



2011 FDLA Conference Presentations

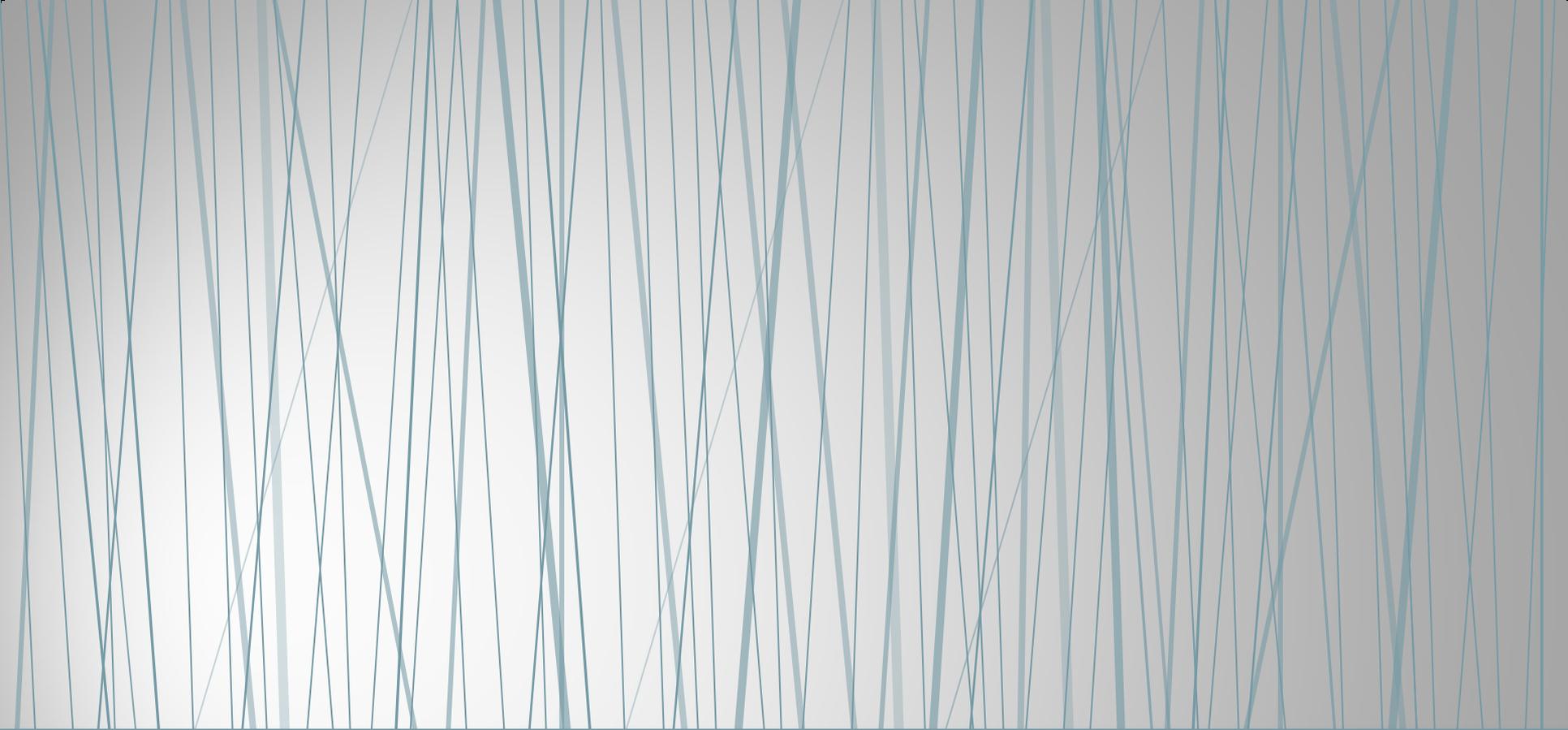
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Distance Learning:

How did we get here and
where are we going?

Dr. Abraham S. Fischler, Ed.D.
President Emeritus
Nova Southeastern University



Introduction to Distance Education

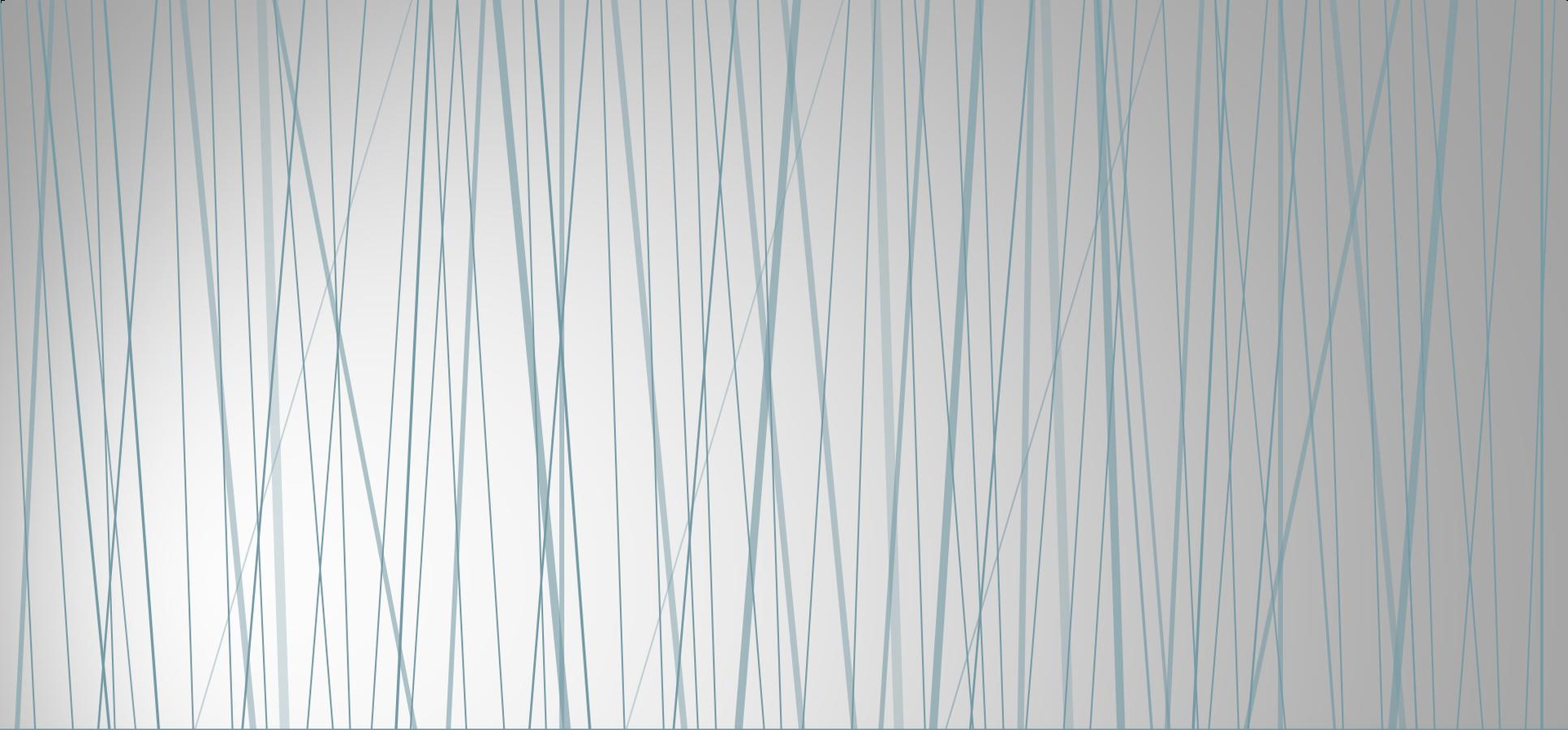
September 23rd, 2011

Dr. Abraham S. Fischler, Ed.D.

2

Questions I will address today:

- What compelled us to create distance education?
- What were the early obstacles in creating distance learning?
- What are the advantages and successes of distance education?
- What is the future of distance education?
- How can distance education change public K-12?
- How can we advocate for distance education programs?



Why was distance learning necessary?

Why was distance learning necessary?

The first mailbox on the construction site of fledgling NSU; distance learning allowed the university to keep its doors open



Why was distance learning necessary?

- Early days of NSU
 - Founded in 1964 as Nova University of Advanced Technology
 - First class was 17 doctoral students in 1967
- Economic viability
 - Professors were supported by grants



How did we create distance education?

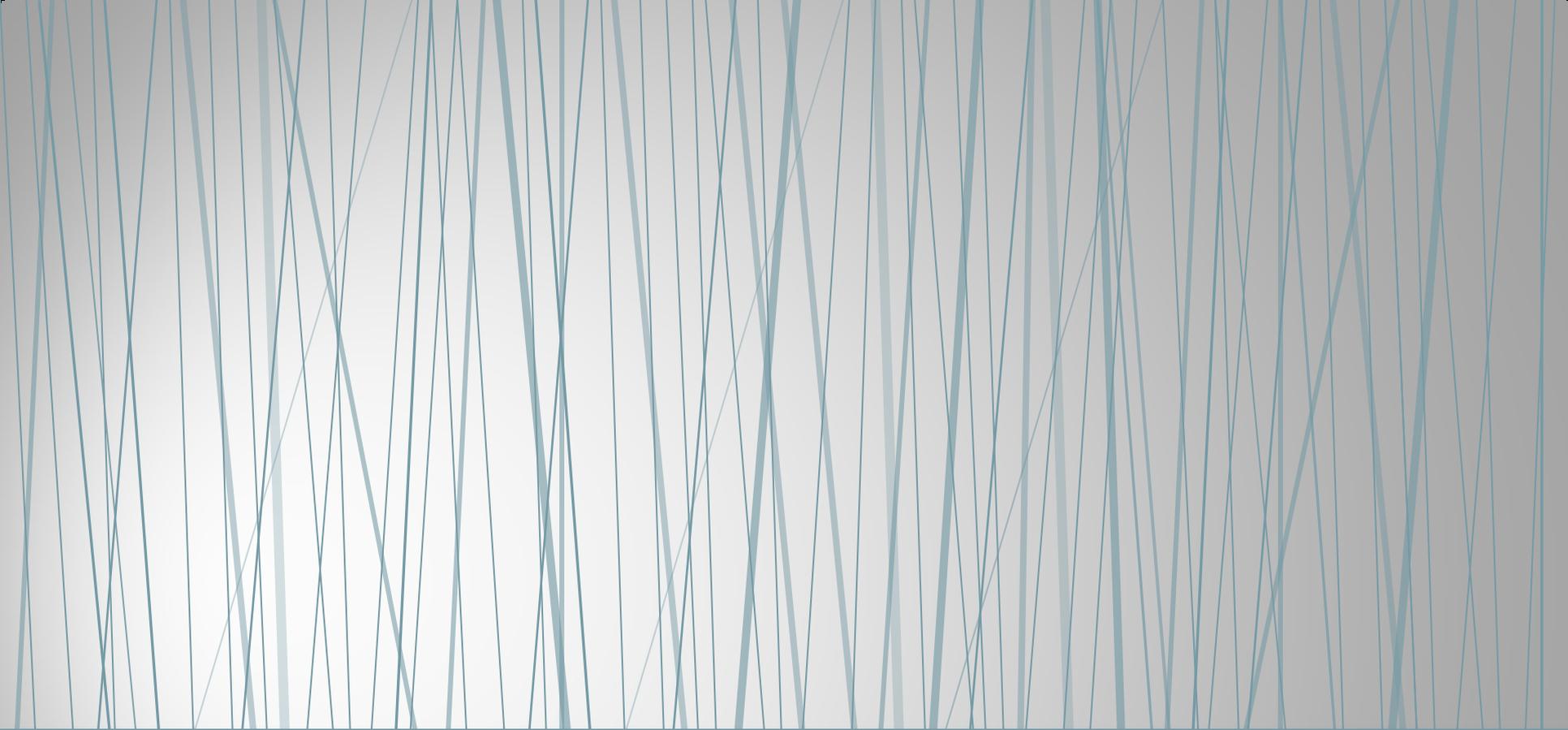
- Early programs:
 - Ed.D. and Ed. Leaders
 - Targeted towards principals and other educational leaders
 - Ed.D. Community College
 - DPA: Public employees
- Format of the programs:
 - Met in cohorts (25-30 principals)
 - Met once a month
 - Started in California and Florida
 - Why was it unique?
 - Ed.D. students used their school as their laboratory
 - Professors came to give instruction on Friday and left on Sunday
 - Summer program; formed national clusters

What were the early obstacles?

What were the early obstacles?



- Accreditation
 - SACS
 - State Licensing
- Lawsuits
 - North Carolina



What are the advantages & successes?

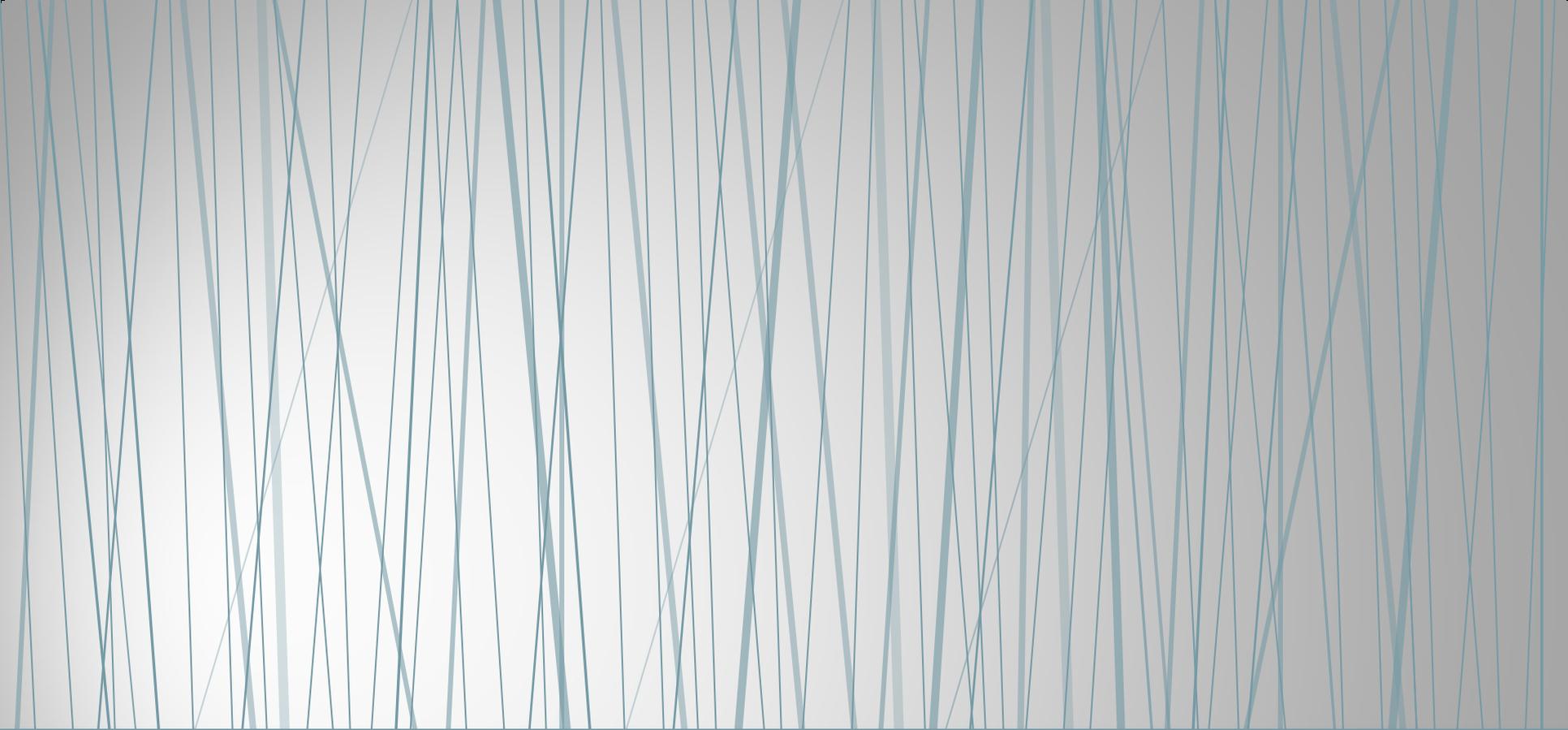
Expanding the learning network: NSU Today



NSU has sites in 24 states and Puerto Rico

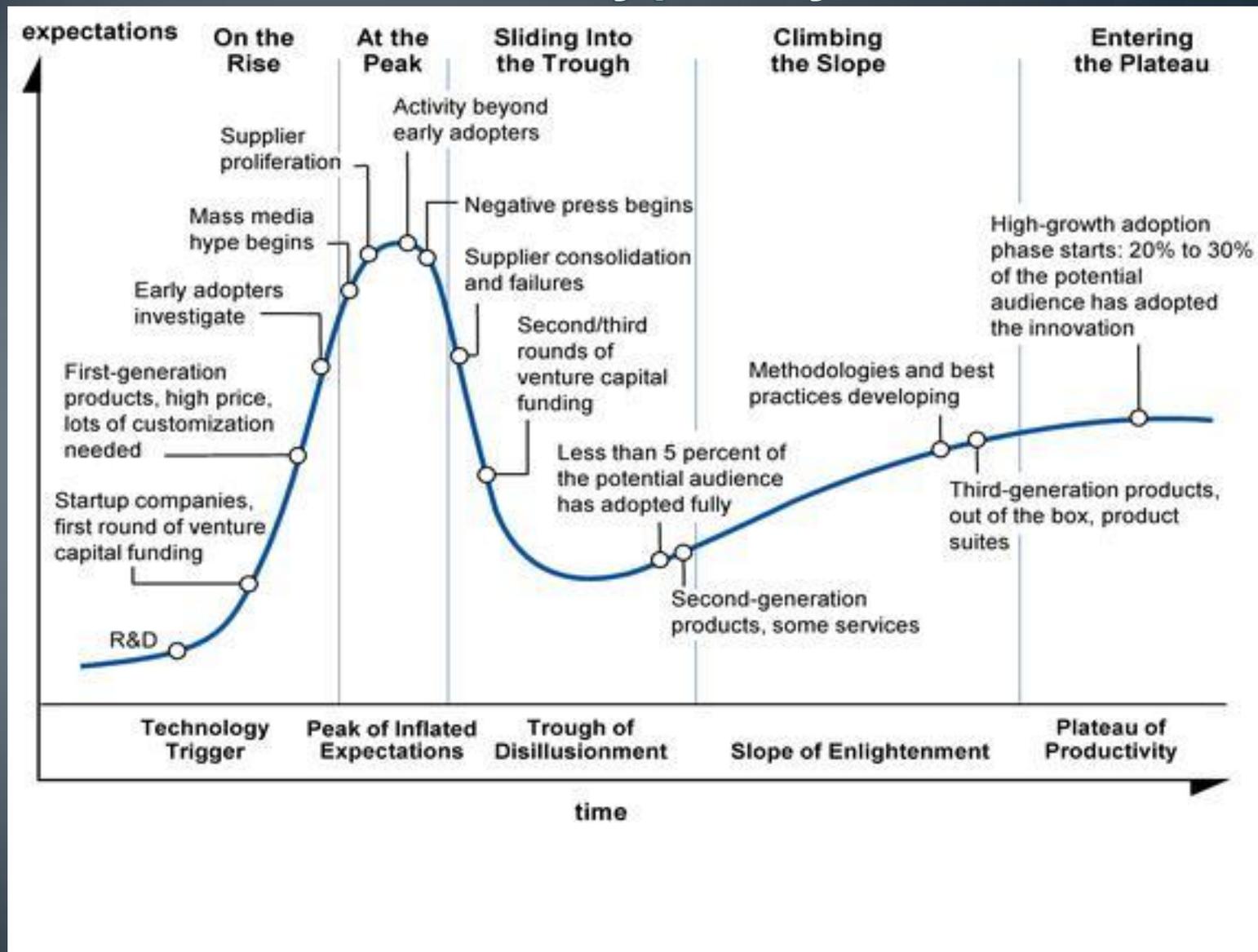
NSU Alumni by Country/Region



The background of the slide features a pattern of thin, vertical, light blue lines of varying lengths and positions, creating a textured, rain-like effect against a light gray gradient background.

