



Distance Education: an Overview in Strategy & Culture

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Background

- ▶ Master's Degree in Educational Technology Leadership
 - ▶ Instructional Design (George Washington University)
- ▶ Doctoral Degree in Curriculum & Instruction
 - ▶ Educational Technology Leadership (university of West Florida)
 - ▶ Dissertation on the Diffusion of a Course Management System
- ▶ Led Distance Education at Gulf Coast State College
 - ▶ From 5,000 to over 20,000 in 3 years
 - ▶ Co-Designed over 100 online courses
 - ▶ Implemented “Level” of Engagement model
- ▶ Co-Author “Mastering New Media & Portfolio Development” (McGraw-Hill)
- ▶ Co-author: “The Herd: How to Leverage the Absolute Power of Organizational Culture”
- ▶ Current Dean of Business, Industry & Technology @ TCC (15,000 students) 40% online in Division

Types of “Distance Education”

- ▶ **Distance Learning** is a method, not a philosophy:
 - ▶ No geographical constraints for students
 - ▶ Time can vary as “Synchronous” and/or “Asynchronous”
- ▶ **Open Learning** is primarily a philosophy and a policy:
 - ▶ Accessibility to all regardless of background or prior qualifications
 - ▶ aims at removing barriers from learning
 - ▶ Embraces non-traditional learning methods designed for all types of learners
- ▶ **Online/Virtual/E-Learning** is a methodology:
 - ▶ Blend of methods, where face-to-face teaching is combined with internet-based learning, electronic resources, varied locations, etc.

History of Distance Education

- ▶ 1728: first recorded “instance” of Distance Education Caleb Phillips, Boston MA, advertises “correspondence course” in short hand
- ▶ 1840s: Sir Isaac Pitman: Shorthand courses
- ▶ 1858: University of London 1st University to offer full degree via Distance Education
- ▶ 1892: University of Wisconsin-Madison uses term “distance education in pamphlet
- ▶ 1906: University of Wisconsin-Madison teaches via phonograph records
- ▶ 1969: Open University in Britain established (only distance) radio/TV
- ▶ 1989: Tim Berners-Lee invent Worldwide Web (WWW)
- ▶ 1995: Penn State’s Jerrold Maddox Teaches 1st course via WWW (Commentary on Art)
- ▶ 1999: The term “E-Learning is coined

Consonant combinations



Rise of Distance Education

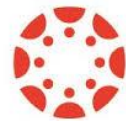
- ▶ 2017: 5.4 million students, or 25.8 percent of the college student population, took at least one online class. About 2,642,158 students - 12.5 percent of all college students - took online courses exclusively, and the other 13.3 percent of students combined online studies with traditional courses. (US National Center for Education Statistics)
- ▶ China is home to almost 70 different online colleges, and rising rapidly
- ▶ South Korea have begun offering online courses, and the country currently has 17 online colleges, all of which boast state-of-the-art facilities and software.
- ▶ Asia e University offers education to 31 different Asian nations
- ▶ In India, country's paid user base for online education will hit 9.6 million by 2021, from 1.6 million in 2016.
- ▶ In Britain, more than 2 million students have studied under the Open University since 1969

Distance Education Trends

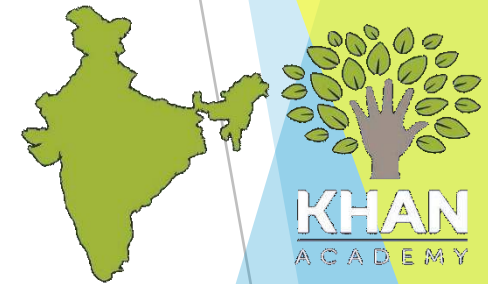
- ▶ **Massive Open Online Courses (or MOOC's)**
Free online courses from Massachusetts Institute of Technology
- ▶ **Khan Academy** has delivered over one billion lessons worldwide. The platform is used by 40 million students and two million teachers every month. Today, Khan Academy's educational content is being translated to 36 languages by individual volunteers and internationalization partners.
- ▶ **Expansion of Learning Management Systems (Blackboard, Canvas, D2L)**



