

#5PaST

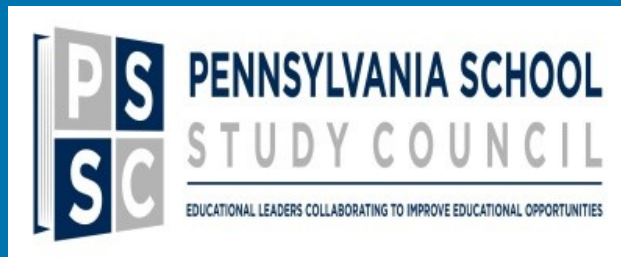
A Systems Model For Distance Education

Planning for Tomorrow

In Partnership with...



PennState
College of Education





Hello!

I am Peggy Schooling

Executive Director of the Pennsylvania School Study Council, Professor of Practice



<https://ed.psu.edu/pssc>



Hello!

I am William C. Diehl

Director of the American Center for the Study of Distance Education, Coordinator of Lifelong Learning and Adult Education Online Graduate Program and Assistant Professor



Americancenterfordistanceeducation.com



Hello!

I am Rebecca E. Heiser

Lead Instructional Designer for Penn State's
Lifelong Learning and Adult Education Online
Graduate Program and Applied Research
Coordinator with World Campus

You can find me at: [@IDesign_reh36](https://twitter.com/IDesign_reh36)

Overview

A Systems Model for Distance Education: Planning for Tomorrow

1. Provide an overview of a systems model for distance education planning.
2. Connect various tools provided by PDE to the systems model.
3. Share the Guiding Questions Worksheet to prompt discussions and create a common language to move forward.

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FACT

**THOUGH THIS FEELS NEW, THERE'S A HISTORY
OF DISTANCE EDUCATION | 292 YEARS.**

And, **Penn State** has been a leader in this space for over **98 years**.

1

WE ARE: Leaders in Distance Education

CONTEXT

The Evolution of the Field

Brief Timeline of Distance Education



1728

Distance education begins in Boston by Caleb Miller. Lessons were sent through the mail.



1840

Distance education begins in England and France through shorthand communication.

PennState



1922

Penn State begins offering courses through radio communications.



1965

The University of Wisconsin offers the first statewide, telephone-based program.



