

Distance Learning Subgroup - Initial Brainstorming

Please note this is an open page for the group and the community: anyone is welcome to help edit, restructure, or completely re-envision. All help is welcome.

Please [contact me](#) if you have any questions, thoughts or ideas.

Initial Brainstorming

Tasks:

1. To begin to identify key areas of interest for a Distance Ed group, taking from, expanding upon, or adding to ideas we noted at the Denver conference. - See linked notes.
2. Collect information on who in the community is interested in participating in this group and some demographics about the programs they represent - probably you if you're reading this.
3. **Begin** to distinguish which areas will be priorities for the short and long term. This will be an ongoing conversation.

Background Info:

[Notes from #Sakai10 BOF Session on Distance Ed](#)

Areas of Focus:

What are our major interest areas/topics to focus on & What are the priorities?

Review notes above and add to the list here or contribute something entirely new. *(Everyone should feel welcome to contribute, categorize, and edit this list!)*

- Build a Repository for Distance Ed
 - Use OpenEdPractices
 - Share Templates, Training Documents, Best-Practices, Other Materials and resources (define/flesh out)
 - Items can be geared towards course developers, faculty development, or faculty
 - Developing effective group-work (team) practices with Sakai tools, and accompanying pedagogy
- Create Faculty Development Courses
 - Course on Developing an Online/Distance Ed Course
 - Module(s) on "Good practice in Online Teaching"
 - Course on Effective Teaching DE Course
 - Can be module based so users/schools can choose which if not all, and rearrange to fit into their specific program
- Whether and how Sakai can help with the traditional challenges of distance learning
 - Exam Security
 - Laboratory work
 - Discussion appeal
 - Time management (student and faculty)
 - Increasing presence and personality
 - Student collaboration (working in groups on assignments)
- A discussion area/email list that allows for focus communication around distance leaning
 - What faculty outreach strategies are working at various institutions (e.g., how do you make faculty aware of and motivated to take advantage of course design consultation/services)
 - Has anyone established a DL course certification program of any type to a) encourage/acknowledge faculty who design/teach following best practices (QM or others, tied to faculty development courses or not) and/or b) let students know which courses were developed according to best practices? If so, what is working? Not working?
 - Take a look at eXcellence (<http://www.eadtu.nl/e-xcellencelabel/>) for quality assurance in e-learning (try online quickscan)
- How to create structured presentation of content in Sakai
 - Melete modules
 - Custom templates in rich text editor
 - Disadvantages
 - Ungainly interface
 - Separate file store--doesn't use Resources tool
 - Resources tool-based site
 - Allows flexibility, but requires more knowledge of HTML and Dreamweaver (perhaps)
 - If developed on local machine and uploaded using WebDav, causes file synchronization issues, where what appears in WebDav is not what appears when viewing files using Resources tool in Sakai
 - What is the best strategy using Dreamweaver?
 - Local site is mapped network drive using WebDav
 - Remote site is mapped network drive using external WebDav client (Network Places, WebDrive, Cyberduck, etc.). Site is developed locally and then synchronized. *Preferred method for VT distance learning.*

- Remote site uses Dreamweaver's built-in WebDav functionality.
- Use of "base" project site to store resources of sites that are duplicated each semester
- [Interactive Syllabus](#) out of UVA
- [OpenSyllabus](#) out of HEC Montréal
 - When does it go production?
- Does Sakai 3 provide better ways to structure content natively?
- Various SCORM Tools (UC Berkely[?] tool, [SCORM Cloud](#), Kineo)
- [Learning Path](#) out of LOI
- [SoftChalk](#) - a Sakai Commercial Affiliate with Sakai Integration, affiliated with Connexions and Merlot

Who are we:

Below please identify yourself and a little about your school/program.

While we may choose to redefine these later as a group, for now please use the follow definitions as a **guide**:

- **Programs Offered:** *Fully Online* (No face to face meetings), *Hybrid/Blended* (Some face to face, and some fully online), *Enhanced/Supplemented* (regular face to face classes using technology)
- **Disciplines/Subjects:** We are trying to identify different disciplines that may be represented (science and engineering, humanities, etc.)
- **Academic Level:** K-12, Undergraduate, Graduate, Corporate, Other (Specify)
- **Preferred Areas of Focus:** As the list of topics grows for the Distance Learning subgroup, what are you most likely to be interested in and contribute back to both short term and long term. This will help give focus as we set priorities and direction.

First	Last	Role	Email	School / Affiliation	Programs Offered	Disciplines / Subjects	Academic Level	Preferred Areas of Focus	Willing to serve as co-facilitator?
Rob	Coyle	Instructional Designer /Sakai Functional Admin	rcoyle@jhu.edu	Johns Hopkins	Fully Online/Hybrid/Supplemented	Engineering /CS	Grad		yes
Mark	Breuker	Information Analyst e-Learning	mbreuker@loi.dot.nl	Leidse Onderwijsinstellingen (LOI)	Fully Online/Hybrid				
Robin	Hill	Coordinator, Instructional Computing, AND Distance Ed Instructor	hill@uwyo.edu	University of Wyoming	Fully Online / Hybrid / Supplemental	All	All	Improving distance ed for technical and scientific courses	
Mathieu	Plourde	Project Leader, LMS	mathieu@udel.edu	University of Delaware				Best practices /Exemplary courses	
Lorie	Stolarchuk	Learning Technology Trainer	lorie@uwindSOR.ca	University of Windsor	Hybrid (Online Education) FASS, Business, Science and Nursing offer TOL & Hybrid courses	All	Grad-Students /Faculty (Online Education) Undergrad for other disciplines	Best Practices	
Jann	Sutton	Instructional Designer	jsutton@udel.edu	University of Delaware		All	undergrad & grad	Online Content Development; Social Presence/ group interactions	
Brian	Dashew	Instructional Designer	brian.dashew@marist.edu	Marist College	Fully online/hybrid/supplemented	All	undergraduate and graduate	Courses on developing courses (QM certified); Courses on delivering courses (currently offer an Art of Teaching Online for faculty)	
Rob	Fentress	Senior Instructional Design & Developer	learn [at symbol] vt [dot] edu	Virginia Tech	Fully Online (Graduate)/Hybrid/Supplemented	All	Graduate, Undergraduate, some external contract work with non-profits	Courses on developing courses (QM certified); Strategies for providing structured presentation of content in Sakai.	
Ann	Jensen	Instructional designer	aj14@txstate.edu	Texas State University	Fully online / hybrid / supplemented	Math ed, social work, business, curriculum & instruction, others	Graduate (mostly), undergraduate	Sharing design / content of faculty development workshops. Sharing information about faculty outreach strategies	
Kate	Ellis	Principal Instructional Technology Specialist	kdellis@indiana.edu	Indiana University	Fully online / hybrid / supplemented	all	undergrad & grad	Approaches to faculty development for online course design, teaching online, and developing and supporting online programs	yes