Blackboard



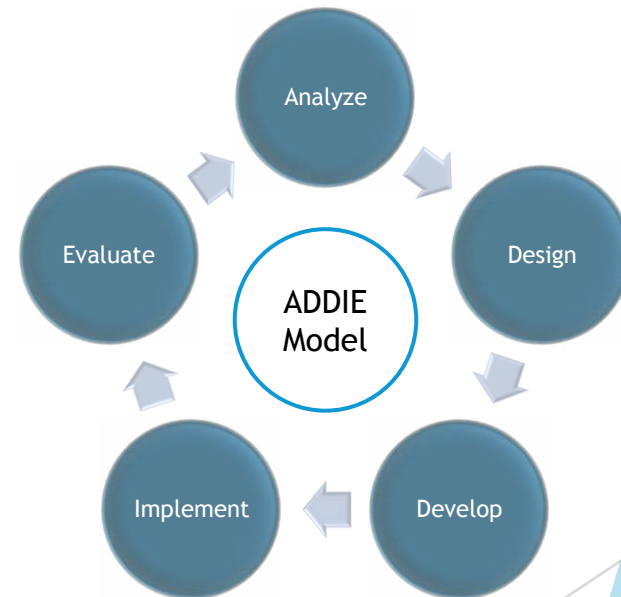
canvas



- ▶ A shift in **pedagogical perspectives** where student interaction follows learner-centered constructivist environments.

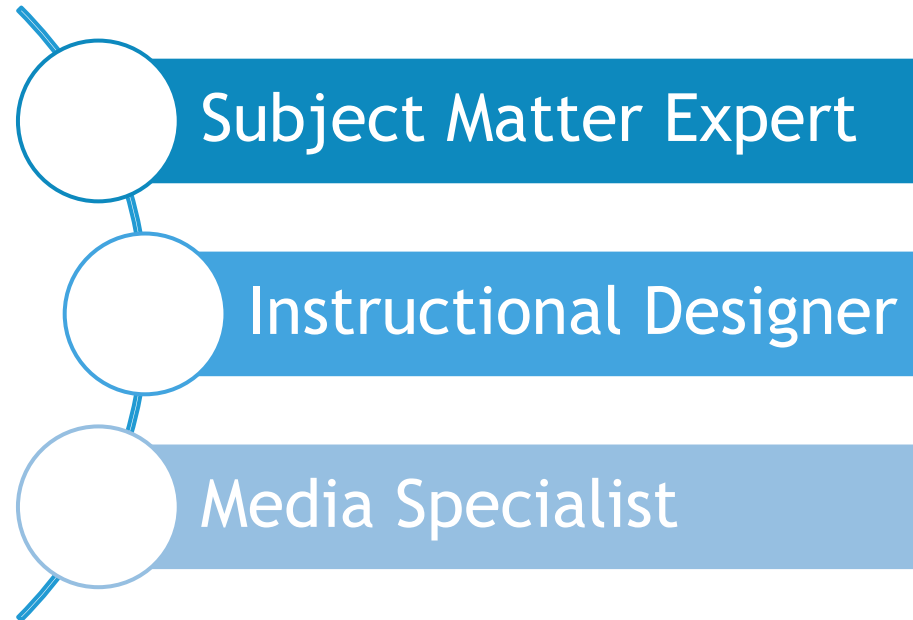
Where to Begin in Designing DL Systems

- ▶ Begin with the End in Mind = Student Success
- ▶ Success through Quality Design & Increased Student Engagement
 - ▶ The Universal Design Model applied to Distance Education
<https://www.washington.edu/doit/what-universal-design-0>
- ▶ The ADDIE Instructional Design Model
 - ▶ <http://www.instructionaldesign.org/models/addie.html>
- ▶ Quality Matters: Rubric-based assessment
 - ▶ <https://www.qualitymatters.org/>

