Web Lessons

Lessons 1 and 2 are included in the Study Guide.

Lessons 3 – 7 were put on the web in PDF format.

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Lesson 3 – What is Distance Learning?

Introduction

You may already have a good understanding of distance learning, or at least of online learning, from your experience in this course or other courses you have taken. However, it is important for you as a Distance Learning and Technology Intern to have a firm foundation in distance learning concepts including: the evolution of distance learning; how technology has changed over the years; the variety of technologies available; and the advantages/disadvantages of each. This knowledge will help you make informed technology choices for distance courses.

Lesson Objectives and Activities

By the end of this lesson you will be able to:

Objective	Activity	Dates
Describe the advantages and disadvantages of different technologies used in distance learning.	Activity 3.1 - Web Activity Activity 3.2 - Textbook, You Can Teach Online, Lessons 6 & 7	
Discuss what it takes to be an online learner and the implications that has for interpreter education.	Activity 3.3 - Web Exploration **Assignment 3 - WebCT Discussion**	

Overall Plan

You will begin this lesson by exploring some websites about distance learning and the technologies available for distance learning. Then, you will turn your attention to "online learning." The textbook readings concentrate on what online learning is and what software tools and delivery platforms are available for it. You will complete the lesson by discussing how all these technologies, advantages and disadvantages, may impact interpreter education.

Activity 3.1 – Web Exploration

Explore these websites about distance learning:

What is DL?
http://www.oznet.ksu.edu/EdTech/DistanceLearning/DL-What_is1.htm

DL technologies:
http://catalyst.washington.edu/method/dltech_choices.html

http://www.tr.wou.edu/ntac/dl-over.htm

Purpose

The pre-readings provided you with basic information on distance learning and introduced your textbooks.

The purpose of this activity is to gather more information about distance learning terminology and technologies.

Remember, the Resource pages also contain links to many other resources on distance learning.

What to Look For:

Look for the following information at the websites:

- Distance Education vs. Distance Learning

- Technologies available

- Mapping of technologies as to whether instructor and students are separated by time and/or space

With the readings and activities so far in this class, you should be able to answer these questions:

- How would you define distance learning (DL)?

- How long has distance learning been around?

- What is asynchronous communications?

- What is synchronous communications?

- What role does technology play in DL?

- What are the different types of interactions that can occur in DL?

- How has DL evolved over the years?

Activity 3.2 – Textbook, Lessons 6 & 7

Textbook, *You Can Teach Online,* **Lesson 6 "What Are the Tools of the Trade?", and Lesson 7, "What Are Online Course Delivery Platforms?"**

Purpose

In Activity 3.1 you explored some general technologies for Distance Learning. The purpose of this activity is to focus on the technologies that can be used for online learning.

What to Look For:

Look for the following information in the reading:

Lesson 6 – "What Are the Tools of the Trade?"

- The differences between email, listservs, threaded discussions, chat rooms and whiteboards.

- What would you need to know, what software might you need, to be able to put your own course up on the Web?

- Do you think streaming audio and video would be useful/possible for your students?

Lesson 7 – "What Are Online Course Delivery Platforms?"

- What course delivery platforms are available in addition to WebCT?

- How does WebCT "stack up" from a feature standpoint?

Instructional Insights

These lessons provide good background information on three key elements for online learning: the media available (audio, video), the communication tools (email, discussions, chat), and the course delivery platforms. Some private training organizations develop their own delivery platform, but most schools and educational institutions use one of the existing course delivery platforms to manage their online learning. The course delivery platforms have the advantage of providing both learner tools and management or administrative tools to make the delivery of online courses easier for both students and staff.

Activity 3.3 – Web Exploration

What it takes to be an online student

http://www.ion.illinois.edu/IONresources/onlineLearning/StudentProfile.asp

CCCOnline quiz for students, "Is Online Learning For Me?"

http://ecollegelogin.ccconline.org/index.real?action=islearn

Purpose

The purpose of this activity is to start you thinking about what it takes to be a successful online student. This should be of interest to you for two reasons. First, as a student yourself, you should think about your goals and personality and consider if online learning is a good fit for you. Second, as a potential online facilitator, you need to consider your student audience and whether they are ready for distance learning and taking courses on the Internet!

What to Look For

How do you fit the characteristics presented on the website and in the quiz? How do your potential students fit this profile? What difficulties can you anticipate for yourself or potential students in the online environment?

Notice that there is a link to the CCCOnline quiz from the first web page. There are several other links along the right side to quizzes at other institutions and "tips for success." Explore these to gain more insight into this topic.

Lesson 3 Summary

Conclusion

This lesson has provided you with some background information on distance learning and the various distance learning technologies and terminology. The goal is to provide you with a foundation for Lesson 4 (Instructional Design Principles for DL) and Lesson 6 (Facilitating Online Learning).

Key Points

Key points to remember from this lesson are:

- Distance learning can be described as any situation where the instructor and students are separated by TIME and/or SPACE.

- The concepts of asynchronous vs. synchronous are key in defining types of distance learning technologies.

- Use of media such as audio and video needs to be considered in the context of the audience and their technical capabilities (computer and connection speed).

- Most educational institutions use a Course Delivery Platform like WebCT or Blackboard to implement online learning.

- Certain types of students respond well to online learning, but it may not be a good choice for everyone.

What's Next?

The next lesson builds on your basic knowledge of distance learning and explores "Distance Learning Design." This will provide you with an overview of the process involved in designing courses to be delivered at a distance. If you choose to complete a project for the practical part of your internship, you will explore the design of distance learning in more detail.

Lesson 4 – Principles of Distance Learning Design

Introduction

The purpose of this lesson is to give you a "primer" on instructional design, specifically as it relates to distance learning. You may be familiar with some of the key elements of instructional design already: adult learning theory and learning styles. Links on the Resource page can provide you with background information on these topics. Instructional design is a BIG topic, so the intent of this lesson is to provide you with some basic concepts and resources related specifically to the design of distance learning.

Lesson Objectives

By the end of this lesson you will be able to:

Objective	Activity	Dates
Explore instructional design models for Distance Learning	Activity 4.1 – Web Activity Activity 4.2 – Textbook, *You Can Teach Online*, Lessons 8 & 9	
Describe how rubrics aid in student assessment	Activity 4.3 – Web Exploration	
Discuss the critical characteristics of collaborative projects	Activity 4.4 – PPT and Web Activity	
Review design strategies used in various distance learning courses	Activity 4.5 – WebCT Lab **Assignment 4 – WebCT Discussion**	

Overall Plan

You will begin the lesson by looking at several instructional design models that can be useful for designing any type of training session. Design models provide a methodology or structure that can be extremely helpful for any project.

Then, you will read two lessons in the textbook that discuss what it takes to translate classroom content to online instruction. You will also explore two essential elements of online learning design: assignments and collaborative projects. You'll end the lesson by exploring some online courses and looking for different elements of course design.