1991

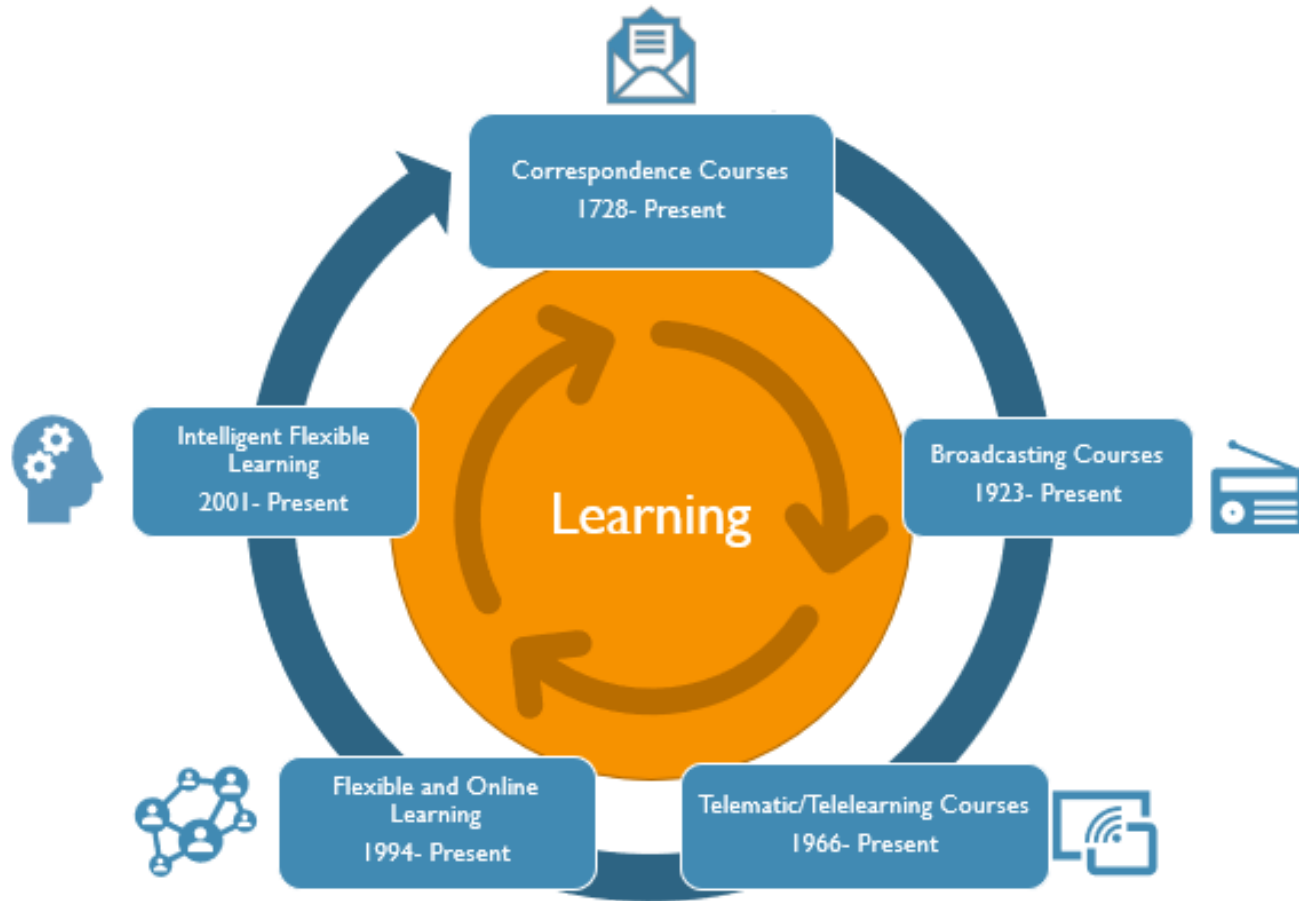
Tim Berners-Lee created the world wide web. By 2003, 80% of colleges have offered an online class.

2

The Relationship

PARALLEL EVOLUTION

Technology | Education | Society



Terms of Conceptual Confusion

Distance Education as the “Umbrella”

A word cloud of educational terms centered around the word "learning". The word "learning" is the largest and most prominent. Other terms include "teaching", "blended", "communication", "distance", "technology-enhanced", "web-based", "Internet-mediated", "remote", "information", "mobile", "education", "open", "distributed", "classrooms", "e-learning", "instructional", "computer-assisted", "virtual", "hybrid", "online", "technologies", and "computer-mediated".