What is the future of distance education?

Gartner Hype Cycle



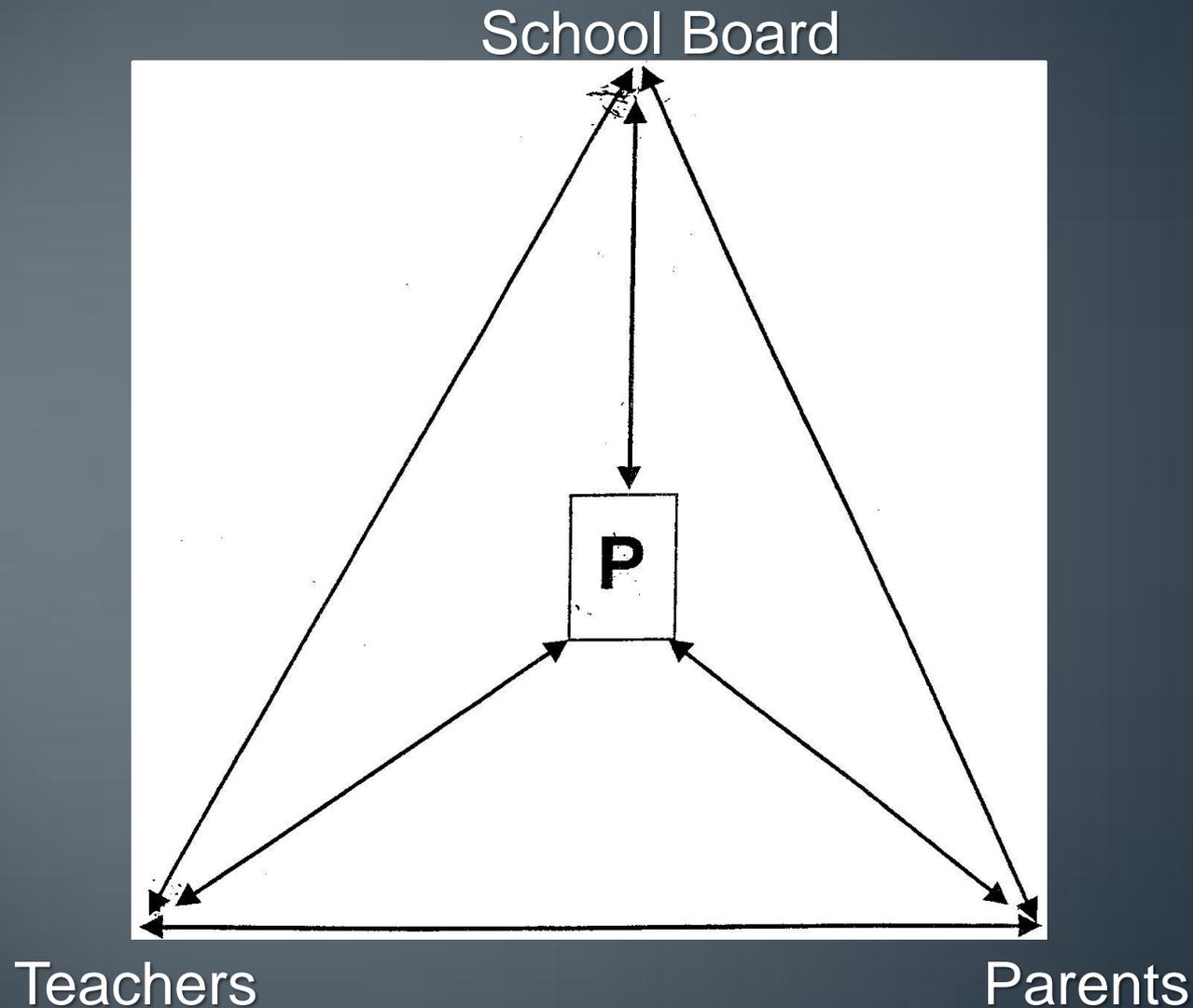
What is the future of distance education?

- Tablet computer and mobile technology integration
 - Accessibility; Take your learning with you wherever you go
 - In the classroom
 - On the road
 - Expanding possibilities
- The “brick and mortar” legacy
- Changing environment of higher education

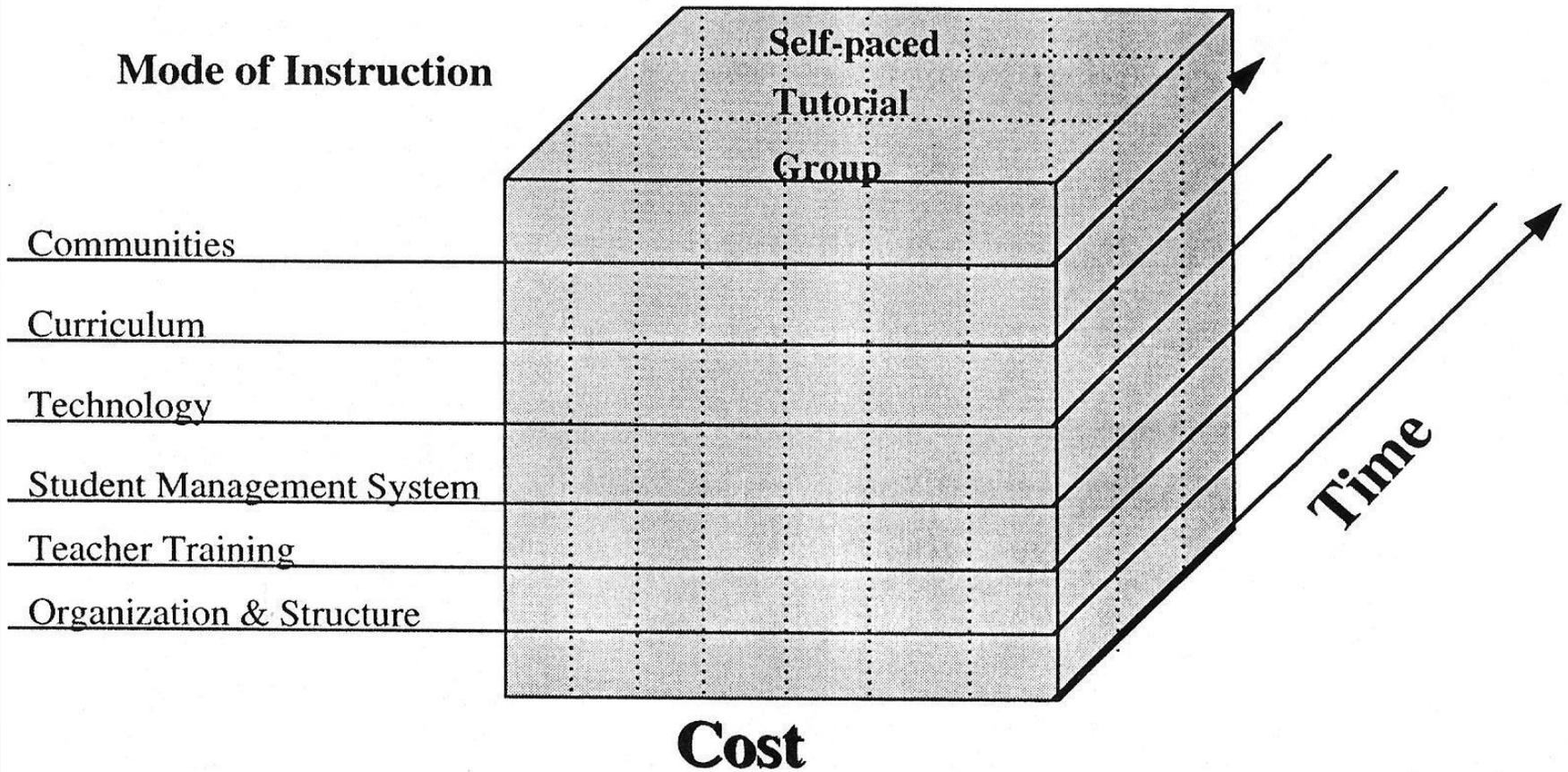
Applying distance learning approaches to public K-12 educational reform

- How can we use these same transformational technologies from higher education in K-12 public education?
 - Home schooling
 - Charter schools

How can we advocate for change?



Systemic Change Model



Questions?

www.thestudentistheclass.com



Social Media in Education

Navigating an Ever-Changing Landscape

Thomas Cavanagh, Ph.D.
Assistant Vice President, Distributed Learning
University of Central Florida

Peter Neal, Ed.D.
General Mgr- Annenberg Learner
Annenberg Foundation

Khitam Azaiza, Ed.D.
Web Developer/Adjunct Faculty
Nova Southeastern University

Question

- How many of you have accounts with...
 - Facebook
 - Flickr
 - Linked In
 - You Tube
 - Second Life
 - Twitter
 - Google+
 - MySpace
 - Ning
 - Diigo

Definition

- The use of web-based and mobile technologies to turn communication into an interactive dialogue.
- Mass Collaboration

Social Media Today

- <http://www.youtube.com/watch?v=3SuNx0UrnEo>





Social Media Landscape



Impacts on Education

- Free of cost (Is it?)
- Reduce isolation
- Building a cultural diversity
- Increase marketing

Examples

- “The University of North Florida International Center’s [Facebook page](#). A future student from Belgium was able to interact with a current student and ask a housing question. They also use Facebook to get information out about their study abroad programs.”
- “ San Diego State University International Center’s [Facebook page](#). They have a very active site where an incoming master’s student was able to ask a question about immunization requirements and someone from the International Center was able to respond within an hour. Another incoming student was able to ask a question about a housing deadline and another was able to find out about insurance requirements.”

Examples

- “The West Coast, National University used their [Facebook page](#) to put a face with a name and introduce their new admissions representative, Rebecca, where she received a warm welcome from many fans. She is very active on the site and addresses questions about admissions requirements in some cases, in real time. They are doing a fantastic job interacting and creating a comfortable environment to interact with their current and prospective students.”
- “ Mercer University has a Facebook page dedicated to orientation and they use this as a way to get information out about upcoming sessions. They used this [Facebook page](#) to help a student coming in town for orientation with hotel recommendations. They were also able to confirm another student’s orientation date all from Facebook.”
- “Johnson & Wales University. They used [Facebook](#) to remind their students of the FAFSA (Free Application for Federal Student Aid) deadline, ensuring their students would not miss it. They even provide their school code!”

Issues to Consider

- Faculty Use
 - Courses
 - Wanting to meet students “where they are”
 - Accessibility
 - Security concerns
 - CIO Insight: 64% of survey respondents agree that social networking tools are “extremely risky” when it comes to security
 - Blurring boundaries
 - Students don’t want teachers as “friends”
 - Understand the complexities and continually changing “Privacy Settings”

Cautionary Tales

Religion Professor at Dartmouth:

- "I feel like such a fraud. Do you think dartmouth parents would be upset about paying \$40,000 a year for their children to go here if they knew that certain professors were looking up stuff on Wikipedia and asking for advice from their Facebook friends on the night before the lecture?"
- "Some day, when i am chair, we're all going to JOG IN PLACE throughout the meeting. this should knock out at least half of the faculty within 10 minutes (especially the blowhards) & then the meeting can be ended in a timely manner."

Cautionary Tales

Sociology Faculty Member from East Stroudsburg University:

- “Had a good day today, didn’t want to kill even one student.:-) Now Friday was a different story ...”
- “Does anyone know where I can find a very discrete hitman, it’s been that kind of day.”

Suspended, escorted from campus

Cautionary Tales

- High school teacher in MA forced to resign for posting that students were “germ bags” and parents were “snobby” and “arrogant”
- Georgia high school teacher forced to resign for FB photos of her holding wine and beer and comments containing an expletive.
- FL Biology teacher from Port St. Lucie fired for posting photos of her in a bikini.

Faculty Stats

- Pearson Study (Social Media in Higher Education”
 - 80% of faculty are using social media
 - 59% have more than one social network acct
 - Almost 25% have four or more accts
 - More than 30% use social networks to communicate with students
 - 52% use video, podcasts, blogs, and wikis in class
 - Social media use higher in Humanities and Social Sciences than Math, Science, Business, or Economics

<http://www.prweb.com/releases/2010/05/prweb3960844.htm>

Issues to Consider

- Students
 - Study groups
 - Collaboration
 - Twitter “backchannel”
 - Academic integrity violations
 - Defamation
 - Observations of questionable behavior
 - Compulsory nature—some students cannot be socially connected (e.g., police officers, victims of domestic abuse/stalking)

Example Policies (Ball State Univ.)

(http://www.fldlc.org/pdfFiles/BallState_SocialMediaPolicy.pdf)

- **Section 1: Policies for all Social Media Sites, Including Personal Sites**
 - Protect confidential and proprietary information
 - Respect copyright and fair use
 - Don't use Ball State logos for endorsements
 - Respect university time and property
 - Obey the Terms of Service of any social media platform

Example Policies (Ball State Univ.)

(http://www.fldlc.org/pdfFiles/BallState_SocialMediaPolicy.pdf)

• **Section 2: Best Practices**

- Think twice before posting
- Strive for accuracy
- Be respectful
- Remember your audience
- On personal sites, identify your views as your own
- Consider adding a watermark or posting specific size images to protect them

Example Policies (Ball State Univ.)

(http://www.fldlc.org/pdfFiles/BallState_SocialMediaPolicy.pdf)

- **Section 3: Institutional Social Media**
 - Notify the university
 - Acknowledge who you are
 - Have a plan
 - Link back to the university
 - Protect the institutional voice

Resources

Florida Distance Learning Consortium

<http://www.fldlc.org/socialnetworkpolicy.htm>

Chronicle of Higher Education (Prof Hacker Blog)

<http://chronicle.com/blogs/profhacker/from-the-archives-being-social/35782>

Examples of schools using Facebook to interact with students

<http://www.envisageinternational.com/blog/2011/07/good-examples-of-schools-using-facebook-to-interact-with-students/>

Why Social Media Can and Is Changing Education

<http://www.connectedprincipals.com/archives/3024>

Professional Development in Cyberspace: Coaches Guiding Teachers through the Inquiry Process in Online Settings

Desi Krell, Nancy Fichtman Dana,
Kara Dawson, & Rachel Wolkenhauer

University of Florida

Our Agenda

- What is inquiry?
- What is important about the role of the inquiry coach?
- How might coaches be trained virtually?
- What might a virtual inquiry coach's work look like?

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What is inquiry?

Action Research/ Teacher Research/
Teacher Inquiry/ Practitioner Inquiry/
Classroom Research

Systematic, intentional study by educators
of their own classroom practice

(Cochran-Smith & Lytle, 1993)

Inquiry: A Way of Being

- Problematizing practice
- Systematically studying practice
- Taking action for improvement based on such study

How is inquiry different from what reflective teachers already do?

- Less Happenstance
- More Visible

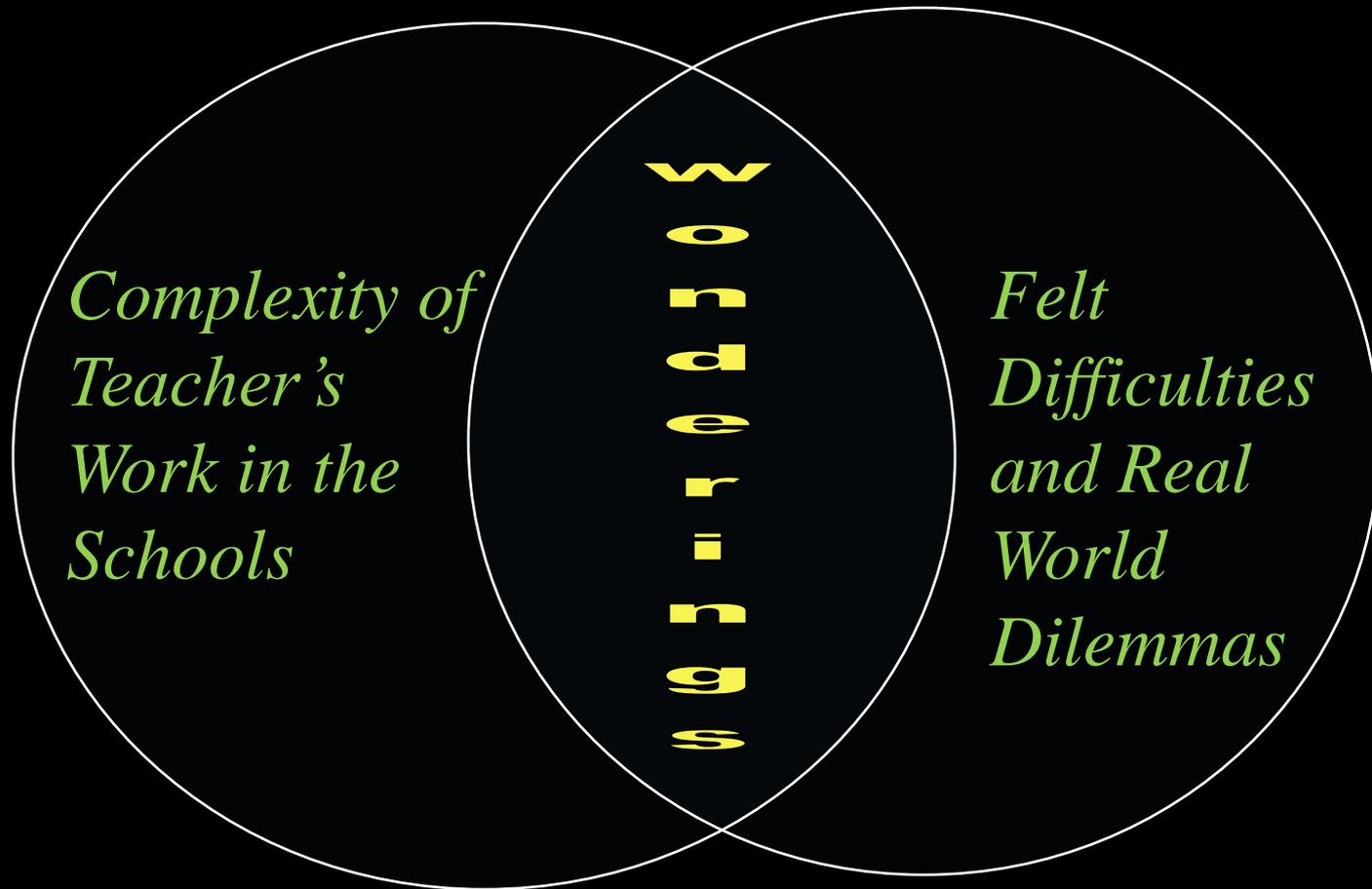
Five Components of the Inquiry Cycle

1. Wondering (Question) Development
2. Data Collection
3. Data Analysis
4. Synthesis/Sharing
5. Action

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Wonderings: Questions of Practice



What do wonderings look like?



