Glossary

**Adult Education**: The organization of groups for the betterment of individuals with similar interests.

**Andragogy**: The art and science of helping adults learn.

**Behaviorist Theory**: Learning results from stimulus and response; such as the environment and things going on around us.

**Cognitive Theory**: Learning results from individual mental functions.

**Critical Reflection Theory**: Transforming underlying assumptions of how the world works.

**Culture**: Shared values, attitudes, beliefs, behaviors, and language within a social group.

**Distance Education**: A planned learning that normally occurs in a different place or time from teaching, and as a result, requires special techniques of course design, special instruction techniques, special methods of communication by electronic and other techniques as well as special organizational and administrative arrangements.

**Formal Education**: Structured and graded educational system, i.e. formal school system - High School, College, etc.; learning objectives and means (how) are controlled by the educational system (no learner involvement).

**Gender**: Socially defined roles attributed to certain sex.

**Humanist Theory**: Learning directed by an intrinsic desire/motivation.

**Informal Education**: Learning from everyday experiences, i.e. mass media, educational nature trail or informal conversation; learner controls means (how) to education, but not objectives of the intended learning.

**Maslow’s Hierarchy**: People are motivated to satisfy specific physiological needs from very basic to very complex.

**Nonformal Education**: Systematic and planned education, i.e. Extension or Continuing Education; content is adapted to learners; learner controls objectives of the learning, but not the means (how).

**Pedagogy**: The art and science of helping youth learn.

**Social Learning Theory**: Observation, reflection, then imitation/modification; learning from one another.

Let's look at some frequently asked questions about Adult Education.
Resources of Learning Principles in Adult Education

Following are resources for you to read. The suggested readings below are included for each section in Adult Learning. You are not required to read these resources, but you will find valuable information in each reference. They are excellent resources to add to your library of adult education design and development books and readings.

What is Learning?


Learning Theories and Styles and Learning Differences in Gender and Culture


Adult vs. Youth Learning


Motivation of Adult Learners

Let's begin our study of adult education.
Adult Education

Why is learning important? Society today requires that people continuously upgrade knowledge and skills. Think of it this way: “What one wants to learn, what is offered, and the ways in which one learns are determined to a large extent by the nature of the society at any particular time.” Futurists have stated that education will play an ever-increasing role in society because of employment requirements as well as for personal development. Beyond societal and work requirements, lifelong learning is becoming a greater part of the life of everyone.

As a result, much research has been done on adult education. One of the most influential researchers in the area of adult education is Malcolm Knowles. His work started back in the 1970s to determine how adults learn. He defines adult education as:

“All experiences of mature men and women by which they acquire new knowledge, understanding, skills, attitudes, interests or values.”

This is an inclusive definition that encompasses all types of adult learning in formal and nonformal environments.

More recently in the 1995 Handbook of Adult and Continuing Education, Sean Courtney has defined adult education as “an intervention into the ordinary business of life – an intervention whose immediate goal is change, in knowledge or in competence.” He goes on to define an adult educator as “one, essentially, who is skilled at making such interventions.”

Based upon many years of research and experience of working with adults, we know that there are many similarities in how adults learn and what they expect from educational programs. These have been boiled down into a set of guiding practices and principles. The narrated PowerPoint presentation below will help you gain a better understanding about the development of adult education, where we are today, and the key principles of adult education.

Narrated PowerPoint: Foundations of Adult Education (13:29)

Click here for a script of this presentation

Now, it's on to learning theories.
Learning Theories

The field of adult education is full of many different learning theories. Some of these date back over 60 years, but most of them are based upon research that has been conducted in the past 20 years. Primarily, all of these theories can be categorized into five main categories or orientations. Each of these orientations has strengths and weaknesses. Likewise, none are particularly "good" or "bad," but there are times and situations when one may more appropriate than another depending upon the targeted clientele and topic being covered. Click on each of the links below to see an overview, the "guiding assumptions," and the role of the instructor, for each orientation.

Humanist

- Overview and Guiding Assumptions
  - Humanists believe that people are inherently good and possess unlimited potential for growth and development.
  - Learners will naturally progress towards increased competence, autonomy, freedom, and fulfillment.
  - Behavior is a matter of human choice. People have the freedom and responsibility to become what he/she is capable of becoming.
  - The purpose of learning is to fulfill one’s potential; a holistic process of personal growth and an active search for meaning; directed by learner who alone knows his/her needs and goals.
  - Involves the whole person, not just behavior and intellect; great emphasis on feelings and affective goals.
  - Experience is the primary phenomenon for learning.

- Examples of educational methods: Self-directed learning, Interpersonal interaction and encounter, Experiential learning and Needs-based programming.

- Instructor’s Role
  - Facilitator of learning.
  - Helping adults learn how to learn.
  - Helping a person to self-discover learning.
  - Facilitator must develop trust, warmth, non-judgmental acceptance, genuineness, empathic understanding and caring.

Behaviorist

- Overview and Guiding Assumptions
  - Learning is a change in overt, observable behavior (not concerned with internal processes).
  - The course and content of learning are controlled by stimuli in the external environment, not by the individual learner. Through Behaviorist Learning, a person can construct the appropriate habitat and thereby create any individual he/she wishes.

- Instructor’s Role
  - Instructor focused on specific goals and objectives.
  - Instructor is to manage, control and direct learning by arranging the environment, selecting stimuli, reinforcing desired responses, and discouraging undesirable
Learning responses.

Learning results from stimulus and response in a person’s environment.

Behaviorism is referred to as “Stimulus-Response” learning which is derived from the work of B.F. Skinner’s “Reinforcement Theory.”

**Examples of educational methods:** Reinforcement & incentives, Instructional feedback, Programmed instruction, Games and Simulations.

<table>
<thead>
<tr>
<th>Orientation</th>
<th>Overview and Guiding Assumptions</th>
<th>Instructor's Role</th>
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</thead>
<tbody>
<tr>
<td>Social Learning</td>
<td>Encompasses large number of theories, models and approaches, including:</td>
<td>Instructor is a model (demonstrator) or identifies and provides effective models.</td>
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<tr>
<td></td>
<td>- Behaviorists' concepts of reinforcement and environmental influence.</td>
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<tr>
<td></td>
<td>- Cognitive notions of internal structures and processes mediating learning.</td>
<td>Social analyst and facilitator of social interactions.</td>
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<td></td>
<td>- Belief that learning is a social process.</td>
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<tr>
<td></td>
<td>Most of what people learn is through observations and interactions with other people in a social context.</td>
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<tr>
<td></td>
<td>Observation, reflection, then imitation/modification.</td>
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<tr>
<td></td>
<td>Focus is on the impact of people on people.</td>
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<tr>
<td></td>
<td><strong>Examples of educational methods:</strong> Demonstrations and trials, Behavioral modeling, Apprenticeships, Mentoring, Tutorials, Peer partnerships and On-the-job training.</td>
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<tr>
<th>Orientation</th>
<th>Overview and Guiding Assumptions</th>
<th>Instructor's Role</th>
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<tbody>
<tr>
<td>Cognitive</td>
<td>Learning is a process occurring inside the learner in an attempt to make sense out of the world and give meaning to experiences.</td>
<td>Instructor creates proper conditions for learning.</td>
</tr>
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<td></td>
<td>- Learning is not seen as change in behavior, but as “changes in the way in which the learner understands or organizes the elements of the environment.”</td>
<td>Provides the environment, materials and feedback so that learners can organize and structure their own knowledge (discovery learning).</td>
</tr>
<tr>
<td></td>
<td>Focus is on the thinking process and unobservable constructs such as: meaning, knowledge, intention, concepts, beliefs, expectations, and creativity.</td>
<td>Structures and organizes information and materials so that learners can assimilate them meaningfully into their knowledge structure.</td>
</tr>
<tr>
<td></td>
<td>- Cognitive and cognition relate to knowledge and the process of knowing. It is internal change that cannot be directly observed.</td>
<td>Stimulator of knowledge</td>
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<td></td>
<td>The learner acts on the environment, not the other way around. In other words, the learner takes control of the learning situation.</td>
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<tr>
<td></td>
<td>The purpose of learning/education is the acquisition of knowledge.</td>
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Learning results from individual mental functions and processes.

