

Distance Opportunities for
Interpreter Training

The DO IT Center

Course Implementation Guide
Model Course:
Distance Learning and Technology
Internship

Providing quality educational programs
to enhance the field of interpreting

The logo for Distance Opportunities for Interpreter Training Center (DO IT) features the letters 'DO IT' in a large, light blue, serif font. A blue oval with an arrow pointing to the right is superimposed over the text.

Distance Opportunities for Interpreter Training Center

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DO IT Center, Denver, Colorado

What is the DO IT Center?

The DO IT Center is a grant-funded organization dedicated to providing quality educational programs to enhance the field of interpreting.

The Center is currently administering three major projects (2002-2005) through grants awarded by the U. S. Department of Education and co-sponsored by 16 State Education Agencies.

One of these grants is RSA Award # H160B000003, the National Distance Learning Center (NDLC).

What is the NDLC?

The National Distance Learning Center is a five-year project designed to explore the field of distance education and effectively link it to the field of interpreter education.

NDLC is funded through partnership with the Higher Education Advanced Technologies Center (Denver, Colorado), the Western Cooperative for Educational Telecommunications, Western Interstate Commission for Higher Education and the U.S. Department of Education Rehabilitation Services Administration.

What are the goals of the NDLC?

The National Distance Learning Center (NDLC) will accomplish the following goals (2000-2005):

- Provide experiential learning opportunities for Interpreter Educators and ASL Instructors through the Distance Learning and Technology Internship (DLTI) program.
- Co-sponsor attendance at national distance education conferences.
- Provide training relevant to management of distance learning opportunities.
- Explore and share information regarding Distance Learning offerings of Interpreter Education.
- Develop and disseminate model course(s).
- Provide technical assistance for interpreter training programs.

What is the purpose of this document?

This document presents a model course entitled “Distance Learning and Technology Internship” designed to introduce experienced ASL instructors and Interpreter educators to the use of distance learning.

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Course Fact Sheet

Name	Distance Learning and Technology Internship
Purpose	To introduce ASL Instructors and Interpreter Educators to the possibility of using distance learning and technology
Target Audience	ASL Instructors Interpreter Educators
Credit Hours	Part I: Online Course – 3 credit hours Part II: Internship – 3 credit hours
Delivery Method	Online
Materials	The course uses two textbooks about online learning, Dr. Marty Taylor’s two texts about Major Features in ASL and the proceedings of the RID conference. In addition, two tapes in ASL provide lectures about the 10-step process for discourse analysis.
Main Topics	<ol style="list-style-type: none">1. Introduction to WebCT2. What is Distance Learning? (Definition and Technologies)3. Principles of Distance Learning Design4. Delivering Skills Assessment at a Distance5. Facilitating Online Learning
Major Assignments	Each lesson contains an assignment to synthesize the learning. Assignments include: <ol style="list-style-type: none">1. Collaborating to research and propose Netiquette rules to the whole class2. Participating in WebCT discussions on lesson topics3. Simulating feedback to an interpreting student using the 10-step process and Marty Taylor’s work4. Planning and facilitating a discussion group (collaborative project)

DO IT Center Instructional Development

Program Philosophy

DO IT Center courses are designed to be part of a program, rather than as freestanding courses. Programs range in length from two courses (such as the Distance Learning and Technology Internship) to twenty courses (the Educational Interpreter Certificate Program). Students generally start and end a program together in a cohort group, which creates a community of learners that work together during the program.

Each course is designed in the context of the larger program curriculum.

In addition, the philosophy behind the design of DO IT Center courses is based on three key elements:

- Core Beliefs
- Distance Learning Philosophy
- Assessment Philosophy

Core Beliefs

The DO IT Center programs have been founded on the core beliefs that:

Deaf People:

- Represent a unique cultural and linguistic community that co-exists within the broader society.
- Have the right to equal access and communication, as members of the broader society.
- Can achieve equal access and communication with non-deaf persons through the use of qualified and professionally trained interpreters.

Interpreting:

- Involves a cognitive process and psycho-motor skills that require linguistic competence in Sign Language and English as a prerequisite.
- Requires a commitment to on-going professional development.

