



Distance Learning Certification Program

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Program Goal

To support the delivery of new hybrid or online courses by KCC faculty through a professional development program based on best practices and accreditation guidelines for distance learning.

Program Description


Most of the program will be delivered online so that faculty may participate at their convenience. Hands-on workshops to familiarize faculty with the Lualima course management system and other technologies will be offered in summer 2010 and CELTT staff will be available for online consultation on a regular basis. Additional face to face support will also be made available. Support from CELTT includes consultation on course design and selecting appropriate Lualima tools for your particular course.

Topics

- Faculty and Student Readiness
- Best Practices and ACCJC Guidelines for Distance Learning
- Community-Building in Online Courses
- Instructional Design for Distance Learning
- Universal Design for Learning
- Lualima - the University's Course Management System
- Other Technology Tools for Distance Learning, e.g., Web Conferencing

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Program Benefits

- Convenience. You may access program material from any location with Internet connectivity. You may participate in nearly all program activities via the WorldWideWeb and the online training is asynchronous, giving you flexibility in terms of scheduling.
- Assistance in converting current courses into distance-delivered courses that attend to national standards and best practices.
- Support from a team comprised of faculty, staff, and student assistants with expertise in distance learning, instructional design, professional development, multimedia, Lualima, and other learning technologies.
- Access to student support resources that are being developed at various community colleges such as a virtual help desk and online course success videos and tutorials.
- A certificate as documentation of completion of this professional development program.
- A netbook computer with Office 2007 and a certificate.

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...it's the teacher that makes a difference.

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Admission Criteria

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- course to be developed has not been delivered online by the applicant
- course meets goals of the department's tactical plan or is part of an academic program
- applicant is willing to share technical and pedagogical expertise with others in the future
- applicant and department chairperson agree that applicant is likely to teach distance learning courses in the 2010-2011 academic year
- admission of applicant does not create an imbalance in the range of disciplines already covered by campus distance learning initiatives
- applicant understands that the project will be reviewed in an effort to improve the program and consents to participate in this review process. This may include course review based on rubrics from similar professional development programs and surveys of student satisfaction with the learning environment and student services support.
- applicant will engage in program activities in summer 2010

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Program Requirements

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Mandatory Orientation

All participants must attend a face to face orientation session to become familiar with the technologies being used to deliver the program, i.e., Laulima and Elluminate, and to meet program support staff. Two sessions have been scheduled as follows:

- Tuesday, June 15, 11:00am to 12:30pm, Naio 203
- Friday, June 18, 1:00pm to 2:30pm, Naio 203

Participants who cannot attend one of these sessions must email the program coordinators to make alternate arrangements. Contact maryh@hawaii.edu or joy@hawaii.edu if you cannot attend one of the mandatory sessions.

Program Outcome

After completing the orientation, go to the Distance Learning for Faculty Laulima website's Assignment section and review the KCC Summer DE Program: Course Creation Project Assignment. Then proceed through the Modules in sequential order, using the modules as the basis for completing your assignment which is to build an online course website in Laulima, following best practices and ACCJC guidelines.

Build an Online Course

This task is the point of this Distance Learning for Faculty course. You are to create a site to be used in Fall 2010, Spring 2011, or Summer 2011. The content expectations for your course are:

- Syllabus, including the following sections:
 - Course Information
 - Academic & Course Calendars
 - Policies
 - Technology & Laulima (see *Syllabus Considerations Module* for more specific information)
- Student Orientation
- Demonstrate understanding of applicable ACCJC guidelines by implementing them in a course through content, delivery, activities, assessment, etc
- A course plan listing topics and activities for each week with references to the specific SLO addressed by the activities (Modules)
- Apply skills in the use of the tools related to Laulima course administration, organization, & maintenance
 - Add tools appropriate for achievement of student outcomes
 - Manage participants
 - Generate site stats reports
 - If appropriate, manage sections and groups
- Demonstrate Laulima skills by constructing a course site that includes tools in these categories:
 - Content delivery (at least 1 tool)
 - Communication (at least 1 tool)
 - Assessment (at least 1 tool)
- Demonstrate further Laulima skills by implementing learning activities in the tools chosen for the site. Develop at least one individual learning activity.
- Apply at least two universal design for learning principles in course content.
- Plan at least one activity that is interactive, collaborative, or foster connections among students (community building).
- Indicate how you plan to collect student feedback and use it to improve your course.