**Examples of educational methods:** Advanced organizers; Metaphors, analogies & similes; Chunking; Framing and Concept mapping.

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<th>Orientation</th>
<th>Overview and Guiding Assumptions</th>
<th>Instructor's Role</th>
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<tbody>
<tr>
<td>Critical Reflection</td>
<td>Incorporates other four areas, but the distinct difference is critical reflection and capitalizing on learners’ experience.</td>
<td>Instructor's role is that of critical analyst, stimulator of critical reflection, and challenger of assumptions.</td>
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Learner involvement. In general, critical reflection involves the learner in identifying and evaluating the assumptions, beliefs and values that underlie his or her thoughts, feelings or actions. This leads to a transformation in how one looks at the world.

Learning goes beyond cognition.

- This refers to learning that is deeper, more fundamental, relating to values, philosophy, and worldview and the nature of knowledge itself.

Learning is transforming basic underlying assumptions, transformative learning.

- These can become distorted through socialization experiences in schools, families and communities. Critical reflection learning helps to overcome these.
- Learning involves transforming basic underlying assumptions of how the world works.

**Examples of educational methods:** Focus group inquiry, Critical incidents, Critical debate, Action learning, Imaging the future, Reflective judgment, Language analysis and Scenario building.

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As you are involved in developing distance education programs, you will find that there are many differences in how people want to design educational programs. In the next video, a group of planners, representing the various learning orientations, come to agreement on how to construct educational programs.

**Learning Orientations (4:40)**

[Click here for text-only version of this video.](https://webct.ait.iastate.edu/SCRIPT/DEID2/scripts/student/button_bar/DEID2/9learningthe... 10/2/2003)
Although people behave and act differently, we have some common characteristics that indicate how we will pursue our goals. We'll focus on Maslow's Hierarchy and find out its implications for educational development.
Understanding the Distance Education Teaching Environment

Understanding the Distance Education Teaching Environment provides useful information on the differences of distance education and "traditional" education, and about effective distance education teaching practices. The video gives you an overview of what this segment of the trip is all about.

Driving Checklist

The graphic above provides you with an overview of what you'll learn during this segment of the trip. Specifically, you'll learn the following driving skills (objectives):

- How to differentiate distance education from traditional education.
- How to identify the characteristics of distance learners.
- How to identify and implement effective distance education teaching strategies.

Suggested readings for this section are as follows. (The readings are not required, but they are excellent resources to add to your library of distance education design and development books.):

Let's start this part of our trip by learning about specific differences between "traditional" and distance education.
**Differences Between Distance and Traditional Education**

The fundamental outcomes of education -- whether in a distance or "traditional" setting -- are the same. We want students to succeed, to understand the content, and (hopefully) to apply it in a variety of employment and social settings. Distance and traditional education methods just differ some on how to get to those outcomes.

Because most of us were taught in a traditional classroom setting for our grade-school and college years, we're used to this format. We're used to being in the same room with an instructor, in a face-to-face setting. We feel comfortable in this environment, so the distance education setting may seem a little strange to you, if you haven't taken distance courses in the past or if you haven't been involved in developing distance education courses.

The **differences between distance and traditional education** fall within three major areas, which we'll discuss:

- The use of technology to "bridge" students and instructors.
- Students are not time-bound or place-bound to take courses.
- Learners don't necessarily share the same characteristics as "traditional" higher education students.

**Dr. Michael Moore**, professor at Penn State University and editor of *The American Journal of Distance Education*, provides more insight into this area of differences between traditional and distance education.

[Michael Moore on Differences between traditional and distance education (1:58)](https://webct.ait.iastate.edu/SCRIPT/DEID2/scripts/student/button_bar/DEID2/19dediffere...)

Click here for a text version of this video

Let's start by focusing on **technology** in distance education.
Michael Moore on differences between traditional and distance education (1:58)

About teaching then, one of the differences is well, first the investment of time and creativity up front before teachers come to interact with learners. In distance, it is a much greater investment and it has to be so. Why is this? Well, we divide the teaching process into a number of different processes. I would count off to at least five or six different specialties inside what we generally refer to as teaching. But in particular, no let me say in general, I would divide at least into two parts, which is first the presentation of information and secondly, the facilitation of individual learning. The presentation of information is mass communication process. The other is an individualized communication process. Each of these needs its’ own different expertise. Even what I’m doing now, I’m speaking to probably a fairly large number of people, so this is a presentation and I’m not going to interact with any of you, but I hope that in the future, there will be individual instructors who will be interacting with each of you as each of you goes about transforming this information that I’m presenting into knowledge, which is what you do personally. So this all has to be carefully thought through and designed before the learner comes into the presence, if you will, in real time or even asynchronously with the instructor.
Technology in Distance Education
You will receive much more depth and detail about technology issues and learn specific technology skills in Destination 3: Technology Issues in Training. For right now, though, you should know that the use of various technologies IS a major difference between traditional and distance education.

Sure, using the Internet and videotapes supplement content in a traditional classroom, but in the distance setting, the use of technology is the way that the major content is delivered. It can be delivered over the Web, through a Web course tools program (such as WebCT, which is used for Roadmap to Effective Distance Education Instructional Design, or Blackboard), by videotape or satellite, or by CD-ROM/DVD.

Another difference is that distance students do not have to be place- or time-bound.
Place and Time in Distance Education
Remember going to school? You went every day, sitting in the same room, at the same time. A very traditional educational approach, right? Well, in a distance education setting, a student doesn't necessarily have to be in the same place as other students or have to meet at the same time with others. A major difference between traditional and distance education is that students do not have to be place-bound or time-bound.

A traditional class is developed to be a synchronous experience, meaning that students meet at a regularly scheduled time, in a regularly scheduled place to complete the course. Sometimes a distance education course is set up in a synchronous way, especially when students take live videoconference classes; students have to meet in a specified location and at a specific time where they can receive the live videoconference.

However, more distance education courses are being taught that are asynchronous, which means that students can take the class at their own time and in a location of their choosing. They can watch a videotape playback of a class at 11 p.m., as opposed to 8 a.m., when the "traditional" classroom meets. Students can take a laptop computer to a friend's house and "plug into" a Web-based course from there.

The promise of asynchronous delivery of courses is driving the concept of "on-demand" education -- the students get to choose when and where the course content is received. This is definitely different from the synchronous concept that we're used to.

Another difference is who the students, or learners, are.
Distance Education Learners

Traditional classrooms, especially at the higher education level, are full of "traditional-looking" students. They have some common characteristics. Usually, they're in their late teens to late 20s, have a strong educational background. You've seen the demographics. You're familiar with the make-up of this audience.

Distance education students are a little different. Historically, we had some general characteristics telling us who distance learners were. For example, we knew that with telecourses (distance education via television) many of the learners were women who stayed at home during the day. However, with the advent and increased penetration of online distance education, specifically the Internet and the World Wide Web, the ability to provide definitive answers on who distance learners are has changed.