Activity 4.1 – Web Exploration

Look at these resources of different instructional design models:
http://fcit.coedu.usf.edu/distance/chap10.htm

Gagne's 9 events:
http://www.e-learningguru.com/articles/art3_3.htm
http://it.coe.uga.edu/~rbranch/Design/Supplement/9Events.html

ECLASS: A design model for online courses

http://www.westga.edu/~distance/ojdla/winter34/gerson34.html

PowerPoint presentation on instructional design

Purpose

The purpose of this activity is to introduce you to several instructional design models that provide a structure or way of approaching the design of distance learning.

What to Look For

Look for the following key points:

The first website, http://fcit.coedu.usf.edu/distance/chap10.htm, is part of a course produced by the College of Education, University of South Florida ©1998, 1999.

This site provides a good overview of distance learning, so feel free to explore other areas. The page on Implementing Distance Learning provides a "big picture" view of the design process starting with the Needs Assessment and ending with Evaluation. Another model that follows many of these same steps is the ADDIE (Analyze, Design, Develop, Implement, Evaluate) model.

These high level models provide a methodology for managing an entire design project. The PowerPoint show provides some background on instructional design and the meaning of "ADDIE".

The next two sites focus on Gagne's 9 events of instruction, a model that works for face-to-face or distance learning:

http://www.e-learningguru.com/articles/art3_3.htm
http://it.coe.uga.edu/~rbranch/Design/Supplement/9Events.html

Gagne's 9 events provide a more practical approach to what needs to be done to successfully deliver any type of training session. The second site provides a chart that relates each of the nine steps to some classroom or learning technique.

The last site:
http://www.westga.edu/~distance/ojdla/winter34/gerson34.html
presents a model called ECLASS – specifically for online classes. It's an interesting, different way of looking at the process and again focuses more on the specific lesson plan, rather than the whole course overview, although the author does make some comments about overall course design as well.

Instructional Insights

Additional resources on instructional design models and learning theory can be found on the Resource page for this course. All of these theories and models provide excellent background for the development of any type of training session. Please take advantage of these resources to build a stronger foundation for yourself in instructional design.

If you choose to complete a project for the practical application of your internship, you will use an instructional design model as a methodology for your project development.

Activity 4.2 – Textbook

Textbook, _You Can Teach Online_
Lesson 8 "Will My Teaching Style Translate To The Online Classroom?" and Lesson 9 "Translating Content to Online"

Purpose

The purpose of this activity is to gain perspective on what it takes to convert a face-to-face course to online instruction.

What to Look For

Look for the following key points in the readings.

Lesson 8 – Will My Teaching Style Translate To The Online Classroom?

This lesson leads you through ways that classroom teaching techniques can be converted to online instruction. For example, how would you accomplish the following online?

- Lectures
- Exams
- Group Activities
- Labs
- Tutorials
- Team Teaching

The lesson also addresses the instructor's "presence" in the course.

Lesson 9 – Translating Content to Online

This lesson in the textbook overlaps and reinforces some of the information from Activity 4.1. It focuses on:

- How "content" is converted to online material
- The instructional design process and Gagne's 9 events
- Tips for how to design web pages for online courses
- Principles for "best practices" in online design
- A "template" (Table 9.6) of the components of a course and how these can be accomplished on the Web
- Intellectual and copyright issues (important!!)

Instructional Insights

The Instructor/Designer/Facilitator Model

Most colleges that deliver online instruction currently use the "Instructor as Designer and Facilitator" model. An individual instructor serves as designer and facilitator of his/her own course and has total responsibility for converting the course content from classroom training to online learning. This means they need to serve as "instructional designer", "web developer" and "facilitator." Talk about multiple hats!

The *You Can Teach Online* textbook gives you an excellent perspective on how hard it might be to deliver online learning under this model. Look at all the areas in which you would have to become an expert in order to succeed!

Often people that are excellent classroom instructors do not have the technical skills required to create webpages, create audio/video and multimedia clips, and incorporate these into a webpage for content delivery. In addition, many instructors do not have the instructional design background that may be required for successful development of online learning. To counteract these problems, many institutions make instructional design, technical and media expertise available to instructors who will be teaching online.

However, you will still see that courses delivered from the same institution may have a different "look and feel" and a different design structure and implementation, so that students have to learn how to navigate in the course and where to find things with each new course they take.

DO IT Center model

The DOIT Center has taken a different approach.

- Courses are designed centrally at the DO IT Center and uploaded to WebCT at the start of class.

  This central design ensures that all the courses have the same "look and feel" and that students do not have to relearn navigation with each new course. It also provides consistency in activities, assignments and materials from one course to another.

  In addition, as the use of media and other advanced techniques become appropriate for the DO IT Center audience, they can be incorporated into the courses.

- Individual facilitators do not create their own assignments, activities or content, but rather SUPPORT the students in their learning activities.

  Facilitators are not asked to become instructional designers or Web experts, but rather to concentrate on what they do best as described in this quote from Lesson 8:

  > "Whether live or virtual, (good teaching) is about expertise, passion, commitment, organization, and empathy for your students."

  Here is an example to consider for discussion for this lesson.

  Suppose you are teaching a face-to-face class and realize that the students are just not getting it? What do you do?

- You can change the plan for each class and spend time reviewing the topic.

- You can provide additional resources for the students.

- You can approach the topic from a different point of view.

- You can give the students exercises or other practice labs to do.

  What problems/challenges/limitations might exist in an online course if you have this same problem?

Activity 4.3 – Web Activity

Types of assignments
http://pixel.fhda.edu/id/Assignments/assignments_notes_a.html

Assessment techniques for online learning
http://edtech.tennessee.edu/%7Eset4/html/assess6.html

What is a rubric?
http://www.middleweb.com/CSLB2rubric.html

Design a rubric site
http://rubistar.4teachers.org/

Purpose

The purpose of this activity is to:

- Focus on the techniques/tools that can be used to "assess" student learning in online courses.

- Provide an introduction to the use of rubrics to aid in student assessment.

What to Look For

Part of designing a distance-learning course is planning for the assessment of student learning. The lessons you read in Activity 4.2 introduced a few concepts in this area. Lesson 8 included a discussion of assessment techniques, concentrating mostly on midterms and exams; and, Lesson 9 included a short discussion of "assessing your students" along with a section on "portfolio assessment."

This activity provides you with the opportunity to explore this topic in more detail. Many of the assessment techniques that you are currently using in face-to-face courses will also work on the Web. But, there are additional tools/techniques you can use on the Web that may not be available in a classroom situation!

In addition, the last two websites provide an introduction to using rubrics for assessment.

Website 1:
http://pixel.fhda.edu/id/Assignments/assignments_notes_a.html

The first website provides an introduction to the types of assignments that can be used including:

- Objective assignments like automated quizzes or tests

- Inquisitive assignments that require students to reflect, analyze, and extend their learning

Links to examples are also included at this site, although some of the links may no longer be valid.

Toward the bottom of the page is a discussion of collaborative techniques, which you will explore more in Activity 4.4.