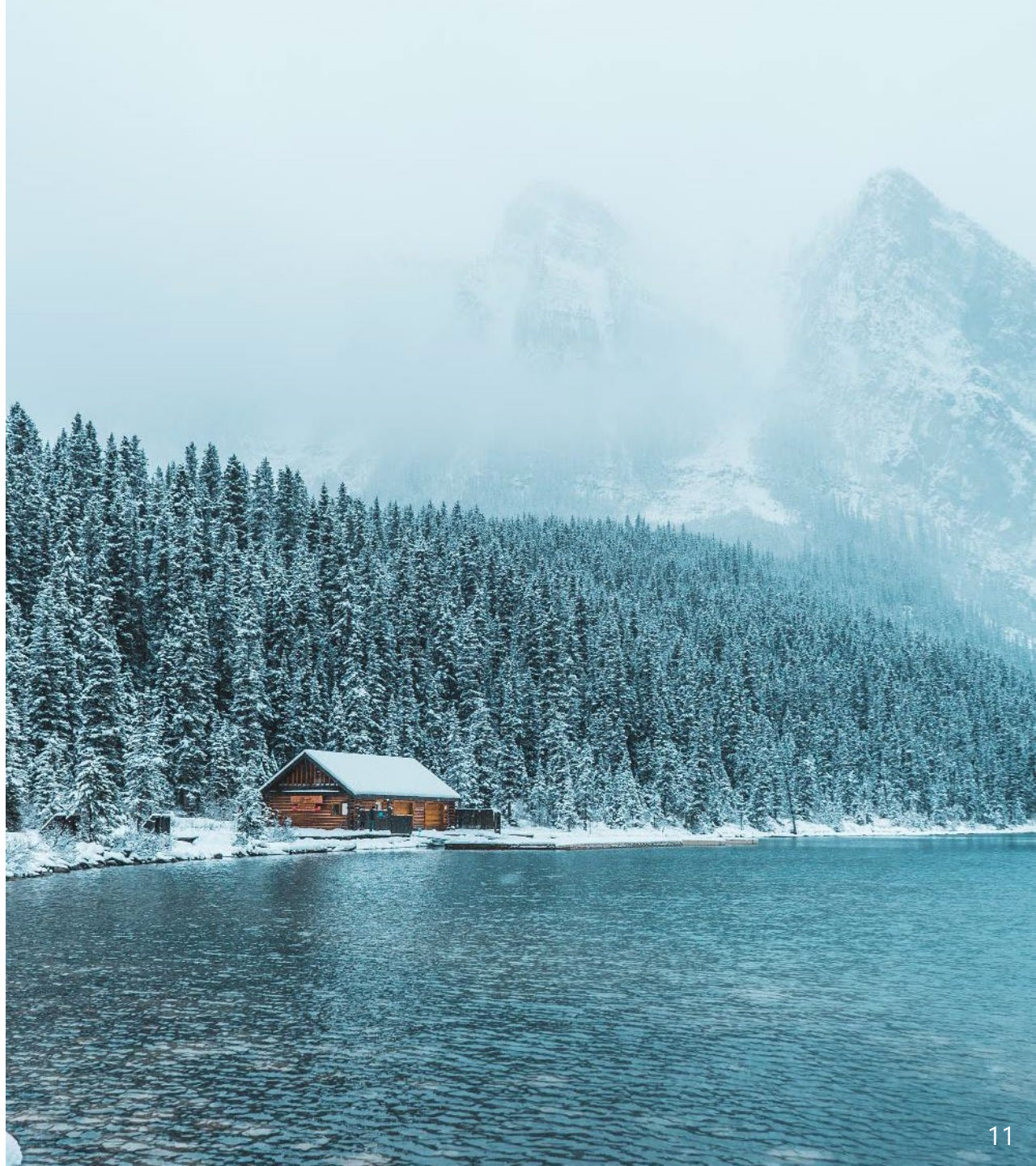
teaching
blended
communication
distance
technology-enhanced web-based
Internet-mediated
remote information
learning
mobile education
distributed classrooms open
e-learning instructional
hybrid computer-assisted virtual
online technologies
computer-mediated

3

K-12 Research Landscape

Practice is Outpacing Research

1. Comparisons of Online vs. In-Person Instruction
2. Qualities of the Online Learning Experience
3. Effectiveness of Online Learning
4. Student Retention and Readiness



REVIEW

SITUATING THE CONTEXT

A *Review* of Key Definitions

A silhouette of a person sitting on a grassy hill, reading a book. The background is a warm sunset sky with orange and yellow tones. The person is on the left side of the frame, facing right.

What is Distance Education?