Look at the table below from the National Center for Educational Statistics Quick Source System on a survey on distance education courses offered by higher education institutions in 1995. This sample was based on mailings to 1,274 postsecondary institutions in the US, District of Columbia, and Puerto Rico with 1,203 returns (94% response rate). (Note that this chart does not total to 100% because learners could belong to more than one category.)

<table>
<thead>
<tr>
<th>Type of Individual</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Workers seeking skill updating or retraining</td>
<td>49%</td>
</tr>
<tr>
<td>Professionals seeking recertification</td>
<td>39%</td>
</tr>
<tr>
<td>Individuals with disabilities</td>
<td>16%</td>
</tr>
<tr>
<td>Military personnel</td>
<td>12%</td>
</tr>
<tr>
<td>Native Americans/Alaskan Natives</td>
<td>7%</td>
</tr>
<tr>
<td>Non-English-speaking individuals</td>
<td>3%</td>
</tr>
<tr>
<td>Other types of individuals</td>
<td>17%</td>
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</tbody>
</table>

Some other considerations or characteristics, based on other studies, show that (in general), distance education students:

- Sometimes feel isolated.
- May be technology-phobic.
- Are usually more highly motivated.
- Bring "richer" life experiences to the class because of their previous work or academic experience.

Distance education students have more freedom and more responsibility for their own instruction. Studies indicate that when students are active participants in the learning process, they are likely to perform better and remember more. The multimedia approach employed by many forms of distance education addresses a wider range of learning styles among students.
than do most forms of traditional classroom instruction. However, not all distance education students fit the "mold." Colleen Swain, associate professor in the University of Florida's College of Education's School of Teaching and Learning, explains.

Swain on Distance Education Student Characteristics (.51)

Click here for a text version of this video

SUPPORT FOR FACULTY
Differences Between Distance and Traditional Education

You will find out more about distance education learners, including the need to conduct an audience analysis as you design courses in Destination 2: First Time Course Development. So although we have some indication of who is taking distance education courses, but not a tight set of characteristics that “always” describe distance learners, we do have indicators of success for distance education students.
Colleen Swain on Distance Education Student Characteristics (text-only version):

Swain: In the past, we had some pretty refining characteristics of distance education students. For instance, many times they were female. But if you look at the history of time that took place, it was, for instance, when you had television courses. And those were typically stay-at-home women. Nowadays with online education, we don't really have that many "normal" or standard characteristics. We do have some things that we typically know. One, those who take distance education courses, especially those in an online environment, have decided to be there, whether it's a requirement of their job, whether they want professional development or recertification issues, they are there for a purpose.
Factors Affecting Success in Distance Education

- **Educational background**: The more formal education the student has had the more likely the student is to complete the course.
- **Increased commitment to learning**: Students have a vested interest in the course content. Usually they are not as caught up in the “social” activities surrounding the college experience (such as football games, clubs, parties) as young students.
- **Attitude and motivation**: Most distance learners are in the course because they chose to be there.
- **Experience with distance courses**: After successfully completing one distance course, students were willing to take additional courses.
- **Cognitive abilities**: Distance education students who express higher cognitive abilities perform better.
- **Learning styles**: Some research suggests that more field independent individuals do well in distance education environments than field dependent individuals.
- **Extracurricular concerns**: Sometimes external factors (job, family obligations, etc.) influence whether a student will be successful or not. Having family support is frequently critical in a student being able to devote time and energies to a distance course.

All of these indicators point to the importance of doing **audience analysis**. Some ways this can be accomplished are by:

- Analyzing the general abilities of the class.
- Analyzing the potential for learner interactivity.
- Understanding the learner characteristics in your class.
Effective Distance Education Teaching Strategies
You learned about adult learning theory earlier in Destination 1. In this section of Understanding the Distance Education Teaching Environment, you'll learn about these distance education teaching strategies:

- Structure vs. Control
- Interaction (This topic will be mentioned in more depth in Destination 2: First-Time Course Development and Destination 4: Advanced Teaching Methods.)
- Instructional Strategies
- Support Structures
- Student Assessment (This topic is the focus of Destination 5: Assessment and Evaluation.)

Let's look at structure versus control.
Structure vs. Control
As you recognized in this destination's first segment, Adult Learning, as you learned about adult learning theory, teaching adults requires that you are respectful of the fact that these learners have valuable life experiences that contribute to their learning. Therefore, one element a distance educator must balance is that of structure vs. control.

As the instructional designer, you may have to help the instructor walk this fine line between structure and control, as you create distance materials. We want to provide structure, which typically reduces anxiety, but we must also respect the fact that our learners are typically adults and want to maintain aspects of control about their educational experiences. (Plus, no one likes to be “bossed around.”) Some suggestions to strike this balance are to:

- Provide as many choices as possible to students.
  - For example, you may suggest that the instructor provide students with several possibilities for projects.
- Support learner autonomy.
  - Allow students to learn something of interest to them.
- Keep students “on track” without a threatening approach.
  - This can be accomplished with a detailed syllabus, course objectives, and specific directions about assignments.

Although the suggestions to deal with structure vs. control issues are easy to understand, balancing these two issues is quite difficult. Take some time and think about this: How much structure do you want in these distance destinations in which you’re participating? Is there too much structure? Not enough? In this course, do you feel like you’re being treated like an adult?

You probably have a strong opinion about this. Now, start thinking like a creator of distance materials. You have to develop a course/lesson/module that will support someone just like you, BUT also people who aren’t like you. Some of the individuals using materials you design will be stronger learners, while others will be weaker. These are extremely tough design and instructional decisions to make. Here you should begin by relying on audience analysis to determine what is appropriate for your distance course. Again audience analysis will be picked up during Destination 2.

In addition to structure and control issues, another important aspect of the distance education experience to keep in mind is the type and extent of interaction.
**Interaction**

You’ve probably noticed that all of the concepts and ideas presented require that the distance educator interact with the learners in the course. This brings us to another very important topic in distance education — that of **interaction**. As you create meaningful and engaging learning environments for distance learners, make sure to consider the interaction opportunities you provide students. Getting distance learners to move beyond “just reading” to interacting with the content, instructor, peers, and media. Again, **Dr. Michael Moore** will provide us with some insight into the concept of interactivity in distance education.

Michael Moore interaction (1:13)

Click here for a text version of this video

Saying that there should be interaction in a distance education course seems like common sense, since you have interaction in a traditional classroom, but it is something that instructional designers, teachers, and facilitators many times forget. We must recognize that the media used to deliver a distance education program, such as videotape, Web, CD-ROMs, etc.) play an important role in the delivery of instruction. Students expect interaction with the instructor and, hopefully, their peers. And most importantly, without meaningful interaction with the content, the only “learning” that might occur is short-term. So, interaction is a very important element that you’ll want to consider as you create and teach in a distance environment.

Tips on how to encourage interaction will be provided in later destinations. Right now, let's focus on **instructional strategies** to help you develop distance education materials.
Michael Moore interaction (1:13)

Well moving on to the second question, which is this question of interaction that people talk about a great deal. Of course, yes, it is extremely important. In fact, I’ve said from time to time that it is a refining characteristic of education that there is an interaction between a person who doesn’t know as much as somebody else who knows more than the other person. That’s the relationship between the teacher and the learner. There has to be interaction. Some years ago, I was asked to speak on a panel about what is interaction, and I sat down and thought it, and I thought well, really, it is simple. There are different kinds of interaction. And what I said is really so simple it’s been quoted from time to time over the years. I said there’s three kinds of interaction. There’s interaction with the student or the learner with the content. There’s interaction between the learner and the instructor. And, there’s interaction between learners. So, learner-content interaction, learner-instructor interaction, and learner-learner interaction.
Distance Education Instructional Strategies
In this next section, we'll look at some methods or instructional strategies that distance educators can use to allow learners to master the instructional objectives in each lesson. In the narrated PowerPoint presentation below, you are provided with some instructional strategies that you can use when creating distance learning environments.