Website 2: http://edtech.tennessee.edu/%7Eset4/html/assess6.html

The second website is a part of a course on designing online learning for faculty at the University of Tennessee. It provides a nice introduction to some of the technology-based techniques that can be used for assessment on the Web and includes both "objective tools" and "inquisitive techniques," providing some interactive examples of the various tools/techniques.

These two websites should provide you with some "food for thought" as you think about how you might design a distance-learning course.

> ***What types of assignments/assessments would work best for the type of content you would be delivering?***

Website 3: http://www.middleweb.com/CSLB2rubric.html

This site, designed for middle school teachers, provides a simple discussion of "What is a Rubric".

Website 4: http://rubistar.4teachers.org/

This site is a fun "design a rubric" site that enables you to build rubrics for a variety of topics.

Instructional Insights

Shortly after the DO IT Center courses moved to the web, we began using rubrics to aid in student assessment. Rubrics have made it much easier for both the Section Facilitators and the students in the DO IT Center programs by providing concrete information on the criteria for an A, B, C or D assignment.

If you are interested in learning more about assessment and rubrics, it will be one of the discussion group topics for Assignment 6.

Activity 4.4 – Collaborative Projects

View slide show about collaborative projects

Learn more about collaborative projects at these sites:
http://www.thirteen.org/edonline/concept2class/coopcollab/index.html

http://www.co-operation.org/pages/cl.html

Purpose

Collaborative projects were mentioned in Lesson 8 of *You Can Teach Online* and in some of the websites you explored on various student assessment techniques. You have been introduced to the idea of a collaborative project in Lesson 2, Assignment 2. Now it is time to learn more about collaborative projects from both a student and facilitator perspective.

What to Look For

Collaboration can be a powerful activity or assignment in online courses – it helps develop a sense of community, enables students to learn from each other and to construct their own learning.

The PowerPoint presentation and the web page for this activity provide you with an introduction to collaborative projects. See if you can find the following information:

- What are the advantages of collaborative projects?
- What are some of the drawbacks of collaborative projects?
- What are some of the ways collaborative projects might be organized?

Instructional Insights

Collaborative projects can be very structured (the roles, tasks and approach to the project are defined for the students), or they can be unstructured, forcing the students to "self-organize" to accomplish the project. The approach used depends upon the audience (how sophisticated and motivated are the students?) as well as the project objectives.

Group work always presents challenges for both the student and the instructor. What if a member of the group doesn't pull his/her weight? How can grading be done equitably to recognize the contribution of each student? These issues need to be considered for collaborative projects.

Activity 4.5 – WebCT Lab

Review of courses to identify design elements

Purpose

The purpose of this activity is to enable you to see how design elements might be applied in different courses.

What to Look For

This lab will lead you through several courses to help you identify various design elements. You will look at courses developed by the DO IT Center as well as other courses on the Web. The discussion in Assignment 4 provides you with the opportunity to discuss the courses with your peers and to provide resources or course examples for others to review as well.

Lab

Course EDI 100, developed by the DO IT Center

Return to your "myWebCT" page and go into the EDI 100 course.

Answer these questions:

- Who do you think the audience is?
- What level are they? (continuing ed, college, grad level)
- Why do you think this?
- How would you describe this course from a "structure" standpoint? (Look at the course contents)
  Little structure   Medium structure   Very structured
- How much support appears to be given to the students?
- What type of assessment is used in this course?

Review Online Courses

The following table contains many online courses that you can review for ideas. Look for the following design elements as you review some of these courses. Feel free to visit as many courses as you can, but try to visit at least three courses.

Think about the following design elements as you view the courses.

- How easy is the course to navigate?

- Does the course provide all the information the student would need? (Outline, assignments, discussions, etc.)

- How would you rate this course regarding the use of media?

  o Does it use media? If so, is it simple to use? Does the media enhance the learning?

- What did you like about the structure and design of this course?

- What didn't you like?

Course URL	Description
Courses using media:	
Public Health Concepts http://www.uic.edu/classes/chsc/chsc400/	Uses introductory videotape
Course on multiple intelligences – http://pdonline.ascd.org/pd_demo/intro.cfm?SID=24	Uses audio and interactive quizzes
Sample lesson from same site on Memory and Learning Strategies: http://pdonline.ascd.org/pd_demo/table_c.cfm?SID=31	Uses video clip at link entitled Making Neural Connections
Course from SBA on branding http://www.sba.gov/training/buildingyourbrand.html	Entire segment is a flash presentation. Discussion boards also available
Courses on different learning platforms:	
Saint Joseph College - Sample lesson about being an online student: http://www.sjc.edu/content.cfm/pageid/188	Has same course in both Blackboard and WebCT
San Diego State http://www.sdccdonline.net/sample_course.htm	Sample WebCT course with assessment link that provides a demographic survey/readiness quiz and course evaluation

Instructional Insights

Organization of the Course

Table 9.6 in Lesson 9 of *You Can Teach Online* provides a good overview of what the components of a course might be. As you look at different courses on the Web, you may notice similarities and differences in the way the courses are organized.

Some courses are very structured (like the DO IT Center courses) with specific activities and dates, while others are more self-paced. Some courses may provide numerous optional resources and activities, while others provide a step-by-step plan for what the student needs to do. The organization or structure of the course depends on the audience, the content and the author or designer of the course.

One area that you may see this difference is in the way assignments are structured. Some courses (like this DLTI and the EDI 100 course) have an assignment for every lesson. This makes it easy for students to understand that Assignment 3 is due in Lesson 3.

However, in reality, this model doesn't work for most courses – because there may not be a one-to-one relationship between the lessons and the assignments. Or, the assignments may be more complex and span several lessons. For example, the course for online facilitators that you looked at has 8 lessons, with 3 assignments.

One of the reasons the DO IT Center courses have the "Assignment Overview" page is to help students understand at a glance what the assignments are and when they are due. Based on this information, we hope that students will plan ahead to work on assignments as they cover the required course content.

As you design an online course, you need to think about what information will be available to the students and how you will organize that information so that students can find and use it easily.

Use of Media

Several of the courses listed above use audio and video clips to enhance the course content. Immediately, the issue of accessibility is raised. How can you effectively make media like this available to everyone? The sample courses do it by providing a text script of the audio. This "checks the box" from the standpoint of accessibility, but does not really provide the same experience for everyone.

A better alternative, especially when the audience may contain deaf individuals, is the use of signed or captioned video in place of the video clips.

The clip you watched in Lesson 1 (Videotape 1, Part A) shows one example of how video can be presented for both hearing and deaf students.

The link below (also available under Activity 4.5 in the content area) will take you to a sample video clip from the DO IT Center Legal Interpreter Training Program. Notice how the clip is incorporated into the web page for easy viewing.

Video clip

Lesson Summary

Conclusion

This lesson has provided you with background in the design of distance learning, along with resources for continued learning. Depending upon the path you are taking in DLTI, you may be able to apply some of these concepts in your project.

Key Points

The key points to remember from this lesson are:

- Instructional Design provides a methodology or systems approach to the design of any type of learning.

- There are numerous Instructional Design models which can be used or modified to guide the design process.