"...**planned** learning that normally occurs in a different place from teaching, requiring **special techniques** of course design and instruction, communication through various technologies, and special organizational and administrative arrangement." (Moore & Kearsley, 2012)

Planned vs. Crisis Mode

In-Person Education

- Synchronous
- Asynchronous

Blended Education

- Synchronous
- Asynchronous

Distance Education

- Synchronous
- Asynchronous



Crisis
Distance
Learning

SYSTEM

SUPPORTING CONTINUITY

Developing a **Parallel System** to Support **EVERY** Student

SYSTEM COMPONENTS



Common Language Guiding Questions



Leadership

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Reframing Planning



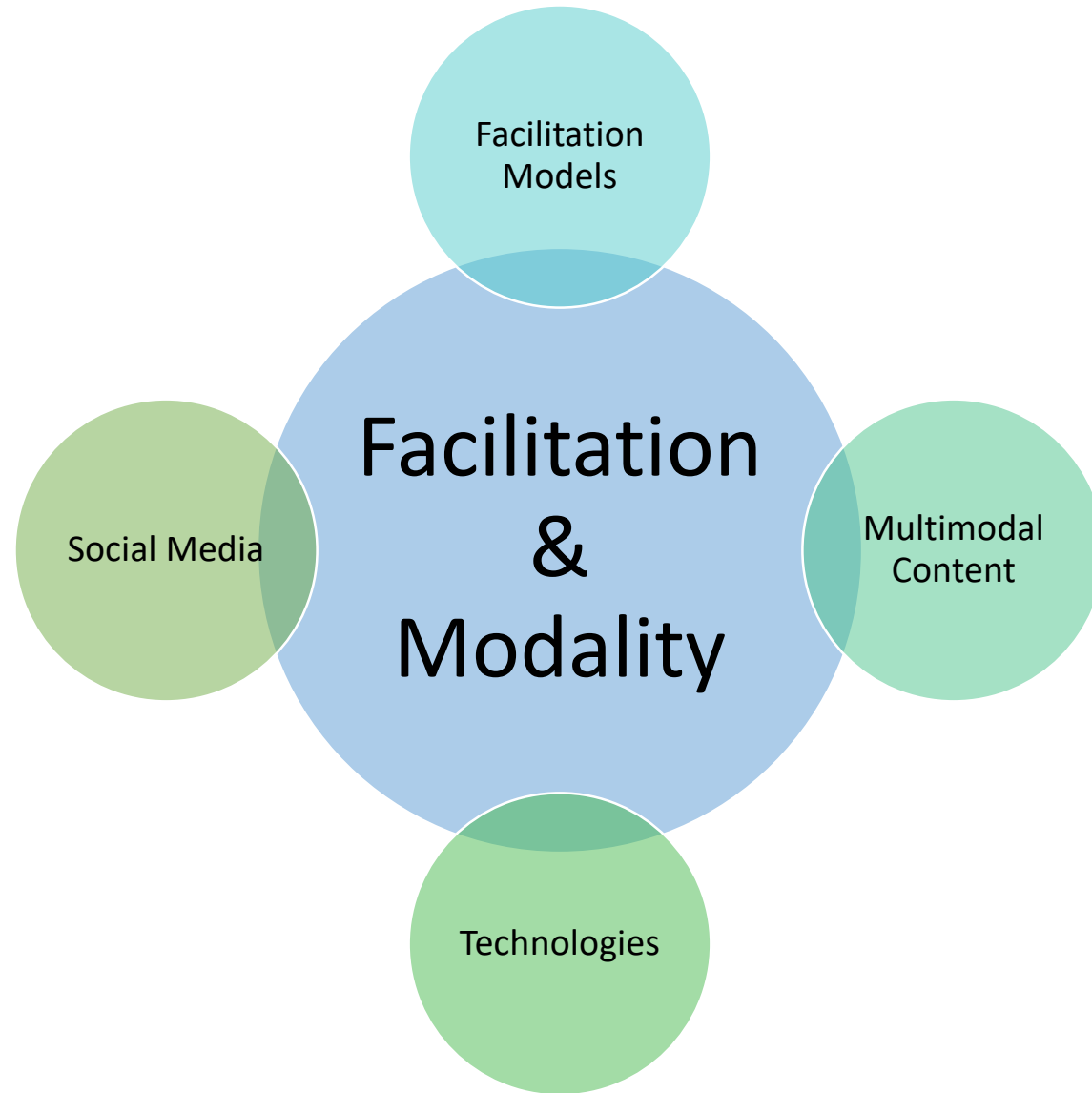
1. How has COVID-19 shifted your vision of teaching and learning?

