

Five Things You Need to Know About Distance Learning

July 24, 2007

Epsilon Sigma Phi National Workshop

Dave King

Department Head

Extension and Experiment Station Communications

Oregon State University

dave.king@oregonstate.edu

Dr. Janet Poley

President

Amercian Distance Education Consortium (ADEC)

jpoley@unl.edu

www.adec.edu



**As an Extension Professor
What are the
Five Things You Need to Know
About Distance Learning
to get started?**

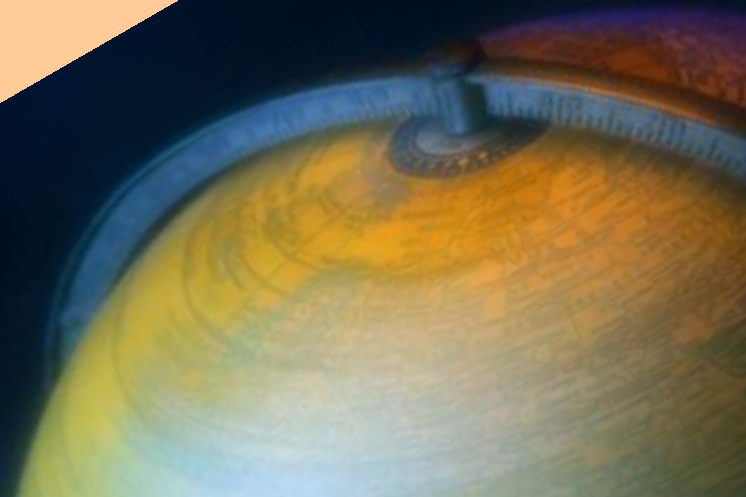


- 1. There is History.**
- 2. What It Is...and What It Isn't.**
- 3. Follow the Learner-Driven Path.**
- 4. How to Get Started.**
- 5. Understand the Motivations.**



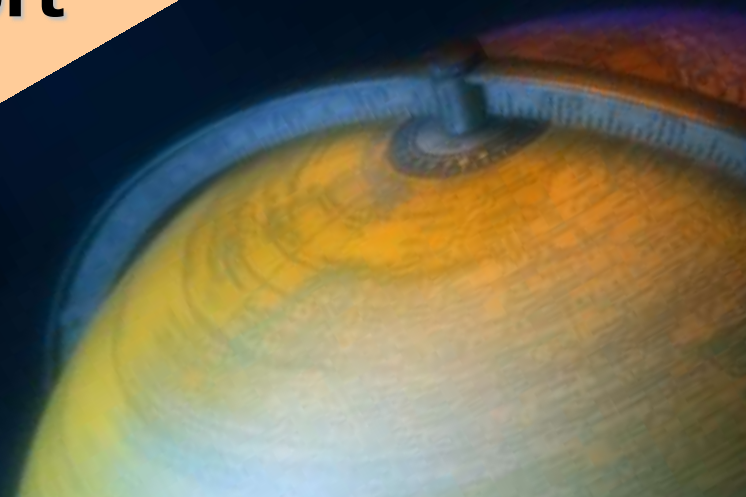
1. There is History.

- **FACT**
- **Distance Education Report**
- **ADEC Reports**
- **JOE, JAC, and Other Articles**
- **American Journal of
Distance Education**
- **SLOAN Resources**
- **Educause**



1. There is History.

- **FACT**
 - **F**uture **A**pplications of **C**ommunication **T**echnology
 - July 1991
- **Patterns of Change**
 - **D**istance **E**ducation **R**eport
 - March 1991



1. There is History.

- ADEC Reports

Distance Education... Distance Education... Distance Education...

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.

