



Building Capacity through Developing the Practice of Instructors

Dr. Barbara B. Howard, Professor in Educational Leadership

Appalachian State University, Boone, North Carolina, USA

July 5, 2019

The Growth of Distance Education

- ▶ Over 6 million students in US Higher Education take at least one distance education or online course
 - ▶ (Online Learning Consortium, https://onlinelearningconsortium.org/news_item/new-study-distance-education-overall-enrollments/)
- ▶ Globally, blended or distance education may become the “new norm” in providing higher education
 - ▶ (Padayachee, Wagner-Walsh, & Johannes, 2018)

What is the potential of building Distance Education to increase the capacity of Higher Education?

Reich College of Education at Appalachian State University, Boone, NC



Offering Distance Education since 1980's



*My Journey and Background in
Distance Education...*

Driving for miles to remote locations through mountainous highways to teach for 3 hours



Moving Online Instead of Moving Through Mountains





OpenQwaq: A virtual 3D world

Our first attempt at creating online connections... (2009 – 2017)

OpenQwaq Virtual Classroom



OpenQwaq Breakout Room- Students Giving Presentation

The screenshot shows a virtual meeting environment. At the top, a menu bar includes File, View, Meeting, Objects, Actions, Teleplaces, Tools, Extras, and Help. The main window displays a 3D room with a presentation screen in the center. The presentation is titled "Mountain Vista Test Results" and shows a table of data. A name tag "Emily Day" is visible near the screen. To the right, a "Recording" window is open, showing the current viewpoint as "Avatar (your view)" and a "Stop" button. Below the recording window, there is a "MPEG-4 Movie" section with details: "RecordedSession-20", "Origin: Jul-21-2010 17:28", and "gumm". The bottom of the screen features a toolbar with icons for Teleplace, a person, a microphone, a speaker, and a hand. On the right side, there is a sidebar with a "People" list and a "Landmarks" list. The "People" list includes names like Andrew Kraft, Bill G., Debbie Kraszeski, etc. The "Landmarks" list includes Home, Bird's Eye, Mirror, Plan View, and Budget Presentation - Slide Show.

File **View** **Meeting** **Objects** **Actions** **Teleplaces** **Tools** **Extras** **Help**

Recording 0:00:00:28

Viewpoint: Avatar (your view)

Quality: Normal (360x240, 25KB/s)

Stop

MPEG-4 Movie: RecordedSession-20
Origin: Jul-21-2010 17:28 gumm
Saved: Unknown

People In This Teleplace

- Andrew Kraft (Here)
- Bill G. (Me)
- Debbie Kraszeski (Here)
- Doyle Nicholson (Here)
- Emily Day (Here)
- Heather Puhl (Here)
- Matthew Hamilton (Here)
- Paula Brinkley (Here)
- Susan Ross (Here)
- Susan Younger (Here)
- Tracy Sides (Here)

Andrew Kraft, Idle 6 mins, Member (No email given.)

Invite New User

Landmarks


- Home
- Bird's Eye
- Mirror
- Plan View
- Budget Presentation - Slide Show
- Budget Project-1-3.ppt - Present
- groupbudgetpowerpoint - Slide Show
- LSA 5400-375 Bldg Budget Excel
- LSA 5400-375 Bldg Budget Excel

Exchange Set

10 Teleplaces: 1 Network: OK
TMS Apps: 1 Display: OK



Why the continued interest in Distance Education?

- Convenience
 - Affordability (Distance Education vs Campus)
 - Technology
 - Accessibility
- 



Changes in Pedagogy for Online Courses

- ▶ Connections with students - and connecting them to each other!
- ▶ Course organization that makes sense
- ▶ Instructional strategies that go beyond lecture
- ▶ Assessments that lead to critical thinking and problem-solving

All of these require support through professional development for instructors – even experienced ones!




Connections to Students – and others

- Orientation to course
- Introductions to self and other students
- Online office hours with online chats or forums
- Small group tutoring sessions led by other students
- Remedial "worksheets"
 - (Paloff and Pratt, 2005)



Course Organization

- ▶ Course management system (such as Moodle)-
accessible 24/7
 - ▶ “Chunks” of instruction with assessment in
manageable parts
 - ▶ Posts for all course requirements well in advance
 - ▶ Realistic timeframe for course progression
- 

Participants

Badges

Grades

Welcome to LSA 6400 -
Leading Change

Major Course
Assignments

June 3 - Asynchronous
Class

Asynchronous Group
Work

06/10/19 - Class in Zoom

06/17 - Class in Zoom; 6

06/10/19 - Class in Zoom

Topics:

The Focus of Change - determining the change you wish to make - and why

Assessing needs through data

Examining district data - what is the right data?