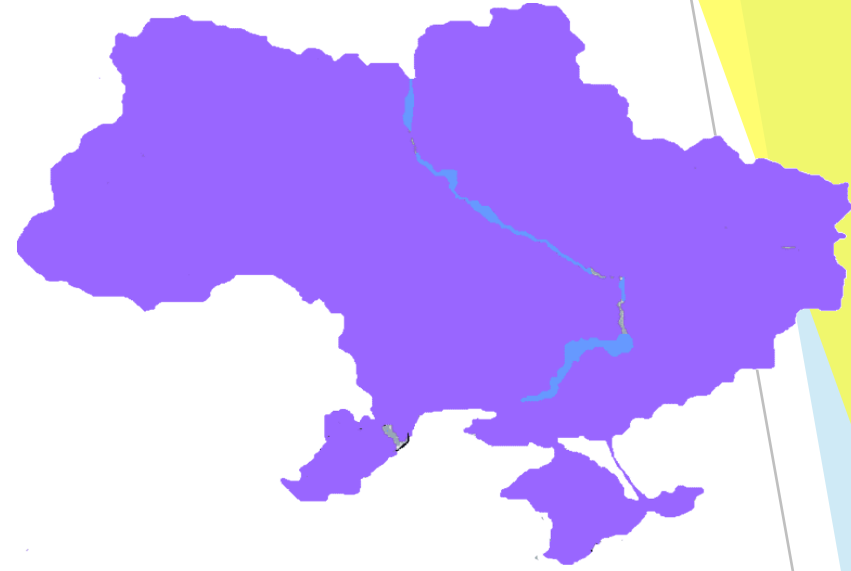


Distance Learning Design Levels

- ▶ Object Level & “Learning Modules”
 - ▶ Writing measurable Learning Outcomes
 - ▶ Designing for Engagement
- ▶ Course Level Design
 - ▶ Didactic & Authentic Assessment
 - ▶ Writing Course Level Outcomes
- ▶ Program/Degree Level Design
 - ▶ Measuring Student Success
 - ▶ Program Level Outcomes
 - ▶ External Accreditation



Culture over Strategy



- ▶ People are loyal to culture NOT strategy

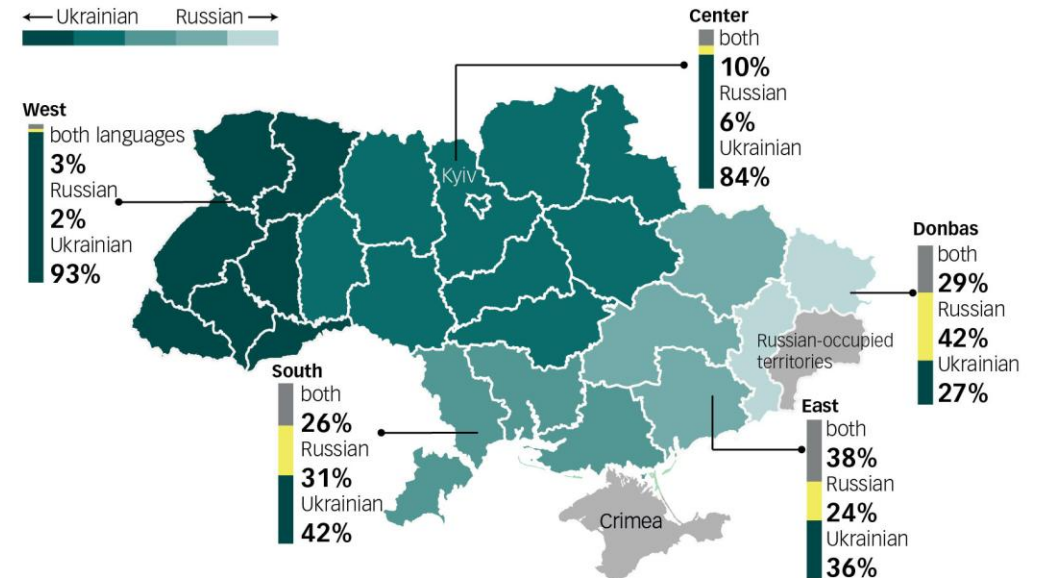
GROUP ACTIVITY: Discussion

- 1) What are the long-range cultural goals of your DL programs?
- 2) What aspects of your culture make Distance Learning appealing?
- 3) What aspects of your culture might be a barrier/challenge to Distance Learning?