Education:

- Recognizes and respects the uniqueness of individuals and the value of diverse worldviews.
- Encourages learning experiences that allow students to explore, experiment and discover, while building on past experiences to create new schemes and understanding.

- Provides learning opportunities through a variety of methods and technologies, supported by a learning-centered organization that promotes a thorough integration of intellectual, attitudinal and behavioral skills.
- Creates a student-centered learning organization where the instructional team is comprised of professionals who are committed to expanding their own knowledge and expertise through collaboration with students, professional peers, and consumers.
- Fosters an attitude of life-long learning and self-discovery, while enhancing the maturation of moral and intellectual skills.

Distance Learning Assumptions

Distance learning can be an effective and meaningful experience for students, providing the following advantages:

- Ability to obtain education and training in remote locations
- Access to international faculty
- Personalized learning
- Professional networking

The DO IT Center believes that the keys to successful learning in a distance environment are excellent course structure, student support, experienced facilitators, and the use of online discussions to develop critical thinking skills, enable students to share information, promote a community of learners, and establish networking skills.

Experiential Learning

The term “experiential learning” describes the sort of learning undertaken by students who are given a chance to acquire and apply knowledge, skills and feelings in an immediate and relevant setting. Experiential learning thus involves a, 'direct encounter with the phenomena being studied rather than merely thinking about the encounter, or only considering the possibility of doing something about it.' (Borzak 1981: 9 quoted in Brookfield 1983).

The belief in the value of experiential learning is a foundation of the design of learning activities for DO IT Center courses. Since the audience consists of working interpreters, class activities and assignments require students to immediately apply their learning to situations in their work environment.

Assessment Approach

An integral part of the course design for all DO IT Center courses is the assessment approach that guides the design of student assignments. Since DO IT Center courses have been designed as in-service programs for working interpreters, assessments are designed to be practical, work related projects that require students to apply their learning to real-life situations and experiences. The projects result in work products that the students can use on the job or as a part of a portfolio. For example, a student in the legal program would research and collect various legal forms then analyze how to interpret the forms. In addition, assignments often build on each other so that individual concepts are applied and then synthesized. For example, a student in the DLTI would develop questions, lead a discussion group on those questions, then analyze their facilitation performance.

Instructional Design Methodology

How DO IT Center courses are developed

The development cycle for DO IT Center courses is different than at many educational institutions. Courses are developed centrally at the DO IT Center using “SMEs” (Subject Matter Experts) and professional instructional design personnel.

This ensures that all courses have the same “look and feel” and follow the DO IT Center standards and design.

The Parts of a DO IT Center Course

Each DO IT Center course has the following components:

- Printed Study Guide that serves as the extended course syllabus and is sent to the students prior to class.
- Hard copy readings, media or textbooks used for class (sent with the Study Guide).
- WebCT online course that includes a calendar of critical dates, a detailed description of each activity and due date in the course, instructional insights that provide examples or tie course information together, a detailed description of each assignment, resources (glossary and web links) and communication tools.

Do IT Center Printed Course Materials

Each student receives a “short version” of the Study Guide along with any media, readings and texts used in the course. The short Study Guide is an extended course syllabus that provides critical information and helps students keep organized.

Key elements of the Study Guide include:

Course Overview that includes:

- Purpose of the course
- Impact (Why is this course important?)
- Objectives (What will you be able to do at the end of the course?)
- Portfolio information, depending on the program (How does this course effect the portfolio? What assignments might be good portfolio products?)
- Materials checklist (What you should have received along with the Study Guide.)

Course Preview that includes:

- Lesson Preview (A verbal description of each lesson.)
- Course Roadmap (A detailed list of activities required to complete the course.)
- Assignment Overview (A short description of each assignment with point value and due date.)

Appendices that include:

- Instructional team names and email addresses
- List of the students in each section
- Technology information (Address for WebCT, videoconference information.)
- Any other critical information used in the course

Readings section that includes

- Any hard copy readings for the course. (Each reading is numbered and then is referred to by number in the Roadmap.)

DO IT Center WebCT Courses

Each DO IT Center course in WebCT has the same basic design and layout, making it easy for students to find critical information.