As you create these instructional environments, you want to provide students with different ways to learn the content. If you only use one way to present materials, learners that have other preferred learning styles and strengths might not be successful in mastering the objectives. (You'll learn about writing objectives in Destination 2: First Time Course Development.)

It is important to note that many of these strategies are used in conjunction with other instructional strategies. For example, when you have students work in group projects, they are participating in collaborative learning, using small groups, and using a project instructional strategy. It is also important for you to realize that instructional strategies aren't an “all or nothing” venture.

A second important element to remember when creating instructional materials is that you want to “humanize” the learning environment. UF’s Colleen Swain explains what “humanizing” education means.

Swain on Humanizing Education (:59)

Click here for a text version of this video

A third element to remember is that when you connect learning to the interests and prior experiences of learners, they become more motivated, interested, and involved in the context. In the PowerPoint presentation, this is referred to as anchored instruction.

During the PowerPoint presentation, you'll also hear and read a lot about building communities in distance education courses. Why bother building a community? Without this, students aren't willing to really share their thoughts and ideas about the content with others. You must create a warm, safe, and enjoyable environment in which students can learn. You can suggest that instructors use silly icebreaker activities – such as the ones from parties you’ve attended – to let students get to know each other and the instructor. You can suggest that instructors create a Web page about themselves to share professional and personal touches with the students. Let's go to the presentation now.

NARRATED POWERPOINT: Instructional Strategies

Please note: This PowerPoint is slightly different than the others in this destination. You will need to scroll through the slides. There are audio clips on several of the slides. When you see these, click on them to hear what the facilitator has to say about that slide.
Now, you are provided with a list of formal instructional strategies used in the development of meaningful and engaging learning environments.
One of the things we can - one of the ways we can humanize courses is to really focus on the people element. Think about what are the things that you enjoy in a normal course. Well, many times it’s that water cooler type of activity, and so you might have a virtual water cooler or discussion you’re area that’s really not academic or concept oriented. But, a free-for-all, which allows for that networking that’s so important for adults, to occur. Sometimes though, silly ice-breaking activities that you do at parties, you can still do those in a distance environment and that allows you to feel connected with the people in your class. That humanizing. That personal response. Making sure the instructor has office hours that aren’t just e-mail, but where I can actually call and talk to a person if I so desire.
Developing Meaningful and Engaging Learning Environments

As you saw in the previous narrated PowerPoint presentation, generative strategies are learning strategies that help the student “make the content his or her own.” We start with recall strategies that help the student remember the information. You might have learned one like this. “In 1492 (fourteen-hundred-ninety-two), Columbus sailed the ocean blue.” That’s an example of a recall strategy.

Organizational strategies help you understand how a concept is organized. Students could make a concept map of the concept being studied. (The graphic at the beginning of this section of Destination 1 is an example of a concept map.)

When you try to assist the student in adding the knowledge to his or her existing schema, you are providing students with an integration strategy. For example, when students are learning about whales, they could describe the characteristics of a whale that make it a mammal.

Finally, elaboration strategies allow a student to add his or her own ideas to the knowledge base. For example, having learners list examples and non-examples of a concept or trait could be beneficial.

Formal Instructional Strategies for Distance Education

Self-directed learning: Research shows a student who initiates learning has more of a purpose and greater motivation. He or she also tends to retain and make better use of what is learned. Some activities you could suggest for students that take on self-directed learning projects are to visit libraries, institutes, and museums, talk to professionals, access recent research, and even create publications in a variety of formats.

Lecture is a format with which you are very familiar. Lectures can be presented via audio or video over the Internet and Web-embedded online lectures. You can consider this presentation as a lecture — although there are opportunities for you to interact with the content in some of the strategies.

Discussion is another instructional strategy very familiar to you. This strategy is particularly effective with adults. As mentioned earlier, allowing adults to utilize their prior experiences is important. Some ways discussions can take place in a distance environment are with chats and bulletin boards.

Small groups allow students to be highly involved with a concept or topic. This strategy allows students to present their ideas as well as get the ideas of others. The instructor’s role in small groups is to act as a consultant to the groups. This is actually very ideal because the instructor can address specific questions, comments, or concerns one group has while another group(s) can continue working.

The use of mentoring can be an effective instructional strategy because it allows the mentor to serve as a guide rather than a provider of knowledge. The mentor can introduce the learner to new situations, interpret unknown elements, and help point out critical areas of knowledge to enable the learner to function within the field. Telecommunications allows for the mentor and mentee to stay in contact without a great deal of difficulty.
Projects allow students to have practical experience with a concept and give a sense of accomplishment. These projects can be individual or group and shared with the class, groups, or only the instructor.

Learning contracts might be somewhat newer to you. In public school and even higher education, learning contracts are used to ensure that the student and the instructor agree in writing exactly what needs to happen for something to be deemed a “successful” learning experience. With adults, have the learners write their ideal contract and then negotiate what the final contract will be. A learning contract helps the educator and the learner share the responsibility of learning. Contract learning can result in deeper involvement, on the part of the learner, in the activities they are involved with. Contracts also provide increased accountability and a means for learners to receive feedback on their progress to accomplish the learning objectives.

Collaborative learning is working with others. UCLA’s Higher Education Research Institute reports that over a third of courses in higher education use collaborative activities. Again, technology makes this much easier. Although students might be separated by distance, they can use programs such as NetMeeting® to simultaneously work on documents, share files, chat, and more.

Case studies are becoming more and more popular. When evaluating case studies for use in your learning environment, you want to make sure sufficient detail is included so students can partake in powerful problem-solving.

Forums are also becoming more popular with the use of telecommunications. Synchronous and asynchronous tools, two-way audio/video, and other technologies allow forums to be used in distance education.

SUPPORT FOR FACULTY
Distance Education Teaching Strategies

BULLETIN BOARD - INSTRUCTIONAL STRATEGIES:
After reading these pages and watching the narrated PowerPoint, visit two of the three websites listed below and address the following questions. Share your comments on the class bulletin board.

- Unionism versus Secessionism in Virginia, November 1860-April 1861
- Tinkering with Mother Nature: Genetically Modified Foods
- Crime Prevention Webquest

What instructional strategies do you see being used in this site?
With whom (learners/audience) would this strategy be effective?

Now let's learn why support structures are important in distance education.
Distance Education Teaching Strategies

**Structure vs. Control**
Teaching adults requires that you are respectful of the fact that these learners have valuable life experiences that contribute to their learning. Therefore, one element a distance educator must balance is that of **structure vs. control**. You will need to walk this fine line between structure and control as you create distance materials.

We want to provide **structure**, which typically reduces anxiety, but we must also respect the fact that our learners are typically **adults** and want to maintain aspects of **control** about their educational experiences. (Plus, no one likes to be “bossed around.”) Some suggestions to strike this balance are to:

- Provide as many choices as possible to students
- Support learner autonomy
- Keep students “on track” without a threatening approach

Although the suggestions to deal with **structure vs. control** issues are easy to understand, balancing these two issues is quite difficult.

**Interaction**
You’ve probably noticed that all of the concepts and ideas presented require that the distance educator interact with the learners in the course. This brings us to another very important topic in distance education — that of **interaction**. As you create meaningful and engaging learning environments for distance learners, make sure to consider the interaction opportunities you provide students. Getting distance learners to move beyond “just reading” to interacting with the content, instructor, peers, and media to gain materials is paramount.