Elements of Ukraine Culture & DL

- ▶ Language “gradient” east to west pattern
(2017: 59% Ukrainian 17% Dual 14% Russian)
- ▶ Dnieper rough dividing line
 - ▶ West of the river is more traditional Ukrainian (strong Polish, Lithuanian and Austro-Hungarian historical influences) culture than Russian.
- ▶ “Odessa is Odessa”
 - ▶ an independent region of culture and the arts, designed by an Irish/Spanish architect, Collectivist Society & Family Dominates Culture
- ▶ DL can increase individualism and isolation.
Program design must assure collaboration across core cultures

Where in Ukraine people consider Ukrainian their mother tongue



68% Ukrainian 14% Russian 17% both 0.7% other languages

More than two-thirds of Ukrainian citizens consider Ukrainian their native language, according to a 2017 poll. For some 14 percent, Russian is the mother tongue. And some 17 percent say that both languages are their native. The Ukrainian language is the least popular in the eastern Luhansk and Donetsk oblasts - only 27 percent of the population here consider it their mother tongue. For the rest of the country, Ukrainian or both languages prevail over Russian.

Source: A poll conducted in March 2017 by the Kyiv-based Razumkov Center.

By Yuliana Romanyshyn, Kyiv Post

Distance Learning Development Approaches



Gulf Coast State College's "Levels of Engagement"

INCENTIVIZING FACULTY for ONLINE COURSE/PROGRAM DEVELOPMENT

- ▶ We formed a committee with faculty to construct and review a "compensation matrix."
- ▶ We then took the matrix to Faculty Council, who approved the recommendation.
- ▶ We funded e-course development compensation by budgeting a portion of the e-learning fee. (We charge \$15/credit hour on top of all fees for DL courses)
- ▶ We used an excerpt from the state statute to validate the budgeting of online course development.
- ▶ We calculated the amount/portion of each \$15/hr fee GCSC charged as \$2.70. This was derived basing the "shelf-life" of an average course as 3-5 years. That generated roughly \$170,000 per year that we set aside for accelerating online course development.
- ▶ We then used a form for faculty to submit courses for design and used this in part for selection of approved courses for development.

PLANNING for DESIGN CONSIDERATIONS

General information on proposed e-course

Directions: Submit the completed form via e-mail attachment to CONTACT E-MAIL			
Developer Information			
Name of Developer			
Department			
E-mail Address			
Department Chair			
Course Information			
COURSE TITLE			
Course Number		Credit Hrs/Contact Hrs	
Program of Study () A.A. () A.S. () PSAV () EPI () Certificate () other			
E-Type (check one)		() New online (never offered online before) () Redesign Online (offered online before, but needs substantial redesign)	
Projected Semester to be First Offered			
Course Description (as shown in Catalog)			
Textbook Info			

General information on proposed e-course

E-Learning Course Development Team

- Subject Matter Expert (faculty)
- Instructional Designer
- Media Specialist
- Librarians (as needed for resources)

