Five Things You Need to Know About Distance Learning

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As an Extension Professional, are the Five Things You Need to Know About Distance Learning to get started?
1. There is History.
2. What It Is...and What It Isn’t.
3. Follow the Learner-Driven Path.
4. How to Get Started.
5. Understand the Motivations.
1. There is History.

- FACT
- Distance Education Report
- ADEC Reports
- JOE, JAC, and Other Articles
- American Journal of Distance Education
- SLOAN Resources
- Educause
1. There is History.

- **FACT**
  - *Future Applications of Communication Technology*
    - July 1991

- **Patterns of Change**
  - *Distance Education Report*
    - March 1991
1. There is History.

• ADEC Reports

The Challenge of the Knowledge Marketplace: How Will the Land-Grant System Compete?

Academic Program Section Meeting
California Polytechnic/San Luis Obispo
June 29, 1998

When students graduated from our institutions 20 years ago, few thought much about how long they would be competitive in the work force. Now, when graduates leave, within a year or less the knowledge base of their specialty and the technology they use will change so dramatically they need additional, on-going education almost immediately. We hope their on-campus education has taught them the problem-solving skills required to compete, but what about the objective, science-based technical knowledge which feeds that problem solving?

This intensified educational environment is creating a new kind of student, a true life-long learner, a knowledge customer. Because of this, educators in the Land-Grant system find new competitors cropping up all over, and not the academy, but the knowledge marketplace.
1. There is History.

- JOE, JAC, and Other Articles
Interactive Distance Learning Effectively Provides Winning Sports Nutrition Workshops
Journal of Extension October 2001 Volume 39 Number 5

Distance Education: Perceived Barriers and Opportunities Related to Extension Program Delivery
Journal of Extension October 2006 Volume 44 Number 5

The Effectiveness of Extension In-Service Training by Distance: Perception Versus Reality
JOE Feb. 2007 Volume 45 Number 1 Article Number 1

Distance Education--A Case Study in Practical Application
Journal of Extension October 2002 Volume 40 Number
1. There is History.
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2. What It Is...What It Isn’t.

• **IS...**a way to improve your effectiveness as a teacher, instructor, and provider of expert information.
2. What It Is...What It Isn’t.

- ISN’T...just a place to post your notes on-line.
2. What It Is...What It Isn’t.

- IS...made up of a variety of approaches from access to interactive information and learning modules, to full-blown courses of study.
2. What It Is...What It Isn’t.

• ISN’T...an opportunity to make an excessive amount of money.
2. What It Is...What It Isn’t.

• IS...an opportunity tailor learning experiences that makes it easier to collect user fees in-synch with the value gained by the learner.
2. What It Is...What It Isn’t.

• ISN’T...so difficult that you should hesitate to incorporate into your overall program.
2. What It Is...What It Isn’t.

• IS...a way to provide educators real-time feedback on individual learner progress.
2. What It Is...What It Isn’t.

- ISN’T...a panacea; there will continue to be real Internet access and bandwidth issues in rural America.
2. What It Is...What It Isn’t.

• IS...as close to F2F interaction as we can get while rapidly expanding our programs into new and non-traditional audiences.
2. What It Is...What It Isn’t.

- ISN’T...*just* a technology issue
3. Follow the Learner-Driven Path.

- Competitive marketplace
- No longer sole source
3. Follow the Learner-Driven Path.

- Access vs. Distribution
  - New Paradigm
3. Follow the Learner-Driven Path.

- History (legacy) of F2F provides an opportunity to capitalize
3. Follow the Learner-Driven Path.

- Science-based Objectivity vs. Timeliness and Access
3. Follow the Learner-Driven Path.

- HE=Experts...Audience analysis and segmentation have never been more critical to success.
3. Follow the Learner-Driven Path.

- Proposal Enhancement Tools
4. How to get started.

- It’s not a technology project...yet
- Don’t make it harder than it has to be
- Focus on being Learner-driven
- Review eXtension’s spectrum
- Then consider the technologies
4. How to get started.

• Not a technology issue...yet.
4. How to get started.

• Don’t make it harder than it needs to be.
4. How to get started.

• Remember this is more of an issue of satisfying learner needs and expectations.
4. How to get started.

eXtension Spectrum

- Basic Info
- Ask Experts
- Learning Modules
- Certificate Course
- Credit Course

- FAQs
- Learning Objects
- Multiple Modules
- Custom Certificates
4. How to get started.

• Then think about technologies that get you there.
4. How to get started.

- “Sage on the Stage”
  ...or Facilitator?
4. How to get started.

- Technology is the enabling tool
5. Know Your Motivations.

- Professional Development
- Not always money
- Release time
- Challenge of something new
- Status within your organization
- Driving change within your organization
- Being part of the team
- Recognition for success
5. Know Your Motivations.  
Know Learner Motivations.

• Learning is the key descriptor
• Not all looking for credit
• Many want to better at their job tomorrow
• Intrinsic motivation
  • personal health
  • making the world a better place
  • focus on renewable resources.
Conclusion

Outreach and Engagement

Access to Basic Information and Non-Credit

Structured Credit Courses
Learn...Adapt...Improve...Expand

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