- A key element of the design of online instruction is the organization of the content and activities and the use of media.

- The needs and capabilities of the audience are extremely important in developing the structure and media to be used in a course.

- Creation and delivery of an online course requires skills in instructional design, web development, and facilitation.

- Collaborative/cooperative learning is a technique that can be incorporated into online courses.

What's Next?

For the most part, this lesson has concentrated on "designing" the distance learning – the up-front work that takes place before the course. The techniques and tools that have been discussed work well for content or knowledge-based courses. However, it is interesting to think about what it would take to deliver a skills-based course at a distance. For example, how could you design a distance course to help students improve their interpreting skills?

The next lesson provides an interesting look at a methodology that has been used successfully by the DO IT Center to deliver skills development courses at a distance.

Lesson 5 – Delivering Skills Development at a Distance

Introduction

This lesson explores the methodology used by the DO IT Center to deliver skills development courses at a distance.

The methodology has three simple components including: (1) exchange of videotapes between students and mentor; (2) the use of the 10-step process for discourse analysis to analyze ASL and interpreting strengths and areas of improvement; and (3) self-analysis and feedback in which students analyze their own skills and learn to give and receive feedback.

The foundation for implementing this methodology is the 10-step discourse analysis process which provides a structured way for students to determine the meaning of messages, understand the full semantic intent of a message, and explore the factors that impact on equivalency in the target language.

Lesson Objectives

In this lesson you will:

Objective	Activity	Dates
Describe a methodology for delivering diagnostic assessment and skills development at a distance using discourse/text analysis.	All activities in this lesson meet this objective	
Identify and discuss the features of effective interpreted messages. Apply features of discourse analysis to a discussion of ASL and spoken English texts.	Activities 5.1 – 5.3 Readings and Video on the 10-step process **Assignment 5A** **WebCT Discussion**	
Identify and analyze the strengths and areas that need improvement in a student's videotaped interpreted performance.	Activities 5.4 – 5.6 Video and Readings on "Guided Self-Assessment" and "Feedback"	
Provide simulated feedback to a student of his/her interpreted performance.	**Assignment 5B** **Videotape Analysis**	

Overall Plan

This lesson actually has two parts. The first part explores the 10-step process and the second part explores the self-assessment and feedback process. The lesson starts with a reading, PowerPoint, and supporting videotape about the 10-step process and the application of the process to gain a fuller understanding of the meaning of texts. You will then take a look at an article highlighting one specific area in the 10-step process – the mapping of texts. This information provides the foundation for understanding how students approached the signing/interpreting samples you will be analyzing for Assignment 5.

In the second part of the lesson, you will read an article and watch a videotape about "Guided Self Assessment". Finally, the lesson concludes with an article about feedback "Feedback: A Conversation About 'The Work' Between Learners and Colleagues" by Anna Witter-Merithew. This information will be instrumental in completing Assignment 5.

Activity 5.1 – Textbook and PPT

Textbook, *Tapestry of Our Worlds, RID 17th Convention Proceedings,* A. Witter-Merithew (2000). "Understanding the Meaning of Texts and Reinforcing Foundation Skills", pp. 177-196

PowerPoint review of the 10-step process

Purpose

The purpose of this article is to introduce you to the system of Discourse Analysis that has been used in the EICP since 1996 as part of the systematic approach to interpreter skills improvement.

What to Look For

Look for the following key points in the reading:

- The definition of discourse
- The importance of context for message meaning
- Cokely's seven major stages of cognitive processing
- The 10-step discourse analysis model

The PowerPoint presentation is based directly on the article, and organizes and summarizes the key points from the article in a visual format.

Activity 5.2 – Videotape 2, Part A

"Application of the 10-Step Process" by Betti Bonni

Purpose

The purpose of this activity is to reinforce the reading in Activity 5.1 by reviewing the 10-step model for discourse analysis.

What to Look For

This videotape will provide a more practical application of the 10-step discourse analysis process detailed in the Witter-Merithew article. As you view this tape, look for the answers to the following questions.

- What is "retelling" and how does it contribute to the analysis process?

- What is "mapping" and how can it be useful during the retelling process?

- What are "Salient Linguistic Features" and why might they differ from speaker to speaker?

- Which of the steps do you feel you would be most challenged in completing and why?

As teachers of ASL and interpreting, it is critical that we have a strong foundation in discourse analysis in order to assist students in gaining the fullest appreciation of how meaning is conveyed and constructed.

Instructional Insights

As teachers of ASL and interpreting, we understand that language and culture form a continuum of meaning. Meaning is influenced by cultural assumptions held by the speaker and listener of any message—the norms each operate from, the world-view each possesses, and the general level of language competence each person holds (breadth and depth of subject matter they possess, and fluency of language mechanics like grammar, structure, and semantics).

Some of the assumptions individuals bring to a communication event can be assumptions of shared information, process, motivation, relationships, perspectives, and values. Some of these assumptions

can be trivial, obvious or superficial, while others are significant, subtle, and profound.

We also know that text and context form a continuum of meaning. Knowing the day-to-day context of a society helps us to understand and infer meaning and to understand the relationships of individuals who seek to communicate with one another. So part of effective communication is understanding how context impacts meaning, perceptions of meaning, and how power is distributed, assumed, or imposed in different ways in different contexts.

In order for students to truly understand and communicate in two distinct languages—from a bilingual perspective—they must be aware of all levels of communication. This is particularly true for those who aspire to be interpreters. It is the interpreter's task to convey meaning and this requires an appreciation of language and culture, and text and context. This appreciation comes from the development of critical thinking skills—and discourse analysis can help to foster critical thinking skills.

Activity 5.3 – Online Reading #1

**Online Reading #1. Witter-Merithew, A. (2004).
"Content Mapping: A Text Analysis and Mnemonic
Tool for Interpreters"**

Purpose

The purpose of this activity is to further explore and provide you with a useful tool for one of the steps in the 10-step model: Content Mapping.

What to Look For

This article describes the process of "mind mapping" – a free form way to organize the major content points in a message. There is no "right" way to mind map since the key to a successful mind map is that it works for you.

As you read, think about how you might use this technique for multiple purposes:

- When you are preparing to write a paper or article
- When you are preparing a presentation
- When you a preparing to interpret a message

Instructional Insights

A Mind Map—originated in the late 1960s by Tony Buzan – is a powerful graphic technique that provides a universal key to unlock the potential of the brain. It harnesses the full range of cortical skills – word, image, number, logic, rhythm, color, and spatial awareness – in a single, uniquely powerful manner. The Mind Map can be applied to every aspect of life where improved learning and clearer thinking will enhance human performance.