Software Required for Student Purchase	Do not include standard computer software (operating system, Web browser)	
Approximate Cost to Students for supplements, lab fees, etc.	Estimate any additional costs beyond textbook to students...	
Canvas/ Online Information		
() Yes () No	Have you previously taught the course you are proposing?	
() Yes () No	Have you previously taught this class online?	
() Yes () No	Have you previously taught any course online?	
() Yes () No	Have you previously taught a course online using Canvas ?	
() Yes () No	Have you previously developed an online course?	
() Yes () No	Have you had any formal Canvas training? If so, estimate total number of hours:	
() Yes () No	Are there prerequisite courses for this course already offered online by GCSC?	
Check the Canvas tools listed below that you think you might use to accomplish the goals and objectives of your course's content.		
() Vendor-provided Course package () Discussion Board () Calendar () Assignments	() Assessment () Blog or Wiki () Games () File Upload () Other _____	
Check the advanced technological tools below that you project you will need to use to accomplish the goals and objectives of your course's content.		
() Adding Learning Objects on the Internet () Audio (wav, mp3, other) () Video (DVD, mpg, mov, flv, or other) () Placing PowerPoints online () Photoshop, Paint Shop Pro, etc. () Captioning own video	() CD/DVD Creation () Camtasia Screen Recordings () Flash () Java Applets () Subject specific software: () Other:	
<p>If you noted that you will need to use audio, video, animation, or streaming media in your new course design, please takes a moment to answer the following questions in your e-mail reply to CONTACT E-MAIL</p> <ol style="list-style-type: none"> 1) How frequently will you use audio, video, or animation in your course 2) Do you project the need to record any audio segments for your course? If so, how many segments and how long will each segment be? 3) Do you project the need to film video segments for your course? If so, how many segments and how long will each segment be? Will any of these segments requiring filming off-campus? 4) If you are planning to use animation, please describe the animations that you envision, and how long each animation would be? (Please note: Animation is extremely time consuming and potentially require outsourcing and external funding). 		
Check all tools below with which you are currently proficient and do not need additional training.		
() Adding Learning Objects on the Internet () Audio (wav, mp3, other) () Video (DVD, mpg, mov, other) () Placing PowerPoints online () Photoshop, Paint Shop Pro, etc. () Video Captioning () CD/DVD Creation	() Camtasia Screen Recordings () Flash () Java Applets () Subject specific software: (pertinent to the development of this course) () Other: (pertinent to the development of this course)	
What goal(s) or objective(s) for this course will be the most difficult to develop?		

PLANNING for DESIGN CONSIDERATIONS

Project Management/Timeline for E-course Development Administrative Approvals for E-course Development

GCSC E-Learning Internal Use Only (please do not write below this line)	
Date Received	
Date Confirmed by Curriculum Committee Chairperson	
Date Presented to E-Learning Advisory Group	
E-Learning Advisory Recommendation	
Date Set for E-Learning Project to Begin	
Date Set for E-Learning Project to be Completed	
Date of Completion for Quality Assurance Review	
Proposed Level of Engagement for Design	

Approvals, Notifications, and Understandings	
<input type="checkbox"/> Yes <input type="checkbox"/> No	I understand this proposal is not complete until approval for course development is obtained from respective Academic Division Chair. (Chair must note approval via e-mail)
<input type="checkbox"/> Yes <input type="checkbox"/> No	I have sent a copy of this proposal to my Academic Division Chair. (If not, please do so now.)
<input type="checkbox"/> Yes <input type="checkbox"/> No	I understand that contracts, salary, and other related employment activities for the development or redesign of this course are negotiated between the <u>course developer and the GCSC E-Learning Department</u> .
<input type="checkbox"/> Yes <input type="checkbox"/> No	I understand that I agree to abide by the intellectual property right agreement as detailed in the GCSC Manual of Policy with regards to this course development.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I understand that I must entirely complete the development of this course including all related assessment activities within the agreed timeline established in cooperation with the E-Learning Department.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I understand that I will be required to use the Canvas Learning System and abide by current college technology standards as recorded by GCSC Information Services.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I understand that the development of this course entails its use within the E-Campus framework by other adjunct instructors or faculty assigned sections of this course.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to consider the design recommendations of instructional design staff within E-Learning and submit to collaborative resolution of any design disputes as arbitrated among parties by my division chair.
<input type="checkbox"/> Yes <input type="checkbox"/> No	I agree to abide by the policies and procedures of GCSC as noted in the GCSC Manual of Policy.
<input type="checkbox"/> Yes <input type="checkbox"/> No	Has this course already been approved by Academic Council for addition to the catalog?