Five Components of the Inquiry Cycle

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3. Data Analysis
4. Synthesis/Sharing
5. Action

Data Collection Strategies

- Standardized Test Scores/Grades/Progress Monitoring Tools
- Field Notes/Anecdotal Notes
- Student Work/Documents/Artifacts
- Interviews/Focus Groups
- Digital Pictures/Video
- Reflective Journals/Weblogs
- Surveys
- Feedback from Colleagues
- Literature

Five Components of the Inquiry Cycle

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WORD WORK

Chants & Check



4-Square Vocabulary



Word Sort



Say & Write



Go Fish



Concentration

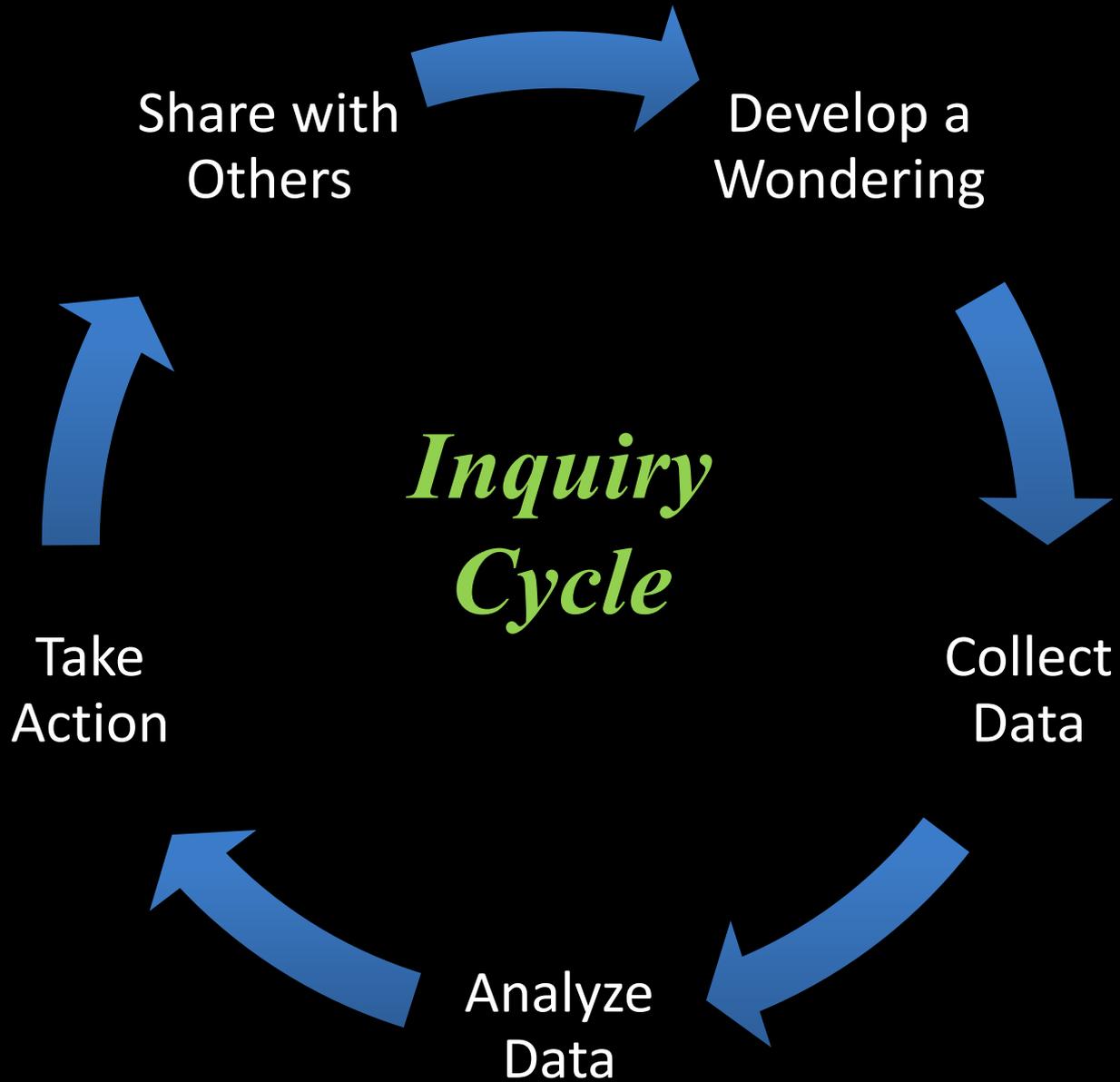


Show & Read



Five Components of the Inquiry Cycle

1. Wondering (Question) Development
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5. Action



Our Agenda

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Why Coaches Matter

“...the day-to-day actions taken by the practitioner inquiry group facilitator profoundly influences a group and many of the results.”

(Drennon & Cervero, 2002, p. 194)

The Inquiry Coach

- Organizer
- Guide
- Negotiator
- Mediator
- Critical Friend
- Motivator
- Resource

The Inquiry Coach

Critical Junctures:

- Introduction to inquiry process
- Locating a wondering
- Developing a plan for research
- Analyzing data
- Sharing work with others

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Why Coach Virtually?

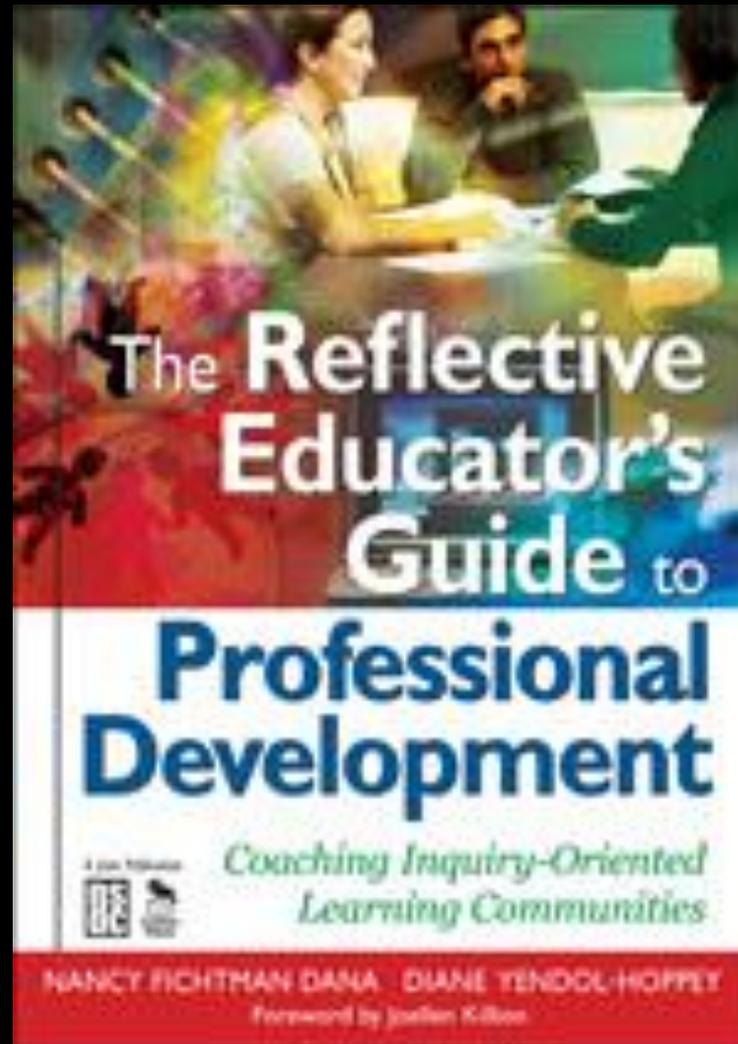
Coaching in cyberspace:

- Makes it easier to bring people together
- Provides more flexibility
- Allows for experienced teacher researchers to be brought in from disparate locations
- Brings more resources into the inquiry experience
- Acts as an organizational tool
- Enables inquiry in a virtual environment, such as virtual schools

FDE Coaching Clinic Calendar

Dates	Events
October 26, 2010	Introduce inquiry and the inquiry process; provide tools and structures to support their coaching work
November 2, 2010	Coaching wondering development; Wondering Playground
November 9, 2010	Coaching data collection; practice in group discussions
November 16, 2010	Coaching data analysis; data analysis cheat sheet

Resource for Coaching Action Research



Ellluminate Sessions

The screenshot displays the Elluminate Live! interface for a meeting titled "EETT GRANT MEETINGS". The interface is divided into several sections:

- Participants:** A list of 25 participants is shown, including Benjamin, Kara Dawson (Moderator), Dana, Dawn, Desi Krell (UF) 5, dpar, Gayle, hugh, Janene, Jennifer, Julie, kme, Kristie, Laura, leslie, Linda, Melissa, Norma, Rachel, Rachel Wolkenhauer (UF), Rhonda, vj, WEBSTER, and william.
- Chat:** A chat window shows a list of messages from participants. The messages include: "Desi Krell (UF) 5: Hi all!", "Rachel Wolkenhauer (UF): Hi!", "Laura : My screen went blank", "Laura : the whiteboard", "Laura : It's on again 😊", "Jennifer : It was a great time!", "Laura : Yeah County!!!!", "Laura : I loved it!", "Jennifer : me too! :)", "Gayle : We want to have a 'Digital Showcase' at the end of the year. Haven't worked out the details.", "Laura : Interesting idea", "vj.....: County had showcase at UNF", and "Rachel Wolkenhauer (UF): Great idea. Especially in light of this digital work."
- Whiteboard - Main Room (Scaled 94%):** A slide titled "Five Components of the Action Research Cycle" is displayed. The slide content is:
 - 1. Wondering (Question) Development
 - 2. Data Collection
 - 3. Data Analysis
 - 4. Synthesis/Sharing
 - 5. Action
- Audio - Kara Dawson:** A section for audio control, showing a microphone icon and a volume slider.
- System Tray:** At the bottom, there is a system tray with a clock showing 19:08 and a status bar indicating "In session for 1 hour, 47 minutes."

Eliminate: Group Discussion

How will daily Audacity recording activities designed for 5th grade ELL students below grade level impact their reading fluency based on the DIBELS Assessment?

–DIBELS Assessment results

–Student surveys

I am a math person and sometimes really have to take myself out of my comfort zone to see the importance of qualitative.

The biggest

I think one of the biggest challenges is making sure to fit the data to

Are you just having them listen to stories or are they reading to themselves?

Maybe she could use a reflective journal to analyze behaviors.

She could also use anecdotal notes. Running records

What kind of activities are you thinking about as a data tool for

difference.

▶ You would also want to see if the surveys fit into this

This person might have different

▶ reading attitudes

How about before records? To compare?

Before and after daily Audacity recordings

I think this is thinking

How might using BrainPOP videos on Latin and Greek words in conjunction with student generated media, (created with iMovie or GarageBand) impact eighth grade English student understanding of word meanings in order to improve their vocabulary and reading comprehension?

–Grades/rubrics on student generated media projects

–FCAT Writes practice essays

–Pre- and post- vocabulary test results

–Student and parent surveys

–Student interviews *focus* best way to assess comprehension

Student and parent surveys don't seem to fit the question.

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Virtual Meeting Space: Schoology

The screenshot displays the Schoology interface. At the top, there is a search bar and navigation links for Home, Profile, and Inbox. The user is logged in as Desi Krell in a group named Virtual School. The main content area shows a discussion titled "- Open Ended Sentences Response" created on Mon Jan 24, 2011 at 11:35 am. A filter button "Filter by user" is visible. The discussion thread includes a post from a user with a colorful profile picture asking about the effect of social media on student completion rates. This post includes a detailed response with three numbered discoveries. Below this is a reply from Desi Krell, dated Fri Mar 4, 2011 at 12:46 pm, discussing the use of social media in education. A partial reply from another user is visible at the bottom. On the right side, a "Comment Timeline" widget shows a comment posted on Fri Mar 25, 3 pm.

oogy Search Home Profile Inbox Account

Desi Krell Virtual School Logout

Action Research - Spring 2011: Action Res ...
Asynchronous Protocols - Desi - Group 1

- Open Ended Sentences Response

Created by on Mon Jan 24, 2011 at 11:35 am

Filter by user

 My wondering was: In what ways will including popular social media (Twitter and Facebook) effect student completion rates?

I collected data by: interviews with students, comparing teacher quota information (completion rates and weeks behind), individual student information for those that participated

So far, three discoveries I've made by reading through my data are:
(1)My completion rates did not increase until after the new year began so it does not seem to have been impacted by the introduction of the social media.
(2)The students who participated in the social media did not significantly increase achievement.
(3)More students were likely to "Like" my page on Facebook than "Follow" me on Twitter.

Reply · Thu Mar 3, 2011 at 11:14 am

 **Desi Krell** :-The concept of using social media such as Twitter or Facebook is very interesting. I think that it is an often untapped source of educational potential, and your project demonstrates one potential education use for it. I have two clarifying questions for you. 1) How did you direct student attention to the Facebook or Twitter posts? 2) What types of information did you post/share? (e.g. reminders, procedural questions, content questions, etc.)

Reply · Delete · Fri Mar 4, 2011 at 12:46 pm

 HI - here - Did you survey the students to find out how often they use FB and Twitter in their personal lives?

Comment Timeline
Comment
Posted by
Fri Mar 25, 3
pm

Synchronous Data Analysis



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Action Research Submission

My
Proposals

Introduction

Identify
Inquiry

Context

General
Questions

Hardware
Questions

Software
Questions

Teaching and
Learning
Questions

Data
Collection

Data
Analysis

FDE Action Research

Data Collection

Proposal Title: *Kara's Example*

Save

Please provide information regarding the data collection strategies you will use for your inquiry.

Indicate Duration of Study:

Indicate all the data collection methods used during your study:

- Test scores
- Focus group notes
- Reflective journal
- Literature
- Student artifacts
- Field notes
- Anecdotal records
- Rubrics

Sharing Virtually: Momentum Mondays



What is Momentum Mondays?

Momentum Mondays in May series is where educators share and celebrate their inquiry projects that they have been working on this past year. This is a pilot Professional Learning program designed to engage in inquiry as a form of professional development. For those of you who may not be familiar with the process of inquiry, inquiry is defined as systematic, intentional study by educators of their own practice. Research has demonstrated the value inquiry holds for teacher professional development in brick and mortar contexts, and we are proud to be leading the way at this year in applying this process to the virtual school context.

Event Dates

Monday May 9, 2011

Monday May 16, 2011

Monday May 23, 2011

All sessions will be hosted via Elluminate

Please click below to join a session

[Inquiry Elluminate Room](#)

Coaching Inquiry in Cyberspace: Rachel's Story

- Illuminate sessions
 - Interactive powerpoints
 - Recordings for absentees
- Email follow-ups
- ARTI
 - Teacher inquiry/lesson submissions
 - Feedback for teachers

Our Agenda

- What is inquiry?
- What is important about the role of the inquiry coach?
- How might coaches be trained virtually?
- What might a virtual inquiry coach's work look like?

Conclusions

Inquiry coaches found the Coaching Clinics helpful:

- Informing practice
- Structuring sessions
- Tools for virtual coaching

Conclusions

“I just wanted to thank you for your guidance and support in the process. Hopefully I will be able to continue to develop the culture of Action Research in this county. I am honored to work with the teachers in this grant—they are true professionals.”

“This was such a great year. It truly was my privilege to be a small part. Our Action Research was so profoundly personal for each teacher...this, by far, exceeded my expectations.”

References

- Cochran-Smith, M., & Lytle, S. L. (1993). *Inside/outside: Teacher research and knowledge*. New York: Teachers College Press.
- Dana, N. F., & Yendol-Hoppey, D. (2008). *The reflective educator's guide to professional development*. Thousand Oaks, CA: Corwin Press.
- Drennon, C. E., & Cervero, R. M. (2002). The politics of facilitation: Negotiating power and politics in practitioner inquiry groups. *Adult Education Quarterly*, 52, 193-209.

For Questions, Comments, or Additional Information:

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Nancy Fichtman Dana

ndana@coe.ufl.edu

Rachel Wolkenhauer

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A Model to Develop Practitioner Leaders

University of Florida Blended Professional Practice Doctoral Program
Cathy Cavanaugh & Kara Dawson, Educational Technology

Session objective

- + The University of Florida professional practice doctorate program (Ed.D.) in educational technology is a blended terminal degree program for practitioner leaders.
- + This session provides an overview of the program design, the impacts it has had on its students in their professional roles, and recommendations based on lessons learned in the first three years.
- + <http://education.ufl.edu/educational-technology/online-ed-d/>

Ed.D. purpose and audience

- + Prepares professional practitioners as stewards of practice (Perry & Imig, 2008)
- + Distinct from the Ph.D., which is campus-based and prepares stewards of the discipline (Golde, 2006).
- + Job-embedded program for professionals in K-12 schools and districts, virtual schools, post-secondary institutions, instructional design groups, professional development programs, military, and other settings

Needs assessment

- + Fall 07 (1 year before admitting Cohort 1):
 - + survey of current online students and recent graduates;
 - + review of other online/blended doctoral programs in ed tech
- + Spring 08 (1/2 year before Cohort 1):
 - + list of interested educators from FL Ed Tech Conference (FETC);
 - + discussion of draft program with college faculty

Program planning

- + Administrative support at all levels in college followed draft program and budget
- + Start-up expenses for new summer seminars and two research courses, adaptation of five existing courses
- + Impacts on other programs:
 - + strengthening ed tech content courses
 - + complementing campus Ph.D. program
 - + stabilizing enrollments over time
 - + jump-starting other blended EdD programs in CoE

Meeting needs in the field

<i>Needs</i>	<i>Features</i>
To remain in current job and minimize travel	Online courses, summer campus seminars and distance mentoring
To complete courses while working full-time	One course at a time, during 8-week sessions, with interest communities of peers
To complete the program within a short timeline	Two courses most semesters
To earn a degree that reflects the high standards of the university	Courses, qualifying exam experiences, and capstone projects equivalent in rigor to a campus-based Ed.D. program
To participate in a program that supports individual goals	Common core of courses supplemented with a choice of cognate areas

Program design: 90 credits

- + 18 Core hours in Ed. Tech./Curriculum & Instruction
- + 6 Summer seminar hours
- + 12 Capstone scholarship/dissertation credits
- + 12 Research methods credits
- + Minimum of 12 elective credits to form individually selected cognates
- + Transfer credits possible

Courses: first two years

- + Educational Technology Courses (cohort-based)
 - + Orientation to Doctoral Studies
 - + Foundations of Educational Technology
 - + Instructional Design
 - + 2 broad ed tech content courses
 - + Issues and Research in Educational Technology
 - + Practicum in Educational Technology
 - + Seminar in Educational Technology (hybrid)
- + Research Courses
 - + 4 courses, including general methods and program evaluation

Other program components

- + Summer Campus Orientation session and two seminars
- + Oral and written project-based qualifying exams
- + Capstone project (dissertation)
- + Online community facilitated in web conferencing system and Word Press college Community site,
<http://community.education.ufl.edu/>

Program timeline

Year > Term V	1	2	3
Fall	Foundations Ed Tech Doc Colloquium	Quant 1I Cognate course	Ed Tech course Practicum
Spring 1/2	Research Ed Tech Qual Methods	Program Eval Instructional Design	Dissertation
Summer	Quant 1 Methods Seminar 1	Ed Tech course Seminar 2	Dissertation
Mile- stones	Qualifying projects drafted	Qualifying exam Capstone proposal	Capstone defense

Qualifying exam

	Area of specialization	Research methods	Current issues	Historical perspective	Professional Practice
Niche	X		X	X	
Annotated Bibliography	X	X	X		
Scholarly activities	X				X
CV and Online Presence	X				X
ORAL EXAM:					
Brief presentation	X	X	X	X	X
Questions about activities	X	X	X	X	X
Questions about field	X	X	X	X	X

Capstone/dissertation

Dissertation	Capstone Experience
Demonstrate competency in research; uni-dimensional	Demonstrate competencies in areas expected of a doctoral level leaders in the discipline multi-dimensional
Represent an effort to advance knowledge in the discipline	Represent an effort to advance practice in the field
Generalizable	Contextual
Theoretical	Literature into practice
Traditionally 5 chapters	Flexible in presentation

Impacts on practice

- + Level 1: Reaction
 - + Feedback on program components (Student Survey, Faculty Interviews)
- + Level 2: Learning
 - + Student Survey, Student Interviews, Faculty Interviews, Student Artifacts
- + Level 3: Behavior
 - + Changes in attitudes, behaviors, skills, status, etc. (Student Survey Student/Faculty interviews , Student Artifacts)
- + Level 4: Impact
 - + For candidate, for institution (Student/Faculty interviews, Stakeholder interviews)

Kirkpatrick, D. & Kirkpatrick, J.D. (2006). Transferring Learning to Behavior: Using the Four Levels to Improve Performance. San Francisco: Berrett-Koehler.