There are many applications and benefits to using Mind Mapping. Here are some that Tony Buzan (www.mind-map.com) has identified:

Learning	Reduce those 'tons of work'. Feel good about study, revision and exams. Have confidence in your learning abilities.
Overviewing	See the whole picture, the global view, at once. Understand the links and connections.
Concentrating	Focus on the task for better results. Using all of your cortical skills attracts your attention.
Memorizing	Easy recall. 'See' the information in your mind's eye.
Organizing	Be on top of all of the details for parties, holidays, projects or any other subject.
Presenting	Speeches are clear, relaxed and alive. You can be at your best.
Communicating	In all forms with clarity and conciseness.
Planning	Orchestrate all details and aspects – from beginning to end – on one piece of paper.
Meetings	From planning to agenda, to chairing, to taking the minutes … the jobs are completed with speed and efficiency.
Training	From preparation to presentation they make the job easier and much faster.
Thinking	Having a method to analyze thoughts – almost a 'way-station' for them.
Negotiating	All the issues, your position and maneuverability on one sheet.
Brain Storming	The new brain storming in which more thoughts are generated and appropriately assessed.

Mind mapping is an individualized activity, so there are numerous ways that a mind map can be done. Here are just a few ways that you can really customize the mind map to be "your own":

- Use images, symbols, codes and dimensions throughout the mind map.

- Use colors – personal preferences become a student's own code – throughout the mind map.

- Develop a personal style of mind mapping.

- Use emphasis and show associations in the mind map.

For more information on mind maps, go to the following website:

http://www.jcu.edu.au/studying/services/studyskills/mindmap/howto.html

Here are a few sites for specialized mapping software:

http://www.mindtools.com/mindmaps.html

http://www.mindjet.com/

http://www.inspiration.com/

Activity 5.4 – Videotape 2, Part B

"Guided Self-Assessment" by Anna Witter-Merithew

Purpose

The purpose of this videotape segment is to introduce the method used within the DO IT Center programs to guide students in the self-assessment of their interpreting work.

What to Look For

As you view the videotape, look for the answers to the following questions:

- What are the elements of self-assessment?

- Why is transcription an important element of self-assessment?

- What tools exist to help students master the process of transcription of ASL signing/interpreting samples?

- What is the relationship between the work of Taylor and student self-assessment?

- How might students use the work of Taylor to assist in the process of self-assessment?

- What is the benefit of approaching self-assessment from a structured framework?

The answers to these questions will be useful to you in appreciating the purpose and function of student self-assessment and prepare you for discussing self-assessment with your online peers.

Activity 5.5 – Textbook

Textbook, *Tapestry of Our Worlds, RID 17*[th] *Convention Proceedings,* "Guided Self-Assessment" by Anna Witter-Merithew, pp. 153-176

Purpose

The purpose of this article is to provide further insight into the methodology for self-assessment used in the DO IT Center skills training courses.

What to Look For

As you read the article, look for the answers to the following questions:

- What are the elements of self-assessment?

- What is the role of feature analysis and why is it considered a pre-requisite to self-assessment?

- Why is transcription of naturally generated ASL an important pre-requisite to student self-assessment?

- What is the role of template-building in teaching transcription and feature analysis skills?

- What is the ultimate goal of student self-assessment ?

- In what ways does the work of Taylor provide the theoretical foundation for student self-assessment?

- What is the most important element of student self-assessment and why?

The answers to these questions will be useful to you in appreciating the purpose and function of student self-assessment and prepare you for discussing self-assessment with your online peers.

Instructional Insights

Involving students in the assessment and evaluation process is an essential part of balanced assessment. When students become partners in the learning process, they gain a better sense of themselves as signers, interpreters, and thinkers. As students reflect on what they have communicated in any given assignment, what they learned about

their skills from that process, and how they have learned to communicate their ideas, they develop the tools to become more effective learners.

Students need to examine their work and think about what they do well and in which areas they still need help. To guide students in understanding the process of self-assessment, teachers may want to complete the self-assessment process for themselves. In this manner, we as teachers can understand and appreciate each element of the process, where the challenges exist, and how to work through each element.

Once students have reflected on their learning, they are ready to set new goals for themselves. As they work toward these goals, they should be encouraged to reflect on their learning journey at regular intervals. With practice, students who self-assess become more conscious learners, able to apply knowledge of their learning needs and styles to new areas of study.

As students become more active participants in the assessment process, they will begin to evaluate their strengths and attitudes, analyze their progress in a particular area, and set goals for future learning. In this fashion, students become life-long/career-long learners—and that is one of the greatest benefits of the self-assessment process.

Activity 5.6 – Online Reading #2

"Feedback: A Conversation About 'The Work' Between Learners and Colleagues"
by Anna Witter-Merithew

Purpose

The purpose of this article is to clarify the meaning of "feedback" and to emphasize the strategies for providing meaningful feedback in a collaborative learning environment.

What to Look For

As you read this article, look for the answers to the following questions:

- What is feedback and what role does it play in collaborative learning?

- What characterizes effective feedback?

- What are the similarities and differences that exist between the two samples of feedback provided in the article?

- What makes listening to feedback messages easier?

- What can happen when feedback is provided in a timely manner and with a genuine intent to foster collegial exchange?

The answers to these questions will be useful to you in appreciating the purpose and function of feedback and prepare you for discussing the feedback process with your online peers.

Instructional Insights

As a teacher of ASL or interpreting, you are likely working with adult learners. Here are some additional tips to keep in mind—along with how to structure effective feedback messages—when working with adult learners.

Adults are people with years of experience and a wealth of information.

Although learning another language may be a new experience for many adult learners, it is important to focus on the strengths learners bring to the process of learning ASL and/or interpreting, not just gaps in their knowledge. Provide opportunities for dialogue within the group about their experiences with deaf people—or the current perceptions they may hold or the new learning they are acquiring. When they offer an observation that is "off the mark," provide ways in which they can expand their perspective through reading, an online search, or discussion with someone "in the know". Then, tap their new experience as a major source of enrichment to the class. Remember that we, as the teacher and/or mentor, do not need to have all the answers, as long as we know where answers can be found and can direct students accordingly. Students can be resources to us and to each other.

Adults have established values, beliefs, and opinions.

Demonstrate respect for differing beliefs, religions, value systems, and lifestyles. It is important that we as teachers and/or mentors let learners know that they are entitled to their values, beliefs, and opinions, but that everyone in a classroom or online course may not share their beliefs. Allow debate and challenge of ideas in a way that is respectful. As well, when providing feedback about signing and/or interpreting performance, focus on the product—not the individual.

Adults have pride.

Support the students as individuals. Self-esteem and ego are at risk when learning a new language or work-related skill. As teachers we are responsible for creating an environment that is perceived as safe and supportive. People will not ask questions or participate in learning if they are afraid of being put down or ridiculed. Allow people to admit confusion, ignorance, fears, biases, and different opinions. Acknowledge or thank students for their responses and questions. Treat all questions and comments with respect.

Adults have a deep need to be self-directing.

Engage the students in a process of mutual inquiry. Avoid merely transmitting knowledge or expecting total agreement. Don't "spoon-feed" the participants. That is why self-assessment is an essential part of the feedback process. When students discover information about their work, independent of a teacher and/or mentor, it provides them with the confidence and willingness to continue to engage in self-analysis and feedback.

Adults tend to have a problem-centered orientation to learning.