Land Grant system is a full educational spectrum as

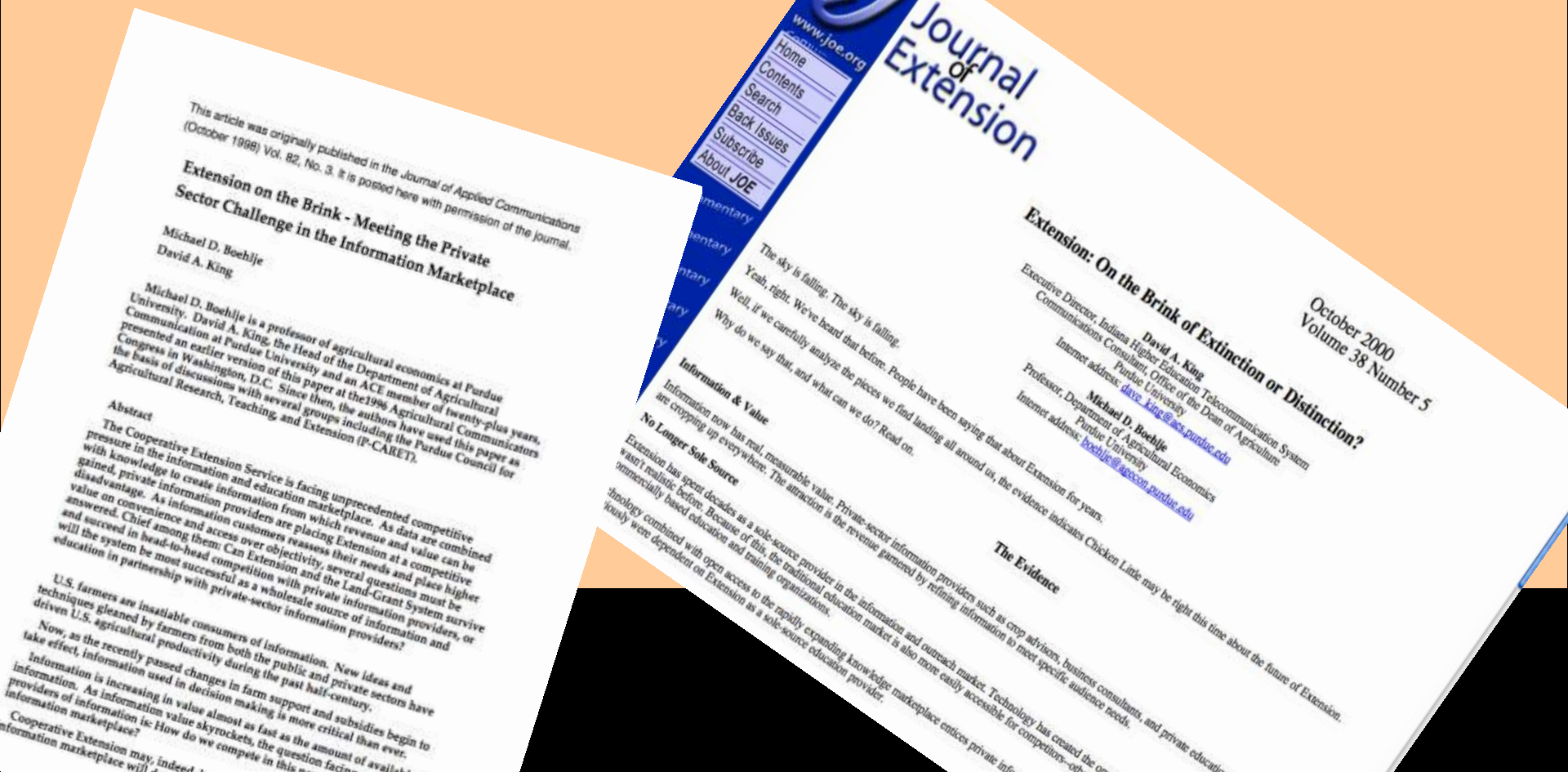


AMERICAN
DISTANCE
EDUCATION
CONSORTIUM

What's New

1. There is History.

- JOE, JAC, and Other Articles





1. There is History.

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

JOE

1. There is History.

American Journal of Distance Education



1. There is History.

SLOAN-C Resources

SLOAN-C THE SLOAN CONSORTIUM
A Consortium of Institutions and Organizations
Committed to Quality Online Education