Impacts on practice: application

Introduction and integration of new technologies in teaching/institution/district	16
Leadership/Facilitation of teacher professional development (face-to-face and online)	12
Informal or formal presentations at the institutional, county, or district level	7
Introduction of new evaluation methods and data-driven decision making	7
Creation of new courses, programs, or modules	6
Applied and received technology grants	2

Impacts on practice: growth

Conference presentations (state, national, international)	15
New membership in Educational Technology organizations	10
New leadership responsibilities	10
Change of role in organization/new job	5
Publications and conference proceedings	4

Lessons learned

- + We can be very selective in admissions
- + We need a campus orientation before classes start
- + We need a robust online community platform supporting whole-group, interest group, asynchronous and synchronous interaction
- + We need a staff member to manage transfers, programs of study, registration and other logistical processes
- + We need to scaffold students in a gradual release of responsibility as they develop identities as analytic practitioner-leaders

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Online Learning Communities: Enhancing the Acquisition of
Information Skills by Undergraduate Students of the University
of Puerto Rico at Carolina

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Sep. 23, 2011

Contents

- Online Learning Communities and Information Skills
- Problem Statement
- Relevance and Significance
- Goal
- Theoretical Framework
- Research Questions
- Hypothesis
- Research Methods
- Participants
- Findings
- Conclusions and Implications
- References

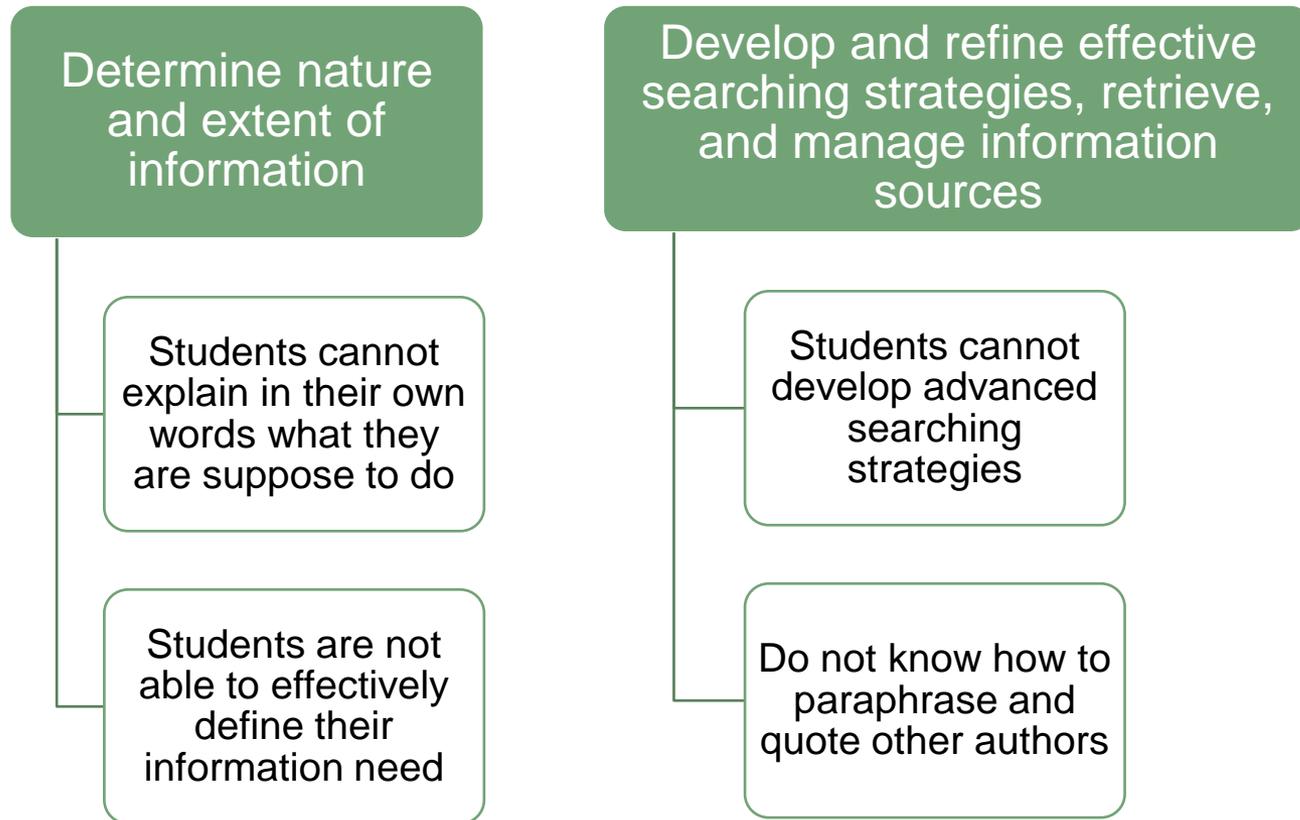
What is an Online Learning Community?

- An online learning community is a group of people who meet online and communicate via communication networks, sharing common interests and goals, engaging in knowledge-related transactions, and supporting each other in their learning agendas (Ma, 2006, p.11).

Defining Information Skills

- Skills that are necessary to define the information needs, develop effective searching strategies, locate and access adequate information resources, and critically evaluate the located information and use it considering ethical and moral issues (ALA, 1989).
- The design and development of information literacy activities may be done through the implementation of the five competency standards published by ACRL (2000).

Problem Statement: Lack of Information Skills



Problem Statement: Lack of Information Skills

Evaluates information and its sources critically and incorporates selected information into his or her knowledge base and value

Students think they will find anything through the Internet.

Students do not critically evaluate the information they find

Student accesses needed information effectively and efficiently

Students do not possess the information skills that are necessary to conduct advanced searches

Student understands many of the economic, legal, and social issues surrounding the use of information

Students often copy and paste the information they find, and do not consider ethical, moral, or legal aspects of their actions

Problem Statement

- Librarians do not have enough time available to spend with students and to support them while they developing specific information skills.
- Research has identified librarians as the key resource to educate students and to help them develop better research skills (Mundava, & Chaudhuri, 2007; Wilbe, 2006).

Problem Statement

- To address the students' needs within the time limitations and other possible obstacles, librarians have been developing online tutorials to facilitate the acquisition of specific information skills.
- Although it seems that online tutorials provide a once-and-for-all solution, there are limitations if the online tutorial is the only resource that is made available to students.

Relevance and Significance

- By examining and comparing the use of an online learning community with the use of online tutorials among a group of students, it was possible to:
 - Analyze and describe how this type of community should be developed.
 - Identify its impact on the acquisition of information skills.
 - Determine its effectiveness in supporting their progress.
 - Identify the satisfaction of students who participate in this type of community, when compared to the ones who used online tutorials.

Relevance and Significance

- The University of Puerto Rico (UPR) is the largest institution of higher education on the island, having 11 campuses located in different cities around the island.
- One of these campuses is the University of Puerto Rico in Carolina (UPRC), which is an autonomous unit, located in the city of Carolina, which is part of the San Juan metropolitan area.

Relevance and Significance

- Through the past years there has been an increase in the number of information literacy that are offered by the ILTP. These activities are offered mostly by the ILTP coordinator (the researcher).
- As part of an evaluation process conducted at the library, the Library Evaluation Committee of the University of Puerto Rico at Carolina (2007) stated that “Many faculty members are unwilling to integrate information literacy activities into their courses” (p. 12).

Goal

- The purpose of this study was to present accurate results to prove that the design and implementation of online learning communities are effective in supporting students while they are developing specific information skills.

Theoretical Framework

Skills that are necessary to define the information needs, develop effective searching strategies, locate and access adequate information resources, and critically evaluate the located information and use it considering ethical and moral issues



Ma (2006): “an OLC is a group of people who meet online and communicate via communication networks, sharing common interests and goals, engaging in knowledge related transactions and supporting each other in their learning agendas”



Mitchell and Watstein (2007): “OLC, such as virtual learning environments, common collaboration and learning environments and Facebook are increasingly the places where students and scholars work, collaborate, share and plan”



Develop the undergraduate students information skills through an effective support during their learning process, through the development and participation in an online learning community using the technologies that our students use.

Research Questions

- What are the information skills already possessed by undergraduate students?
- How does the effectiveness of an online learning community compare to the effectiveness of library online tutorials regarding the students' acquisition and development of information skills?
- How does the use of an online learning community compare with the use of online tutorials in terms of the communication and interaction between the librarian and students?

Research Questions

- What is the level of satisfaction experienced by students who completed the library online tutorials when compared to the students who participated in the online learning community?
- What are the steps that should be followed and the aspects that are important to consider for the effective development of online learning communities and online tutorials in order to enhance the students' acquisition of information skills?

Hypothesis

- H_1 . There are significant differences in tests results between the students that completed the information literacy online tutorials and the ones that participated in the online learning community.

Research Methods

- The Case study provided the opportunity to conduct an in depth exploration (Creswell, 2005) of the development of an online learning community and the use of online tutorials in a real-life context.
- Aspects pertinent to the study were covered, such as: acquisition of information skills, effectiveness of an online learning community and online tutorials, and the students' satisfaction with each treatment.

Factorial Design and Hypothesis Testing

- Each independent variable was studied at two levels:
 - Factor 1: Online tutorial
 - Level 1: with online tutorial
 - Level 2: without online tutorial
 - Factor 2: Online learning communities
 - Level 1: with online learning community
 - Level 2: without online learning community
- Dependent variable was the acquisition of information skills.

Participants:

- Group 1 (NOT-NOLC): this group received the traditional one library session of face-to-face instruction for the acquisition of information skills.
- Group 2 (OLC): this group received the traditional one time face-to-face instruction and was required to participate during 12 weeks in an online learning community to enhance their acquisition of information skills.

Participants:

- Group 3 (OT): this group received the traditional one time face-to-face instruction and was required to complete four library online tutorials to enhance their acquisition of information skills.
- Group 4 (OT-OLC): this group received the traditional one time face-to-face instruction and was required to complete four library online tutorials and participate during 12 weeks in an online learning community to enhance their acquisition of information skills.

Online Learning Community

The screenshot shows a Facebook profile for Noraida Dominguez. The profile includes a cover photo of a building, a bio, and several posts. A green callout box on the right contains text about messages posted on the profile wall.

facebook Search

Noraida Dominguez

Wall Info Photos Notes Links +

What's on your mind?

Attach: [Icons]

Noraida + Friends Just Noraida Just Friends

Noraida Dominguez grupo de martes y jueves presenta Mañana; grupos de LMV presentarán el próximo Lunes 23 de nov. Recuerden la PosPrueba les contará como una nota de QUIZ
November 16, 2009 at 10:53am · Comment · Like

Noraida Dominguez a bibliography is a list of resources that has been used in a work; while an annotated bibliography is a list of resources that includes a paragraph of an evaluation or description of each resource
November 12, 2009 at 6:09pm · Comment · Like

View all 4 comments

[Redacted] se me olvido cuando es la presentacion...me podria decir?
November 12, 2009 at 6:33pm · Delete

Noraida Dominguez Grupos de martes y jueves son el 17 de nov. y grupos de LMV son el Lunes 23 de nov.
November 13, 2009 at 6:30am · Delete

Write a comment...

Messages were posted on the profile wall, main purposes of the messages were:

- Tips for searching for information.
- Additional instructions for their course works.
- Links to information resources.

Online Learning Community

The screenshot shows a Facebook profile for Noraida Dominguez. The profile header includes the name, a profile picture, and navigation tabs for Wall, Info, Photos, Notes, Links, and a plus sign. The main content area displays two posts. The first post, dated November 4, 2009, is titled "Instrucciones para preparar la bibliografía del trabajo" and features a link to a Slideshare presentation titled "Bibliografía Apa (6ta Ed)". The second post, dated September 30, 2009, is titled "Did you know there are 742 titles in your library about Interior Decoration?" and includes a link to the "Horizon Information Portal". A green callout box on the right side of the image contains text explaining that the Slideshare link provides guidance on preparing course works and examples, and that the library portal link provides additional information and resources.

facebook Search

Noraida Dominguez
Wall Info Photos Notes Links +

Noraida Dominguez Instrucciones para preparar la bibliografía del trabajo

Bibliografía Apa (6ta Ed)
slidesha.re
Módulo Instruccional Preparado por: Prof. Noraida Dominguez
Programa Destrezas de Información y Tecnología Centro de

November 4, 2009 at 10:29am · Comment · Like · Share

Noraida Dominguez Did you know there are 742 titles in your library about Interior Decoration? Sabías que hay 742 títulos en tu biblioteca sobre Decoración de Interiores...así que tienes muchos libros disponible para identificar nuevas ideas para tu propuesta de la biblioteca.
<http://hip.upr.edu:85/ipac20/ipac.jsp?session=12X43A16H2484...>

See More

Horizon Information Portal
hip.upr.edu

September 30, 2009 at 7:19pm · Comment · Like · Share

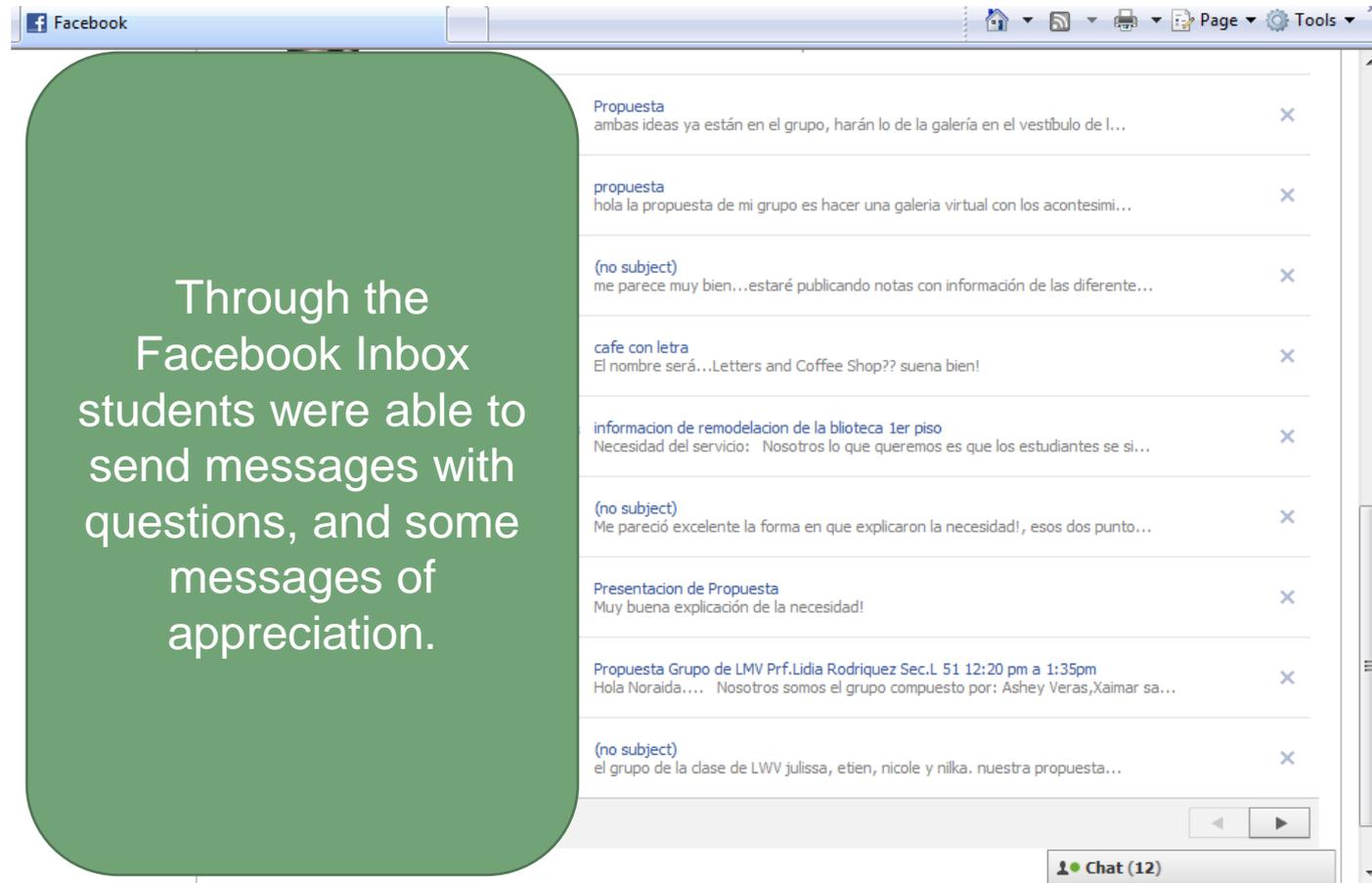
Noraida Dominguez S...
See More
September 30, 2009 at 7:23pm · Delete

Write a comment...

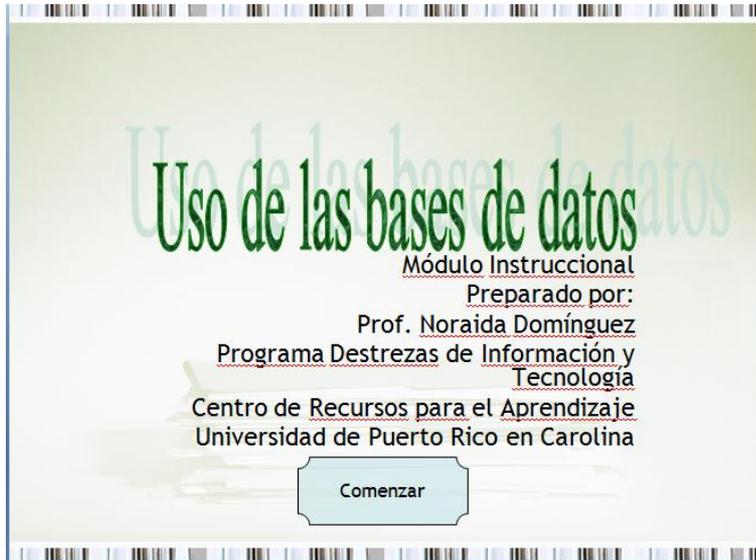
Guidance on how to prepare their course works was provided with additional information and examples. Also, links to the library resources.

Online Learning Community

Through the Facebook Inbox students were able to send messages with questions, and some messages of appreciation.