Emphasize how feedback and learning can be applied in a practical way in the student's daily interactions with deaf people. Adults generally want to immediately apply new information or skills to current problems or situations. New information and skills must be relevant and meaningful to the concerns and desires of the students.

Knowing what is motivating your students to learn ASL and/or interpreting can help you to provide feedback in a relevant and meaningful manner. Students don't want to learn what they will never use—they want to learn what they can apply to using ASL or to interpreting right away. For example, if a student needs to improve their fingerspelling, giving them activities and exercises they can apply right away (like listening to the radio and spelling all the proper nouns that are used during their favorite morning radio program) and that will actually contribute to their fluency (like practicing with another person or playing fingerspelling games) will serve to motivate the adult learner.

It is important for us as teachers of ASL and/or interpreting that persons at all ages have the potential to learn, with some learning faster than others. Age may or may not affect a person's speed of learning, and individuals vary in ways they like to learn.

As well, it is important for us to remember that learning a new language and/or job skill is a very challenging process. The individual experiencing a new learning situation is likely to feel stress and confusion—particularly when the new learning involves discarding some inaccurate perceptions about deaf people and how they use language. Some anxiety often increases motivation to learn, but too much anxiety may cause fatigue, inability to concentrate, resentments, and other barriers to leaning. Learning is more comfortable and effective when the environmental conditions support open exchange, sharing of opinions, and problem-solving strategies. The atmosphere should foster trust and acceptance of different ideas and values.

Learning improves when the learner is an active participant in the educational process—thus, student self-assessment and feedback systems that focus on the product versus the individual helps the learner maintain interest and engage in self-directed growth.

Lesson 5 Summary

Conclusion

Part 1 of this lesson introduced you to the 10-step discourse analysis used in the DO IT Center interpreting skills courses. This methodology provides a systematic method for discourse analysis and serves as the basis for communication between students and language mentors.

Part 2 of this lesson introduced you to two very powerful techniques that are part of professional development: self-assessment and feedback. The self-assessment process is a tool that can be used by you (or your students) to analyze an interpretation, identify weaknesses or errors and see opportunities for improvement. Feedback is a tool that can be used between peers or language mentor and mentee to communicate about performance and performance improvement.

Key Points

As you reflect on this lesson, keep the following key points in mind:

Part 1: The 10-Step Process for Discourse Analysis

- Discourse analysis is the act of distinguishing and considering the component parts of a message in order to understand the whole of the message (Witter-Merithew, 1987).

- Discourse analysis is a systematic process of looking at the different parts of what we say and how we say it to discover some of the influences and beliefs that frame our perspectives and influence the meaning of our messages.

- For interpreters, discourse analysis is analysis that enables accurate content (themes, topics, and events), appropriate context (setting, participants, purpose/goals), and appropriate linguistic form (discourse structure, coherence, transitions, vocabulary, etc.) to be conveyed (Winston & Monikowski, 2000).

- The discourse analysis system described in this lesson provides a systematic way of examining the component parts of a text for the purpose of determining the meaning of messages. It is also a system that can be used to isolate, practice, and apply the stages associated with the cognitive process of interpreting.

- When interpreters use this system regularly, it will enhance the cognitive foundation skills necessary to interpret effectively, as well as improve the reliability and accuracy of interpreted messages.

- The ten steps in the process are:
    - Step 1: Prediction
    - Step 2: View and Recall
    - Step 3: Content Mapping
    - Step 4: Salient Linguistic Features in SL
    - Step 5: Abstraction
    - Step 6: Retelling in the Source Language
    - Step 7: Salient Linguist Features in the Target Language
    - Step 8: Visualization Mapping
    - Step 9: Retell in the Target Language
    - Step 10: Interpret

Part 2: Feedback and Self-Assessment

- The purpose of assessment is to gain information about the effectiveness of learning and how to improve learning. Any assessment process should involve collecting relevant information and a thoughtful review of that information for the purpose of making decisions about learning that are based on informed judgment (Genesee and Upshur, 1996).

- Student self-assessment is defined as a dynamic and on-going reflective analysis and discussion process for the purpose of self-discovery, skill development, and professional growth.

- Student self-assessment is characterized as a process which: occurs at planned intervals, involves a structured approach to analysis, includes interactive and collaborated elements, is goal-oriented, focuses on both performance that was effective and performance that was less than effective, and is on-going.

- Students in the DO IT Center programs provide a written analysis of their performance by relating behaviors they observe to the Major Features identified by Taylor, and by identifying the associated error type, describing the error, and offering insight into how the error could be corrected.

- Effective feedback is an invitation to communicate about observations related to a specific event. It is provided in a spirit of collegiality with the goal of being useful and empowering to the receiver of the feedback.

- Effective feedback is an opportunity for both the giver and receiver of the feedback to engage in reflective discussion for the purpose of creating growth and personal development. It is marked by focused observation that is descriptive and specific, and offers insight into both what was done effectively and what was done that was less than effective.

- When feedback is provided in a timely manner and with a genuine intent to foster collegial exchange, the results can be a powerful tool to advance the profession.

What's Next

Now that you have been introduced to the methodology used at the DO IT Center for the distance development of ASL and interpreting language skills, the next lesson provides a chance for you to put a lot of this information together and to explore what it will be like to facilitate a distance learning class. You'll even get a chance to plan and facilitate a discussion group!

Lesson 6 – Facilitating Online Learning

Introduction

This lesson concentrates on the process of facilitating online learning, including the role of the facilitator and the skills required to be an online facilitator. As a part of this lesson, you will work with a small group to plan a discussion and practice facilitating an online discussion group. The lesson is designed to be the starting point for your own professional development in the area of online facilitation.

Lesson Objectives

By the end of this lesson you will be able to:

Objective	Activity	Dates
Identify your learning style and develop strategies to help you in your learning and teaching.	Activity 6.1 – Learning style assessment	
Identify the skills required to be an online facilitator.	Activity 6.2 – Web and Textbook readings	
Discuss the role of the facilitator in online learning	Activity 6.3 – Web Exploration Activity 6.4 – Textbook **Assignment 6C (Student Led Discussions)**	
Discuss methods for developing a community of learners.	Activity 6.5 – WebCT lab Activity 6.6 – WebCT discussions **Assignment 6C (Student Led Discussions)**	
Plan and lead an online discussion	**Assignment 6A (Plan)** **Assignment 6B (Facilitate)** **Assignment 6D (Evaluation)**	

Overall Plan

You will start the lesson by taking an online inventory and finding out your learning style. This information will be helpful to you both as a student and a facilitator. Then you will explore "What it takes to be an online facilitator" and reflect on your own capabilities and opportunities for improvement. You will learn the 5-stage model that describes the type of discussions that occur in classes and assess some discussion from prior EICP courses using the model. Finally, you will collaborate with a small group of classmates to plan and lead a discussion group.

Activity 6.1 – Learning Style Assessment

Take the learning style assessment at this website:

Purpose

The purpose of this activity is to ascertain your own learning style. Learning style assessments address learning via various pathways such as visual, auditory, kinesthetic, etc. The assessment on the web page above uses four different continuums that will give you some useful information about yourself as a learner.