Home - Resources

Home
Join
News
About Sloan-C
Sloan-C Catalog
Effective Practices
Consulting
Publications
Workshops
References
Resources
Reviews
eLearnopedia
Online
Semester
cement list

ONLINE LEARNING SURVEY

Growing by Degrees: Online Education in the United States, 2005 represents the third annual report on the state of online education in U.S. Higher Education. This year's study, like those for the previous two years, is aimed at answering some of the fundamental questions about the nature and extent of online education. Supported by the Alfred P. Sloan Foundation and based on responses from over 1,000 colleges and universities, the study addresses the following key questions:

- Have the course and program offerings in online education entered the mainstream?
- Have online enrollments continued their rapid growth?
- What else do Chief Academic Officers and faculty believe about online education?

Our first two studies of the state of online learning are still available. **Entering the Mainstream: The Quality and Extent of Online Education in the United States, 2003 and 2004** shows online enrollments continue to grow at rates faster than for the broader student population and institutes of higher education expect the rate of growth to continue increasing. Some of the key findings:

- Over 1.9 million students were studying online in the fall of 2003.
- Schools expect the number of online students to grow to over 2.6 million by the fall of 2004.
- 40.7% of schools offering online courses agree that "students are at least as satisfied" with their online courses, 56.2% are neutral and only 3.1% disagree.
- The majority of all schools (53.6%) agree that online education is critical to their long-term strategy.
- A majority of academic leaders believe that online learning quality is already equal to or superior to face-to-face instruction.

FREE DOWNLOADS

The Sloan Consortium provides a number of [free publications](#) in furtherance of our mission. The publications include our survey reports, special selections from numerous publications, short reports, information on Effective Practices, and the Sloan Consortium awards for Excellence in Teaching and Learning and for Effective Practices.

BOOK REVIEWS


Book reviews by Sloan-C members to keep you informed of useful publications. The reviews are presented both as web pages and as PDF files you can download and print.

WEBLOGS

We are pleased to present blogs (weblogs) created by Ray Schroeder. Ray is one of the pioneers in online learning. Winner of the Sloan-C 2003 Outstanding Achievement in ALN by an individual, Ray is Professor Emeritus at the University of Illinois at Springfield (UIS). In retirement, Ray devotes his days to online learning - producing news about online learning each morning. Enjoy his superb work.

- Online Learning Update <http://people.uis.edu/rschr1/onlinelearning/blogger.html>
- Techno-News Blog <http://people.uis.edu/rschr1/blogger.html>
- Educational Technology <http://people.uis.edu/rschr1/et/blogger.html>

INTERVIEWS



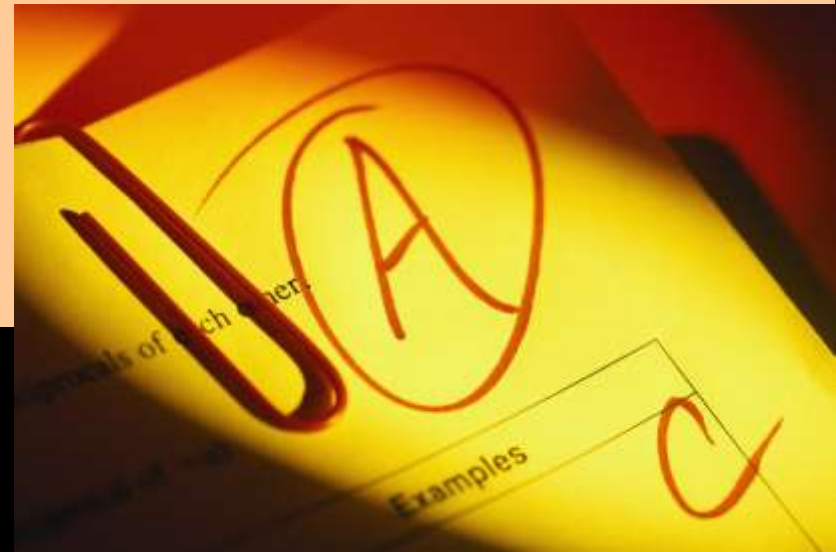
1. There is History.