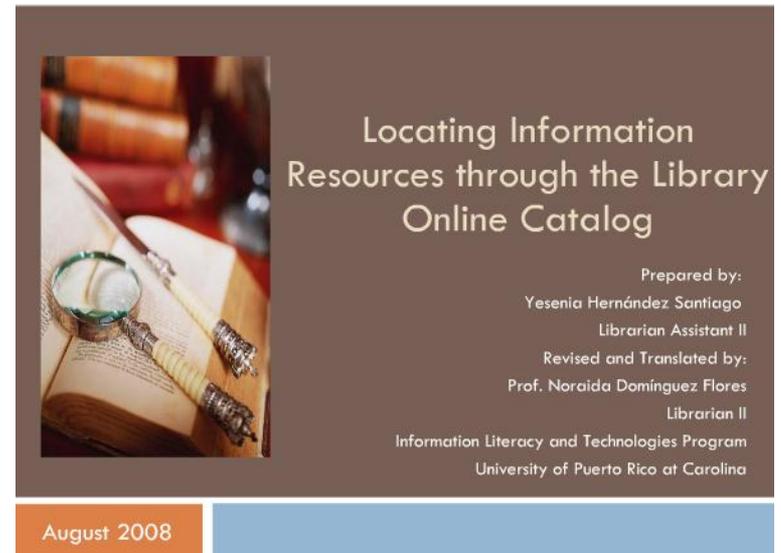
Online Tutorials



Uso de las bases de datos

Módulo Instruccional
Preparado por:
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Centro de Recursos para el Aprendizaje
Universidad de Puerto Rico en Carolina

Comenzar



Locating Information
Resources through the Library
Online Catalog

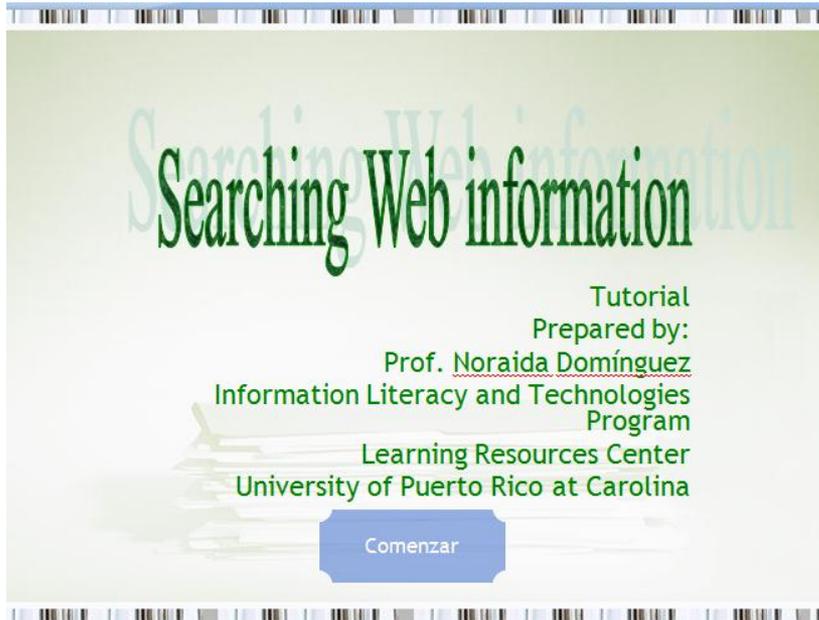
Prepared by:
Yesenia Hernández Santiago
Librarian Assistant II

Revised and Translated by:
Prof. Noraida Domínguez Flores
Librarian II

Information Literacy and Technologies Program
University of Puerto Rico at Carolina

August 2008

Online Tutorials



Searching Web information

Tutorial
Prepared by:
Prof. Noraida Domínguez
Information Literacy and Technologies
Program
Learning Resources Center
University of Puerto Rico at Carolina

Comenzar



Bibliografía Siguiendo APA

Módulo Instruccional
Preparado por:
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Programa Destrezas de Información y Tecnología
Centro de Recursos para el Aprendizaje
Universidad de Puerto Rico en Carolina

Comenzar

Findings

Results of the study were presented considering the research questions formulated at the beginning of the study.

R.Q. 1: What are the information skills already possessed by undergraduate students?

- A pre-test was administered, which consisted of five parts:
 - Matching exercise of concepts related to the library services and resources.
 - An exercise in which students needed to answer some questions using a catalog entry retrieved from the online catalog.
 - An exercise to select appropriate answers related to the use of the library online databases
 - Questions about the Internet.
 - Matching exercise to identify the type of resource presented in a citation.

R.Q. 2: How does the effectiveness of an online learning community compare to the effectiveness of library online tutorials regarding the students' acquisition and development of information skills?

Means and Standard Deviations of the Pre-test Results

	N	Mean	Std. Deviation	Minimum	Maximum
NOT-NOLC	21	10.57	3.789	3	18
OLC	25	11.36	5.041	3	21
OT	25	12.48	3.698	7	20
OT-OLC	34	10.71	4.138	4	21
Total	105	11.26	4.215	3	21

ANOVA for Pre-test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	57.855	3	19.285	1.088	.358
Within Groups	1790.202	101	17.725		
Total	1848.057	104			

Means and Standard Deviations of the Post-test Results

	N	Mean	Std. Deviation	Minimum	Maximum
NOT-NOLC	16	19.25	4.480	11	26
OLC	25	25.32	2.174	22	29
OT	22	18.64	4.716	5	23
OT-OLC	32	22.9	3.306	17	28
Total	95	21.86	4.471	5	29

ANOVA for Post-test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	658.815	3	219.605	16.375	.000
Within Groups	1220.406	91	13.411		
Total	1879.221	94			

H₁. There are significant differences in tests results between the students that completed the information literacy online tutorials and the ones that participated in the online learning community.

Testing result: There is sufficient evidence to verify/confirm the hypothesis.

Tukey Output for the Post-test Scores

	(I) Group	(J) Group	Mean Difference (I-J)	Std. Error	Sig.
Tukey	1	3	.614	1.203	.957
	2	1	6.070*	1.172	.000
		3	6.684*	1.071	.000
		4	2.633*	.978	.041
	4	1	3.438*	1.121	.015
		3	4.051*	1.014	.001

R.Q. 3: How does the use of an online learning community compare with the use of online tutorials in terms of the communication and interaction between the librarian and students?

- Specifically, the students were able to receive the support they needed to acquire and enhance specific information skills, while clarifying their questions which allowed them to complete effective course projects.
- The researcher classified the communication into different categories, which were assigned depending on the content of the messages or the reason for the communication.

R.Q. 4: What is the level of satisfaction experienced by students who completed the library online tutorials when compared to the students who participated in the online learning community?

- It was evidenced that the students who participated through the online learning community, different from the ones of the online tutorials, unanimously agreed that they were very satisfied.

R.Q. 5: What are the steps that should be followed and the aspects that are important to consider for the effective development of online learning communities and online tutorials in order to enhance the students' acquisition of information skills?

- It was shown that both treatments required a planning process, which included the need to make different decisions that impact the course design.
- It was demonstrated that the availability and understanding of the professor was important, since all these activities that were designed were going to be part of the course requirements.

Conclusions

- The participants of the study lacked basic knowledge related to the information skills that were examined.
- The online learning community was more effective in enhancing the acquisition of information skills by undergraduate students.
- The online learning community proved to be more effective in terms of the communication and interaction between the librarian and students.

Conclusions

- The students who participated through the online learning community unanimously agreed that they were very satisfied with the experience, while a great percentage of the participants who completed the online tutorials answered that they were satisfied.
- Both treatments required a planning process, which included the need to make different decisions that impacted the course design.

Implications

Development and implementation of online learning communities as a tool to enhance the information skills by undergraduate students.

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Any Questions?

Thank you!

Blended Learning: A Student-Centric View

Matthew Wicks
iNACOL Vice President
Strategy and Organizational Development

www.inacol.org

iNACOL
International Association for K-12 Online Learning

International Association for K-12 Online Learning (iNACOL)

- **iNACOL** is the leading, international, non-profit association in K-12 online learning.
- Based in the Washington, DC metropolitan area (Vienna, VA)
- 3800+ members in K-12 districts, states, universities, researchers & online learning providers
- Provides leadership, advocacy, research, training and networking with experts in K-12 online learning.
- “Ensure every student has access to the best education available regardless of geography, income or background.”
- Conference - *Virtual School Symposium (VSS) in Indianapolis (November 9-11, 2011)*
- www.inacol.org

THE RISE OF K-12 BLENDED LEARNING

By Michael B. Horn and Heather Staker



With contributions from Alex Hernandez,
Bryan Hassel, and Joe Ableidinger

January 2011



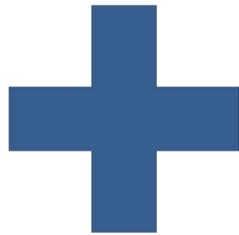
<http://www.innosightinstitute.org>

Definition of blended learning

Any time a student learns in part in a supervised brick-and-mortar place away from home

and

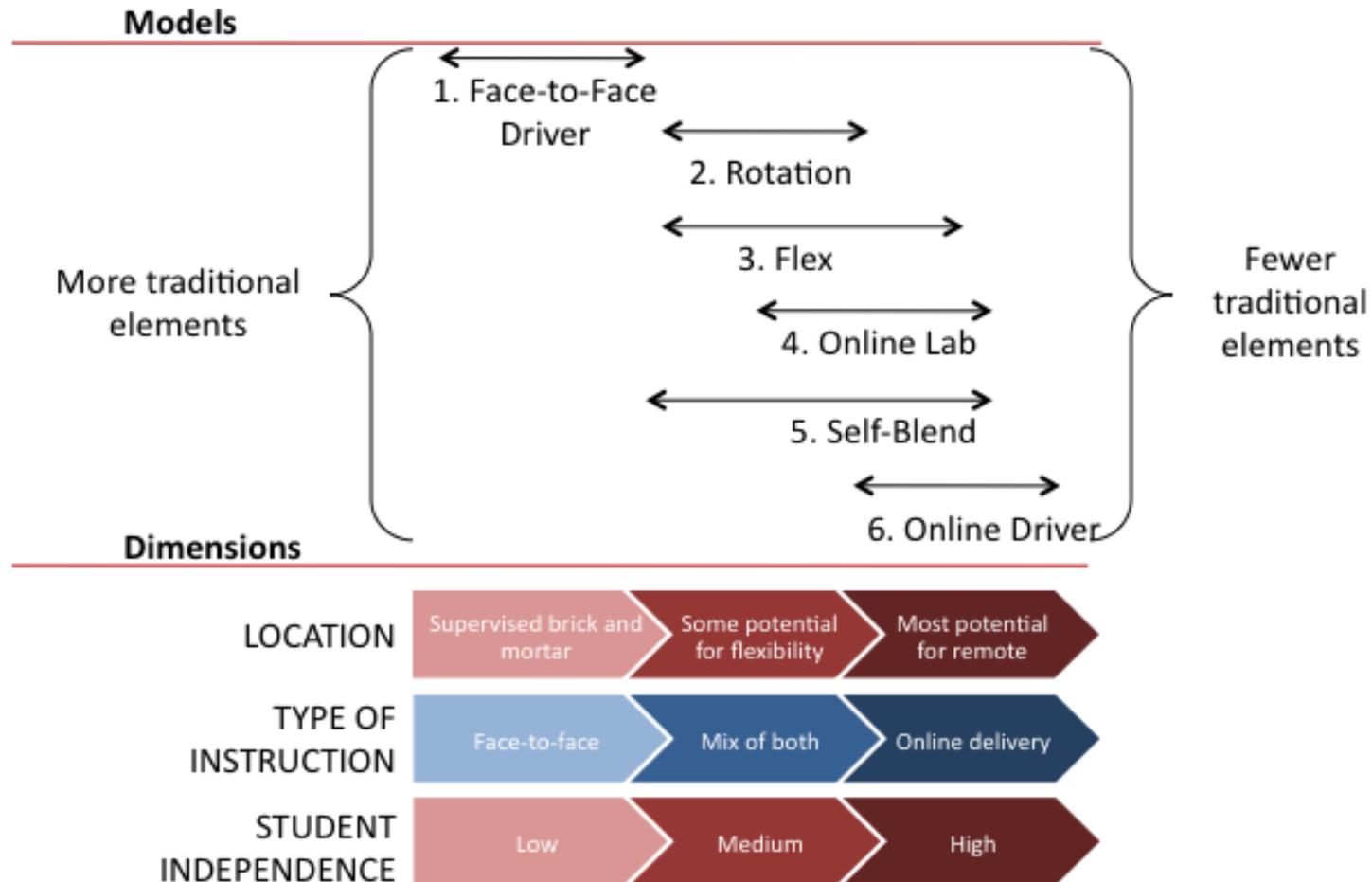
At least in part through online delivery, with some element of student control over time, place, path and/or pace



**Blended
learning**

Copyright Innosight Institute, Inc.

6 models of blended learning



Copyright Innosight Institute, Inc.

Online Learning Models

Model 1: **Face-to-Face Driver**

The programs that fit in the face-to-face-driver category all retain face-to-face teachers to deliver most of their curricula.

The physical teacher deploys online learning on a case-by-case basis to supplement or remediate, often in the back of the classroom or in a technology lab.

Online Learning Models

Model 2: **Rotation**

The common feature in the rotation model is that, within a given course, students rotate on a fixed schedule between learning online in a one-to-one, self-paced environment and sitting in a classroom with a traditional face-to-face teacher. It is the model most in between the traditional face-to-face classroom and online learning because it involves a split between the two and, in some cases, between remote and onsite. The face-to-face teacher usually oversees the online work.

Examples: School of One, Carpe Diem

Online Learning Models

Model 3: **Flex**

Programs with a flex model feature an online platform that delivers most of the curricula.

Teachers provide on-site support on a flexible and adaptive as-needed basis through in-person tutoring sessions and small group sessions. Many dropout-recovery and credit-recovery blended programs fit into this model.

Example: VOISE Academy

Online Learning Models

Model 4: **Online Lab**

The online-lab model characterizes programs that rely on an online platform to deliver the entire course but in a brick-and-mortar lab environment. Usually these programs provide online teachers. Paraprofessionals supervise, but offer little content expertise. Often students that participate in an online-lab program also take traditional courses and have typical block schedules.

Example: FLVS ELearning Centers & Virtual Learning Labs

Online Learning Models

Model 5: **Self-Blend**

The nearly ubiquitous version of blended learning among American high school students is the self-blend model, which encompasses any time students choose to take one or more courses online to supplement their traditional school's catalog. The online learning is always remote, which distinguishes it from the online-lab model, but the traditional learning is in a brick-and-mortar school. All supplemental online schools that offer a la carte courses to individual students facilitate self-blending.

Online Learning Models

Model 6: **Online Driver**

The online-driver model involves an online platform and teacher that deliver all curricula. Students work remotely for the most part. Face-to-face check-ins are sometimes optional and other times required. Some of these programs offer brick-and-mortar components as well, such as extracurricular activities.

Blended Learning: The Convergence of Online and Face-to-Face...Powerful tools for Teachers

“Blended learning should be approached as not only a temporal construct, but rather as a fundamental redesign of the instructional model with the following characteristics:

- A shift from lecture- to student-centered instruction where students become interactive learners (this shift should apply to entire course, including face-to-face sessions);

- Increases in interaction between student-instructor, student-student, student-content, and student-outside resources; and

- Integrated formative and summative assessment mechanisms for student and instructor.” - Educause, *Blended Learning* (2004)

Blended/Hybrid Learning

- “Combining face-to-face with fully online components optimizes both environments in ways impossible in other formats” - Educause Research Bulletin, 2004
 - Digital content/curriculum, LMS, online assessments, data system, AI, simulations
 - Shift in instructional model and PD/training



Struggling student, low-engagement,
(More direct student support needed)

Self-direction, high engagement,
(Less direct student support needed)

How Students Learn



The Defining Dimensions of Blended Learning Models

LEVEL OF INSTRUCTION
Using Online

Unit/Lesson

Single Course

Entire Curriculum

TIME

Fixed Daily Schedule

Modified Schedule

Open Entry/Open Exit

ROLE OF ONLINE
COMPONENTS

Enhance traditional instruction

Transform traditional instruction

TEACHER
ROLE

Teacher Leads
Instruction

Teacher Supports
Instruction

No Teacher
Involvement

STUDENT
ROLE

Teacher Driven
Learning

Teacher Guided
Learning

Independent
Learning

STUDENT
SUPPORT

Little or No
Support

School Based
Mentoring Support

School and Home
Mentoring Support

STUDENT TO
TEACHER RATIO

Traditional
Classroom Ratio

2-3 Times Traditional
Classroom Ratio

Instructional
Helpdesk Model

Characteristics of Blended Models

Beginning Blended Mature Blended

Characteristics of Instructional Models	LEVEL OF BLENDED INSTRUCTION	Learning Object	Unit/Lesson	Single Course	Entire Curriculum
	INSTRUCTIONAL RESOURCES	Course minimally uses digital content , resources, and tools to supplement instruction		Digital content, resources, and tools expand and enhance the curriculum and content	Use of digital resources and tools are integral to content, curriculum and instruction
	THE ROLE OF ASSESSMENT	Whole-class assessments, used primarily in the classroom, during the school day as the primary means of feedback		A combination of traditional and online assessments are used inside and outside the classroom	Greater amount of digital, real-time data and feedback allow for individualized instruction
	COMMUNICATION (Student / Teacher & Student / Student)	Occurs primarily synchronously and in the physical classroom		Is a mixture of synchronous & asynchronous and may be in the physical classroom or online	Occurs primarily asynchronously and online or from a distance

Impact on Students

Beginning Blended

Mature Blended

Impact on Students

STUDENT LEARNER'S ROLE

Student is primarily the recipient of teacher provided instruction. Teacher sets day-to-day pace.

Student takes active role in learning with reliance on digital content, resources and tools. Student sets day-to-day pace.

ATTENDANCE REQUIREMENTS

Students are required to attend a physical classroom 5 days a week

Students attend a physical classroom less than 5 days a week and work online at other times

Students have flexible physical classroom and/or location attendance requirements.

INDIVIDUALIZATION OF INSTRUCTION

All students expected to complete same instructional pathway

Students engage with digital content to customize their instructional pathway

Students engage with digital content and have multiple pathways that are competency-based

School Considerations

Beginning Blended

Mature Blended

School Considerations

STAFFING MODELS

Traditional Teacher Role and Staffing Model

Instructional responsibilities include different roles to focus on student-centered learning (e.g. teacher, teaching assistant, mentor, grader) with increasing reliance on technology-based tools to support some of the instruction.

Teachers and students increasingly use more technology-based tools to support and/or complete some instructional operations.

INSTRUCTION SCHEDULE AND LOCATION

Fixed daily schedule, instruction primarily in physical classroom

Mixed schedule of online and physical instruction

Highly flexible schedule, with instruction occurring 24x7. Learning centers support instruction.

PHYSICAL ATTENDANCE REQUIREMENTS

Students are required to attend a physical classroom 5 days/week

Students attend a physical classroom less than 5 days/week and work online at other times

Students have flexible physical classroom and/or location attendance requirements.

ACCESS TO ACADEMIC STUDENT SUPPORT

Support is school-based, and provided primarily by the teacher during the class period.

Support structures (e.g. online tutoring, home mentors, and technical support services) in place 24x7, in addition to teacher support.

TECHNOLOGICAL INFRASTRUCTURE

School or classroom based with students using shared classroom computer resources. Access to infrastructure ends with class period.

Available across school campus with students checking out computers from a lab or bringing their own. Access to infrastructure is during school hours.

Available on and off campus with students using their own device. Access to infrastructure is 24x7.