In preparation for this class:

Identify relevant data and sources for your project district, such as student achievement, graduation rates, facility needs, staffing needs, shifting demographics, etc., for use in discussion in class.


Begin reading the following text to be completed within two weeks (although the more you read before this class, the more you will get out of class!):

Schmoker, M. (2011). *Leading with Focus: Elevating the Essentials for School and District Improvement*. ASCD.



Why develop collaboration online?

- ▶ The process of learning is active construction of knowledge rather than just acquiring facts and knowledge (Piaget, 1969)
- ▶ Collaboration online builds an excellent case for online coursework requiring collaboration and deep interaction among learners (Palloff and Pratt, 2005)
- ▶ “Social Presence” online is important to developing sense of community and connection not only with instructor but other students (Thomas, Turkey, and Parker, 2017)



Some Instructional Strategies to Consider that Engage ...

- Lecture can be expected – but deadly if overdone
- Break out sessions for class discussion – synchronously or asynchronously
- Flipped Classroom
- Forums for posts
- Flip grids
- Capitalize on student ideas and experiences

06/24 - Class in Zoom

Topic: Developing Logic Models

Each team will develop an appropriate Theory of Change Logic Model to accompany their project during this class. (HINT: you do not have to have a completed model until after this class session!)

This model will likely shift and change as the project develops. It should be a graphic organizer for your proposed reform.

In preparation for this class:

Please read the material posted below on Logic Models. Also, examine the templates. For some of you, this may be review. However, each project must contain a logic model, so we will work on these as you develop your project. Come to class prepared to work on a logic model for your group project - or at least to discuss its components!

Logic Model Information and Templates



[Power Point on Logic Models](#)



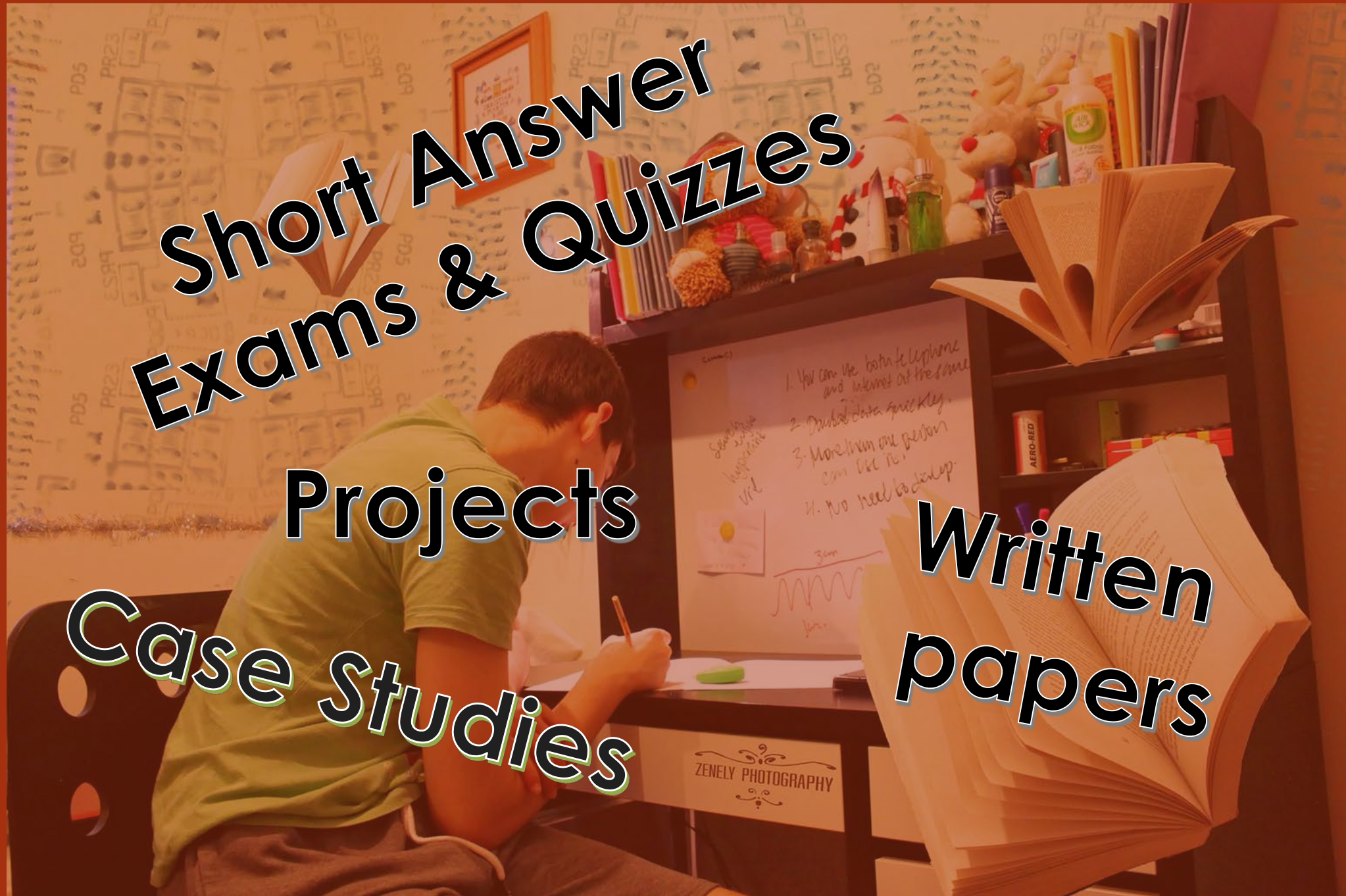
[The Kellogg Foundation Guide to Logic Models](#)

