Interactive Distance Learning (IDL) for ACCET Vocational & Avocational (Non-IET) 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
- 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

- To meet the Department’s requirements for providing distance learning:
  - An institution must communicate to students through one of several types of technology – including email
  - Instructors must initiate substantive communication with students, either individually or collectively, on a regular basis.

- Communicate with ACCET!
  - Let ACCET know about your plans – have the institution’s primary contact complete the ACCET form (if you need another copy, please contact us) indicating what your plans are.

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

Notes:
- Department of Education
- Check the website frequently for updates - https://www.ed.gov/coronavirus
- Recommends institutions document, as contemporaneously as possible, any actions taken as a result of COVID-19
- Grants approval on a temporary basis for the use or expansion of distance learning programs
- Currently, this flexibility only applies to a program during a payment period that overlaps March 4, 2020 (date of ED announcement) or the following payment period
- Currently limiting that permission to distance learning opportunities developed for the purpose of serving students who were already in attendance, but whose attendance was interrupted by COVID-19.
- Please note that this flexibility is not available for clock-hour courses that lead to licensure if the licensure body will not accept distance learning courses or hours or give credit toward the number of hours a student must complete.
### Technology

**Need to have - instructors:**
- Online delivery platform
- Google Classroom
- Zoom
- Adobe Connect
- Skype
- YouTube with chat enabled
- Visual support
- PowerPoints
- Video/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

**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
- Learning Management System

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Next, Miia will review **communication**.
### Communication

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

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

**Institution to instructors**
- Instructor training
- Synchronous vs. asynchronous
- IDL teaching methods
- Interactions with students
- Assigning classwork and homework virtually
- Technology requirements (as discussed)
- Content and online resources
- Assessments (the last two will be discussed later)

*It takes self-discipline and time management!*

**Instructors to students cont’d**
- Set expectations
- 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

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**Communication**

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**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

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<table>
<thead>
<tr>
<th>Need to have – instructors</th>
<th>Instructors to students</th>
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</thead>
<tbody>
<tr>
<td>Institution to instructor</td>
<td>Participation – live sessions</td>
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<tr>
<td>Institution to students</td>
<td>Chat boards during lectures</td>
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<tr>
<td>Student to student</td>
<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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<td>Posting assignments to an LMS/portal (or emailing)</td>
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<td>Posting topics to discussion boards</td>
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<td>How to submit assignments and when?</td>
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</table>

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It takes self-discipline and time management!

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

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Next, Miia will discuss **content and assessments**
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?

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
  - 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/just 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 “got 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: [link to UMass handbook](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 curricular needs
- Support your faculty and staff with necessary resources
- Check the Department of Education’s website frequently
- 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, Mary Clare 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:**

- Inside HigherEd – Considerations for online meetings: [https://www.insidehighered.com/blog/learning-innovation/2020-03-19/how-to-host-online-meetings](https://www.insidehighered.com/blog/learning-innovation/2020-03-19/how-to-host-online-meetings)
dd1]
- From Harvard: [https://teachremotely.harvard.edu](https://teachremotely.harvard.edu)
- Ideas for synchronous & asynchronous from UC Santa Cruz: [https://fitc.ucsc.edu/course-dev/alternative-access.html](https://fitc.ucsc.edu/course-dev/alternative-access.html)
- Online teaching in a pinch: [https://info.artsandhumanities.ucmerced.edu/course-dev/alternative-access.html](https://info.artsandhumanities.ucmerced.edu/course-dev/alternative-access.html)
Resources

For instructors:

• The Chronicle of Higher Education: How to Be a Better Online Teacher: [link]
• eLearning Industry: 7 Tips On How To Prepare For Teaching Online: [link]
• Coursera: Free Course -- Learning to Teach: [link]
• NEA: Guide to Teaching Online Courses (dated but solid material): [link]
• TTV by Russell Stannard: [link]
• UMASS Handbook: [link]

Q&A

Thank you for joining us!

Please contact us with any additional questions:

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