Thank you!

Matthew Wicks

mwicks@inacol.org



Engaging Struggling Learners in a Non-Traditional Classroom

Presented By Marcy Rudowitz

Snapshot on Florida

State Enrollment

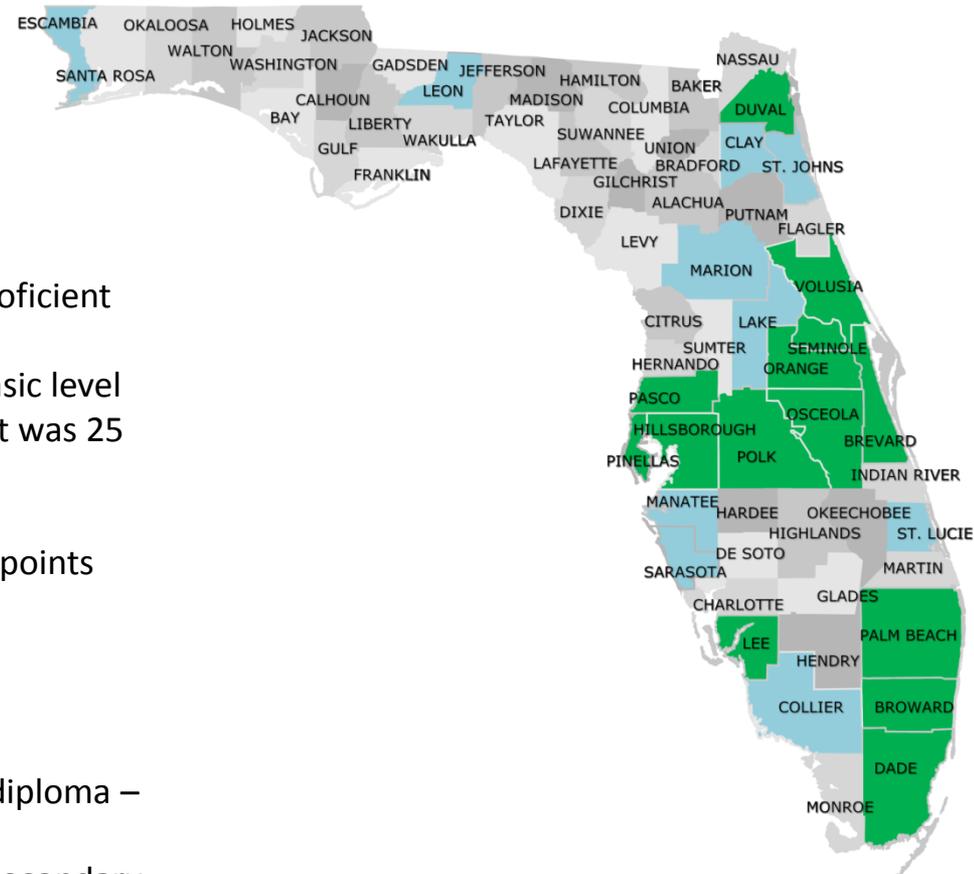
- 2,634,522 students
- 4,253 total schools, includes 444 High Schools
- 164 considered in the nation's lowest performing schools where 60% or less of the freshman class progresses through their senior year

2009 8th Grade Math

- 29% of students performed at or above the NAEP Proficient level
- 70% of students performed at or above the NAEP Basic level
- African American students had an average score that was 25 points lower than
- caucasian students
- Hispanic students had an average score that was 15 points lower than
- caucasian students

College Readiness

- 38% of students didn't graduate with a high school diploma – totaling over 90K students
- Over \$190 million in remediation annually for post-secondary education
- Lowest percent of graduates: African Americans, Hispanics, American Indian



Step 1: Know Your Students



Ms. Gonzales Teacher Profile		
DNA		CORE
Limited Content Background		✓
Extensive Content Background		✓
Minimal Technology Skills		✓
High Technology Skills		✓
Veteran Teacher		✓
First Year Teacher		✓

Teacher facilitating a blended learning environment

Students performing on different levels

Carlos Student Profile		
DNA		CORE
General Ed		✓
Reading Level 4		✓
Visual Learner		✓
ELL		✓
Remedial Math		✓

Ashley Student Profile		
DNA		CORE
Gifted		✓
Reading Level 6		✓
Tactile Learner		✓
Math Level 5		✓
Low SES		✓

Antoine Student Profile		
DNA		CORE
Special Ed		✓
Reading Level 5		✓
Visual Learner		✓
Remedial Math		✓

David Student Profile		
DNA		CORE
General Ed		✓
Reading Level 3		✓
Interpersonal Learner		✓
Retailed		✓
At Risk		✓
Low SES		✓

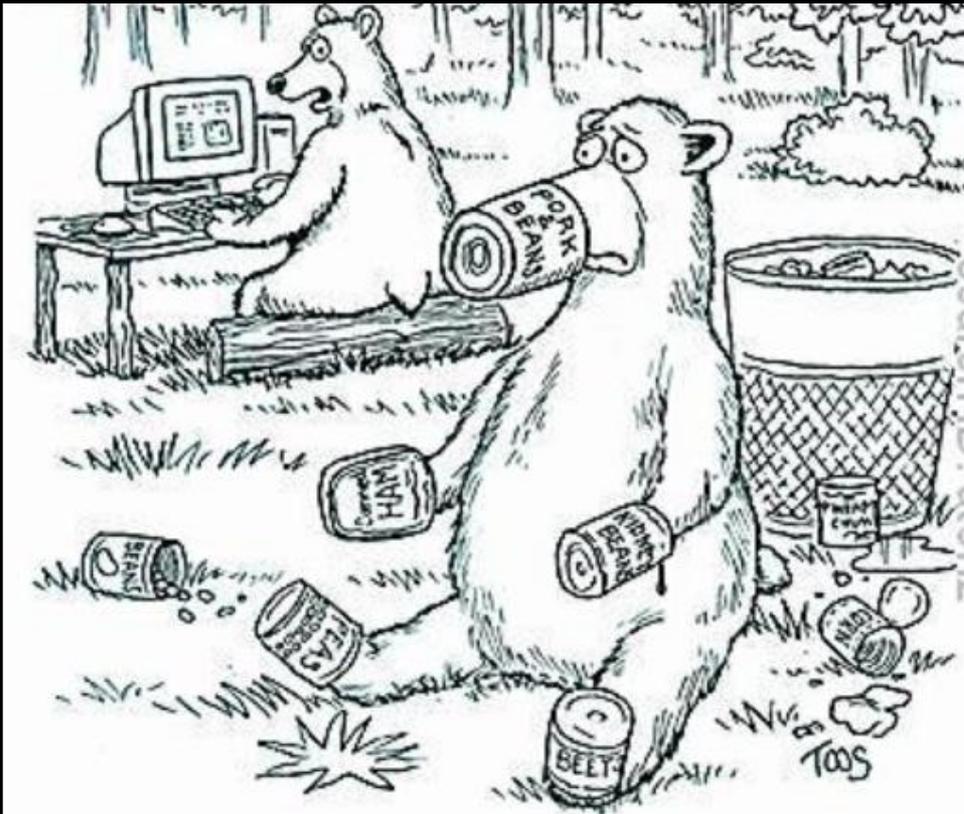
Juan Student Profile		
DNA		CORE
General Ed		✓
Reading Level 3		✓
Visual Learner		✓
Remedial Math		✓
ELL		✓
At Risk		✓

Marcy Student Profile		
DNA		CORE
Special Ed		✓
Reading Level 3		✓
Audio Learner		✓
Low SES		✓
Discipline		✓
Math Level 3		✓

Amanda Student Profile		
DNA		CORE
Gifted		✓
Reading Level 7		✓
Visual Learner		✓
Math Level 6		✓
Behavior		✓

Tamika Student Profile		
DNA		CORE
General Ed		✓
Reading Level 5		✓
Tactile Learner		✓
Math Level 5		✓
Phy Handicapped		✓

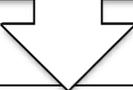
Step 2: Identify At-Risk Students



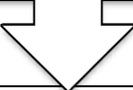
"Henry, I'm beginning to think we're on different career paths."

Step 3: Develop Path for Success

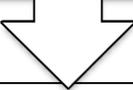
Explain expectations and assessment criteria



Provide feedback that is timely, specific, well formatted, and constructive

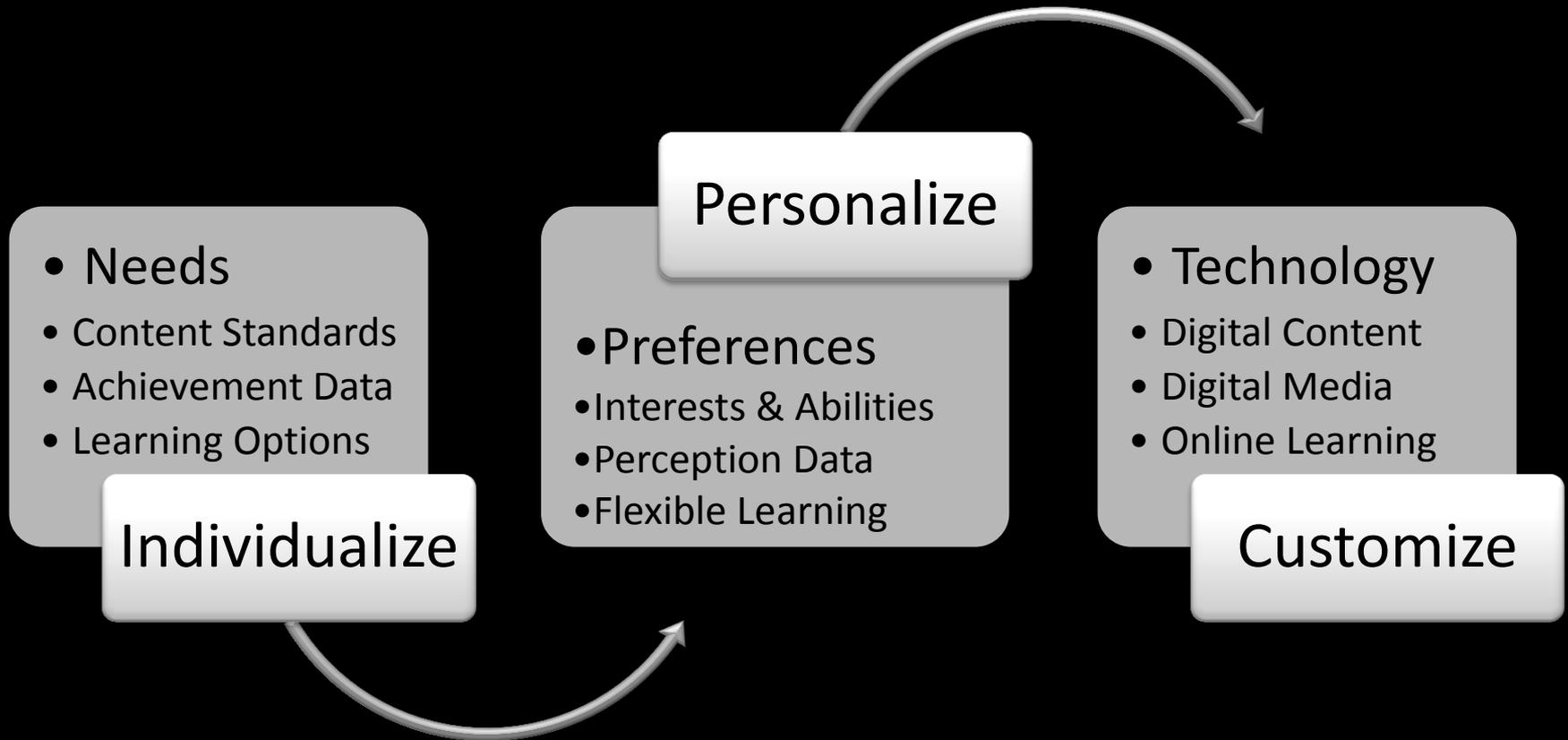


Provide multiple ways to learn and practice core concepts



Use prescriptive and diagnostic tools to map individualized instruction

Step 4: Select Tools for Intervention





Step 5: Orient and Motivate Students

Step 6: Make Navigation Simple



My Courses > Algebra 1A > Unit 1: Introduction to Algebra

- Lesson 1
Symbols in Algebra
- Lesson 2
Properties and Sentences
- Lesson 3
Real Numbers and the Number Line

Previously, you were reading [Unit 1, Lesson 3, Topic 2, Page 5](#)

Unit Outlines

Unit 1 Unit 2 Unit 3 Unit 4 Unit 5

- [Unit 1: Introduction to Algebra](#)
 - [Lesson 1: Symbols in Algebra](#)
 - [Lesson Pretest](#)
 - [Topic 1: Algebraic Expressions](#)
 - [Topic 2: Numerical Expressions](#)
 - [Topic 3: Exponents](#)
 - [Topic 4: Exponents and Order of Operations](#)
 - [Lesson Review: Lesson Review](#)
 - [Lesson Quiz](#)

Easily see what you were working on last

See what you've completed

Diagnose on topic level, then prescribe on lesson level

Provide Accommodations

- Screen readers in multiple languages
- Content chunks
- Hover-over glossaries
- Translation for video and audio feeds
- Chalk talks
- Real-time chat and white-board tutoring
- Built in prescriptive and diagnostic assessments
- Streamline the content shared at any given time
- Tailored feedback and communications

The screenshot shows a web page with a yellow header containing the text "presidents of the United States. The table". Below the header is a navigation bar with "class.com" and "module196" followed by "a1a1a_compose" and "Resources" and "Content". A "Tools" bar is visible with "Unit 3 / Lesson 2 / Top". The main content area has a "Real World Connection" section with a paragraph of text: "You can use ratios to express relationships between all kinds of numbers. For example, think about the past presidents of the United States. The table below shows how many were Republicans and how many were Democrats." Below the text is a photograph of the White House. At the bottom of the page is a toolbar with various icons, including a target icon. A black arrow points from the target icon to a black box at the bottom of the page that says "Browse Aloud Screen Reader".

The screenshot shows a web page titled "Equations with Parentheses" with a "Distributive Property Review" section. The text explains the distributive property: "You've learned about the distributive property, which allows you to distribute a term across grouping symbols through multiplication. Distributing a term or number to each term or number inside a grouping symbol." Below this is the equation $a(b+c) = ab+ac$ with a diagram showing a term 'a' being distributed to 'b' and 'c'. The reverse property is also mentioned: "The reverse of the distributive property is sometimes called 'factoring out' a common term." A red box contains the following text: "Distributive Property For all real numbers a, b, and c: $a(b+c) = ab+ac$ and $(b+c)a = ba+ca$; $a(b-c) = ab-ac$ and $(b-c)a = ba-ca$ ". Below this, another red box contains: "'Reverse' Distributive Property, or 'factoring out' a common term: $ab+ac = a(b+c)$ and $ab-ac = a(b-c)$ ". A black arrow points from the text "Distributing a term or number to each term or number inside a grouping symbol." to a black box at the bottom of the page that says "Hover-Over Glossaries".

Step 7: Use Data to Drive Instruction

The screenshot displays the ZENITH learning management system interface. At the top, the ZENITH logo is visible on the left, and navigation icons for a user profile, a computer monitor, and a power button are on the right. The main content area shows a breadcrumb trail: My Courses > Algebra 1A > Unit 1 > Lesson 1 > Lesson Pretest. A sidebar on the left lists the course structure: Lesson Pretest (checked), Introduction, Topic 1 Algebraic Expressions (checked, 1 star), Topic 2 Numerical Expressions (checked, 1 star), Topic 3 Exponents (checked, 1 star), Topic 4 Exponents and Order of Operations (checked, 1 star), and Lesson Review. The main content area displays the title 'Unit 1, Lesson 1, Lesson Pretest' and a result card. The result card shows a score of 20/24, a progress bar at 83%, and a 'Review Attempt' button. Two callout boxes provide context: one points to the 'Review Attempt' button with the text 'Receive immediate feedback on assessments', and another points to the sidebar with the text 'Assess prior knowledge and target intervention'.

My Courses > Algebra 1A > Unit 1 > Lesson 1 > Lesson Pretest

Lesson Pretest

Introduction

Topic 1 Algebraic Expressions ★

Topic 2 Numerical Expressions ★

Topic 3 Exponents ★

Topic 4 Exponents and Order of Operations ★

Lesson Review

Unit 1, Lesson 1, Lesson Pretest

You scored 20/24

83%

Review Attempt

Receive immediate feedback on assessments

Assess prior knowledge and target intervention

Step 8: Turn Ordinary to Extraordinary



Step 9: Use Engaging Digital Content



You are logged

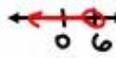
My Courses > Algebra 1A > Unit 4 > Lesson 1 > Topic 3 > Page 3

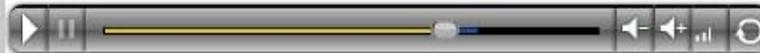
- ✓ Page 1
- Page 2
- Page 3
- ✓ Page 4
Practice Set 1
- Page 5
Conclusion

Solve for x:

$$8x - (4x + 2) < 22$$
$$8x - 4x - 2 < 22$$
$$4x - 2 < 22$$
$$4x - \cancel{2} + \cancel{2} < 22 + 2$$
$$4x < 24$$
$$\frac{4x}{4} < \frac{24}{4}$$
$$x < 6$$

8(5) - ()





Step 10: Simplify Teacher Involvement



Utilize built-in data systems to manage student performance in real time

My Dashboard

Current Information



Students Online

There are no students online

Recent Quiz Attempts

There have been no attempts since your previous online

Students



My Students
Manage Enrollments
Create Student
Reset Password

Courses



My Courses
Available Courses
Create Course Section

Sections



Algebra 1A (sales)
Discovery Math 1A (sales)
World Geography 1A (sales)

Quizzes



Recent Attempts
View/Review Attempts
Reset Attempts

Reports



Activity Log
Gradebook
Progress Reports

Provide regular and timely feedback using asynchronous communication

Now It's Your Turn

Go To <http://zenith.class.com>
Enter your user name and password here



The image shows a login form for a system named 'ZENITH'. The form is titled 'Please Login' and contains two input fields: 'Username' and 'Password'. The 'Username' field contains the text 'FDLAsstudent01' and the 'Password' field contains the text 'password'. A blue 'Submit' button is located at the bottom right of the form. The background of the form features a blue header with the word 'ZENITH' in white, stylized letters, and a graphic of a sun or star rising over a horizon.

Please Login

Username

Password

From SAXophone to SeniorComp:

The Use of Compressed Video for Distance Learning:

From Middle School to Senior Citizens

Prepared for the FDLA Second Annual Conference

Orlando, Florida Sept. 24, 2011

Al P. Mizell, Ed.D.



Video

**Using Compressed Video
for Distance Learning
and Free
Video Calls**

Today's Objectives are to be able to . . .

- 
- 1 – describe compressed video (CV).
 - 2 – review how CV evolved at NSU.
 - 3 – describe the use of CV in the SAXophone project.
 - 4 – compare CV in the 90sw with today.
 - 5 – describe the use of CV in SeniorComp.

What is Compressed Video?