The parts of the course on the web include:

- **Calendar of critical dates**
The printed Course Roadmap provides detail on everything that needs to be done for the class. Critical dates are also entered into the calendar in WebCT.
- **Course content**
Every activity has a detailed description that includes the purpose of the activity, what to look for and any instructional insights.
- **Assignments**
Every assignment has a detailed description that includes the goal of the assignment, how to approach the assignment, how to complete the assignment and grading rubrics (rubrics are used as grading guidelines for both students and facilitators).
- **Communication tools**
Discussion groups, email and chat rooms are available in each WebCT course. Note: discussion groups are asynchronous discussions that can be used for collaboration; chat rooms provide real-time communication similar to Instant Messaging.
- **Resources**
A glossary and list of links is included in every course.

Course Overview

Course Description

The Distance Learning and Technology Internship is a two (2) part program designed to provide Interpreter Educators and ASL Instructors with foundational information about how to design and deliver distance learning programs in their field. The program consists of an online course and a practical internship.

This model course represents the first part of the DLTI program and introduces key terminology, concepts and techniques for implementing distance learning. In addition, the course introduces a methodology for implementing diagnostic assessment services “at a distance” utilizing the analysis system developed by Dr. Marty Taylor.

Target Audience

This course is designed for experienced Interpreter or ASL Educators who are interested in exploring the possibility of using distance learning (most likely Web-based instruction) to enhance their courses or to reach new audiences.

The course does not assume any prior knowledge in distance learning, but does require a comfort level with computers.

Course Delivery Methodology

The course is delivered online using the WebCT Learning Management System. An important requirement of the course delivery is a platform that includes the feature of threaded discussion groups. Threaded discussions are critical to the instructional activities and assignments which require students to collaborate on projects, discuss various topics and plan and lead a discussion group.

The course was given in an accelerated format in an 8-week time frame, but could easily be expanded to 10 or 12 weeks. Due to the accelerated format, Lesson 1 is designed to be course “pre-work” that provides the interns with background information on several topics. This work is done prior to accessing the online system and includes readings and worksheets in the Study Guide.

Course Delivery Format

Initially the online content for all DO IT Center courses was delivered in individual HTML pages. Each lesson included an introductory page, a page for each activity, and a summary page. Using the WebCT Content Module, the pages were organized into a cohesive table of contents and students could read the content from page to page.

In addition, a PDF file of the entire lesson was included so that students could download and print the entire lesson (since HTML pages do not print very well).

DO IT Center courses are now delivered in “interactive” PDF format instead. This provides the student with the option of opening the PDF file and reading from page to page, jumping to a specific activity, and or printing the entire lesson. From an instructor or management perspective, this makes maintenance easier since we are not trying to maintain the content in Word format, HTML and PDF.

However, for the DLTI, the content is delivered 3 ways:

- Initial lessons are in hard copy to provide students with a background and information on WebCT prior to getting online.
- The first three lessons are all included on the web in HTML so that the interns can experience how course content works when it is delivered in HTML.
- The last three lessons are presented in PDF format only, so that the interns can experience receiving content in this format

The interns actually discuss the pros and cons of HTML and PDF content delivery as a part of one of the discussion groups. So, in this case, the format of the content delivery becomes another part of the experiential learning included in the DLTI.

Course Design

This course is designed to be a “survey” course that introduces interns to general concepts, terms, definitions and techniques that will be helpful in implementing distance learning.

The overview information from this course is then applied in the second part of the internship in which interns begin designing (and implementing, depending upon circumstances) a distance learning course or project.

The course is designed with the following plan:

- Progress from general to specific
All types of distance learning technologies are discussed initially, but as the course progresses, the focus concentrates on Web-delivered learning and the skills required to be a successful student and facilitator in the online environment.
- Model good practices
The course models several excellent practices for online learning including:
 - Developing a community of learners very early in the course via a collaborative assignment that gets the interns working together. This assignment has the added benefit of providing practice with discussion groups at the beginning of the class.
 - Taking advantage of Web resources that include articles, charts, and surveys to appeal to a variety of learning styles and to demonstrate how Web resources can be used in courses.
 - Appealing to different learning styles with a variety of activities that include reading, Web research, PowerPoint presentations, group work, discussions, and surveys.
 - Providing practical application via assignments that require the interns to: (1) provide simulated feedback to an interpreting student using the diagnostic assessment methodology used by the DO IT Center; and (2) plan and lead an online discussion group.
- Apply learning in multiple ways
Interns are asked to reflect on various topics from both a student and facilitator perspective. Having experienced what it is like to be an online student, the interns gain insight into what makes a good online course, how to make students feel comfortable, and how to avoid some of the problems and pitfalls that may occur.