RESULTS of INITIATIVE

- Increased number of online classes
- Increased number of online degree
- Expanded online enrollment by 300% in 3-years
- Hired Dedicated Online Advisor
- Improved Technology Infrastructure (servers/bandwidth)
- Expanded Testing Center
- Hired Learning Management System Administrator
- Increased Faculty Training

Distance Learning Development Approaches



Tallahassee Community College's "Hybrid Program Delivery"
EXPANDING ACCESS to ONLINE COURSES & DEGREES

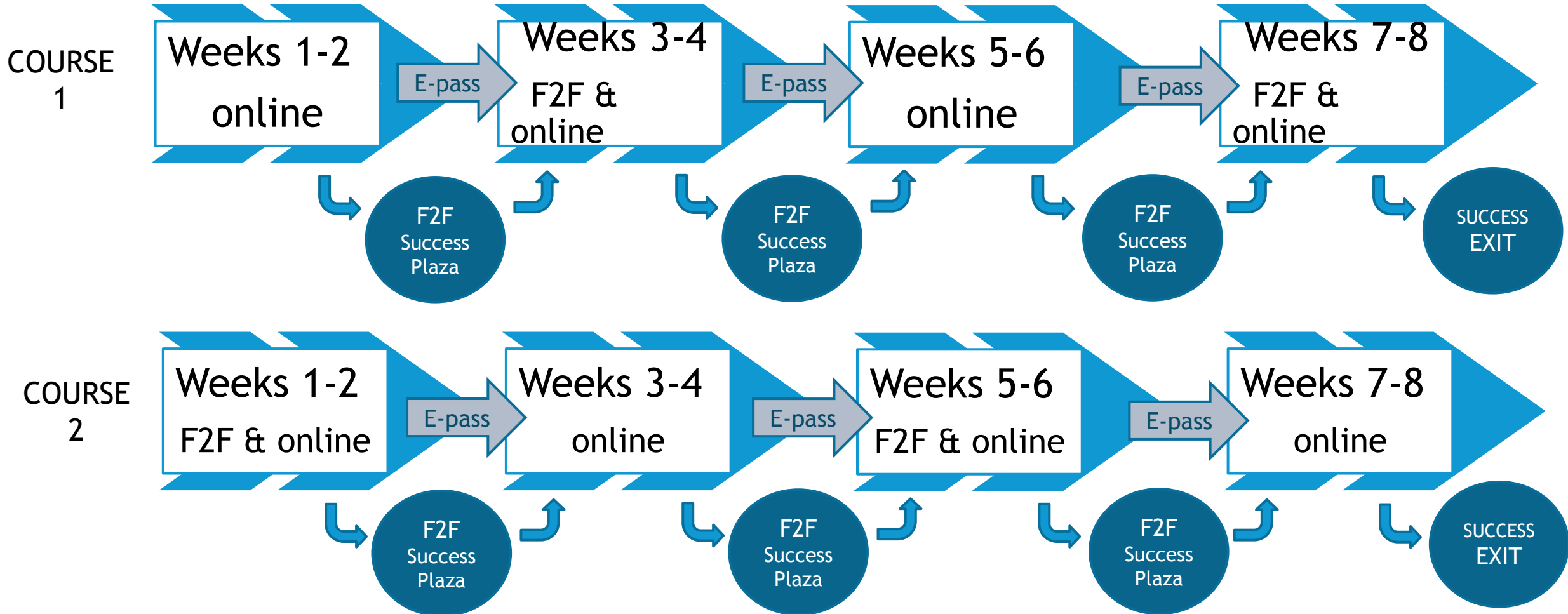
- ▶ TCC roughly 15,000 annually
- ▶ 80% seeking "transfer to a university" (FSU/FAMU)
- ▶ College culture already had significant number online classes
- ▶ College had not yet explored "hybrid programs" mixing the scheduling of online classes with face-to-face
- ▶ Goal to increase student access to programs through "hybrid scheduling"



The TCC Student Expressway to Completion

TCC's I-88 Expressway allows students to complete their degree program at an accelerated pace. This is achieved through "cohort scheduling" where students take back-to-back 8-week courses within a "hybrid format."

