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

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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 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

<table>
<thead>
<tr>
<th>Need to have - instructors:</th>
<th>Nice to have - instructors:</th>
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</thead>
<tbody>
<tr>
<td>• Computers</td>
<td>• High quality headset</td>
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<tr>
<td>• Reliable internet connection</td>
<td>• Student portal</td>
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<td>• Speakers, microphone</td>
<td>• Learning Management System</td>
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<td>• Online delivery platform</td>
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<td>• Visual support</td>
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<td>• Attendance-tracking tools</td>
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<td>• Grade-recording tools</td>
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<td>• Communication tools (more on these last three this later)</td>
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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)
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
- 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#
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/
Thank you for joining us!

Please contact us with any additional questions:

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