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Issue 5 March 2013

Distance Education

What's New in Distance Education

Faculty Focus

Drs. Giovanni Casotti and Maureen Knabb (Biology) attended our WCU Distance Education winter workshop in 2012. Using skills learned in the workshop, they developed an online graduate course, Case Studies in Physiology, offered in the summer '12. Topics in both human and animal physiology were organized as modules that contained a case study with questions, a pre-recorded online lecture, and 3 research journal articles.



Following best practices for teaching and learning in distance education, Drs. Casotti and Knabb

- Prepared all materials before the course started
- Facilitated a discussion board with pre- and post case questions
- Provided prompt replies to student inquiries
- Incorporated student-generated assessment questions
- Assigned students to develop their own case study
- Delivered their course through a password protected website

RESULTS

- ⇒ Although only 20% of students had previously taken an online course, all of their students responded via an online survey that they would recommend this course to others.
- ⇒ Formative Assessment: students reported that they found cases interesting, informative, and presented at the appropriate level.
- ⇒ Summative Assessment: students indicated that the online course took them more time, but also that they learned more content and used the primary literature more than in a traditional graduate class.

Both professors noted that their experience teaching online was very positive and we are pleased to announce that the results of their work has been published in the *American Journal of Physiology: Advances in Physiology Education* journal. <http://www.ncbi.nlm.nih.gov/pubmed/23471251>

New APSCUF Contract Update

What You Should Know Regarding Distance Education

The new APSCUF contract ends course development/re-development compensation that had been paid for 80-100% online/web-based courses and ITV/compressed video courses. If you have developed or re-developed a course it must be taught for the first time BEFORE fall 2014 or you will not be paid development compensation. The \$25.00 per student compensation will continue for those courses during the 2012-15 contract. The Office of Distance Education provides instructional design and technology integration services to faculty teaching online and blended courses. If you are interested in developing a new online course, make an appointment with one of our Instructional Designers to start the process now before the development fee disappears in fall, 2014!

Contact Dr. Lisa Millhous, WCU APSCUF President, for contract update details (lmillhous@wcupa.edu)

Meet our Instructional Designers



Stephanie Taitano

Our newest Instructional Designer, Stephanie Taitano, MA, has spent twenty years developing educational technologies, including design and delivery for fully online, blended, and web-enhanced coursework. She has taught communications and writing courses at the University of Texas at Arlington, Saddleback College, Rowan University, and Gloucester County College.

Contact : staitano@wcupa.edu or call 610-430-5844.

Shubhada Menon holds an MS in Curriculum Instruction Technology Education (CITE) and has taught both graduate and undergraduate CITE online courses at Temple. She was Program Coordinator for Temple's Teaching and Learning Center where she supported faculty in pedagogy and instructional design.



Shubhada Menon

Contact : smenon@wcupa.edu or call 610-436-2278.

ArtistWorks & Video Exchange

Adam Silverman
Music Theory & Composition

After teaching my first online course in music theory, I decided to take an online music course myself to compare approaches.



The course I chose – distance instruction in mandolin – was presented in “video exchange” format. Standard for lessons on the “ArtistWorks Music Campus,” was first the students watch a well-structured, professionally recorded video lesson; these are accessed in a mostly linear format, but students are able to move from one lesson to the next in a self-directed manner. Once the student has watched the video, they are tasked with mastering the lesson’s topic (usually a specific tune or musical technique) before recording their own video and submitting it for evaluation. Upon reviewing the students’ submission, the instructor then records and uploads his or her own video response, which is not only accessible to the

student – it is archived for fellow students to access. By the time I began the course, there were a wealth of responses related to each topic. With that in place, a working process for approaching each lesson included learning from all of the video responses to past students’ work before submitting a new video.

Overall, I found this approach to be excellent for self-directed study, though perhaps difficult to apply to a collegiate setting in which students master skills for a grade. However, I can easily imagine many ways to positively infuse aspects of this approach into my course, especially in the archiving of lesson responses so that students may learn from those who have taken the course in past semesters.

Distance Education Toolbox



delicious.com
curate web links collaboratively

prezi.com
develop easy and interactive presentations

xtimeline.com
create and share digital /multimodal timelines

Did you know ?

According to a 2013 Babson Survey Research Group Study

- 6.7 Million college students are taking at least one course online
- Between 2003 and 2013, the percentage of students taking at least one course online increased by 21%.
- 69.1% of surveyed chief academic leaders describe online learning as “critical to their long term strategy.”

Spring 2013 Distance Education Enrollment Data

- * 34 online courses (640 students)
- * 12 blended courses (784 students)
- * 3 ITV courses (24 students)



Upcoming Events

April 19

“Teaching via
Videoconferencing
(ITV):

Practical Advice”
presented by

Bob Hails

PASSHE Distance
Learning Coordinator -
Distance Education

Save the Date

June 3—June 14

Summer Online Faculty
Development Program

On-Site Hours

4 locations from
2 p.m. – 4 p.m. to
work with faculty to
assist and develop their
online courses

Tuesdays

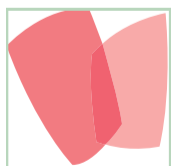
SMB 118
until April 30

Wednesdays

Main 132
April 10 and 24
AND 322
April 3, 17 and May 1

Thursdays

HSC 301B
Until May 2



Contact Us

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