. This will be done in the discussion board. <b>An example brainstorming activity will be...</b>   |
| Projects                | Students will complete a capstone project that demonstrates the mastery of an outcome(s) of the course. This project will be submitted either as a written paper, an online presentation, or a web site. <b>An example project is...</b>   |
| ePortfolios             | Examples of student work can be uploaded to ePortfolios for each student. You can use ePortfolios to assess student work. Students can use them to show their work to prospective employers. Google Sites can be used to create ePortfolios.   |
| Peer-editing/critiquing | Students will work in pairs to edit each other’s paper and give  |

| Methods of interaction | Description (add specifics for your course)   |
|------------------------|---|
|                        | feedback in order to improve their writing. <b>An example assignment is...</b>  |
| Blogs                  | Students will use blogs to discuss topics in the course. <b>An example assignment is...</b>   |
| Polling/surveys        | In order to begin a discussion on a controversial issue, students will be polled to determine their stances. Results will be shared with students in an announcement or in the discussion board prior to the discussion. <b>An example poll will be...</b>  |
| Debates                | Debates will be used to expand upon both sides of an argument. Assigned students present their arguments, and fellow students respond to them and to each other. Each reply will acknowledge a point made by a student and will respectfully refute it, citing factual sources. Debates will take place in the discussion board. <b>An example debate is...</b> |
| Case studies           | Working in groups, students will evaluate real-world problems, situations, etc. They will then present their cases to the class in the discussion board for analysis. <b>An example case study</b>  |
| Role-playing           | Students will be divided into groups and assigned roles to “play” in a real-world situation. Each group will have its own discussion board, and students will “speak” by typing on behalf of their assigned role. This type of role-playing will be discussion-based. <b>An example activity is...</b>  |
| Student presentations  | Students will prepare, and present, a mini-lecture on a topic being studied. These presentations can be in the form of online presentations or web sites and will be posted in the discussion board for other students to view, question, and discuss. <b>An example activity is...</b>   |
| Other                  |   |