



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

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

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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*

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 **servicing 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*:

- 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

Next, Miia will review **communication**.

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!

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
- 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, Miia will discuss **content** and **assessments**

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**.

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)
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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/learning-innovation/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

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
mrainen@accet.org
202.695.2780

Cristina Rodarte
Accreditation Coordinator
crodate@accet.org
510.473.7046