Faculty Certification Program
for Teaching Distance Education Courses

Module 1

Principles of Distance Learning

Created by: Dr. Ervin M. Howard, Instructional Designer, Education Lead

Internet is changing

Continual Internet Growth

The Internet is constantly evolving and reshaping our learning paradigms each time newer innovations of technology and computer-mediated communications enter our society.

The challenge for educational institutions is to teach and train their faculty to use the viable online technologies and tools that include synchronous collaborative "live" classrooms, and working with and assessing all types of media such as audio, video, and images (Boettcher & Conrad, 2010).

Internet is changing

Online Learning
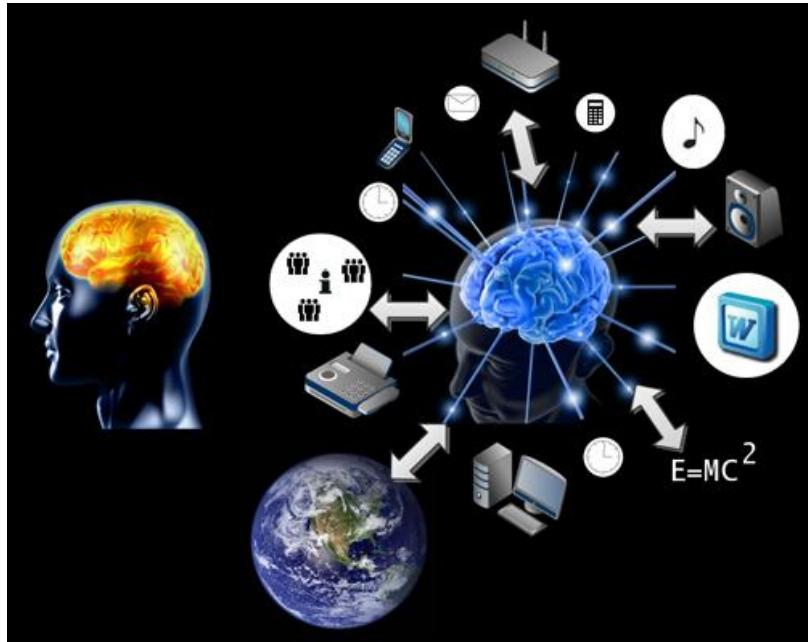
Online learning will make up 50% of all learning and education in the 21st century (Draves, 2013). This is evident from the increase of technological advancement attributing from the nineteenth to the twentieth century (Draves, 2013).

Hence, learners learn more over the Internet under their own self-pace based on time, speed, and manner (Draves, 2013). Learners learn more over the Internet under their own self-pace based on time, speed, and manner (Draves, 2013).

As learners join the workforce, it is essential for them to have acquire skills and knowledge from online learning to learn more quickly, and at a lower cost, and to remain competitive (Draves, 2013).

Online Learning

Types of online courses

Traditional face-to-face course utilizes no proportion of content delivered online (Boettcher & Conrad, 2013).

Web facilitated course utilizes web-based technology (i.e., webpages and a course management system) in supporting a face-to-face course. About 1 to 29 percent can contribute to proportion of content delivered online (Boettcher & Conrad, 2013).

Blended/hybrid course utilizes online and face-to-face delivery with a substantial proportion of 30 to 70 percent of content delivered online such as online discussions with (Boettcher & Conrad, 2013).

Online course utilizes close to 80 percent or more of content delivered online with no face-to-face meetings.

Information Transfer

What is information transfer?

According to Draves, information transfer is the "process of transferring information and knowledge from the teacher's head into the heads of the learners" (2013, p.12).

Traditional lecture is not the only source for learners in attaining knowledge and learning; learners can acquire knowledge and learning from a variety of sources (Draves, 2013).

Learning is not purely cognitive but it involves essential elements such as the emotions and the even the spirit (Draves, 2013).

Information Transfer

Lecture is not the only source for learners

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Learning is not purely cognitive but it involves essential elements such as the emotions and the even the spirit (Draves, 2013).

However, the Internet is offering a traditional method of teaching known as cognitive learning.

Cognitive Learning of the 21st century

What is cognitive learning?

Cognitive learning represents the learner's ability to learn and acquire knowledge from facts, data, and mental skills (Draves, 2013).

