Interactive Distance Learning (IDL) for ACCET IEP Institutions – *in case of emergency*...

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March 20, 2020
Today we will cover:

Parameters
- Questions to ask yourself
- Regulatory requirements

Guidelines
- Technology
- Communications
- Content
- Assessments

Resources
- Federal Guidelines
- General
- IEP-Specific
- For instructors

Please save Q&A for the end
- questions limited to text-only,
  please add your questions to the chat
Parameters for going IDL

• Is distance learning the right choice?
  • Is distance learning appropriate for students and subject matter?
  • Will the students and faculty be better off with a distance learning experience?
  • Would it be better to temporarily close the school?
  • Will all students, currently enrolled, be able to participate, access content, complete assignments?
Parameters for going IDL

• SEVP
  • Flexible guidelines apply to students who are currently enrolled in a program of study and is not intended for new or initial students who are outside the United States.
  • Are intended to ensure that nonimmigrant students are able to continue to make normal progress in a full course of study as required by federal regulations
  • In some instances, students enrolled in ground-based programs at campuses that temporarily close could participate in interactive distance learning until the campus reopens – this is on a temporary basis during the coronavirus threat.
Parameters for going IDL

• SEVP intends to be flexible with temporary adaptations. In all cases, schools and students should document any decisions made and be able to provide this information to SEVP upon request.

• SEVP and ACCET must be notified of procedural adaptations within 10 business days of the change.
Parameters for going IDL

**SEVP requirements include:**

- Notification must include school name and all physical locations affected by the change and school code
- If planning to provide online instruction:
  - Mode and classroom setting
  - How the school will seek to provide oversight of students
  - Name of programs of study and classes to be taught online
  - Projected length of time for online instruction
- If planning to provide instruction at alternate physical location
  - How the school will:
    - Offer instruction
    - Provide student oversight
    - Adequately offer DSO services to students
    - Seek to ensure students maintain a full course of study
    - Projected length of time for alternate instruction
Parameters for going IDL

• SEVP maintains right to conduct out-of-cycle reviews to ensure compliance with all recordkeeping and reporting requirements consistent with implementation of approved plan.

• This guidance applies to students currently enrolled in a program of study.

• Communicate with ACCET! Please have the primary contact for the institution submit the form that was sent out to all schools.
Next, Cristina will review technology requirements, communication, and best practices.
Technology

Need to have - instructors:
• Computers
• Reliable internet connection
• Speakers, microphone
• Online delivery platform
• Visual support
• Attendance-tracking tools
• Grade-recording tools
• Communication tools (more on these last three this later)

Nice to have - instructors:
• High quality headset
• Student portal
• Learning Management System
Technology

Need to have - *instructors*:
- Online delivery platform
  - Google classroom
  - Zoom
  - Adobe Connect
  - Skype
  - YouTube with chat enabled
- Visual support
  - PowerPoints
  - Videos/Ted Talks

Nice to have - *instructors*:
- Student portal
  - Some institutions already have this
  - Tracks attendance, grades automatically
- Learning Management System
  - More of an investment
  - Manage content, assignments, discussion boards attendance, grades,
  - CourseSites (by BlackBoard)
  - Canvas
Technology

Need to have – students:
- Computers
- Reliable internet connection
- Speakers, microphone
- Tools for communicating with other students AND with the instructor!

Nice to have - students:
- High quality headset
- Student portal
- Learning Management System
## Communication

<table>
<thead>
<tr>
<th>Need to have – instructors</th>
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<tbody>
<tr>
<td>• Institution to instructors</td>
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<tr>
<td>• Instructors to students</td>
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<tr>
<td>• Student to student</td>
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*Remember* the ACCET standard requires **instructor – student** and **student – student** interaction

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<tr>
<td>• Instructor training</td>
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<td>• Synchronous vs. asynchronous</td>
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<td>• IDL teaching methods</td>
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<td>• Interactions with students</td>
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<td>• Assigning classwork and homework virtually</td>
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<td>• Technology requirements (as discussed)</td>
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<td>• Content and online resources</td>
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<td>• Assessments (the last two will be discussed later)</td>
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*It takes self-discipline and time management!*
Communication

Need to have – instructors
• Institution to instructors
• Instructors to students
• Student to student

Remember the ACCET standard requires instructor – student and student – student interaction

Institution to instructors cont’d
• Set expectations
  • Communicating with superiors
  • Communicating with students – Virtual office hours?
  • When and where to post course syllabi, handouts etc
  • Recording attendance in a live session vs. a pre-recorded (synchronous vs. asynchronous)
  • Reporting grades and attendance
  • IT support resources – staff, faculty and students

It takes self-discipline and time management!
Communication

Need to have – *instructors*
- Institution to instructors
- Instructors to students
- Student to student

*Remember* the ACCET standard requires *instructor – student* and *student – student* interaction

Instructors to students
- Set expectations
  - Technology requirements – computer and internet access, headset whenever possible
  - Attendance – live sessions and pre-recorded
  - Participation – discussion forums, asking questions, submitting assignments on-time
  - Frequency of communication with instructors
  - Online office hours

*It takes self-discipline and time management!*
Communication

Need to have – *instructors*
- Institution to instructors
- Instructors to students
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<td>- Participation – live sessions</td>
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<td>- Chat boards during lectures</td>
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<td>- Cold calling students</td>
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<td>- Class discussions</td>
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<td>- Class/group emails, text/WhatsApp groups</td>
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<td>- Online office hours with students</td>
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<tr>
<td>- Posting assignments to an LMS/portal (or emailing)</td>
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<tr>
<td>- Posting topics to discussion boards</td>
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<tr>
<td>- How to submit assignments and when!</td>
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*It takes self-discipline and time management!*
Communication

