

InfiLaw System Distance Education Training Plan

Module	QM Standards Alignment	Proposed Topics	Delivery/Materials	Proposed Time
Online Component – Part I: Welcome to Distance Education (5 hrs)				
Introduction to Distance Education	N/A	<ul style="list-style-type: none"> • What is distance education? • Benefits/challenges of distance education • ABA Standard 306 • Characteristics of effective online instructors 	<ul style="list-style-type: none"> • Video presentation • SoftChalk lesson • Copy of ABA Standard 306 • Faculty self-assessment tool • Discussion board question with required replies 	1 hr
Introduction to Online Courses	N/A	<ul style="list-style-type: none"> • Distance education standards • Types of online courses (synchronous/asynchronous) • Common components/structure of DE courses • Time commitment for DE courses • Syllabus for DE courses • Development of online learning communities 	<ul style="list-style-type: none"> • Copy of QM rubric • Recorded Elluminate session • DE course tour (Web Tour) • Narrated PowerPoint • Discussion board question with required replies 	2 hrs
Research in Online Learning	N/A	<ul style="list-style-type: none"> • What does the research say? • Prevalence of distance education • Outcomes of DE courses 	<ul style="list-style-type: none"> • PowerPoint • Links to research studies/articles • Discussion board 	2 hrs

		<ul style="list-style-type: none"> • Student expectations of DE courses 	question with required replies	
On-Site Campus Training (6 hrs)				
Planning for Your Online Course	<ul style="list-style-type: none"> • 2.1 The course learning objectives describe outcomes that are measurable. • 2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. • 2.3 All learning objectives are stated clearly and written from the student perspective. • 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. • 2.5 The learning objectives are appropriately designed for the level of the course. • 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. 	<ul style="list-style-type: none"> • Objectives/goals for DE courses and learning modules • Developing a syllabus for a DE course • Structuring the DE course organization • Copyright for DE instructional materials 	<ul style="list-style-type: none"> • PowerPoint • Copy of Bloom's taxonomy (verb list) • Syllabus checklist • Sample syllabus • Site Planner worksheet • Copies of Teach Act 2002 and Fair Use documentation • Group activity – course planning 	2 hrs
Content Design & Development for Online	<ul style="list-style-type: none"> • 1.1 Instructions make clear how to get started and where to find various 	<ul style="list-style-type: none"> • ADDIE design model • Learning styles • Communicating expectations 	<ul style="list-style-type: none"> • PowerPoint • ADDIE worksheet • Group activity – 	2 hrs

<p>Courses</p>	<p>course components.</p> <ul style="list-style-type: none"> • 1.2 A statement introduces the student to the course and to its components. • 1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated. • 1.7 Minimum technical skills expected of the student are clearly stated. • 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. • 4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student. • 4.3 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject. • 4.4 All resources and materials used in the course are appropriately cited. • 5.1 The learning activities promote the achievement 	<p>in DE courses</p> <ul style="list-style-type: none"> • Interaction in DE courses • Collaboration in DE courses • Synchronous/asynchronous communication • Discussion boards • Material types in DE courses • Accessibility • Communication protocol 	<p>discussion boards and collaboration</p> <ul style="list-style-type: none"> • Tip sheet on accessibility issues • Copy of sample communication protocol 	
----------------	--	---	---	--

	<p>of the stated learning objectives.</p> <ul style="list-style-type: none">• 5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.• 6.6 Instructions on how to access resources at a distance are sufficient and easy to understand.• 7.1 The course instructions articulate or link to clear description of the technical support offered.• 7.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.• 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services can help students reach their educational goals.• 7.4 Course instructions answer basic questions related to research, writing,			
--	---	--	--	--

	<p>technology, etc., or link to tutorials or other resources that provide the information.</p> <ul style="list-style-type: none"> • 8.1 The course incorporates ADA standards and reflect conformance with institutional policy regarding accessibility. • 8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content. • 8.3 Course pages have links that are self-describing and meaningful. • 8.4 The course ensures screen readability. 			
Implementation & Management	<ul style="list-style-type: none"> • 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are clearly stated. • 1.4 The self-introduction by the instructor is appropriate and available online. • 1.5 Students are asked to introduce themselves to the class. 	<ul style="list-style-type: none"> • Netiquette to guide/manage communication in DE courses • Professor interaction in DE courses • Time management in DE courses • Student support services 	<ul style="list-style-type: none"> • PowerPoint • Group activity – generate netiquette rules • 	1 hr

	<ul style="list-style-type: none"> • 5.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.). • 5.4 The requirements for student interaction are clearly articulated. 			
Online Assessment	<ul style="list-style-type: none"> • 3.1 The types of assessment selected measure the stated learning objectives and are consistent with course activities and resources. • 3.2 The course grading policy is clearly stated. • 3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation. • 3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed. • 3.5 "Self-check" or practice assignments are provided with timely feedback to students. 	<ul style="list-style-type: none"> • Quizzes in DE courses • Self-checks for students • Rubrics for grading • Distance education standards 	<ul style="list-style-type: none"> • Links to/copies of sample discussion board rubrics • Group activity – brainstorming on assessment techniques 	1 hr
Online Component – Part II: The Wrap Up				
Assessing Quality of	N/A	<ul style="list-style-type: none"> • Maintenance of DE courses • Peer review of DE courses 	<ul style="list-style-type: none"> • Copy of QM rubric • Podcast 	2 hrs

Online Instruction		<ul style="list-style-type: none"> • Student review of DE courses 	<ul style="list-style-type: none"> • Sample course evaluation • Discussion board question with required replies 	
Platform & DE Tools Training				
D2L technical training	<ul style="list-style-type: none"> • 6.1 The tools and media support the learning objectives and are appropriately chosen to deliver the content of the course. • 6.2 The tools and media support student engagement and guide the student to become an active learner. • 6.4 Students have ready access to the technologies required in the course. • 6.5 The course components are compatible with current standards for delivery modes. • 6.7 The course design takes full advantage of available tools and media. 	<ul style="list-style-type: none"> • TBD by D2L 	<ul style="list-style-type: none"> • Conducted by D2L 	TBD
Elluminate <i>Live!</i> & Plan technical training	<ul style="list-style-type: none"> • 6.1 The tools and media support the learning objectives and are appropriately chosen to deliver the content of the course. 	<ul style="list-style-type: none"> • Create a course session • Add students to a session • Session settings • Manage a synchronous session 	<ul style="list-style-type: none"> • Application demonstration • Step-by-Step Instructions handout 	2 hrs

	<ul style="list-style-type: none">• 6.2 The tools and media support student engagement and guide the student to become an active learner.• 6.4 Students have ready access to the technologies required in the course.• 6.5 The course components are compatible with current standards for delivery modes.• 6.7 The course design takes full advantage of available tools and media.	<ul style="list-style-type: none">• Upload content for a session• Generate attendance reports• Retrieve recorded session links• Use Plan to automate functions in <i>Live!</i>		
--	---	---	--	--