Educause

2. What It Is...What It Isn't.

- **IS...a way to improve your effectiveness as a teacher, instructor, and provider of expert information.**



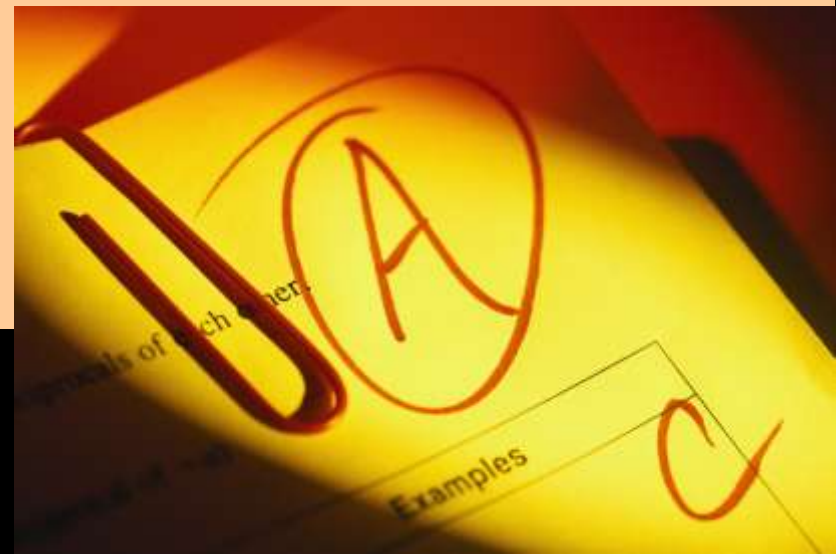
2. What It Is...What It Isn't.

- **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.**



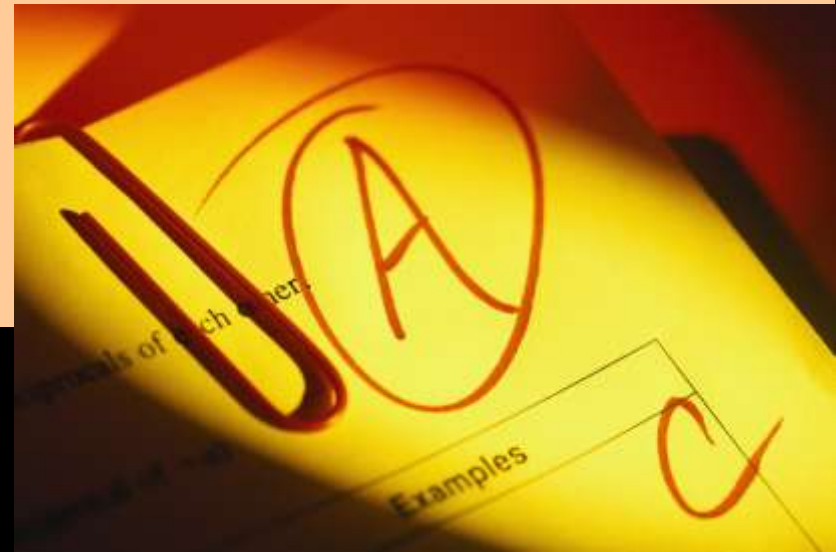
2. What It Is...What It Isn't.