Course Objectives

After completing this course, the intern will be able to:

- Find policy and procedures information in the *Student Handbook*.
- Use WebCT as a student to access course content and communicate with peers and facilitators.
- Use WebCT as a facilitator to enter grades for students, read assignments in the drop box and manage student discussions.
- Describe the advantages and disadvantages of different technologies used in distance learning.
- Discuss what it takes to be an online learner and the implications that these requirements have for ASL and interpreter education.
- Describe how rubrics aid in student assessment.
- Review design strategies used in various distance learning courses.
- Discuss the critical characteristics and advantages of collaborative projects.
- Describe a methodology for delivering diagnostic assessment and skills development at a distance using discourse/text analysis.
- Identify and analyze the strengths and areas that need improvement in a student's videotaped interpreted performance, and provide simulated feedback to a student of his/her interpreted performance.
- Identify his/her learning style and develop strategies for learning and teaching.
- Discuss the role of the facilitator in online learning.
- Identify the skills required to be an online facilitator.
- Discuss methods for developing a community of learners.
- Lead an online discussion.

DLTI Materials

Instructional Materials for Interns

The following materials are supplied to the interns:

Study Guide with Course Overview, Roadmap, Readings and Lessons 1 and 2.

Textbooks:

- *Student Handbook* (2003). Published by the DO IT Center. (This is the DO IT Center Policies and Procedures handbook and would be substituted with your own institution's equivalent information).
- *WebCT User Guide* (2003). Published by the DO IT Center. (This is a user guide about WebCT that has been specifically designed for the DO IT Center. You could substitute this with your own documentation on WebCT.)
- *You Can Teach Online* (2001). Gary S. Moore, Kathryn Winograd, Dan Lange. New York: McGraw Hill.
- *E-Moderating* (2004). Gilly Salmon. Sterling, VA.: Stylus Publishing.
- *Interpretation Skills: English to ASL* (1993). Marty Taylor, Ph.D.. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.
- *Interpretation Skills: ASL to English* (2002). Marty Taylor, Ph.D.. Edmonton, Alberta, Canada: Interpreting Consolidated Publishers.
- *Tapestry of Our Worlds, Proceedings of the 17th National Conference of the Registry of Interpreters for the Deaf, August 6-11, 2001*, (2002). Alexandria, VA.: RID Publications.

Three Videotapes:

- Videotape 1 labeled "DO IT Center Overview" with two parts: (These two videotapes were designed specifically for the DO IT Center and could be omitted from Lesson 1).
 - Part A: "Welcome to DLTI" by Leilani Johnson (20 minutes).
 - Part B: "Introduction to WebCT" by Sherri Lancton (29 minutes).

- Videotape 2 labeled “Lectures” with two parts:
(These two videotapes are provided in ASL)
 - Part A: “Application of the 10-Step Discourse Analysis Process” by Betti Bonni, Instructional Manager, DO IT Center.
 - Part B: “Guided Self-Assessment” by Anna Witter-Merithew, Assistant Director, DO IT Center.
- Videotape 3 labeled “Student Performance Sample”
(This is a videotape sample of a student’s interpreting work to be used for Assignment 5. You might substitute a work from your institution.)

Online Readings:

In addition, the following two readings will be accessed online as part of the course materials.

- Online Reading #1: “Content Mapping: A Text Analysis and Mnemonic Tool for Interpreters” (2004). Anna Witter-Merithew.
- Online Reading #2: “Feedback: A Conversation About ‘The Work’ Between Learners and Colleagues” (2004). Anna Witter-Merithew.

