

Pros and Cons for Different Delivery Systems

Distance Learning Technology	Pros	Cons
Video Conferencing	<ul style="list-style-type: none"> • Synchronous- Immediate interaction with students with two or more classes meeting at the same time • Preparation for delivery similar to face-to-face <ul style="list-style-type: none"> ○ Can use computer applications ○ Use PowerPoint presentations ○ Can use overheads with doc camera ○ Display text material using doc camera ○ Can save class documents created on Smart boards • Students do not have to travel as far to attend class • Specialty classes with low class enrollment offered to different campuses 	<ul style="list-style-type: none"> • Distance Site may not be able to hear student interaction • Similar to watching TV • Professor needs to be aware of strategies to include the distance site in the class • Professor needs to be aware of the camera and microphone <ul style="list-style-type: none"> ○ Do not move around ○ Should not turn their back to work smart board ○ Need to move microphone around the room so distance students can hear discussion points • Unable to monitor student interactions at the distance site
Web Conferencing	<ul style="list-style-type: none"> • Synchronous- Class meets at the same time • Multiple means of interaction <ul style="list-style-type: none"> ○ Audio ○ Visual ○ Chat room ○ Polling ○ Embedding interactive quizzes ○ Interactive white boards ○ break out rooms for small group work • Class can be taught from any where • Preparation for delivery similar to face-to-face • Students do not to attend class they can take the class from home or work • Can offer specialty classes with lower class enrollment to different campuses 	<ul style="list-style-type: none"> • Unable to see students • Takes some preplanning • Requires some training in how to access the Elluminate • Training in how to use the tools available in Elluminate to support instruction • Requires access to a computer • Requires a head set for both instructor and students
Course Management <ul style="list-style-type: none"> • Blackboard • E-learning 	<ul style="list-style-type: none"> • Asynchronous <ul style="list-style-type: none"> ○ Convenient for instructors and students since class is not tied to a time or location ○ Students and instructors select the time to interact with course materials and grading • Can build in automatic feedback systems in testing and quiz options • Uses technology the faculty member knows (documents and presentations) • Tracking of student interactions • Ability to save the course once is finishes • Contains an online grade book, calendar, and tasks to support students. • Communication tools of discussion board, email system • Ability to set up small group work environments • Chat and white boards available for synchronous discussion. • Announcements available to alert students of changes 	<ul style="list-style-type: none"> • Instructor needs to learn: <ul style="list-style-type: none"> ○ how to use the tools available in the system ○ best practices for presentation of information in a text based environment ○ best practices for encouraging interaction between students and between instructor and student ○ how to communicate lecture information <ul style="list-style-type: none"> ▪ create videos of lectures ▪ create lecture notes ▪ create audio files of lectures • Students will need: <ul style="list-style-type: none"> ○ computer with internet connection ○ monitoring so they do not neglect class activities ○ to be proactive and plan to accomplish all learning tasks ○ to read their books!

I Want To Teach Online: What do I do now?

Victoria Brown

Instructional Strategy Considerations for the Different Delivery Systems

Video Conferencing

- Wear dark color clothing so that the clothing does not wash out in the video transfer
- Be sure to talk to the camera (you will need to locate the camera) this allows the student to feel connected to you
- Be sure the monitor displays the other classes is in front of you so you can see anyone raising their hand
- When you ask a question, pause for several seconds. It takes time for the students to receive and acknowledge the question at the distance site. The connection is not instantaneous.
- Address the other campuses and give questions that are for them rather than the class in front of you. (The class in front of you will always be able to respond to questions faster so you need to plan for the other group to interact with you.)
- Be sure to display any document that you may be talking about. Use the computer and document camera.
- Make sure the students can hear any discussion that is occurring in the room. In some classrooms this will mean passing the microphone around.
- Remember the session can be recorded and viewed later by anyone that misses the class

Web Conferencing

- Develop all instructional materials for display on a computer
- Embedded questions within presentations to ensure that students have to respond (Great for checking to see who is at the computer throughout the session)
- Put website into “favorites” on your browser for quick, easy access
- Plan the out the order the instructional material needs to be displayed
- Have all the instructional material for the session open on your computer to pull up the information easily
- Decide if you want to have simultaneous talk or do you want the class to raise their hand to contribute to the discussion.
- For large classes, arrange to have a teacher assistant to monitor questions in the chat area

Course Management

- Think through communication with your students
 - How will they learn about assignments and what your expectations are for the assignment?
 - Do you need to use the calendar to communicate lessons and due dates?
 - How will you communicate the material presented in lectures? (write it out, create a video, or connect audio to a PowerPoint presentation)
- Break down large assignments into tasks and put them on the task menu for them
- Grouped content into weekly lessons or modules
- Decide how to test knowledge (authentic or situational assignments, test or quizzes)
- Think through how to provide feedback to the students on their assignments
- If appropriate, create topics for the class to discuss topics with each other
- Create group work areas for those assignments that require collaboration