On-ramp





I-88 Example Class Schedule

I-88 Classes

- All classes are 8 weeks
- Taught in 2-week blocks
- All use Canvas
- Students must “earn” their e-pass to the next module (automated in the LMS)
- Those not earning “e-pass” MUST attend Success Plaza Sessions

Week 1	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 AM		COURSE #1		COURSE #2		COURSE #1	
9 AM		ONLINE	COURSE #2 Classroom	ONLINE	COURSE #2 Classroom	SUCCESS	COURSE #1
10 AM		Lecture #	Lecture #	Lecture	Lecture #	PLAZA	ONLINE
11 AM		Assignment	Assignment	Assignment	Assignment	SESSION	Lecture #
12 AM	COURSE #2	COURSE #2	COURSE #1	COURSE #1	COURSE #1	COURSE #2	Assignment
1 PM	ONLINE	F2F	ONLINE	ONLINE	ONLINE	SUCCESS	
1 PM	Lecture	Lecture	Lecture #	Lecture #	Lecture #	PLAZA	
1 PM	Assignment	Assignment	Assignment	Assignment	Assignment	SESSION	

Week 2	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 AM	COURSE #2	COURSE #2		COURSE #1		COURSE #1	
9 AM	ONLINE	ONLINE	COURSE #1 Classroom	ONLINE	COURSE #1 Classroom	SUCCESS	COURSE #1
10 AM	Streaming Lecture #	Streaming Lecture #	Lecture #	Lecture #	Lecture #	PLAZA	ONLINE
11 AM	Assignment	Assignment	Assignment	Assignment	Assignment	SESSION	Lecture #
12 AM		COURSE #1	COURSE #2	COURSE #2	COURSE #2	COURSE #2	Assignment
1 PM		ONLINE	ONLINE	ONLINE	ONLINE	SUCCESS	
1 PM		Lecture #	Lecture	Lecture	Lecture	PLAZA	
1 PM		Assignment	Assignment	Assignment	Assignment	SESSION	



I-88 Example Class Schedule

I-88 Classes

- All classes are 8 weeks
- Taught in 2-week blocks
- All use Canvas
- 20% of grade is attendance so students **MUST** attend Open Learning Labs
- Students can earn E-Pass (automated in the LMS) to “bypass” Success Plaza Sessions

Week 1	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 AM	COURSE #2					COURSE #1	
9 AM	ONLINE	COURSE #1 Classroom	COURSE #1 OPEN	COURSE #2 Classroom	COURSE #2 OPEN	SUCCESS PLAZA	COURSE #1 ONLINE
10 AM	Streaming Lecture #	Lecture # Assignment	Learning Lab	Lecture # Assignment	Learning Lab	SESSION	Lecture # Assignment
11 AM	Assignment						
12 AM		COURSE #2 ONLINE	COURSE #3 Classroom	COURSE #1 ONLINE	COURSE #3 Classroom	COURSE #2 SUCCESS	
1 PM		Streaming Lecture #	Lecture # Lecturer	Lecture # Assignment	Lecture # Lecturer	PLAZA SESSION	
1 PM		Assignment					

Week 2	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
8 AM	COURSE #2					COURSE #1	
9 AM	ONLINE	COURSE #2 Classroom	COURSE #2 OPEN	COURSE #1 Classroom	COURSE #1 OPEN	SUCCESS PLAZA	COURSE #1 ONLINE
10 AM	Streaming Lecture #	Lecture # Assignment	Learning Lab	Lecture # Assignment	Learning Lab	SESSION	Lecture # Assignment
11 AM	Assignment						
12 AM		COURSE #1 ONLINE	COURSE #3 Classroom	COURSE #2 ONLINE	COURSE #3 Classroom	COURSE #2 SUCCESS	
1 PM		Lecture #	Lecture # Lecturer	Streaming Lecture #	Lecture # Lecturer	PLAZA SESSION	
1 PM		Assignment		Assignment			



I-88 & Other TCC “Pilots”