Instructional Materials for Implementers

In this model course, you should have received the following:

- Model Course Notebook that includes:
 - Implementer’s Guide to DLTI (this document)
 - DLTI Study Guide received by student interns
- The course textbooks and videotapes
- CD containing:
 - The DLTI Study Guide and readings
 - Word documents containing the online lessons.
 - PPT presentations to support lesson material
 - Lesson 2, Activity 2.9 WebCT for Facilitators
 - Lesson 4, Activity 4.1 What is Instructional Design?
Activity 4.4 Collaborative Projects
 - Lesson 5, Activity 5.1 The 10-Step Process

Course Preview

Lessons

Lesson 1 – Getting Started

This lesson is basically the “prep” work that the interns need to do prior to getting online for the Distance Learning and Technology Internship course. It includes several pre-readings, a policy and procedures quiz and an assessment of the individual’s technical skills. This lesson includes an overview of the DO IT Center policies and procedures and course design philosophy.

Lesson 2 – Introduction to WebCT

This lesson presents an overview of the technology that interns will be using for the course. The lesson is based on WebCT and requires interns to access course information on the Internet, communicate with peers via email and participate in discussion groups. During this lesson, interns work on a collaborative assignment to develop Netiquette rules for the class. This provides practice with the discussion groups and brings the interns together quickly as a group.

Lesson 3 – What is Distance Learning and How Does it Work?

This lesson provides a basic foundation in distance learning including a definition of distance learning (DL), information on the various technologies available for distance learning, and what it takes to be an online student. Interns take an online assessment of what it takes to be an online student and discuss the implications that this has for ASL and interpreter education.

Lesson 4 – Principles of Distance Learning Design

In this lesson interns are introduced to the principles and practices of distance learning design, including the ADDIE model and Gagne’s 9 events of instruction. They review several online courses looking for different design strategies and use of technology. They are also introduced to the use of collaborative/cooperative learning and the role it plays in distance education. Interns are also introduced to the use of rubrics for student assessment and explore web resources including a “rubric building” site. Since this course uses rubrics for assessment, the interns gain an appreciation for the student perspective on the use of rubrics as a part of the grading process.

Lesson 5 – Delivering Diagnostic Assessment/Skills Development at a Distance

It might seem difficult to deliver ASL or Interpreting skills development courses at a distance. However, the DO IT Center has been delivering such courses for over 10 years to students all around the US. This lesson introduces interns to the methodology used by the DO IT Center for skills development in several different programs. The methodology has three simple components including: (1) the use of the 10-step process for discourse analysis to analyze ASL and interpreting strengths and areas of improvement; (2) exchange of videotapes between students and mentor; and (3) self-analysis and feedback in which students analyze their own skills and learn to give and receive feedback.

This lesson provides a foundation in the 10-step process and how self-assessment and feedback are used for skills development at a distance. Interns are given the chance to gain first-hand experience of how these methodologies can be used in skills development when they complete Assignment 5, a simulation of providing feedback to an interpreting student.

Lesson 6 – Facilitating Online Learning

This lesson covers several critical areas relating to facilitating online learning. The lesson starts with a Learning Style inventory to help the interns understand themselves and their students. Then they examine the role of the online facilitator, the skills required to be an effective facilitator and tips and techniques for online facilitation. Interns gain practical experience by planning and leading a discussion as a collaborative project for Assignment 6.

Lesson 7 – Next Steps

This lesson provides a transition into the next phase of the DLTI. Some interns will want to use this foundation as a springboard into a project for their school or community; while others may want to gain more knowledge through first-hand observation and reflection on DO IT Center courses. This lesson presents interns with information on these options and instructions for the next step.

Assignments

The assignments in this course are designed to relate specifically to a lesson; with the exception of Assignments 1 and 2, which both occur in Lesson 2 after the interns have gained access to the online course.

Assignment 1 - Introductions

Brief Description

Interns are required to post an introduction that includes the following information:

- Name
- Where they live
- Where they work
- Why they chose interpreter or ASL education as a profession
- A “personal” tidbit (hobby, family, etc.)

In addition, they are asked to post a reply to one of four specific questions that relate to the topics in the course.

Rationale

Interns will be required to post both original responses and replies during class, so we want to make sure they can do it now. In addition, they start to develop a community of learners by learning about each other. The questions to which they reply start to set the tone for the course by making them think and respond to some of the different course topics.

Assignment 2 - Netiquette

Brief Description

Interns work in small groups to develop five Netiquette rules to propose for adoption by the class. They are given a list of resources on Netiquette and are asked to find an additional resource to post to the group.