Defined on Wikipedia:

- “**Video compression** refers to reducing the amount of data used to represent **digital video** images,”
- “. . . Compressed video can effectively reduce the bandwidth required to transmit video”

ISDN Lines and Video Standards

History of Video Compression Standards

Year	Standard	Publisher	Popular Implementations
1984	H.120	ITU-T	
1990	H.261	ITU-T	Videoconferencing, Videotelephony
1993	MPEG-1 Part 2	ISO , IEC	Video-CD
1995	H.262/MPEG-2 Part 2	ISO , IEC , ITU-T	DVD Video , Blu-ray , Digital Video Broadcasting , SVCD
1996	H.263	ITU-T	Videoconferencing, Videotelephony , Video on Mobile Phones (3GP)
1999	MPEG-4 Part 2	ISO , IEC	Video on Internet (DivX , Xvid ...)
2003	H.264/MPEG-4 AVC	ISO , IEC , ITU-T	Blu-ray , Digital Video Broadcasting , iPod Video , HD DVD
2008	VC-2 (Dirac)	ISO , BBC	Video on Internet, HDTV broadcast, UHDTV

Videoconferencing at NSU



- Nova Southeastern University (NSU)
 - Early 90s – Polycom units for Workshops
 - ISDN – 128 KB on H.261 standard
 - Video project with middle and high schools

SAXophone – What's in a Name?



SAXophone

– “Swedish-American Students
eXchanging over the phone”

became

“Students All-over-the world
eXchanging Over the phone”



SAXophone Typical Topics



- Getting to Know You
- The Holocaust
- Music for Cultural Understanding
- Poetry Sharing

The SAXophone

Global Videoconferencing Project

*(Prepared for the 2003 AECT Conference in
Anaheim, California; October 2003)*



We Are

Students **A**ll over the world
e**X**changing **o**ver the **ph**one

SAXophone...a brief overview:



- Who we are
- What happens each month
- How you can get involved

Who we are:



- Students and teachers in K-12 schools around the world
- We are committed to global communication, peace, and mutual understanding through education
- We have access to compressed video equipment either at our schools or we are guests at a location that has the equipment

What we've done each month:



We have taken a virtual tour of the NASA Space Center in Houston, Texas

We have interviewed authors after reading their books

We have performed music concerts and our audience watched and listened to us from around the world

What typically happens each month:

We research cultural and social issues



What typically happens each month:

We solve real problems,

such as

terrorism and environmental crisis

in role plays and simulations



What typically happens each month:



We talk with inspiring explorers
such as

Jamie Clarke who climbed Mount Everest

What typically happens each month:



We virtually visit art exhibits
such as Duane Hanson's
“Every Man's Realism in Art”

And museums such as the
National WWII Museum

virtualclassroom@nationalww2museum.org

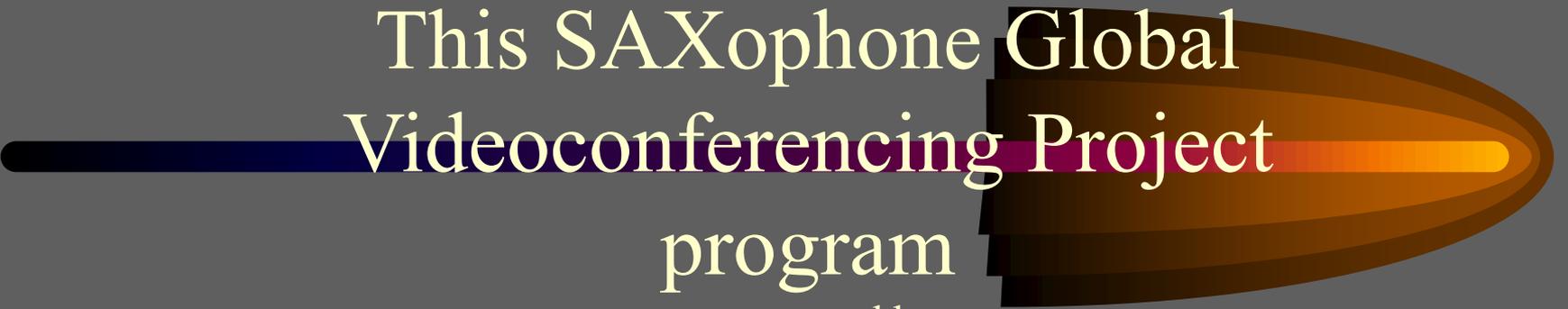
What typically happens each month:

We explore
topics of world-wide interest.



Typical SAXophone Topics

- Address and understand social and cultural issues
- Read books, then review & discuss with author
- Experience the Arts - **art, music, drama, and dance**
- Explore the political process
- smorgasbord - Topics on a variety of themes such as sports, foods, paranormal activity, what is expected of students in schools globally, fashion design, ways to create new musical expressions, and we will also experiment with fractal theory.



This SAXophone Global
Videoconferencing Project
program

was created by

Shoshanah Rutstein Consultant and modified by.

Al. P.Mizell, Coordinator of Special Incentives,
Nova Southeastern University

Fischler Center for the Advancement of Education and Human Services

This program may be shown for educational purposes.

Contact Al Mizell for further information:

voice 954-262-8642 or fax 954-262-3866.

October 2003

Our appreciation to:



**Broward County/BECON
and
Nova Southeastern University
in
Fort Lauderdale, Florida
for providing the bridge(s)
that made our compressed video
conferences possible.**

Our appreciation to:



**Saxophone board,
all the site coordinators,
teachers and students for their
dedication, creativity and support.**

.

Our special appreciation to:



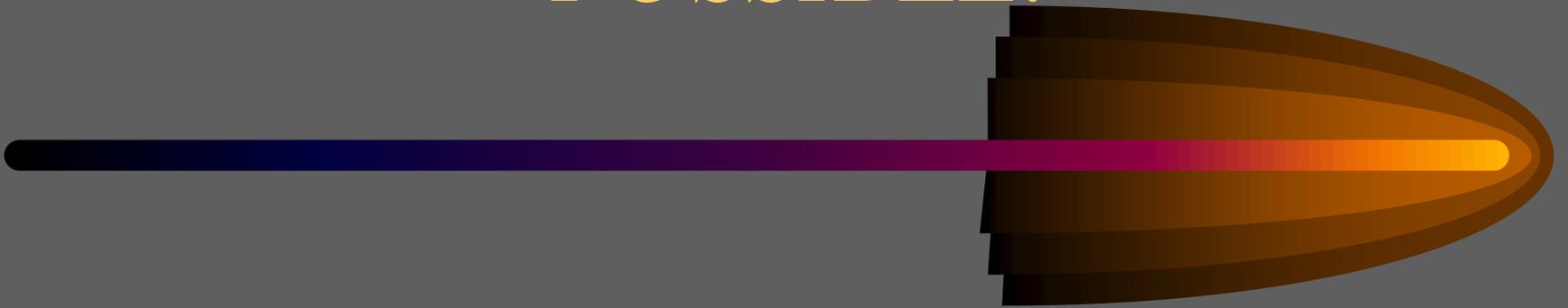
Ted Detjen at ULSTER BOCES

Al Mizell at Nova Southeastern University

Bengt Kroon, Col., Retired, Swedish Military College

**For their creativity in the development of
the SAXophone Global project.**

*WORLD PEACE IS
POSSIBLE.*



We make it happen.

Education contributes to
communication and appreciation
and collectively, we create peace . . .



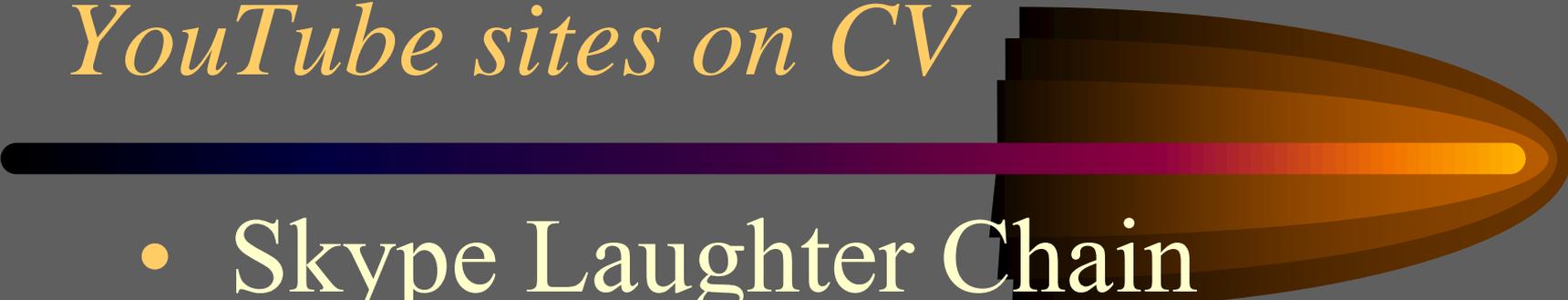
Distance Learning in the Middle School through Video Conferencing

CV Today



- From SAXophone in 2005 to webcams and free conferencing services.
 - Skype
 - ooVoo
 - Google
 - Logitec
 - Facebook
 - Microsoft

YouTube sites on CV



- Skype Laughter Chain

www.youtube.com/watch?v=gklbB7TYoK4

- Skype Version

www.youtube.com/watch?v=5jzAcSrwbBl

- Google Voice

www.youtube.com/watch?v=gSfY1ap7ZSg&NR=1

- LG Watch Phone

www.youtube.com/watch?v=QR5OZcHrmCO



Distance Learning With Adults

Use of CV in Graduate Classes

- Within Blackboard on Elluminate
- Multiple images
- Recording



Use of CV in SeniorComp



- Project with senior citizens for computer literacy
- Taught videoconferencing

Use of CV in SeniorComp

- Provided seniors with webcams



- Downloaded Skype, ooVoo, and Logitech

CV in Distance Learning



- Compressed video can enhance learning in children, adults, and senior citizens.
- A picture is worth 1,000 words.

How have you used CV?

- With kids?
- With adults?
- With seniors?



BLENDING LEARNING: RE-ATTRACTING THE AT-RISK LEARNER IN A HIGH SCHOOL SETTING

Minnie Ogburn, EdS.
Pathways Academy
Florida State College at Jacksonville

WHO ARE WE?

- Pathways Academy is a charter high school located at Florida State College at Jacksonville - Downtown Campus
- Founded in 2006
- Targets at-risk students

WHAT WE DO:

- *Pathways Academy provides:*
- Secondary instruction leading to a high school credential
 - *(Traditional or Performance Based)*
- Post-secondary instruction leading to a two-year degree or technical certificate through dual enrollment courses
- Career and academic counseling
- Access to college resources

WHEN DID WE BLEND?

- In 2008, outcome data indicated we were not reaching targeted goals, primarily due to low attendance and poor grades.
- Pathways students ages 17-21 were invited to participate in an Evening Pathways program that allowed additional flexibility for attendance.

WHERE DOES BLEND FIT?

The Blended Learning model addresses the following four elements that may be absent from online models:

- Social interaction – F2F time initiates social interaction that continues online through discussion boards and other group assignments.
- Academic skills – Small group learning sessions help students with developmental academic skills.
- Technical skills - Technology skills are taught through the F2F sessions and reinforced within the online components.
- Learner motivation - Learning communities formed through groups and discussion sessions may provide the motivational impetus students need to achieve success.

HOW DO WE BLEND?

- Full-time instructor serving a lab facilitator
- 24/7 access to coursework using a web-based curriculum.
- Weekly face-to-face sessions with content area teachers using **intentional** lesson designs.
- Science laboratory sessions
- Targeted supplemental assignments as determined by content specific teachers.

RESULTS:

- 2010 graduation rate was 58%
 - (26% increase over traditional model for 2009)
- 2011 graduation rate was 69%
- Enrollment remains stable
- Retention rates improved
- Attendance rates improved!

Data:

- Pre-course student surveys
- End-of-course student surveys
- Pre-planning teacher surveys
- Mid-term teacher surveys
- End-of-year teacher surveys
- FCAT results
- GED results
- Graduation rates

CONCERNS:

Students:

- Course acceleration more difficult
- Additional class time needed
- Additional computer lab time needed

Teachers:

- Initial standardized testing scores were low
- Additional planning time crucial
- F2F time must be **intentionally** scheduled
- Student access to and use of technology underestimated in the beginning of the program

RESPONSE TO CONCERNS:

- Course content reviewed to align more closely with standards
- Additional class time scheduled as optional
- Additional computer lab time scheduled
- Teacher planning time increased during pre-planning and post-planning
- Common planning time to design F2F sessions
- Technology training for students planned early in the year

Cautions:

- Limited validity due to the small sample size
- Graduation rate was calculated as a simple percentage of eligible students
- Factors not considered
 - Prior grades completed
 - Current grade point average (GPA)
 - Achievement test scores
 - Age or gender
 - Cost factors

IMPLICATIONS:

INCLUDE:

- An affordable and improved format for success than more traditional attendance-based classes or a virtual academy.
- Potential to influence educators involved with at-risk students to consider implementing a blended learning model.
- Highlights the need for continued research with a larger population of students in order to more fully determine the advantages of the blended learning model
- Professional development must provide the time necessary for teachers to master technology, pedagogy, and curriculum for blended learning instruction.

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Please complete
one copy of the
survey and hand
in to presenters
the other copy is
FYI

The Missing Link: Discovering Your Facilitation Power for Online Courses ~ *FDLA 2011 Conference* ~

Dr. Kathleen P. King, Professor, USF, Tampa Kathleenking@USF.edu
Heba Abuzayyad, Ph.D. Student, USF, Tampa Heba@usf.edu

Problem

-  Online learning shifts the focus from teacher to learner.
-  What does this mean for you when you teach online?

Discussion of the Self Assessment Activity

Shifting Role of Educators

- 🌐 It also shifts the role of educators from “all knowing experts” to facilitators of a more self-directed and independent learning experience
- 🌐 Some questions :
 - 🌐 How do we do shift our role effectively?
 - 🌐 Where do find examples?
 - 🌐 Are there boundaries or limitations?

What is Facilitation?

- 🌐 And what do you do as a facilitator? (What does it include?)

Facilitation

- 🌐 Facilitation means “to assist the progress of a person/program” or “to make easier or less difficult”(Webster’s).
- 🌐 For online learning...
 - 🌐 Shift our focus to
 - 🌐 Support student learning progress
 - 🌐 Especially at a distance.

Facilitation may include...

-  Offering synchronous virtual office hours
 -  Creating additional online support materials
 -  Drawing out student ideas
 -  Cultivating peer dialogue
 -  What else?
-
-  Let's talk about strategies...

Mastering Communication Strategies

Building teacher-student rapport :

1. Identify several modes for student-instructor interaction

- Different media and timeframes

2. Balance instructor access & boundaries – 24-48 hr

- Setting student expectations re: communication

3. Structure frequent forms for feedback

4. FAQs- built from prior semesters' questions

5. Query folders for assignments

Conquering Challenges of Online Group Work

1. Establish roles and responsibilities for group assignments
2. Use contracts in group work
3. Manage projects in segments or options
4. Use progress points (milestones) in timelines and deadlines
5. ...

Description of assignment

Visual of online small group

Submit Team Topic and Names

Submit the topic for your team/group and the name of all your team members by week 5
Thank you!

Group FORUM Presentation based on above Action-Research Mini-Project- Due Week 12

In-class activity

Group may upload docs here

Tentative format for this group activity- class to discuss format with professor: Each group will be seated at a table or cluster and we will hear from them "round robin" as we address the critical common and different findings from action research mini-projects. For this whole group activity, each small group will write and distribute a beginning statement and summary for the entire class.

Evaluation of work will be based on clarity of presentation, ability to articulate critical findings, points and impact, insight into confounding issues, context and variables among organizations, integration of readings and literature results, collaboration and sharing of forum responsibilities, AND recognizing linkages among group projects. Essential demographics of the samples should be presented of course. *Please don't forget - you will be completing a preparation form as you work.*

This form will be due with the assignment.

Please submit it to the same link as your assignment.
The form can be found by clicking on this link, or it's attached below.

Pre/Post Action- Research Mini Project Reflective Statement DUE week 13

As part of this course learners will interview a community college, college or university faculty member or administrator about the issue identified by their group. Collaboratively each group will determine the topic, questions, and how to best learn the true beliefs and practices of the individuals who will be interviewed. At this time, this activity is not considered research, will not be published, and does not require IRB approval. However, all participants will be notified of any potential risks and asked to sign a consent form consistent with ethical best practice of informed consent.

Course learners will hand in a pre/post reflective essay about their interview activity. Please do NOT hand in a transcript of the interview! Instead, what is required is a high level reflection in the form of an academic paper.....

READ syllabus for more details

You may include SHORT excerpts of the interviewee responses to clarify your discussion or interpretation. However still abide by the 5% direct quotation limit listed later in this document. (See Dr. Kathy King's Plagiarism and Paraphrasing Policy below.)

This individually written paper should be a minimum 6-10 pages, double spaced (not inclusive of the cover page and reference page).

Please be sure to write the reflective essay in full narrative form (not bullet points or lists), and with the highest level of academic quality, observing APA usage, citation and reference rules.

.....
Please don't forget - you will be completing a preparation form as you work.

This form will be due with the assignment.

Please submit it to the same link as your assignment.
The form can be found by clicking on this link, or it's attached below.

Logistics for an Online Group Project

Group Assignment

-  Instructor assigns by random or purposeful
-  OR
-  Students self-select groups and notify professor

Group Instructions

-  Groups select among 2-3 activities and notify professor
-  Develop list of responsibilities and timeline to complete the activity
-  Submit to professor (or include in final submission)
-  Provide mid-term progress report to professor
-  Complete and present by due date
-  Each student writes and submits a reflective essay about the group activity including roles, responsibilities, learning outcomes and possible improvements.

GROUP PROPERTIES

Group Description

This group is for the mini research team exploring the USF Student Success Initiative. Alena, Cesar, and Cara please join!

Francis

Group Members

- > Francis Morgan
- > Maddalena Scandura

GROUP TOOLS

- > [Collaboration](#)
- > [File Exchange](#)
- > [Group Blog](#)
- > [Group Discussion Board](#)
- > [Group Journal](#)
- > [Group Tasks](#)
- > [Send Email](#)

GROUP ASSIGNMENTS

More On Online Groups

5. Electronic options for group work -private small groups or private wikis
 - Instructor can see student progress
 - Instructor has documentation of work done by each student
6. Offering Instructor-group consulting session
7. What have you found successful?

Achieving Assessment while Building Learner Skills

1. Using rubrics to build transparency and responsible learners
2. Leveraging self assessment to build self-directed learners
3. Increasing students' motivation and learning effectiveness using electronic groups.
4. Same treatment for all- equity
5. Your ideas about how assessment helps students?

Rubrics for Self Assessment

 Walking through how to use rubrics to prepare assignments.

 Also have students self-score assignment with the rubric prior to submission.

Grading Rubric for Assignment 1: Collaborative Archive Project			
18 pts each short paper; max 2 pts per criteria			
	C	B	A
Criteria 1	List the characteristics of a grade of C for each criteria Displays basic understanding of the chosen topic	List the characteristics of a grade of B for each criteria Displays moderate understanding, insight and reflection on the chosen topic	List the characteristics of a grade of A for each criteria Displays exceptional depth of understanding, insight, and reflection on the topic
Criteria 2	Demonstrates basic research of peer reviewed literary sources AND basic analysis of the findings in the final paper	Demonstrates moderate to excellent research of peer reviewed literary sources AND moderate to excellent analysis of the findings in the final paper	Demonstrates substantial research of peer reviewed literary sources AND excellent analysis of the findings in the final paper
Criteria 3	Demonstrates basic insight AND minimal synthesis of literature to develop a unique or updated perspective of curriculum issues related to the selected topic for higher education, credits college or adult ed.	Demonstrates moderate to excellent insight AND moderate to excellent synthesis of literature to develop a unique or updated perspective of curriculum issues related to the selected topic for higher education, credits college or adult ed.	Demonstrates outstanding insight AND excellent synthesis of literature to develop a unique or updated perspective of curriculum issues related to the selected topic for higher education, credits college or adult ed.
Criteria 4	Presents few examples of grounded, practical OR forward thinking/innovative recommendations regarding the curriculum topic chosen	Presents moderate achievement in grounded, practical, AND forward thinking/innovative recommendations regarding the curriculum topic chosen	Presents exceptional work in presenting grounded, practical, but forward thinking/innovative recommendations regarding the curriculum topic chosen
Criteria 5	Several errors in writing quality (grammar, spelling, etc.), substantial lack of organization of materials.	Few errors, well-written (grammar, spelling, etc.), but well organized materials.	No errors, well-written (grammar, spelling, etc.), and well organized materials.