Draves (2013) believes that information transfer in concert with cognitive learning and even critical thinking skills can be achieved faster, cheaper and better online.
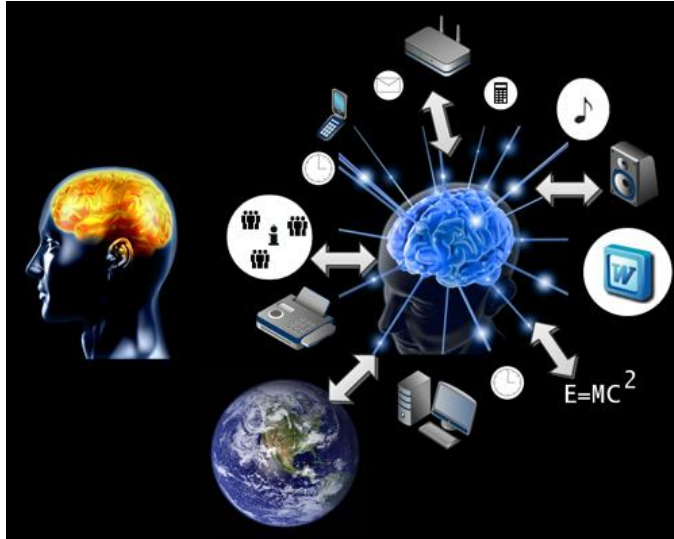
Cognitive Learning of the 21st century

Advantages of online learning is better than classroom learning

- A learner can learn during her or his peak learning time (Draves, 2013, p.13).
- A learner can learn at his or her own speed (Draves, 2013, p.13).
- A learner can focus on specific content areas (Draves, 2013, p. 13).
- A learner can test himself daily (Draves, 2013, p. 13).
- A learner can interact more with the teacher (Draves, 2103, p. 13).

Cognitive Learning of the 21st century

A learner can learn during her or his peak learning time

A learner can decide the time to devote to encode and decode content information in his or her information processing.

A learner can decide the amount of time needed for his or her information processing during information transfer.

Cognitive Learning of the 21st century

A learner can learn at his or her own speed

Online learning offers the learner to replay a portion of audio, review a video, or reread content information in a unit than hearing a concept, technique, or grasp knowledge as a one time opportunity in traditional classes (Draves, 2013).

Cognitive Learning of the 21ˢᵗ century

A learner can focus on specific content areas

With online learning, the learner can devote as much time and energy in focusing on those units, modules, or sections of the course than in a traditional setting where the teacher must minimize coverage of content information due to limited amount of time and energy (Draves, 2013).

Cognitive Learning of the 21st century

A learner can test himself daily

Online learning offers many opportunities for the learner to test himself by taking assessments such as quizzes and tests instantly and receiving results on their performance (Draves, 2013). The learner can receive feedback as an additional option in the assessment process.

Cognitive Learning of the 21st century

A learner can interact more with the teacher

The learner has more opportunities to interact with the teacher as more often than traditional classes. In an online course, the learner interact with the information transfer (i.e., lectures, graphics, text, video) that the teacher created only once (Draves, 2013).

The teacher is free to respond to the learners of the online course as often as he or she chooses.

Top Ten Reasons

Draves' top ten reasons cognitive learning on the Internet is BETTER than traditional in person presentations

Number 10. You can learn at your own peak learning time of day (Draves, 2013, p. 15).

Number 9. You can learn at your own speed (Draves, 2013, p. 15).

Number 8. You can learn faster (Draves, 2013, p. 15).

Number 7.   You can interact more with the teacher and other participants (Draves, 2013, p. 15).

Number 6. There are more topics and subjects online (Draves, 2013, p. 15).

Top Ten Reasons

Draves' top ten reasons cognitive learning on the Internet is BETTER than traditional in person presentations

Number 5 Participants come from around the world (Draves, 2013, p. 15).

Number 4. You can learn from the foremost authorities and experts (Draves, 2013, p. 15).

Number 3. Online learning is less expensive and thus more accessible (Draves, 2013, p. 15).

Number 2. Internet links provide more resources (Draves, 2013, p. 15).

Number 1. You can form a virtual community (Draves, 2013, p. 15).

ODE 901 Faculty Certification Course

Principles of Online Learning

Thank you for completing this power point presentation review. Respond to the discussion questions of this module.

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References

Boettcher, J.V. & Conrad, R. (2010). *The online teaching survival guide: Simple and practical pedagogical tips*. San Francisco, CA: Jossey-Bass.

Draves, W. A. (2013). *Advanced teaching online (*4th ed.) River Falls, WI: Learning Resources Network (LERN).