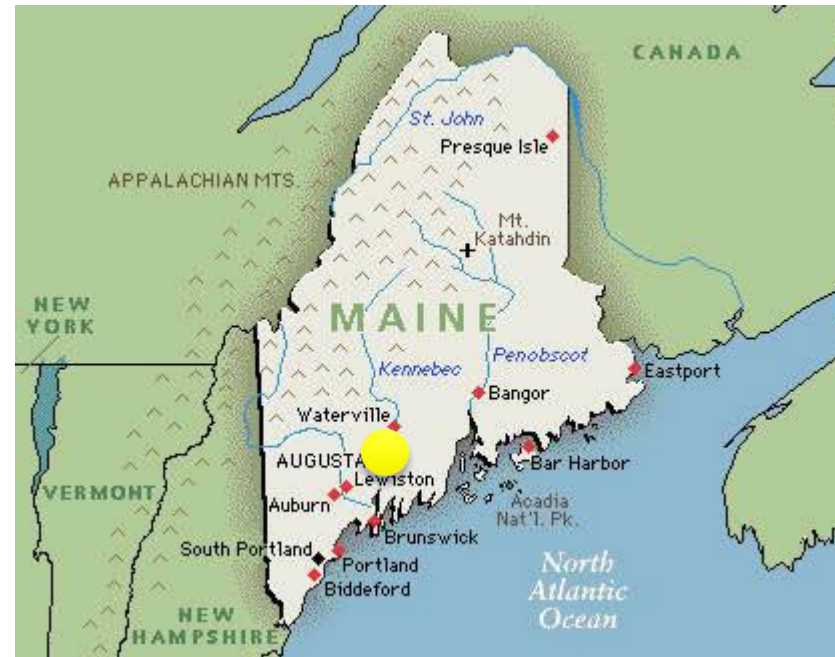
- Proposed class sections are “hybrid cohorts” just like e-classes with day/online mix
- Faculty teach ONE-TWO F2F classes per day (depends on model for subject success)
- Faculty Serve “In class” time during “Success Plaza” and “Open Learning” sessions
(meets Florida Statute for student contact 15 hour minimum)
 - Success Plaza sessions are in 21st Century classrooms
 - Student Learning Assistants are placed in Open Labs & Success Plazas
- Planned pilot for this approach in Office Systems Technology and IT/Cybersecurity
- Economics and Accounting are designing a different “scaffold” system where students can move from a 16 week to 12 week to 8 week in same “cohort” taught by three faculty.

Distance Learning in Applied Sciences

- ▶ Hybrid Programs:

Accessing “didactic” content online (drill & practice) combined with:

- ▶ Regionalized and centrally located labs



Distance Learning in Applied Sciences

- ▶ DL “trainer” kits sent to industry partner sites



Pelican-Case.com

Distance Learning in Applied Sciences

▶ Mobile Labs



Agriculture and Unmanned Systems in DL

- ▶ Cost and access
- ▶ Small scale crop dusting
- ▶ Image analysis and productivity
- ▶ CULTURE: Retaining and attracting youth to agricultural careers through UAS
- ▶ COMBINE DL with “Project Kits” for program target outcomes
- ▶ SEAPERCH



<https://sputniknews.com/science/201608251044640134-agriculture-youth-tech-innovation/>

<https://www.youtube.com/watch?v=dhvrUEu4fGU>

Distance Learning Administration

- ▶ Content is King:
 - ▶ Where will you acquire online content?
 - ▶ How will you incentivize content development?
 - ▶ What standards will you implement to assure quality programs?
- ▶ Infrastructure Planning:
 - ▶ What policies must be in place to enable universal access?
 - ▶ What emerging technologies can be leveraged?
 - ▶ What corporate & international partnerships can accelerate access?
- ▶ **CULTURE!**
 - ▶ What projects can foster inter-regional collaboration
 - ▶ What adjustments in leadership **MUST** be present to address culture?

SWOT Analysis of Distance Learning in Ukraine

▶ GROUP ACTIVITY

Strengths _____ _____ _____ _____ _____	Weaknesses _____ _____ _____ _____ _____
Opportunities _____ _____ _____ _____ _____	Threats _____ _____ _____ _____ _____

SWOT

Concluding Thoughts

- ▶ Literacy & Access
- ▶ Infrastructure & Equity
- ▶ Device Connectivity
- ▶ Cybersecurity
- ▶ Social Media Platform Impact
- ▶ National Accreditation
- ▶ International Accreditation
- ▶ Sustainable Funding Sources
- ▶ Workforce Training
- ▶ Culture, culture, culture