Grading Rubric for Assignment 1: Collaborative Archive Project

10 pts each short paper: max 2 pts per criteria

	C List the characteristics of a grade of C for each criteria	B List the characteristics of a grade of B for each criteria	A List the characteristics of a grade of A for each criteria
Criteria 1	Displays basic understanding of the chosen topic	Displays moderate understanding, insight and reflection on the chosen topic	Displays exceptional depth of understanding, insight, and reflection on the topic
Criteria 2	Demonstrates <u>basic research</u> of peer reviewed literary sources AND basic analysis of the findings in the final paper	Demonstrates moderate to excellent research of peer reviewed <u>literary sources</u> AND moderate to excellent analysis of the findings in the final paper	Demonstrates substantial research of peer reviewed <u>literary sources</u> AND excellent analysis of the findings in the final paper
Criteria 3	Demonstrates basic insight AND minimal synthesis of literature to develop a unique or updated perspective of curriculum issues related to the selected topic for higher education, <u>cmnty college</u> or adult ed.	Demonstrates moderate insight AND moderate to excellent synthesis of literature to develop a unique or updated perspective of curriculum issues related to the selected topic for higher education, <u>cmnty college</u> or adult ed.	Demonstrates outstanding insight AND excellent synthesis of literature to develop a unique or updated perspective of curriculum issues related to the selected topic for higher education, <u>cmnty college</u> or adult ed.
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Out of the Stands & Onto the Playing Field

Learners as content creators

- Creativity
- Research
- Critical Thinking
- Interdisciplinary
- 21st century skills



Different Paradigm



Learners as Content Creators: Ideas for Facilitating Active Learning Online

🌐 Activity One: Content Design.

Learners use a blog platform to create in-depth and interactive content for one module of the course material.

Entire class
contributed to
this blog as
part of 2
assignments

<http://ueqe5102.blogspot.com/>

K

Hot Topics for Foundations with Dr. Kathy King

This published teacher resource is available for educators, teacher educators, and students around the globe to benefit from our collaborative work. We post some of our assignments in order to facilitate research, dialogue and understanding! © King, Barnabo Cachola, Beauford, Berman, Bowman, Buerkle, Carew, Cocchiaro, Connell, Cook, Cortez, Costantino, Daniels, Dononfrio, Hollwitz, Jeraci, Kanarek, Kaufman, Ljutic, Marrero, Montgomery, Morgenstern, Moritz, Mundy, Peluso, Pitt, & Warga, 2008.

HOW TO CITE THIS RESOURCE

King, K. P., Barnabo Cachola, B., Beauford, D., Berman, C., Bowman, C., Buerkle, L., Carew, C., Cocchiaro, A., Connell, S., Cook, B., Cortez, J.,

Hot Topics for Foundations with Dr. Kathy King

This published teacher resource is available for educators, teacher educators, and students around the globe to benefit from our collaborative work. We post some of our assignments in order to facilitate research, dialogue and understanding! © King, Barnabo Cachola, Beauford, Berman, Bowman, Buerkle, Carew, Cocchiaro, Connell, Cook, Cortez, Costantino, Daniels, Dononfrio, Hollwitz, Jeraci, Kanarek, Kaufman, Ljutic, Marrero, Montgomery, Morgenstern, Moritz, Mundy, Peluso, Pitt, & Warga, 2008.

Student Created New Media for Foundations in Education

- [New Media and Student Voices Ep 1: Welcome and Introduction to the Series. http://ueqe5102.blogspot.com](http://ueqe5102.blogspot.com)
- [New Media and Student Voices, Ep 2: Critical Issues in Special Education http://ueqe5102.blogspot.com](http://ueqe5102.blogspot.com)
- [New Media and Student Voices, Ep 3: Model of Surrogate Families for Education http://ueqe5102.blogspot.com](http://ueqe5102.blogspot.com)
- [Student Voices, Ep 4: Sex Education in K-12 Schools http://ueqe5102.blogspot.com](http://ueqe5102.blogspot.com)

Student Presentations Spring 2008

- [B Barber-by-Benedetta Barnabo Cachola](#)
- [Baldwin-by-Morgenstern.pdf](#)



Activity Three: Mashup Learning.

Each group develops a Mashup entry on their research topic

Additional Resources on Henry Giroux and Critical Pedagogy

The following websites provide good overviews of the tenets of critical pedagogy and describe the life and work of Henry Giroux:

- <http://www.henryagiroux.com/> [See this site for a list of Giroux's many publications and links to his online articles.]
- <http://www.perfectfit.org/CT/giroux1.html> [Quotes Giroux on the roles of schools, teachers, and curriculum in critical pedagogy.]
- <http://mingo.info-science.uiowa.edu/~stevens/critped/page1.htm>

Check out video of an interview with Giroux himself about his thoughts concerning critical pedagogy. This is a six-part YouTube series:

1. <http://www.youtube.com/watch?v=UvCs6XkT3-o>
2. <http://www.youtube.com/watch?v=5HQRPUbsEj0>
3. <http://www.youtube.com/watch?v=4hS4JPx3KY&feature=related>
4. <http://www.youtube.com/watch?v=zdWsebB0NRc&feature=related>
5. <http://www.youtube.com/watch?v=CUaK3rvfsGM&feature=related>
6. <http://www.youtube.com/watch?v=b0zc8Upo6ro>

In addition to Giroux's books and articles (which are listed in the two websites at top), these are some interesting books on critical pedagogy of special interest to teachers:

- Duncan-Andrade, J., & Morrell, E. (2008). *The art of critical pedagogy: Possibilities for moving from theory to practice in urban schools*. New York: Peter Lang. [A good resource for those in

Created by
student in
graduate
course

Tips for Discovering Your Facilitation Style

- 🌐 Recognizing that each of us has a unique teaching style
- 🌐 The strategies help us develop our unique *facilitative* teaching style
- 🌐 Continue growing with
 - 🌐 Facilitation planning tools ,
 - 🌐 Self-assessments (see sample),
 - 🌐 Resources for facilitation, and
 - 🌐 Continuing professional development.

Self- Assessment Resources

-  These links as self-assessment tools for facilitation
-  http://www.nal.usda.gov/wicworks/WIC_Learning_Online/support/job_aids/assessment.pdf
-  <http://intranet.library.arizona.edu/teams/hroe/effectiveness/documents/FacilitationSkillsSelfAssessment100507.doc>
-  <http://www.masterfacilitatorjournal.com/assess.pdf>

Discussion and Q&A



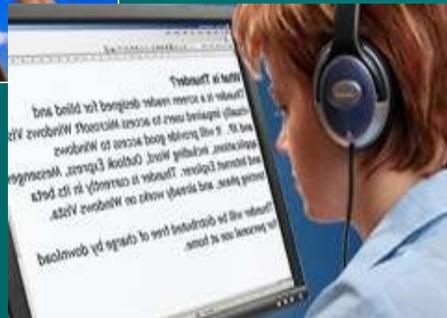
Contact Information:

Dr. Kathleen P. King, USF, Tampa Kathleenking@USF.edu

Heba Abuzayyad, USF, Tampa Heba@usf.edu

Including "Anyone" in the "Anytime, Anywhere" Paradigm: Strategies to Build Access in Distance Learning

~ FDLA ~ 2011 ~



Kathleen P. King, EdD
Professor, University of South
Florida

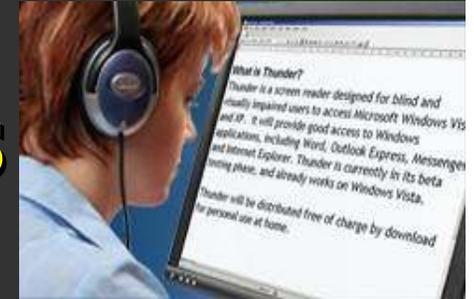
**Gerene Thompson,
PhDC**
Director, Student Services
USF University College

Introductions and Activity



- **Activity:** Examine the handout
 - What can you tell about your students?
 - How may this information affect your attitudes/ behaviors in the classroom? (Non-verbal cues)
- **Complete Activity**
- **Debriefing:**
 - Applying equal standards of value & respect to all students
 - Facilitating differently online: transferability of practices f2f <> online

Special Needs Learners



■ Changing Assumptions

- Not only do our learners need to read, watch and listen
- But they also need to freely
 - Participate, Collaborate & Research

■ Legal, Administration/Policy/Accreditation

- ADA 1978 -Section 503, 508 -ADA 1990
- 2010 21st Century Communications and Video Accessibility Act



Legal Action

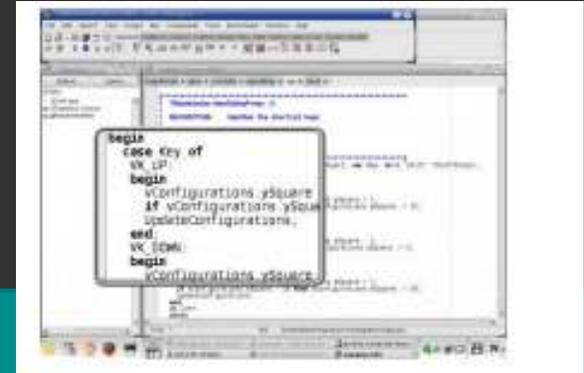
The time for action is now!



- National Federation of the Blind Files Complaint Against Penn State
- OCR complaint against Northwestern and NYU over use of Google Apps
- Do Google Apps Discriminate Against the Blind?
- NFB sued Arizona State University (regarding Kindle accessibility)

A Discussion with Daniel Goldstein
on the Legal Aspects of Digital Accessibility –
Issues, Challenges and Opportunities

Aging Population = Assistance for All



- We will be using assistive technology...
- **Aging: visual and auditory needs**
 - Screen magnifier, Audio amplifier
 - **Arthritis, RSI or carpal tunnel:**
2004- greatest number of days work lost (BLS)
 - Voice recognition software
 - Trackball or special pointing device
 - Hand braces



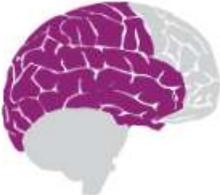
Strategies to Build Access

■ Universal Design Learning (UDL)

<http://www.udlcenter.org/aboutudl/udlguidelines>

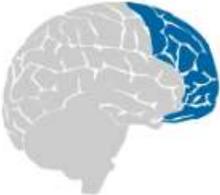
Universal Design for Learning

Recognition Networks
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.

Strategic Networks
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.

Affective Networks
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.

Three primary principles guide UDL—and provide structure for the Guidelines:

To learn more, click on one of the Guidelines below.

I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
Perception	Physical action	Recruiting interest
Language, expressions, and symbols	Expression and communication	Sustaining effort and persistence
Comprehension	Executive function	Self-regulation

Learn more about the UDL Guidelines:

[Read the full-text](#) | [Find Examples and Resources](#) | [Explore the Research Evidence](#)

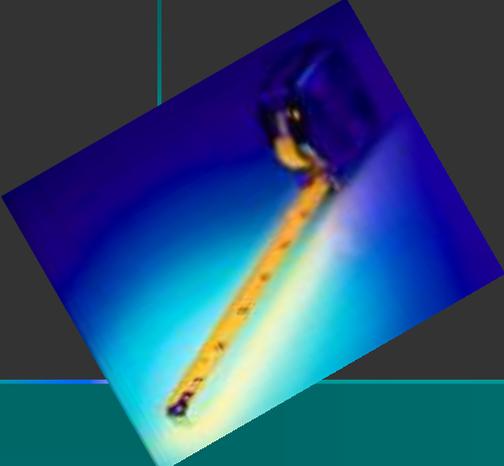
UDL Concepts



- Typically, products and environments are designed for the average user.
- UDL is "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design".



http://www.design.ncsu.edu/cud/about_ud/about_ud.htm



UDL in Distance Learning



- Most distance learning programs only deal with accessibility issues when a student with a disability enrolls in a course; in other words, they provide accommodations.
- What if ... potential students with a range of abilities, disabilities, learning styles and preferences, native languages, and other characteristics were considered?
- That is UDL!

“Online Human Touch” Exemplars of Online Learning - *Are All Aspects Accessible?*

- Student Engagement (Astin, Chickering, etc)
- Work-Integrated Learning (Boud, Milne)
 - Meaningful involvement
- Community Development (Palooff & Pratt)
 - Academic, professional, social
- Personalized Communication
 - Support, respect, validate, guide
- Data Drive Decision Making



Strategies to Build Access Policy/Administrative

- **Determine what the goal(s) are for distance education at your campus**
 - Consider your institutions capacity to offer distance education programs - faculty, course content, technological infrastructure, instructional designers (can it be handled in-house or will all, or portions need to be outsourced?)
 - Establish a distance education task force comprised of constituents from various departments across campus
- (Hillman & Corkery, 2010)

Strategies to Build Access Policy/Administrative

- **Conduct a Process Mapping Activity (360 degree process)**
 - Consider the student perspective of the online experience from admission to registration to course completion (where are the gaps?)
 - Survey students regarding their distance education support needs
 - (Hillman & Corkery, 2010)

Meeting Special Needs



■ Leverage resources

■ Disability Services Offices

- Accommodations, tutors, note takers, books read
- 2011-Many being reduced or cut

■ Technology

- Voice recognition, Closed caption
- Screen readers (online classes)
- OS solutions

■ Faculty development

Windows Speech Recognition



MAC OS Speech recog

Captions or Subtitles

CAPTIONS

- All spoken information
- Sounds and sound effects
- Music
- Position/speaker info

True captioning may be required to get the intent and content of the course.

SUBTITLES

- Spoken information
- Another language

May or may not be sufficient.

Outside or Integrated Captions

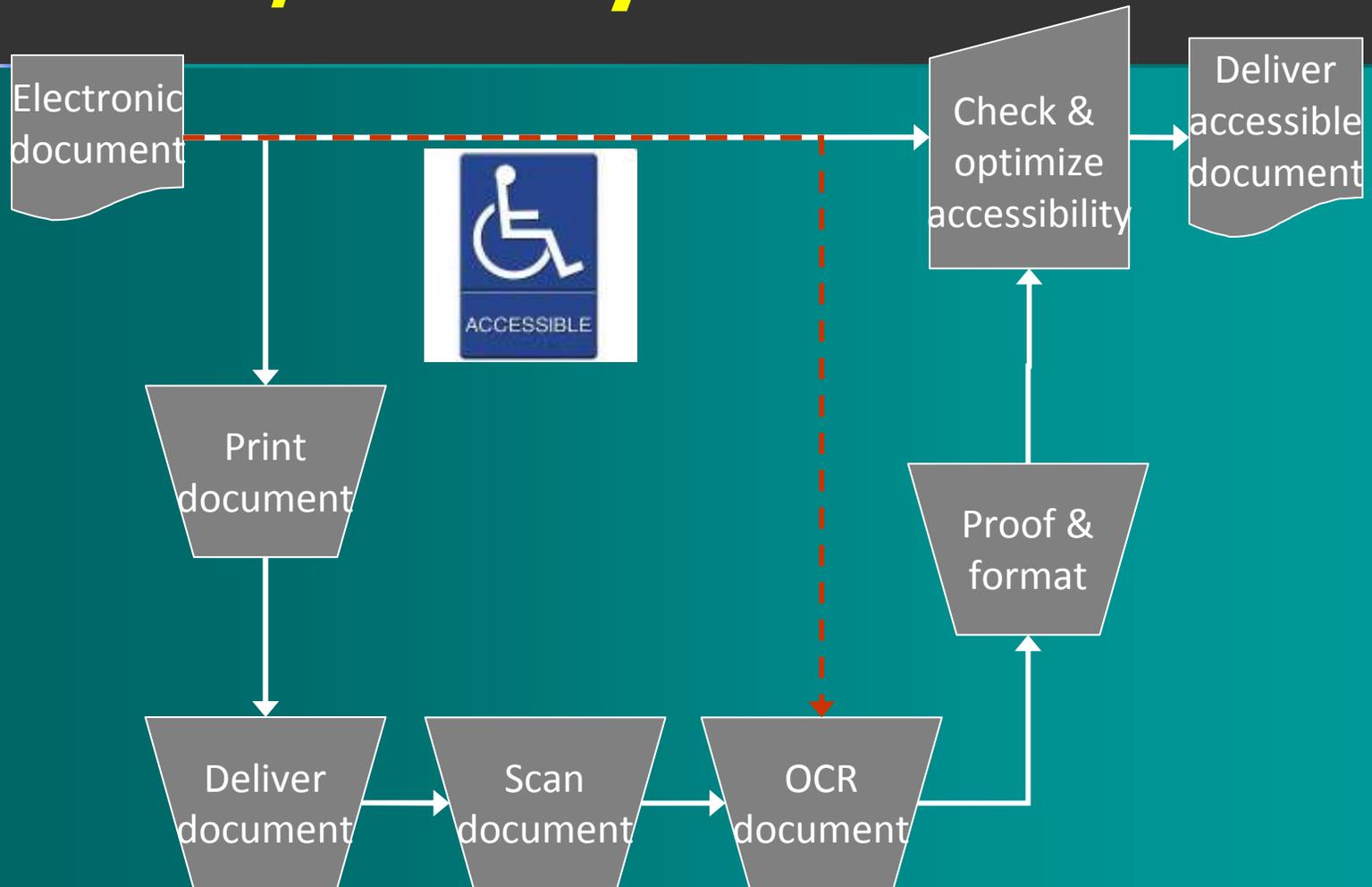
The screenshot shows a web browser window displaying a video lecture from the University of Wisconsin-Madison. The video player is embedded on a page with a white background. To the left of the video player, there is a column of text captions that are not part of the video itself. The video player interface includes a play button, a progress bar, and a volume control. The text captions are in a standard font and are positioned to the left of the video frame.

Outside

The screenshot shows a video player interface with a dark background. The video frame shows a person's hands interacting with a tablet. The video player has a standard control bar at the bottom with play, pause, and volume buttons. Below the video frame, there is a caption bar with a white background and black text. The caption text reads: "It is a fully accessible media player here but if I want it, I can learn gestures to actually, whenever I want, play, tell me what is playing."

Integrated

Print/Scan Cycle



Reflection

Based on what we have discussed, how will YOU implement these recommendations?

- Recognize special needs
- Inclusion of special needs
- 21st c learning needs
- Universal Design
- Strategies to Build Access Policy/Administrative
- Meeting Special Needs

Q & A
Time



Thank you!

Kathy King & Gerene Thompson



Key Web Resources: Universal Design Learning Resources

- **Wc3** for web accessibility
- **DO-IT** www.washington.edu/doit/
- **CAST** www.cast.org/
- **National Federation for the Blind**
- **Disability.gov**
- **Sloan-C**
- **AHEAD** (Assoc Higher Ed and Disability)
- **National Center for Universal Design for Learning**
<http://www.udlcenter.org/>

**Resources
Alerts
e-Reports**