Rationale

This assignment accomplishes numerous goals. First and foremost it helps develop a community of learners by getting the interns to work together early in the class, and makes them feel a part of the group because the Netiquette rules will be compiled and used as guidelines for their course. Secondly, it helps the interns become even more comfortable with using the discussion groups. And finally, it introduces the idea of independent research and contributing resources to the collective knowledge.

Assignment 3 - WebCT Discussion

Brief Description

This assignment requires interns to discuss the concepts/learning from Lesson 3 – Introduction to Distance Learning. The discussion topic contains several “seeded” questions for response. Interns can also pose new questions. One of the questions asks them to post an interesting use of technology for distance learning that they may know or have found on the web.

Rationale

The questions require the interns to think about and process what they have learned in this lesson regarding the use of different technologies for distance learning, what it takes to be a distance student and how that may impact the field of interpreting or ASL education.

Assignment 4 - WebCT Discussion

Brief Description

Interns are asked to discuss what they have learned about Distance Learning design. Again, the discussion is seeded with questions, some of which ask for comments on the design of various courses provided as samples in the lesson.

Rationale

By reflecting on the questions, the interns process and absorb the information from the lesson. They also learn from each other.

Assignment 5 - Videotape Analysis

Brief Description

Interns use the 10-step method for discourse analysis and Marty Taylor’s work to provide feedback to a student about a sample of the student’s interpreted work.

Rationale

This assignment supports the learning about the methodology used for skills development, and provides interns with first hand experience of how this structured method of analysis and feedback can be used effectively at a distance.

Assignment 6 – Plan and Lead a Discussion

Brief Description

Interns collaborate in small groups to plan and lead a discussion for their classmates. They are given several topics and can choose a topic, create discussion questions and develop a strategy for facilitating the discussion.

Rationale

This assignment provides a culmination of learning about online facilitation and requires the interns to “put on their facilitator hats” and experience what it is like to be on the other end of a discussion group.

Assignment 7 – Action Plan

Brief Description

Interns create an action plan on how they will improve their own skills related to online facilitation. The action plan also requires them to indicate what they plan to do for the practical part of the internship.

Rationale

This assignment provides a stepping-stone for further skills development for the interns, and helps the DO IT Center plan the internships.

Assignment Grading

All assignments are graded using rubrics, which are distributed to both the interns and course facilitators.

Rubrics have the following advantages:

- Clarify the grading criteria for the student (intern in this case)
- Provide consistency of grading criteria across multiple facilitators in the same course

In addition, the use of rubrics in the DLTI course provides a model for the interns of how rubrics might be helpful/ advantageous for use in their own courses. For interns that have already used rubrics in their own courses, they get to see examples of different rubrics and experience what it is like to be on the “student side” of rubric use.

Implementing the Course

Background

An extended syllabus called a “Study Guide” and all textbooks and videotapes are sent to all DO IT Center students prior to the start of each course.

The Study Guide provides an overview of the course, a brief description of each assignment and a course roadmap that lists all the activities and assignments required in order to complete the course. Students often use this as a checklist for course completion.

When students access the online course, they gain access to the course lessons with detailed activity and assignment descriptions, along with the communication tools used for discussions and projects.

Students in DO IT Center programs attend courses in a cohort group – starting and ending each class together. In addition, discussion activities and projects have specific dates so that students can work together, much as they would in a face-to-face class.

A copy of the student Study Guide and the online lessons and assignments has been included in this model course for adaptation by your institution.

Online Course Structure

Teaching an online course is very different from teaching a face-to-face course. A model course for classroom instruction might include lesson plans, lecture notes and suggested activities and assignments that could be modified by an instructor prior to each class.

In an online course, the flow of activities and the entire lesson content need to be put online prior to the start of class. The instructor cannot modify the lecture “on the fly” or change a planned activity for the next day based on what happened today.

What you have been provided in this model course is the flow of activities and assignments with supporting lesson content. This information should be customized for your institution prior to putting it online.

DO IT Center sample online course structure.

The following example illustrates how the course might be implemented in WebCT or Blackboard.

Course Overview

The overview information from the Study Guide would be made available in HTML or PDF format.

Course Calendar

Major dates from the Roadmap would be entered into the course calendar.

Course Content

The lesson information with activity details could be placed in a content module as HTML or PDF files on the web.