- **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.**



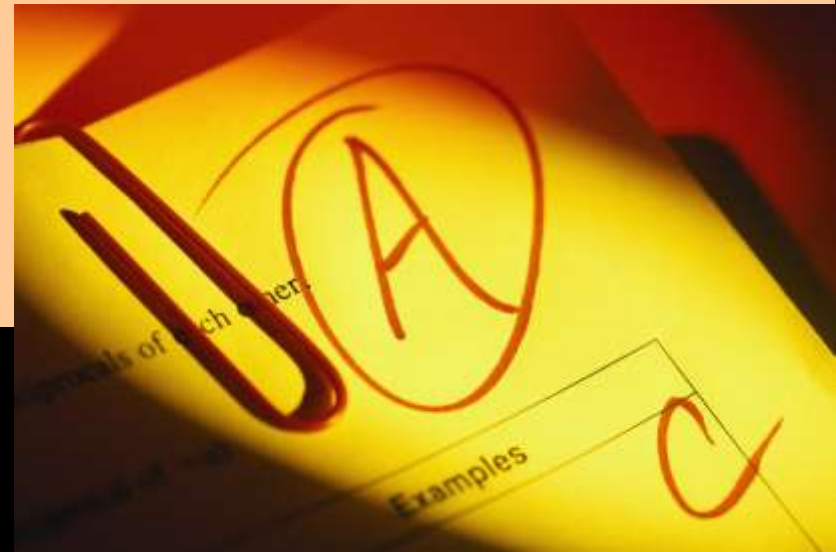
2. What It Is...What It Isn't.

- **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.**



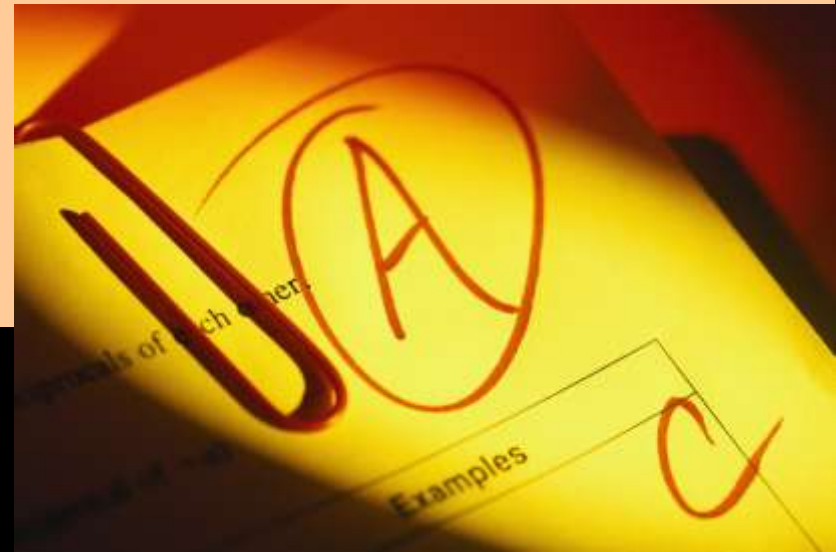
2. What It Is...What It Isn't.

- **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**



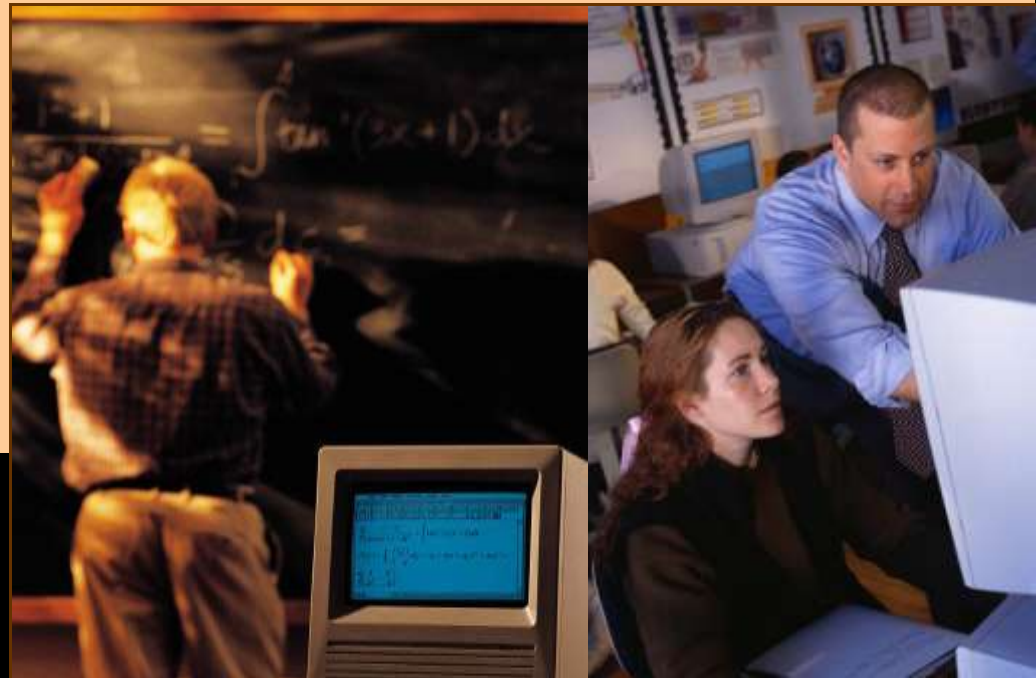
3. Follow the Learner-Driven Path.