Need to have – *instructors*
- Institution to instructors
- Instructors to students
- Student to student

*Remember* the ACCET standard requires *instructor – student* and *student – student* interaction

Student to student
- Attendance at a live session with chat boards (synchronous)
- Participation in chat rooms, discussion boards – especially for pre-recorded (asynchronous)
- Group work – in-class and homework
- Group chats/texts, student-student emails, phone calls etc…

*It takes self-discipline and time management!*
Content

• Big Questions:
  • Can we still meet our learning outcomes?
  • How are we going to quickly adapt instruction to do so effectively?
  • What do instructional delivery and learning activities look like now?
• Daily learning objectives still drive the course, not the modality/technology.
  • Don’t need to have all the bells and whistles, but do need to think through
    ✓ What can stay the same?
    ✓ What needs to be updated?
    ✓ What needs to be scrapped completely?
Content

• Delivery
  • Synchronous (in real time) vs. asynchronous (not in real time) vs. both
  • Accessible for all students
  • Manage expectations
  • Course structure beyond “in-class time” has an elevated role

• Interaction
  • Student engagement with material, instructor, other students is key in learning activities
    • Real-time polling
    • Discussion boards
    • Chat rooms/apps
    • Collaborative tools
  • Basic questioning techniques become critical
    • Learning to read the room in a new manner
Content: Academic Work

• Clear Expectations: “What are students submitting?”
  • Format
  • Parameters

• Explicit Direction: “How are students submitting?”
  • Procedure
  • Deadlines
  • Consistency

• Extra Support: “What can instructors do to pre-emptively help?”
  • Additional completed examples
  • Prototype/past student work
  • Foresee roadblocks with extra structure
Assessments

• Big Question: How are students showing mastery in a new environment?

• Changes to formative and summative assessments
  • Formative: checking in on students even more important
    • Questioning, hand raises, guided practice
  • Summative: “mixing it up” keeps course from being flat
    • Multiple outputs for students to show they “get it”
    • Tests, group projects, journals, presentations, reading reflections, discussion participation
Assessments

• Align your traditional grading breakdown with assessments (or need to rethink?)
  • Example: “Participation”: Grade students on discussion forum participation if this a required element of assessing progress
  • Sample: https://www.umass.edu/oapa/sites/default/files/pdf/handbooks/teaching_and_learning_online_handbook.pdf p. 39

• Communicate expectations and what kind of feedback will be provided (and how) so students know what to expect
Assessments

• Quizzes and exams:
  • Adapt current so that academic integrity is upheld
    • Time limits
    • Open book
    • Ask question in a manner that response is not a simple “copy from the book.”
  • Create new quizzes online with Google Forms:
    • https://support.google.com/docs/answer/7032287?hl=en

• How to make authentic, meaningful, and relevant in a scenario which may seem anything but.
Next, Mary Clare will discuss final considerations.
Final Considerations

• Make sure IDL is the right choice for your students and faculty
• Choose the appropriate technology that best meets your student and curricula needs
• Support your faculty and staff with necessary resources
• Contact SEVP regarding your plans, including the required information as posted by SEVP
• Let ACCET know about your plans – have the institution’s primary contact complete the ACCET form (if you need another copy, please contact us)
Next, Cristina will review resources
Resources

Federal Guidelines

• Department of Ed: [https://www.ed.gov/coronavirus](https://www.ed.gov/coronavirus) - see “Additional Resources for Higher Education Institutions” section
• SEVP: [https://www.ice.gov/covid19](https://www.ice.gov/covid19) - for vocational schools who offer training for M-1 visa holders

Please note, information changes quickly! Visit these websites regularly and adjust as needed.
Resources

General:

- From Harvard: [https://teachremotely.harvard.edu/](https://teachremotely.harvard.edu/)
- Ideas for synchronous & asynchronous from UC Santa Cruz: [https://its.ucsc.edu/fitc/course-dev/alternative-access.html](https://its.ucsc.edu/fitc/course-dev/alternative-access.html)
- Online teaching in a pinch: [https://rise.articulate.com/share/6kqC8QxnyC81vj8hnZWp5BA1hFNTvm9H#](https://rise.articulate.com/share/6kqC8QxnyC81vj8hnZWp5BA1hFNTvm9H#)
Resources

For instructors:

- The Chronicle of Higher Education: How to Be a Better Online Teacher: [https://www.chronicle.com/interactives/advice-online-teaching](https://www.chronicle.com/interactives/advice-online-teaching)
- eLearning Industry: 7 Tips On How To Prepare For Teaching Online: [https://elearningindustry.com/7-tips-prepare-for-teaching-online](https://elearningindustry.com/7-tips-prepare-for-teaching-online)
- Coursera: Free Course -- Learning to Teach Online: [https://www.coursera.org/learn/teach-online](https://www.coursera.org/learn/teach-online)
- TTV by Russell Stannard: [https://www.teachertrainingvideos.com/](https://www.teachertrainingvideos.com/)
Resources

IEP-specific:
• Supplementary resources: https://www.esolcourses.com/content/reading/advanced/graded-readers/jamaica-reading-comprehension.html
• From TESOL: http://blog.tesol.org/coronavirus-resources-for-elt/

Updates for TOEFL & GRE exams offered overseas:
• TOEFL: www.ets.org/gre/cv-update.
• GRE: www.ets.org/toefl/cv-update
Q&A
Thank you for joining us!

Please contact us with any additional questions:

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