Assignments

The assignments document would also be made available in HTML or PDF format.

Discussions

A discussion group would be set up for each activity or assignment requiring discussion. Discussion groups for project work are “private” and are visible only to group members who are working together.

Customizing the Course Content

The content for each lesson includes an introduction to the lesson and detailed descriptions of each learning activity to be completed in the lesson. A section in each activity named “Instructional Insights” contains specific comments that expand on the activities, provide things to think about or tie the information in the activity to prior (or future) learning. This is similar to the comments that an instructor might make in class when debriefing an activity or reading. This area of the course lessons can be customized by your instructors to personalize the course materials and allow for the instructor’s presence and personality in the class. Not all activities have “Instructional Insights,” but they could be added to any activity.

The following areas of the course would need to be customized for each institution:

Lesson 1

- Activity 1.1 – Videotaped Intro to the DO IT Center
Replace with your own videotape, or a booklet or brochure on your institution.
- Activity 1.2 – DO IT Center Materials
Modify for your institution.
- Activity 1.3 – Policy and Procedures Quiz
Modify for your institution.

Lesson 2

- Activity 2.1 – Videotaped Intro to WebCT
Could be omitted or replaced by information for your institution.
- Activity 2.2 – WebCT User Guide
Replace with your own user guide.
- Activities 2.3-2.11 – WebCT Practice
Modify for your delivery platform or for your course structure.

Lesson 3

This lesson contains no institution specific information.

Lesson 4

- Activity 4.5 – WebCT Lab
This activity looks at some DO IT Center courses along with other outside courses.

- Assignment 4 – focuses on design elements based on Activity 4.5, so might need minor modification.

Lesson 5

This lesson is based on DO IT Center practices and examples, but could be used as is.

- Assignment 5 – Analysis of student’s videotaped performance. This assignment should be customized to use a student sample from your institution.

Lesson 6

- Activity 6.5 – WebCT Lab
This activity looks at DO IT Center courses to analyze the levels of discussions. These courses could be replaced by other courses for your institution.

Lesson 7

- Activity 7.1 – Information on Next Step
This should be modified depending upon how you will implement the internship.

Privacy

Several of the activities in the DLTI require interns to observe current DO IT Center courses. The privacy issue has been handled in two ways:

- Students in all DO IT Center courses sign an acknowledgment that there may be observers in their courses.
- Interns in DLTI have signed an agreement that anything observed within the program is to be kept private and that information on DO IT Center students cannot be discussed outside of class.

Facilitating the DLTI

Community of Learners

Because of the nature of the audience for this program, the atmosphere is definitely one of a “community of learners”. Attendees are all experienced ASL Instructors or Interpreter Educators and they have a wealth of experience to share. A tremendous amount of the learning in the course comes from this sharing of knowledge and experiences. In addition, learning is reflected upon, discussed and applied to real life situations from their work environment. This is a perfect example of a situation when the facilitator needs to be a “guide on the side” allowing the participants to control their own learning as much as possible.

Challenges in Course Delivery

An audience of educators provides the following challenges:

- Scheduling of course. It is difficult to schedule this course without conflicting with the participants’ own institutional schedules, facilitation and grading requirements.
- Time. The participants are cramped for time and may become too busy with their own classes to participate fully in this course.

Solution:

There is no easy fix for these two challenges. You will almost always run into scheduling conflicts. Instead, if you facilitate this course, you need to be flexible regarding scheduling and timing conflicts. Ask the participants to notify you up front of any potential conflicts and plan accordingly for their absence for a period of time. If they will especially busy or absent during a collaborative assignment, they need to make arrangements with their teammates to contribute.

The Internship

While this course provides an excellent introduction to distance learning and online design and facilitation, the learning is really enhanced by the second part of the program, which is an internship. Interns are given the option of completing a distance learning project (usually something they need to do for their institution); or observing and analyzing existing DO IT Center courses. Both experiences provide practical application and solidify the learning from the first course. Both internship opportunities are supervised with a structure, and series of checkpoints to keep students engaged and participating in the activity.

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Distance Opportunities for
Interpreter Training Center

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Front Range Community College @ Lowry Campus



In partnership with:

US Department of Education,
Office of Special Education Programs
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