Saying that there should be interaction in a distance education course seems like common sense, since you have interaction in a traditional classroom, but it is something that instructional designers, teachers, and facilitators many times forget. We must recognize that the educational media (videotapes, CD-ROM, Web, etc.) play an important role in the delivery of instruction. Students expect interaction with the instructor and, hopefully, their peers. And most importantly, without meaningful interaction with the content, the only “learning” that might occur is short-term. So, interaction is a very important element that you’ll want to consider as you create and teach in a distance environment.

**Distance Education Instructional Strategies**
In this next section, we’ll look at some methods or instructional strategies that distance educators can use to allow learners to master the instructional objectives in each lesson. As you create these distance learning instructional environments, you want to provide students with **different ways to learn the content**. If you only use one way to present materials, learners that have other preferred learning styles and strengths might not be successful in mastering the objectives.
It is important to note that many of these strategies are used in conjunction with other instructional strategies. For example, when you have students work in group projects, they are participating in collaborative learning, using small groups, and using a project instructional strategy. It is also important for you to realize that instructional strategies aren’t an “all or nothing” venture. A second important element to remember when creating instructional materials is that you want to “humanize” the learning environment. A third element to remember is that when you connect learning to the interests and prior experiences of learners, they become more motivated, interested, and involved in the context.

During a distance course, it’s also important to build communities of learners. Why bother building a community? Without this, students aren’t willing to really share their thoughts and ideas about the content with others. You must create a warm, safe, and enjoyable environment in which students can learn. You can use silly icebreaker activities – such as the ones from parties you’ve attended – to let students get to know each other and the instructor. You can suggest that instructors create a Web page about themselves to share professional and personal touches with the students.

**Instructional Strategies**

**Generative strategies** are learning strategies that help the student “make the content his or her own.” We start with recall strategies that help the student remember the information. You might have learned one like this. “In 1492 (fourteen-hundred-ninety-two), Columbus sailed the ocean blue.” That’s an example of a recall strategy.

**Organizational strategies** help you understand how a concept is organized. Students could make a concept map of the concept being studied.

When you try to assist the student in adding the knowledge to his or her existing schema, you are providing students with an integration strategy. For example, when students are learning about whales, they could describe the characteristics of a whale that make it a mammal.

Finally, **elaboration strategies** allow a student to add his or her own ideas to the knowledge base. For example, having learners list examples and non-examples of a concept or trait could be beneficial.
**Formal Instructional Strategies for Distance Education**

Following are specific instructional methods that can be used in a distance education environment and how they can be used.

**Self-directed learning:** Research shows a student who initiates learning has more of a purpose and greater motivation. He or she also tends to retain and make better use of what is learned. Some activities you could suggest for students that take on self-directed learning projects are to visit libraries, institutes, and museums, talk to professionals, access recent research, and even create publications in a variety of formats.

**Lecture** is a format with which you are very familiar. Lectures can be presented via audio or video over the Internet and web-embedded online lectures.

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Roadmap to Effective Distance Education Instructional Design is a collaborative effort of the following universities: University of Florida, University of Idaho, Iowa State University, University of Missouri-St. Louis, Texas A&M University, and Texas Tech University. This project was funded through a United States Department of Agriculture Higher Education Challenge Grant (2002-2004).
Unionism versus Secessionism in Virginia, November 1860-April 1861

Students will work in groups to analyze newspaper opinion articles from Augusta County, Virginia, during the debate over whether Virginia should secede from the Union.

Instructional Objectives

National History Standards

- Standards in Historical Thinking 3: Historical Analysis and Interpretation
  Students should be able to
  - B. compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions by identifying likenesses and differences.
  - D. consider multiple perspectives of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
  - I. evaluate major debates among historians concerning alternative interpretations of the past.

- Standards in Historical Thinking 4: Historical Research Capabilities
  Students should be able to
  - A. formulate historical questions from encounters with historical documents.
  - C. interrogate historical data by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.

- Era 5: Civil War and Reconstruction
  - 1A. Students should demonstrate understanding of how
the North and South differed and how politics and ideologies led to the Civil War by... charting the secession of the southern states, explaining the process and reasons for secession, and... evaluating the importance of slavery as a principle cause of the conflict.

Virginia Standards of Learning

- C/T8.4 The student will use search strategies to retrieve electronic information.
- 11.7 Students will develop skills in historical analysis, including the ability to analyze documents, records, and data, formulate historical questions and defend findings based on inquiry and interpretation, and communicate findings orally, in brief analytical essays, and in a comprehensive paper.
- 11.6 Students will analyze the causes and effects of major events of the Civil War and Reconstruction, including slavery, States' Rights Doctrine, ... secession.

National Council for the Social Studies

- II. Time, Continuity, and Change
  - a. Students will systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality.

Materials, setting, and student background required

This lesson is designed for the traditional, non-computer classroom, although teachers may choose to have students use the newspaper transcription browser on the sectional crisis to find their own articles to read and interpret.

Print and copy the following in advance (if you conducting this class in a traditional, non-computer classroom.)

- **Student Worksheet One:** This worksheet contains two articles from the Staunton Spectator. One, from January 22, 1861, is a long poem titled "God Save Our Noble Union," and the other, from March 19, 1861, prints a report from Georgia discussing the problems that secession has caused.
- **Student Worksheet Two:** This worksheet contains an article from the Staunton Spectator, April 2, 1861, offering two main arguments against secession.
- **Student Worksheet Three:** This worksheet contains an article from the Republican Vindicator, January 4, 1861, that blames the North for the secession crisis. It does not address the Virginia secession issue directly, but it is a good indicator of...
Democratic Party sentiment in the county.

Students should know the basic facts regarding the presidential election of 1860, the secession of the Lower South states, and situation of the Upper South states in the months preceding the firing on Sumter.

**Historical Background**

Abraham Lincoln won the presidential election of 1861 by carrying all states of the North and Northwest. Not one slaveholding state, however, went for Lincoln. Within six weeks of Lincoln's election, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, and Texas passed secession ordinances and joined to form the Confederate States of America.

During this period, the people of the Upper South states of Virginia, Maryland, Missouri, Arkansas, and Kentucky debated their future, and leaders in Washington engaged in a futile pursuit of a compromise that would prevent the secession of the border states and bring the already seceded states back into the union.

Virginia's electoral votes had been won by Constitutional Union candidate John Bell, and Bell had an especially strong showing in Augusta County. After Lincoln's election, Augusta's political leaders urged moderation, and at Virginia's convention on secession, Augusta's delegates resisted moves to join the seceded states. There was an important qualification to Augusta County's unionism, however. Most leaders, although calling for Virginia to remain in the Union, insisted that secession was legal and that the federal government must not use force against the seceded states. Furthermore, some Augusta politicians argued that Virginia should stay in the union only on the condition of specific federal concessions to southern demands.

In light of Augusta's tenuous unionism, then, Lincoln's April 1861 decision to fortify U.S. Fort Sumter in the Charleston, South Carolina, harbor was enormously important. Even more significant would be Lincoln's call for troops to put down the rebellion after Confederate cannons fired on Sumter.

**Procedure**

Brief students on background material (up to March 1861) as necessary.
Put students into three groups, and give each group a number (1-3). Divide groups into sub-groups until there are no more than three students per group. Distribute articles.

When groups have completed their tasks, have students re-assemble as an entire class to go over their worksheets together and discuss their findings.