2. What shifts are you making to support learning-centered strategies?

3. How are you addressing the vulnerabilities that have surfaced?

Facilitation & Modality

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Facilitation & Modality



What technologies are required to ensure equitable learning and teaching?



What resources will you need to provide to ensure the content is equitable for all students?



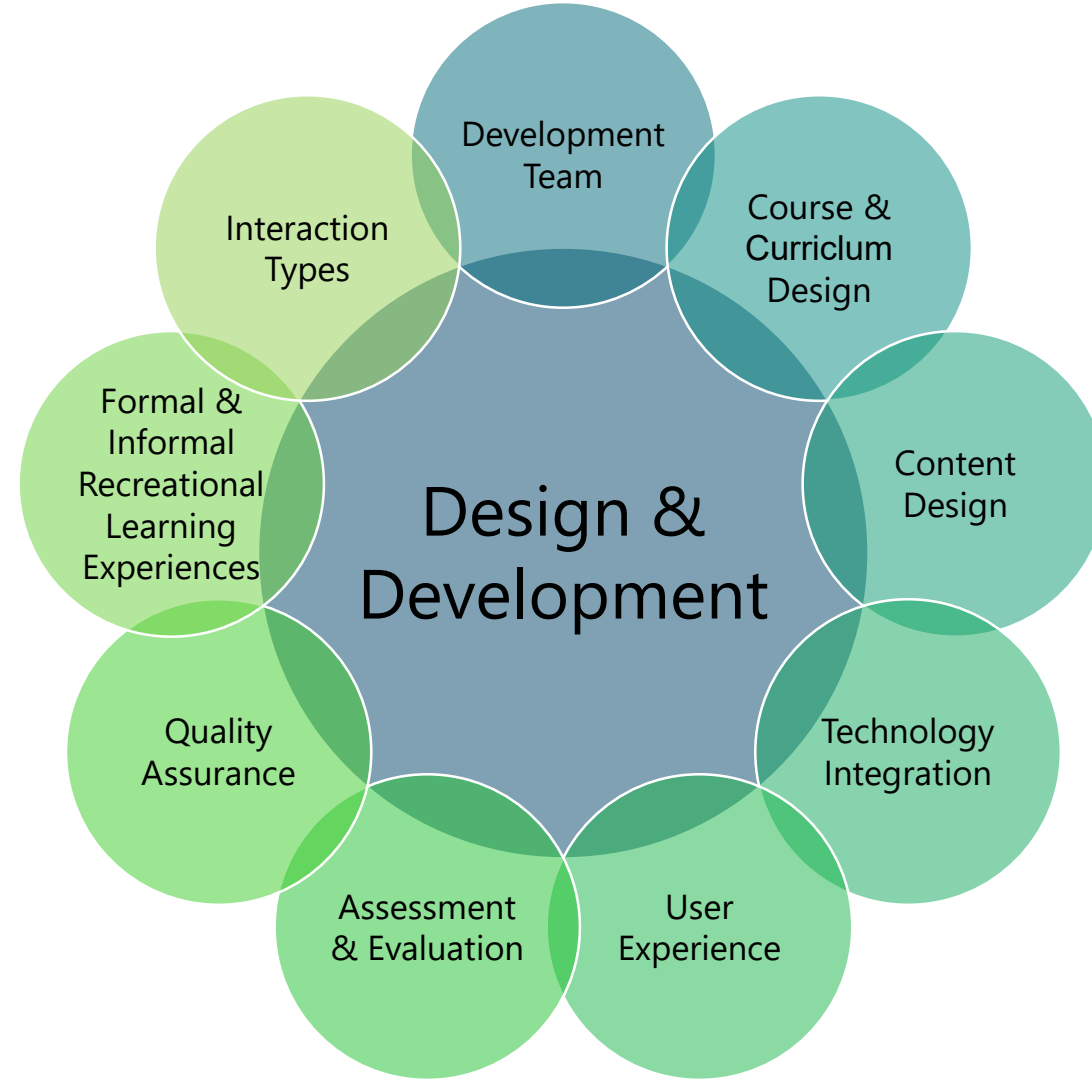
What role will social media have in effective teaching and learning?