In addition, if you put on your facilitator hat, learning styles provide you with information that can help you work with students more effectively.

What to Look For

After you complete the learning style assessment, submit it as instructed on the website and get your results. Print the results so it's easier to go on to the Learning Style Descriptions and still have your results for reference.

Instructional Insights

Learning styles indicate the preferred, most comfortable way of gaining information and learning. They are not definitive measures of whether or not an individual can learn through that pathway, though some people simply cannot, or do not, process information effectively via certain channels, regardless of their preferences or other abilities.

Everyone is different, just as colors are different. Red is not "better" than blue or yellow or chartreuse, just different. We talk about "Individual Education Plans" and how it reflects the best way for an individual child to gain an education, but then we forget that we adults are also all different in what works best for us!

Facilitator perspective:

As a facilitator, you can use the information on learning styles several ways. First, if you are actually designing some courses or course materials, consider the fact that you will want your course to appeal to all the different learning styles. This means including a variety of activities so that students with all different styles are engaged.

You may have noticed in some of the sample courses that the same information is provided in multiple formats, such as text and audio or text and video. This serves two purposes: it appeals to multiple learning styles and it provides a backup for access in case a student cannot access the audio or video due to technology limitations.

In addition, understanding learning styles can help you understand your students and provide them with feedback, instructional insights, analogies or comments that will help them learn best. If you can have students take a learning style inventory as a part of the course introduction, you will get valuable information. However, you don't always need a formal inventory to figure out learning styles. Sometimes you can tell by simple comments they make in the discussion groups or in their introductions:

For example, what learning style does each of the following comments imply?

> I see what you are saying….
>
> I hear what you are saying…
>
> I think that …..
>
> I feel that…..

There are many different learning style theories. If you are interested in this topic and would like to learn about some of the other learning style theories, see the Resources page.

Here's one more thing to think about. This activity is an example of something that might appeal to "kinesthetic" learners, those students who like to learn by doing. One of the advantages of the Web is that there are many resources, similar to this one, that provide quizzes, questionnaires, surveys that students can do to get them interacting with the content. You can take advantage of existing sites like this to provide activities that will help keep students engaged.

Activity 6.2 – Web Activity/Textbook

What it takes to be an online facilitator

http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructorProfile.asp

Checklist of skills

http://www.mhbs.soton.ac.uk/newgeneration/ipe/Facilitators/facskills.htm

Textbook, *E-moderating,* Chapter 3

Purpose

You certainly have an excellent idea by now what it takes to be an online student – after all, you ARE ONE! Now it is time to put on your facilitator hat and think about what it really takes to be an online facilitator. The purpose of this activity is to provide you with some insight into the skills required to be an online facilitator.

What to Look For

The webpage from the Illinois Online Network provides information on skills required to be an online facilitator along with some ideas of what students expect from a facilitator.

As you read these, think about how your skills and experience fit with the list presented on this webpage.

The second website provides more of a list of skills or attributes for online facilitation. Again, see how these match what you know about yourself.

Chapter 3 discusses E-moderating qualities and roles. Pay particular attention to the Table 3.1 and the description of "Recruiting e-moderators".

Activity 6.3 – Web Activity

The role of the online facilitator
http://www.emoderators.com/moderators/teach_online.html

Purpose

This article by Zane L. Berge, Ph.D. focuses on the various roles of the facilitator and the "skills" necessary to fulfill those roles.

What to Look For

Look for the following information in the article:

- The four "roles" played by the facilitator: pedagogical, social, managerial, technical

- The meaning of each role

- What is involved in each role

- Tips for fulfilling each role

Activity 6.4 – Textbook

Textbook, *You Can Teach Online*, **Lesson 11,**
"Conducting the Class"

Textbook, *E-moderating*, **Chapter 2,**
"A Model for Online Education and Training"

Purpose

The purpose of this activity is to provide you with two perspectives on teaching online.

What to Look For

Look for the following points in the reading

You Can Teach Online, **Lesson 11**, **"Conducting a Class"**

This lesson covers a broad range of topics as well as some detail on "best practices." Look for the following key points:

- Good practices (in the classroom or online)

- "Clicks in bricks" (Web enhanced classes)

- How classroom communication maps to online tools

- Various teaching methods/techniques:
  - o Adult learning theory
  - o Problem-based learning
  - o Case study method

- The pros and cons of threaded discussions

- Facilitating threaded discussions
  (This section provides some good tips/techniques/guidelines
  for threaded discussions)

- Tips for online teaching

- Real life stories (always interesting)

> Note: One of the biggest uses
> of online learning is as
> an "add on"
> or supplement to classroom instruction.
> The Web is used as a communication tool, to provide resources, to facilitate discussion and collaboration.

E-moderating, Chapter 2, "A Model for Online Education"

This chapter focuses specifically on CMC, the equivalent of "threaded discussions" in WebCT. It provides a "model" for the stages for discussions that represent increased sophistication and learning.

The model was based on the author's research and experience at the Open University in the UK. Notice the description of the model for the Open University. The DO IT Center basically follows this model with centralized course development and administration.

5-step model

- Notice how students progress through five (5) stages of use.

- Understand fully the diagram:
  Each stage requires students to master the technical skills (lower left) and requires different e-moderating skills (upper right).

- See if you can relate the stages to your current experience in this course:
  - How have you progressed through these stages so far in this class?
  - What stage are you currently working on?
  - What would it take to get the discussions to the next stage?
  - What would be evidence of the different stages?
  - What would the different stages require from you as a facilitator of the discussions?
  - How could you prepare yourself to facilitate the different stages?
  - How do the different stages relate to Bloom's Taxonomy discussed on page 11.24 in *You Can Teach Online*?

Note: In the next two activities, you will look at some other DO IT Center courses and discuss some of these issues.

Activity 6.5 – WebCT Activity

Review DO IT Center Courses

Purpose

The purpose of this activity is to give you some time to review the discussions in past EICP courses and identify elements of the 5-step model that you read about in Activity 6.4.

What to Look For

Look ahead to the list of questions/discussion topics in Activity 6.6 so that you have an idea of what to look for as you view the various discussions.

Look at the discussions for your section in this course.

Look at the discussions in EDI 100.

Activity 6.6 – WebCT Discussion

The 5-stage model and DO IT Center courses

Purpose

The purpose of this activity is to share and reflect on the 5-stage model, using the DO IT Center courses as examples.

What to Look For

First, see if you can relate the stages to your current experience in this course and comment on the following:

- How have you progressed through these stages so far in this class?

- What stage are you currently working on?

- What would it take to get the discussions to the next stage?

- What would evidence of the different stages be?

Now look at the discussions in EDI 100 and comment on the following:

- In general, what is the highest "stage" you can see in the discussions?

- Can you see a progression from the early discussions (like the Introduction) to the later discussions?

- What changes might have been implemented to move the discussions to the next stage?

Comment on any of these general questions:

- What would the different stages require from you as a facilitator of the discussions?

- How could you prepare yourself to facilitate the different stages?

