ACCET

Interactive Distance Learning (IDL) for ACCET Vocational & Avocational (Non-IEP) Institutions – *in case of emergency…*

Facilitated by: Dr. Mary Clare DiGiacomo
Miia Rasinen
Cristina Rodarte

March 20, 2020

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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

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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

- Department of Education
  - Check the website frequently for updates -
    https://www.ed.gov/coronavirus?src=feature
  - 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 for them toward the number of hours a student must complete.

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*:	Nice 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)	• 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

Next, Miia will review **communication.**

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Slide 1

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
- 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!

Slide 2

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!

Slide 3

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
- Student to student

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

Instructors to students
- Participation – live sessions
  - Chat boards during lectures
  - Cold calling students
  - Class discussions
  - Class/group emails, text/WhatsApp groups
  - Online office hours with students
  - Posting assignments to an LMS/portal (or emailing)
  - Posting topics to discussion boards
  - How to submit assignments and when!

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!

Next, M iia will discuss **content** and **assessments**

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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?

Content

- 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 scraped 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
    - 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**.

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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
- 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 - see "Additional Resources for Higher Education Institutions" section
- SEVP: 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 Higher Ed – Considerations for online meetings: https://www.insidehighered.com/blogs/learninginnovation/7-best-practices-covid-ID19-necessitated-online-meetings
- Chronicle of Higher Ed – Prepping for emergency online training: https://www.chronicle.com/article/Preparing-for-Emergency-Online/248230?utm_source=at&utm_medium=en&utm_source=Iterable&utm_medium=email&utm_campaign=campaign_1080814&cid=at&source=ams&sourceId=4827946
- From Harvard: https://teachremotely.harvard.edu/
- Ideas for synchronous & asynchronous from UC Santa Cruz: https://its.ucsc.edu/fitc/course-dev/alternative-access.html
- Online teaching in a pinch: https://rise.articulate.com/share/6kqC8QxnyC81vj8hnZWp5BA1hFNTvm9H#
- Education Dive: Finding the sweet spot: 4 tips for moving classes online quickly (labs mentioned): https://www.educationdive.com/news/finding-the-sweet-spot-4-tips-for-moving-classes-online-quickly/574124/

Resources

For instructors:
- The Chronicle of Higher Education: How to Be a Better Online Teacher: 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
- Coursera: Free Course -- Learning to Teach Online: https://www.coursera.org/learn/teach-online
- NEA: Guide to Teaching Online Courses (dated but solid material): http://www.nea.org/assets/docs/onlineteachguide.pdf
- TTV by Russell Stannard: https://www.teachertrainingvideos.com/
- UMASS Handbook: https://www.umass.edu/oapa/sites/default/files/pdf/handbooks/teaching_and_learning_online_handbook.pdf

Q&A

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Thank you for joining us!

Please contact us with any additional questions:

Dr. Mary Clare DiGiacomo
Assistant Executive Director
mcdigiacomo@accet.org
202.688.5311

Miia Rasinen
Accreditation Coordinator
mrasinen@accet.org
202.695.2780

Cristina Rodarte
Accreditation Coordinator
crodarte@accet.org
510.473.7046

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