How does the facilitation model or models meet the needs of all learners?

Design & Development

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Students become independent and lifelong learners.

Student to Teacher

Exchange expectations, provide feedback, and respectfully challenge one another. The teacher becomes the facilitator and takes a learning-centered approach to instruction.

Student to Student

Students communicate with one another, analyze each other's work, encourage one another's thoughts, and actively engage one another. This relationship does not presume one student having authority over another but an equitable platform for all students to share their learning.

Student to Content

Students actively engage with the learning content in all of its media types. However, it also presumes that the content is well prepared and organized for access.

Guidelines for Design and Development



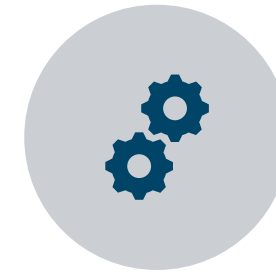
DESIGN FOR YOUR MOST
VULNERABLE



EDUCATORS ARE
INSTRUCTIONAL
DESIGNERS



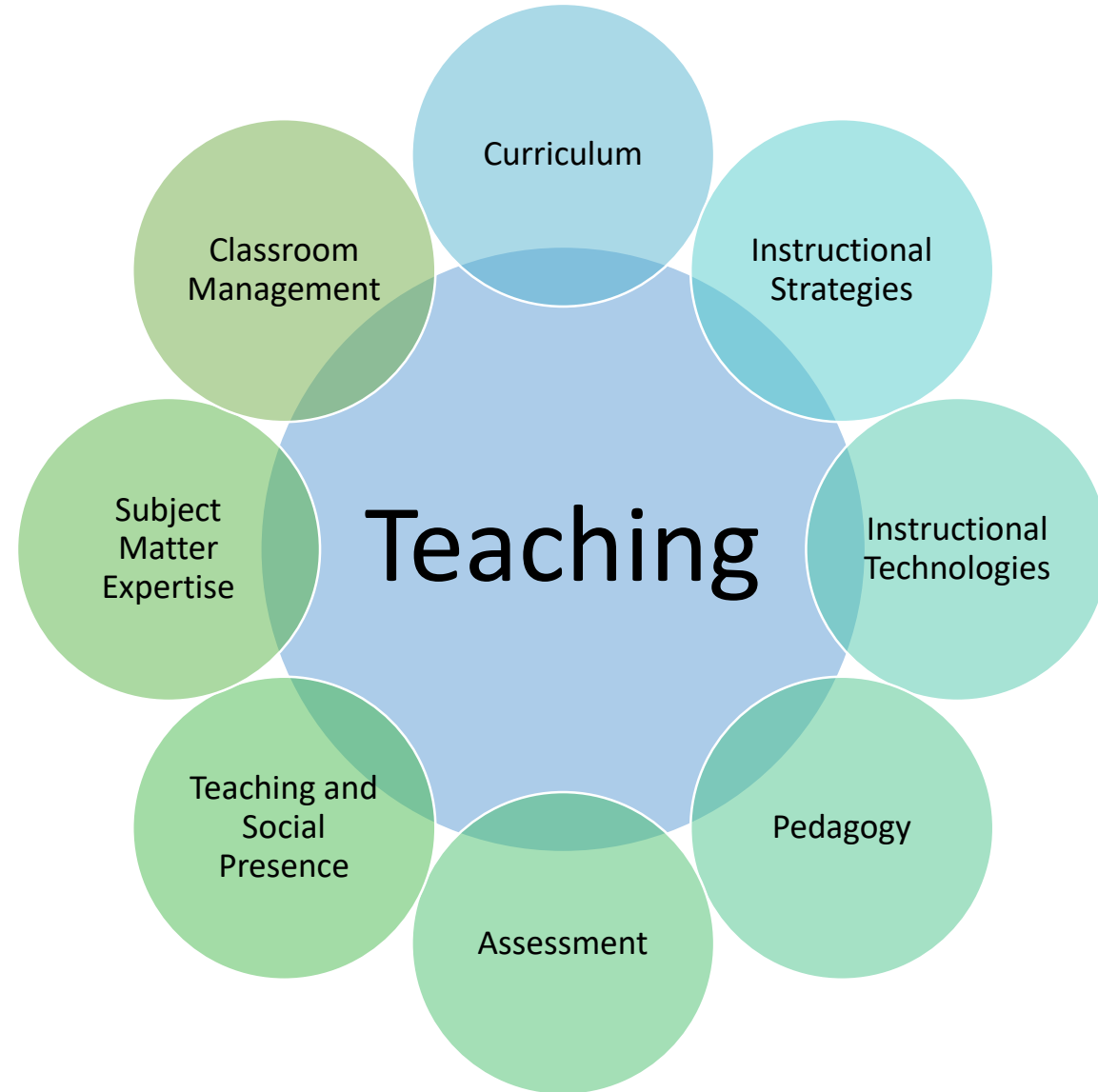
ALIGN ASSESSMENT TO
CURRICULUM
STANDARDS