Suggested questions for whole-class discussion:

- What difference do you see between the rhetoric of the Republican Vindicator (the Democratic Party paper) and the Staunton Spectator (the Whig, or Opposition, paper)?
- How do the accounts of conditions in the seceded states differ in the two papers?
- You are president Lincoln. You want to prevent Virginia from seceding, since Virginia borders Washington DC, contains important rail links to the West, good farmland, and a large population. You have received a wire that unless Fort Sumter is reinforced, the commander there will have to hand the fort over to the Confederate government. However, the Confederate government has declared that any attempt by the federal government to re-supply the fort would be considered an act of war. What should Lincoln do, in light of the sentiment in Augusta County, Virginia?
- As you know, Lincoln did send ships to resupply the fort, provoking Confederate fire in the process. Lincoln responded to the attack on Fort Sumter by calling for troops to put down the rebellion. Within days of Lincoln's order, delegates at Virginia's convention on secession voted overwhelmingly to secede. Based on what you have learned today, which was more important in Virginia's decision to secede? The resupply of Sumter or Lincoln's call for troops?
- What do your findings suggest about the interpretation that slavery was the primary cause of the Civil War?
- What might have happened if Lincoln had NOT called for troops to "put down the rebellion?"

Follow-up, Assessment, and Extensions

Optional student homework assignments:

- Pretend that you have been sent by President Lincoln to report on sentiment in Augusta County in March, 1861. File a report that describes what you have learned, and make recommendations regarding whether Lincoln should try to hold Fort Sumter or not.
- Write an essay that compares the articles in Augusta County's newspapers with the Richmond Enquirer at the same time.

- Write profiles of Augusta County's three delegates to the Virginia state convention on secession: Alexander H. H. Stuart, John B. Baldwin and George Baylor. Search all of the public records and use the newspaper abstract search page.

Go back to "Valley of the Shadow in the Classroom" homepage.
A quote from the Bible reads "All flesh is grass." The ancients were keenly aware of the relationship between the foods we eat and our own bodies. However, the foods they ate were designed as nature intended. Today, many foods are genetically altered to increase yield or nutritional benefit. How is this alteration affecting the plants, the planet and, ultimately, us.

You are attending the International Conference for Genetic Technology. The focus question of the conference is "How should governments regulate the production and distribution of genetically modified food products?" From discussion generated at the conference, a consensus opinion will be generated that will be used as the basis for a public service information product created and distributed by the Conference organizers.

In groups, you will research the topic of genetically modified or altered foods. Based on your research, you will construct a web site that expresses the consensus opinion of the group and provides the public with evidence to support your decision.

To facilitate discussion of a topic, conference attendees are often divided into subgroups. You will form groups of four individuals and each member of the group will represent a unique, valid perspective on the topic: vice-president of a biotechnology firm, environmentalist, ambassador from Third-World nation and representative from a consumer protection organization. Read the profiles of each role and decide who in your group will represent that perspective. Once you have assumed a profile, it is your job to represent that perspective to the best of your ability, whether or not your personal opinion concurs or disagrees with the chosen role.

Each group member will research a body of information concerning genetically-modified foods. You will use the information to construct an electronic portfolio with PowerPoint which you will present to your group members in an attempt to persuade them about your point of view. After each group member has presented his arguments, the
group should debate the topic question "How should governments regulate the production and distribution of genetically modified food products?" Make sure all points of view receive a fair and equal hearing. Your goal is to reach a consensus opinion on the topic question - this will require compromise. You are seeking the solution that brings the most benefit possible to all concerned parties.

Once the group opinion has been drafted, your group will build a website to make your opinion public. You will use either Microsoft FrontPage 2000 or Netscape Composer as your web authoring software. The Resources section provides information on how to use these software packages to build your website. Your website should include the following information:

- Basic information on DNA and simple genetics.
- History of genetic engineering.
- Description of genetic engineering techniques.
- Examples of genetically-modified foods currently available to consumers and the type of genetic modification they have received.
- Current status of governmental regulation of genetically-modified foods (including regulations concerning research and development, labeling and exportation).
- Group opinion for topic question and evidence to support opinion.
- Areas in need of additional study/knowledge.
- Resources for public to use to gain more information on the topic.
- Graphics/images to illustrate your information.

Your electronic portfolios and final website will be assessed according to the provided evaluation rubric.

Each conference attendee has been given a body of information from which to draw evidence in support of their argument. In addition there is a body of general information which you will use to gain knowledge on the basic processes of genetics and genetic engineering. Each group member is responsible for thoroughly researching the basic information and their own perspective and crafting the most persuasive argument possible in support of their position. In addition, you may bring unique information that you find through independent research into your argument. You have been provided with a list of search engines to help you find the latest information in the field.

Do not neglect other sources of information such as magazines, books, television programs/videotapes and personal communications.
in designing your argument. These sources can be valuable wellsprings of information and may add new ideas and findings to your research.

### EVALUATION

Your group's work will be assessed using the following rubric:

<table>
<thead>
<tr>
<th>Score</th>
<th>Parameters</th>
</tr>
</thead>
</table>
| 4     | - Group position statement thoughtful and considers all points of view.  
       - Electronic portfolios strongly support individual perspectives.  
       - Electronic portfolios exceed listed requirements for mechanics and content.  
       - Electronic portfolios skillfully synthesize and present information found during research. Specific, unique Implications of evidence and predictions based on evidence are presented.  
       - Website exceeds listed requirements for mechanics and content  
       - Website demonstrates advanced web authoring skills  
       - Website strongly presents group opinion and adeptly presents supporting evidence  
       - Hyperlinks chosen maximize exposure of visitor to highly relevant information  
       - Visitor feedback critically analyzed and implications for group position described in detail. |
| 3     | - Group position statement considers all points of view.  
       - Electronic portfolios support individual perspectives.  
       - Electronic portfolios meet listed requirements for mechanics and content.  
       - Electronic portfolios synthesize and present information found during research. Specific Implications of evidence are presented.  
       - Website meets listed requirements for mechanics and content  
       - Website demonstrates appropriate web authoring skills  
       - Website presents group opinion and presents supporting evidence  
       - Hyperlinks chosen strongly assist exposure of visitor to relevant information  
       - Visitor feedback analyzed and implications for group position described. |
|       | - Group position statement demonstrates some lack of consideration and attention to all points of view  
       - Electronic portfolios state individual perspectives, but require more supporting evidence. |
| 2 | • Electronic portfolios lacking one or two listed requirements for mechanics and content.  
   • Electronic portfolios demonstrate "cut and paste" technique for presenting information - little synthesis of data.  
   • Information presented may not represent best examples from literature and amount of information may be inappropriate for presentation (too much or too little).  
   • Website with some shortcomings for listed requirements for mechanics and content.  
   • Website demonstrates some problems with web authoring skills.  
   • Website marginally presents group opinion and supporting evidence.  
   • Hyperlinks chosen do not reflect best evidence for group position or do not efficiently expose visitor to topic information.  
   • Visitor feedback stated, but not analyzed or considered. |
|---|---|
| 1 | • Group position statement demonstrates significant lack of consideration and attention to all points of view.  
   • Electronic portfolios state individual perspectives, but lack substantive supporting evidence.  
   • Electronic portfolios lacking several listed requirements for mechanics and content.  
   • Electronic portfolios demonstrate "cut and paste" technique for presenting information - no synthesis of data.  
   • Electronic portfolios present very little information in support of position.  
   • Website with many shortcomings for listed requirements for mechanics and content.  
   • Website demonstrates significant problems with web authoring skills.  
   • Website poorly presents group opinion and supporting evidence.  
   • Hyperlinks absent or poorly chosen. Visitor exposure to topic material haphazard or absent.  
   • Group fails to elicit required visitor feedback. |

**CONCLUSION**

Some view genetically-modified foods as the potential downfall of our planet; others view genetically-modified foods as the savior of our world. All sides can provide evidence to support their claims, yet the best evidence, that gathered over time, is yet to come. We, as a culture, have to decide if we are willing to wait a generation to evaluate the possible health and environmental effects that genetic alteration of food products may produce or should we do what we can to help those most in need by using the latest in agricultural
technology.
Crime Prevention WebQuest
An Internet WebQuest on Crime Prevention

created by JoAnn Miller
Universidad del Valle de Mexico

Introduction

One of the most controversial subjects in most communities is crime prevention--not if it's a good thing or not, most everyone wants to prevent crime, but how to go about it.