- **Science-based Objectivity
vs.
Timeliness and Access**



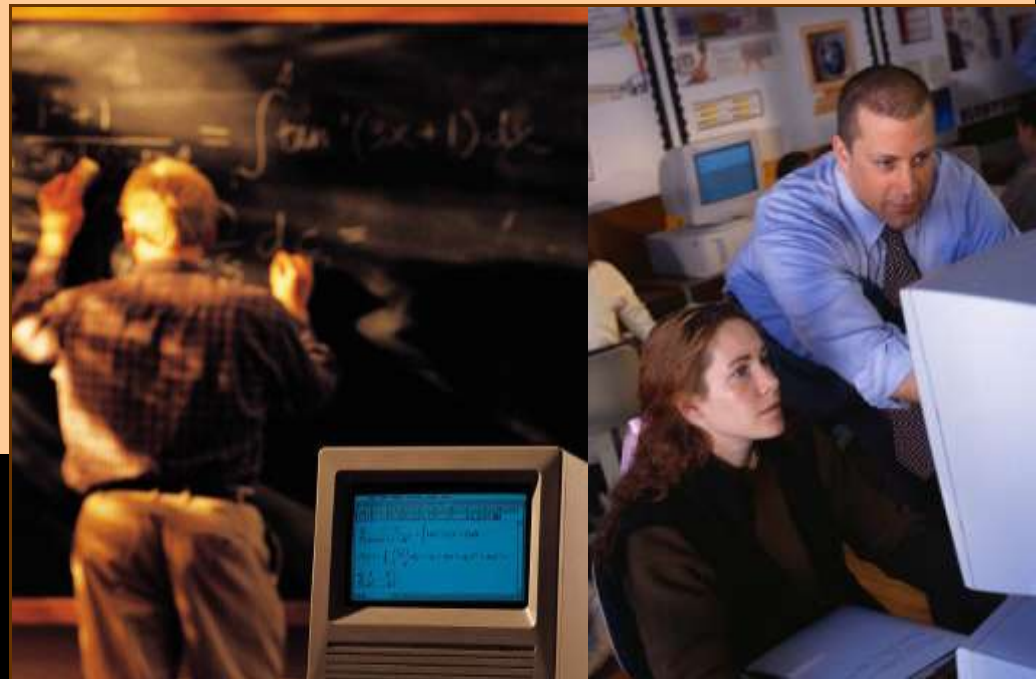
3. Follow the Learner-Driven Path.

- **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

The diagram illustrates the 'eXtension Spectrum' as a horizontal progression from left to right. A large yellow arrow at the top points to the right and is labeled 'eXtension Spectrum'. Below this arrow, there are five yellow boxes representing different levels of engagement: 'Basic Info', 'Ask Experts', 'Learning Modules', 'Certificate Course', and 'Credit Course'. Each yellow box is connected to an orange box below it by a vertical orange arrow pointing upwards. The orange boxes are: 'FAQs' (under Basic Info), 'Learning Objects' (under Ask Experts), 'Multiple Modules' (under Learning Modules), and 'Custom Certificates' (under Certificate Course). The 'Credit Course' box is not connected to an orange box below it. The entire diagram is set against a light orange background.

**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 be 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

Dave King

Oregon State University

dave.king@oregonstate.edu

Janet Poley

ADEC

jpoley@unl.edu