PLANNED, INTENTIONAL
AND SYSTEMIC

Teaching

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A row of approximately 15 sharpened colored pencils in various colors (red, orange, yellow, green, blue, purple, black, grey, brown, etc.) is laid out horizontally across the top of a spiral-bound notebook. The notebook is open to a page with a detailed black-and-white line drawing of a forest scene, including trees, bushes, and a small animal (possibly a rabbit or squirrel) in the foreground. The background is slightly blurred, showing more of the notebook and the pencils.

Distance Education Guiding Principles

- Good teaching is important: It may overcome poor use of technology, but technology can never save bad teaching
- Designing effective learning experience requires teachers as instructional designers who understand the technology.
- Each medium has its own design characteristics and structure.

- Educational technologies are flexible and can be used in a variety of ways limited only to human imagination and creativity.
- There is no “super-technology”.
- Make all mediums (face-to-face, print, audio, video, interactive multimedia) available to learners.





- Interaction is essential.
- Think about economies of scale.
- New technologies are not necessarily better than old ones.

- Teamwork is essential in educational use of technology.
- Teachers and resource persons need training to use technologies effectively.
- Technology is not the question—decide what the students need to learn using technology.



We Are!

MOVING FORWARD

WE ARE! Apart of the System

Next Steps

Instructional Toolkit



Act 45 Course



Spring: February 16
Summer: June 22

Discussion Forum



<http://distancelearningforum.com/5PaST>

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Proactive Planning Past the Pandemic: PA Schools for Tomorrow

Next Steps & Next Webinars

1

Register!

2

A Blueprint to
Lead Past the
Pandemic

November 19,
10AM

3

Facilitation and
Modalities:
Pathways to
Interaction

December 10,
10AM

4

Designing for
Tomorrow:
Develop
Learning
Environments to
Scale

January 7,
10AM

5

Learning-
Centered
Instructional
Strategies

February 14,
10AM

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Thank You!

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