In this WebQuest you will take part in a town meeting--an open meeting for all interested citizens of a community to solve a common problem.

In groups you will take the roles of different interest groups in the community.

The Quest

How should your community go about preventing crime?

The Process and Resources

In this WebQuest you will be working together with a group of students in class. Each group will answer the Task or Quest(ion). As a member of the group you will explore Webpages from people all over the world who care about Crime Prevention. Because these are real Webpages we're tapping into, not things made just for schools, the reading level might challenge you. Feel free to use the online Webster dictionary or one in your classroom.

You'll begin with everyone in your group getting some background before dividing into roles where people on your team become experts on one part of the topic.

Phase 1 - Background: Something for Everyone

Use the Internet information linked below to answer the basic questions of who? what? where? when? why? and how? Be creative in exploring the information so that you answer these questions as fully and insightfully as you can.

- **Sheriff Brass' Crime Prevention Unit** - An introduction to crime prevention.

**Phase 2 - Looking Deeper from Different Perspectives**

**INSTRUCTIONS:**

1. Your groups will take roles and explore the different points of view represented below.

2. Read through the files linked to your group. If you print out the files, underline the passages that you feel are the most important. If you look at the files on the computer, copy sections you feel are important by dragging the mouse across the passage and copying / pasting it into a word processor or other writing software.

3. Note: Remember to write down or copy/paste the URL of the file you take the passage from so you can quickly go back to it if you need to to prove your point.

4. Be prepared to focus what you've learned into one main opinion that answers the Big Quest(ion) or Task based on what you have learned from the links for your role.

**Citizen's Groups against Crime**

You will represent a group of people who have organized themselves to fight crime--either directly or through trying to prevent crime in your community.

Look through these sites and see what types of activities these groups have developed and design your own group.

Be sure to define your group as clearly as possible. What is your philosophy? How does your group think crime should be fought or prevented?

- **Fugitive Watch** - A community watch for finding criminals.
- **Guardian Angels** - An organization for citizen self protection.
- **M.A.D.D.** - Mothers Against Drunk Driving
- **Teens, Crime and the Community** - An organization to get teenagers involved in crime prevention.
- **Silent Observer** - A local crime stopper program.

**Self Defense**

You are people who believe the best way to prevent crime is to protect yourselves. You know there is a place for the police and other groups, but you'd rather find an individual solution.

Look through these sites and prepare yourselves to explain or even demonstrate what kinds of self defense and crime prevention you believe in.
- **Being Safe on Campus** - Tips on how to keep safe on your university campus.
- **Defensive Tactics: Defense University** - How to protect yourself from attack.
- **Home Security Store** - Alarms for home protection.
- **Violence Prevention** - Self defense for women.
- **Unarmed Self-Defense** - Some simple self defense techniques.
- **10 Things an Adult can do to Stop Violence** - Crime Prevention hints
- **No Violence!** - Preventing soccer violence.
- **Stopping Teen Violence** - Preventing school shootings and violence.

**Official Police Organizations**

Your group represents the official police organization of your community.

Look through the following links and get a good overview of what kinds of activities law enforcement agencies throughout the world undertake to prevent crime.

Clearly plan what you think your local police department should do in your community. How do you think crime can be prevented? Find lots of examples from around the world.

- **Alaska State Troopers** - Law enforcement in the northern state of Alaska.
- **Community Policing** - A new way of policing.
- **The FBI** - What is the purpose of the FBI.
- **Interpol** - The home page of the famous international police force.
- **The Japanese National Police Agency** - Law enforcement in Japan (in English).
- **Los Angeles County Sheriff's Department** - From West Hollywood.
- **New York Police Department** - The home page of the NY City Police Department.
- **Police Services in the UK** - Police organizations in England, Wales, Scotland, No. Ireland.

**Organized Crime**

You are a group of people that is convinced the major problem facing your community is organized crime.

Look at the following links and decide which kinds of organized crime are the most dangerous in your community and then think about how this kind of crime can be controlled. Be prepared to explain exactly how the criminal organization is working in your community.

- **American Mafia.com** - The Mafia in the US in the past and present.
- **The Drug Wars** - A 30-year history of America's war on drugs.
- **Hackers** - Hackers and internet insecurity.
- **Murder, Money and Mexico** - Mexican organized crime.
- **Gangs in Los Angeles** - Blood gangs, crips gangs...everything about gangs.
- **Yakuza** - The Japanese mafia.
- **Gangsters Incorporated: The Russian Mafia** - The crime organization of Russia.

**Phase 3 - Debating, Discussing, and Reaching Consensus**

Now you should have your Town Meeting. Be prepared to defend your position, but also be flexible. A group with other interests might have ideas you could also agree with.

At the end of your meeting, make of list of actions you all agree upon and talk about how you can make them real.

**Phase 4 - Real World Feedback**

You and your teammates have learned a lot by dividing up into different roles. Now's the time to put your learning into a letter you'll send out for real world feedback. Together you will write a letter that contains opinions, information, and perspectives that you've gained. Here's the process:

1. Begin your letter with a statement of who you are and why you are writing your message to this particular person or organization.
2. Give background information that shows you understand the topic.

**STATE THE TASK / QUEST(ION) AND YOUR GROUP'S ANSWER.**

3. Each group should write a paragraph that gives two good reasons supporting the group's opinion. Make sure to be specific in both the information (like where you got it from on the Web) and the reasoning (why the information proves your group's point).
4. Have each person on the team proofread the message. Use correct letter format and make sure you have correctly addressed the email message. Use the link below to make contact. Send your message and make sure your teacher gets a copy.

**Your Contact is:** Ask a Police Officer

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**Conclusion**

Now you all know a lot more about Crime Prevention. Nice work. You should be proud of yourselves! How can you use what you've learned to see beyond the black
and white of a topic and into the grayer areas? What other parts of Crime Prevention could still be explored? Remember, learning never stops.
Do I want to learn at a distance?

There are no right or wrong answers to these questions. Although the higher number of correct answers you get, the better chance you will be successful in an online course.

Some of the characteristics of successful students are: an understanding of how you learn, self motivation and initiative, and the willingness to communicate in non-traditional ways.

If you don't score high on the survey, it only means you should examine whether learning online or at a distance is the best option for you.

1. Do I like working and learning on a computer or television?
   - yes
   - no
   - sometimes

2. Am I comfortable resolving technology problems when they arise?
   - yes
   - no
   - sometimes

3. Would I want to learn new software, or a set of online procedures just to access the course materials, or chat with the faculty and others, who are taking the course?
   - yes
   - no
   - maybe

4. Do I work well alone?
   - yes
   - no
   - I don't know

5. Am I self-disciplined enough to follow the lessons on my own without, peer pressure, or pressure from the course instructor?
   - yes
   - no
   - maybe

6. Will I be comfortable, if I don't get to see the instructor in person?
   - yes
   - no
   - I don't know

7. Will I be comfortable if I have to ask questions via email?
8. How would I make sure the online course is as effective and good as an on-campus course?
- Research the program through several different sources.
- Ask University for credentials
- I don't know

9. Do I know anyone who has taken this course online?
- yes
- no
- doesn't matter

Get score  Clear

Score = 

Correct answers:
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Support Structures Before a Course Begins
Before the course begins, it is suggested that you incorporate these three support structures:

- Welcoming letter
- Course handbook
- Orientation meeting

Let's look at each support structure.