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Resource Bank for Distance Education Faculty



**In the ever-changing global classroom...
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Teaching Resources for Distance Learning Faculty

CATEGORIES OF RESOURCES
Annotated bibliography
Anti-Plagiarism resources
Class management issues
Community-building resources
Copyright & Fair Use
Expectations of instructors
Expectations of students
Icebreakers
Rubrics: Discussions
Rubrics: Group work
Student Services

This section of our course site is a treasure-trove of resources for distance learning teachers, much of it written by faculty with online course experience.

Some examples of resources here:

- icebreakers or getting to know you activities that work well in online environments
- rubrics for grading online discussions
- links to Student Services information about registration, buying books, the conduct code, netiquette, etc.
- rubrics for grading group activities
- ideas for soliciting feedback from your students
- sample statements of your expectations of students and what they can expect of you, e.g., "Email communications must be conducted within this course site and not an external email program."

Icebreakers and Getting-to-know-you Activities

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In the first week of your online class, provide students with opportunities to familiarize themselves with each other and with you. A common way to do this is with one or more 'Getting To Know You' activities that can be posted as discussion board or forum topics.

This section includes sample introduction activities which you may adapt for your own course.

1. [What Kind of Animal?](#)

This activity provides an informal way for participants to learn about each other and begin working together.

Source: Dave Searcey, Instructional Designer, Air Education and Training Command, USAF.

2. [Things](#)

This activity introduces students' interests and background to classmates in an innovative way.

Author: J. Ana Donaldson, Ed.D., University of Northern Iowa
Source: Engaging the Online Learner, Rita-Marie Conrad, J. Ana Donaldson, 2004

3. [Innovative Getting To Know You Activities](#)

Gilly Salmon presents a great list of ice breakers and getting-to-know-you activities for online groups.

Source: E-tivities: The key to active Online Learning. Gilly Salmon. Routledge Falmer 2002.

4. [Ten Online Icebreakers](#)

Joitske Hulsebosch's Blog, Lasagna and Chips has an interesting list of online icebreakers. Comments by readers include more ideas.

5. [Using Online Icebreakers to Promote Student/Teacher Interaction](#) In addition to activities, this University of South Alabama resource has a rationale for encouraging interaction among online learners.

6. [In-person icebreakers](#)

For those of you teaching a hybrid course, with some face-to-face time with students, here are some icebreakers for you from Teaching Today by Glencoe/McGraw-Hill.

Rubrics for Grading Discussions

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What Is A Rubric?

A rubric defines the performance levels for each element of a gradable activity. The creation of rubrics can be very time-consuming, but is worth the effort. [Nancy Pickett and Bernie Dodge have a great website that defines a rubric and explains why a rubric is important.](#)

Why Use A Rubric?

Expectations held by both teachers and students are better met when evaluation criteria is presented at the time a task is assigned. A rubric clearly states the expectations for the activity and the effort required by the student to achieve a desired score. [adapted from Engaging the Online Learner]

Discussion Activity Rubrics

Soliciting student responses to discussion posts is a common activity in online courses, but assessing the quality of those responses can be challenging for instructors. Students find the activity especially challenging when they do not know what standards are being used to evaluate their responses. Students may generate more thoughtful responses when given guidance through rubrics. This section contains several models and examples from online faculty; feel free to adapt them for your own courses.

1. [Example rubric for asynchronous discussion contributions](#)

This rubric uses a scale of 0(unacceptable) to 3(outstanding).

Source: Teaching and Learning at a Distance, Michael Simonson, Sharon Smaldino, Michael Albright, Susan Zvacek, 2006

2. [Online Discussions Rubric](#)

This rubric is for a class in which students discuss and practice supporting a written viewpoint, and to share responses with others. For each instructional unit, they post three to five responses; this rubric is used to assess both the quantity and quality of responses.

Source: Engagement for Online and Face-to-Face Learners Through Online Discussion Practices, Alice Bedard-Voorhees, 2005

3. [Sample Rubric for Final Class Discussion Grade](#)