**Short Answer
Exams & Quizzes**

Projects

Case Studies

**Written
papers**





Sound Assessment Practices

- Establish purpose
- Design scoring guide or rubric
- Share scoring with students at beginning of assignment
- Be clear in assessment of your expectations for performance – assessment should never be a “moving target!”
- Link directly to instruction – you cannot assess what you have not taught
- Determine “weight” of assessment – and share with students

Text Chat

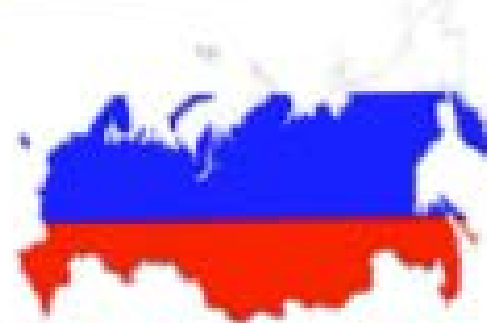
Presentation.pdf

19:52 Today - Chris Bottoms started
bottomsca/AgreementofCollaboration-
Sweden.pdf

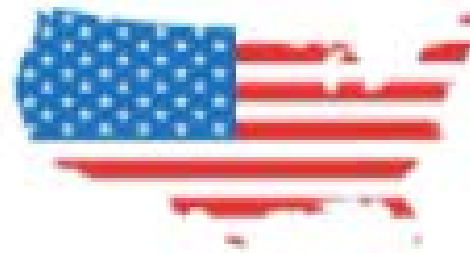
19:59 Today - Chris Bottoms started
bottomsca/RecordedSession-2016-11-
-27-1935-34.mp4

20:13 Today - Chris Bottoms paused
bottomsca/RecordedSession-2016-11-
-27-1935-34.mp4

Preparing for Tomorrow



An International Education Conference
Summer 2018



Display Panel

Major Course Assignments

Please upload all major assignments listed below into the appropriate space BY THE DUE DATE in this block. I have carefully scheduled my time to allow for review of assignments, so when an assignment is late, it risks not being reviewed in a timely manner. I plan to return all work within one - two weeks of submission (depending on the size of the assignment) when due dates are met.

Required forum posts will be submitted in specific forums located within the appropriate course block.

 [Team Project - DUE July 22](#)

 [TEAM PROJECT RUBRIC](#)

I purposefully left this rubric as a Word Document to allow your team to make notes, add comments, etc, more easily. I will use the original to score your project, so change the indicators at your peril! :)

 [Individual Reflection on Leading Change - DUE July 22](#)

This 2 - 4 page reflection should be a personal reflection and self-assessment of what you learned through participation in the team project within the role you played. How did your own leadership style, beliefs or philosophy change? What impacted you the most? What are the "lessons learned?" It should also serve as an assessment of what you learned about



Why quality assessments?

- ▶ Simply assessing or measuring student outcomes without changing or linking to instructional assessment is useless – especially without follow up! (Reder and Crimmins, 2018)
- ▶ Assessment with no feedback or connection to instructor tends to alienate students, leading to an increase in dropouts (Thomas, Turkey, and Parker, 2017)
- ▶ Feedback must be useful to the learner to maintain motivation and increase self efficacy (Horvath, 2019)





Paying attention to the needs of the online learner...

- ▶ Crucial to fully understand needs of online learners who need:
 - ▶ Motivation to continue pursuing studies
 - ▶ Responsiveness by instructor
 - ▶ Support from institution and instructor
 - ▶ Orientation to multi-media, used purposefully, not just because we have it
 - ▶ Community built intentionally to engage the online learner
 - ▶ (Dalton, 2018)



Instructor: Direct Link to Learners

- Goes beyond “delivering” curriculum and modules
- Develops supportive connection to learners
- Establishes a sustainable online and distance education program

The most valuable resource for any program in higher education!!



**Thank you for
your kind attention!**

Barbara Howard, EdD
howardbb@appstate.edu