**Welcoming Letter**

A welcoming letter typically contains:

- Why the course is important
- What benefits the student might realize in the course
- How the student can apply the skill and data to his/her professional life
- Any innovation introduced or featured in the course
- Information about the orientation meeting and whether it is required or not
- How the course handbook can be of value to the learner

**Course Handbook**

When creating a course handbook, you want student concerns and learning to be the primary focus. A course handbook provides students with a starting point for the course, a source of information with contact information, and a sense of security. (It can be placed on the Web for students to download as a .pdf document, as well.) Hence, a course handbook might contain:

- Course policies and information
- Class schedule and timeline if appropriate
- Readings
- Course syllabus (often a separate document)

**Orientation Meeting**

The orientation meeting is another important support structure that relieves many student anxieties. This meeting could take place face-to-face or virtually. Orientation meetings usually have the following goals:

- Address any misconceptions about distance education
- Provide course procedures
- Deal with needed specifics about telecommunication packages or equipment that will be used in the course
- Special instructions on accessing class resources (user accounts and passwords, etc.)
- Distribute any materials that haven’t been mailed to students
- Address the topic of “What to do when things go wrong.” This includes advice about technical issues and academic issues. Letting students know the importance of having open communication lines is critical.

There are also other support structures that instructional designers and instructors should use...
once the course or lesson begins.
Support Structures Once a Course Begins

Once the course begins, distance educators still have an obligation to provide scaffolding for the learners. This can be done with study guides and interactive learning kits.

**Study Guides**

Study guides can range from very detailed to simple outlines of the lesson. Moore and Kearsley (1996), in *Distance education: A systems view*, remark,

“The study guide is quite different from a textbook or book of readings. These are intended primarily to communicate information; the study guide is intended to communicate teaching. It has sometimes been referred to as 'a tutorial in text'” (p. 108).

You can find examples of study guides at the following Web sites:

- Andrew Jackson University MG641
- PE Technikon George Campus Agricultural Management III
- Mississippi State University AISE 8103

**Interactive Learning Kits**

Interactive learning kits provide students with materials needed to perform experiments or other activities that don’t lend themselves to a computerized environment. Remember that being in a distance environment does not limit you to just “computer and print” options. You can send materials for experiments, VHS tapes, CD-ROMs and more.

These photographs show the components on a course that is developed around having students do interactive learning activities. Each lecture is provided as video files on the CD-ROM. Students receive "fact sheets" about each "mission" they are to undertake. Then the students have materials that they use that can do "mini-laboratories" at home. The second photograph shows how students can collect nematode samples and then have them shipped to the university's laboratory to be examined.

**SUPPORT FOR FACULTY**

Support Structures for Students
Let's make one more stop before the end of the trip and take a brief look at student assessment.
Checklist for Understanding the Distance Education Teaching Environment

Before heading on with the rest of the trip, let's do a quick checklist of the topics you've learned so far:

- Identify differences between distance and traditional education.
- Identify distance learner characteristic
- Implement effective distance education teaching strategies.

Now, let's go on to this destination's microproject.
Microproject for Destination 1: Effective Distance Education Teaching Principles:

As stated in the orientation for Roadmap to Effective Distance Education Instructional Design, one of the objectives of this training program is to assist you as you help instructors at your institutions develop distance education courses or programs. In order to do that, we have developed "microprojects" to let you apply what you have learned..

Destination 1 Micro Project:  Choose your own adventure!
You will be presented with a scenario of adult learning, and you will be responsible for making decisions in regards to the learning environment, content and methods. Each decision that you make will lead you to another set of alternatives where you'll make another decision. At the conclusion of your adventure, reflect upon what happened and the decisions that you made.

Instructions: Destination 1’s microproject is based upon scenario building. You will be presented a beginning scenario about a course that is being converted from face-to-face format to distance education. At the end of the scenario, you will choose between two options. Each of these options will lead you to another scenario where you will be presented with another two options which will then lead to a final third scenario. At this point, there will be a number of reflective questions for you to address. The overall purpose of this exercise is for you to think about and apply the material covered in this destination. Let's get started!

Please Note: The above link is to a PDF file. If you have trouble opening the file, click here to view the microproject in HTML format.

When you are finished with the microproject, submit your responses to the DEID facilitator mailbox. To submit the microproject, click on "mail" in the left-hand navigation column. Then, compose an e-mail. Browse the names of recipients and choose "DEID Facilitator".

The facilitator will review your microproject and provide feedback to you. We will begin Destination 2: First-time Course Development on October 15. So pull over and take a break until then.
Distance Education Challenge Grant
Destination One

Microproject: “Choose Your Own Adventure”

Destination 1’s microproject is based upon scenario building. You will be presented a beginning scenario about a course that is being converted from face-to-face format to distance education. At the end of the scenario, you will choose between two options. Each of these options will lead you to another scenario where you will be presented with another two options, which will then lead to a final third scenario. At this point, there will be a number of reflective questions for you to address. The overall purpose of this exercise is for you to think about and apply the material covered in this destination. Let’s get started!

Scenario 1: You’ve been assigned to convert the course “Introduction to Personal Finance” into a distance education course. The purpose of the course is to teach basics of personal finances, i.e. budgeting, managing accounts, etc. The professor that you will be working with is Dr. Edward Money. He is excited about doing something different with his course, but he doesn’t know how to go about doing it since he has no experience with distance education. In his traditional class, he mainly relies upon lecturing from Power Point presentations. An audience analysis was recently conducted for this new class. The typical participants range in age from 25 to 60, and there will be about 40 to 50 participants at one time. Most (65%) are female, and the race breakdown is Caucasian (50%), African American (20%) and Hispanic (30%).

You meet with Dr. Money to work with him on developing teaching strategies. Since distance education is very new to him, he is relying upon you heavily to help him pull this course together. Your first response is:

A. “For this type of course it will be important to take a process approach and take lots of time to help people understand the material through discussion and interaction.”

Select A

B. “For this type of course it will be important to take a content approach to expose learners to the wealth of material and resources that are available related to personal finances.”

Select B
Dr. Money: “OK, this sounds like you are suggesting that we spend a lot of time covering a limited amount of material. I wonder if we’ll be able to cover everything that we need to. Unfortunately, I have no idea how to do a distance education program that spends time on interaction and reflection.”

Your alternative response:

A. “We don’t need to be so concerned with how much content we get across. Our main concern is that the learners take the time they need to really understand and are able to apply a few key principles.”

B. “We need to find the right amount of content to get across and use interaction where it is appropriate.”

Select A

Select B
Dr. Money: “OK, so we’ll mainly concentrate on making sure that we present all the information that I can gather related to this topic. We can probably just use all my Power Point slides from class. This sounds good to me.”

Your alternative response:

A. “We could fairly easily take your materials and convert them over into a format to put them up on the web. That way people can read through everything at their own pace when they want to. We don’t need to be concerned about any interaction.”

B. “We will concentrate on covering content, but it is also important to have some interaction. We may not be able to cover as much material, but we’ll have a couple of opportunities for interaction.”

Select A

Select B