- How do the different stages relate to Bloom's Taxonomy discussed on page 11.24 in *You Can Teach Online*?

Activity 6.7 – Textbook

Textbook, *You Can Teach Online*, Lesson 12, "Evaluating the Effectiveness of Your Course"

Purpose

The purpose of this activity is to provide you with some ideas about the assessment of online learning.

What to Look For

Think about the following as you read this lesson:

- What makes an online course effective?
  This might differ depending on the course content and audience.

- The benchmarks for effective online learning.
  These cover all phases of the design process from instructional design to assessment.

- Evaluation strategies
  Which of these are appropriate for your situation and why?

Lesson Summary

Conclusion

Being an online facilitator requires you to have all the skills of a face-to-face instructor and more. Not only do you have to be able to prepare content and plan lessons (depending on your situation), but you also need to be able to handle technology and develop a "presence" on the Web.

If you are truly going to be a facilitator (a guide on the side), you need to be able to provide a safe, friendly environment, help students navigate the 5-step model for discussions, assess learning, and provide meaningful feedback.

Key Points

The key points to remember from this lesson are:

- Learning styles can provide insight for you as a student and as a facilitator.

- Some of the skills required to be an online facilitator differ from the skills required to be a face-to-face instructor.

- The role of the online facilitator involves pedagogical, social, technical, and managerial skills.

- Successful discussions don't always just "happen," the online facilitator needs to take an active role, providing direction, feedback, links to prior learning and real life examples, as well as conflict and task management.

- Students progress through five steps in their use of discussions which requires different levels of facilitation skills.

- Various types of assessment and evaluation strategies can be used in online classes.

What's Next?

The next lesson focuses on your "Next Steps" in DLTI and outlines the two alternate paths that you might take.

Lesson 7 – Next Steps

Introduction

Remember, there are two phases to DLTI, and you are now at the end of the first phase, the "Distance Learning and Technology Internship" online course. This lesson provides information on the second part of your internship, the practical application of your learning.

Lesson Objectives

By the end of this lesson you will be able to:

Objective	Activity	Dates
Plan your next step	Activity 7.1 – Information on DLTI Part II **Assignment 7**	
Course Evaluation	Don't forget to take the online course evaluation	

Overall Plan

You will start the lesson by reviewing the information on the next phase of DLTI. Then, you will complete Assignment 7, an action plan for DLTI Part 2 and for your own professional development.

Activity 7.1 – DLTI Choices

Review the information about your choices

Purpose

The purpose of this activity is to review the information you received about DLTI and the two phases of the program.

What to Look For

Review the information provided below on the steps in the program.

Insights

There are two parts in the DLTI:

Steps in DLTI

Part 1:
3/21-5/27

Part 2:
8/22-12/13

Distance Learning
Online Course

Option A
Implement Distance
Learning Project

Option B
Observe and Analyze
DO IT Courses

DLTI Part 2 – Practical Application of Learning

The next step, starting 8/22/2005, provides you with the opportunity to apply your learning from this course in one of two ways:

Option A, Distance Learning Project

For this option you will develop a project that enables you to apply your learning to a need in your home community or college/program.

This project will require you to follow an Instructional Design model in which you:

1. Analyze your audience, the situation and available technology

2. Develop a high level design for your project

3. Develop a detailed design for one lesson or module in your course

4. Participate in a peer review with another DLTI intern

Option B: Observe and Analyze DO IT Courses

The purpose of this experience is to apply the learning from this online course by experiencing "live" online courses and analyzing what occurs in these courses.

You will have an opportunity to observe both a knowledge and a skills course from EICP. You will be able to view the course content and the student discussions – you will truly be a "fly on the wall," observing and analyzing everything that occurs in the courses.

The skills course will use the 10-step process for discourse analysis that you have learned about in this class and will give you a chance to see both a student's sample work and the feedback to the student from a language mentor.

This option provides an excellent learning experience for interns who don't have an immediate project in mind and want more time to really see how online learning works on a day-to-day basis.

Lesson Summary

Conclusion

This lesson has provided you with the information necessary to proceed into the next steps of the DLTI.

Key Points

The important points to remember are:

- Your next step depends on which option you choose.

What's Next?

You will be notified by email when access to a WebCT course named "DLTI Application" will be available. This course will contain more information on each option and discussion groups for communication with your peers and facilitators.

Meanwhile, have a great summer and we'll see you in August!

Glossary

Accelerated Learning
Fundamentally, the concept of accelerated learning incorporates hands-on experiences with positive reinforcement of the natural learning abilities of every individual. It takes into account knowledge about how people learn (brain theory, learning styles) and incorporates all the sensed to provide an efficient and effective learning environment.

ADDIE
An instructional design model that involves 5 steps: Analysis, Design, Development, Implementation, Evaluation.

Adult Learning Theory
Originally developed by Malcolm Knowles, this theory is an attempt to specifically describe the characteristics of adult learners (vs. children). Knowles emphasizes that adults are self-directed and expect to take responsibility for decisions. This proposes a more "learner centered" model for education.

Affective Domain
One of 3 types of learning identified by Bloom. Affective is for growth in feelings or emotional areas (Attitude).

Andragogy
Originally, the "art and science of helping adults learn". See Adult Learning Theory

Assessment
The process of gathering, describing, or quantifying information about performance.

Asynchronous Communications
Communication that does not happen at the same time. You send a message and the other person responds at a later time. Email is asynchronous communications.

Attachment
A document that is attached to an email message or a discussion group posting. In WebCT this is indicated by a paper clip.

Benchmarks
A detailed description of a specific level of student performance expected of students at particular ages, grades, or development levels

Best Practice
A best practice is a method which has been judged to be superior to other methods.

Blooms Taxonomy
In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation.

Browser
The software program you use to access the Web. Usually this is Internet Explorer or Netscape.

Chat
A synchronous communication tool (at the same time) which enables you to communicate with another person (s) by typing messages and getting an immediate response.

Cognitive Domain
One of 3 types of learning identified by Bloom. Having to do with knowledge or mental skills.

Cohort
A group of students traveling through a program (like EICP) together.

Collaborative/Cooperative Learning
A situation in which learners must collaborate on a project or activity and in the process learn from each other.

Context
In Discourse Analysis, the information that surrounds the message including the setting, the participants, the purpose/goal of the message.

Core Competencies
The EICP: is based on 14 core competencies, identified as being critical to your success as an educational interpreter.

Course Delivery Platform
A software program with learner tools (email, discussions, chat) and administrative tools (login security, gradebook) used to delivery courses on the Internet.

Criteria
Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. Criteria indicate what we value in student responses, products or performances. They may be holistic, analytic, general, or specific

DIM
Distance Instructional Manager - the "lead instructor" or oversight person for EICP courses.

Discourse
Verbal exchange; conversation.The following useful definition is taken from O'Sullivan, Tim, Hartley, John, et al. (1994). Key Concepts in Communication and Cultural Studies. London Routledge: 93-94.Discourse (adjective = discursive). A term now quite widely used in a number of different disciplines and schools of thought, often with different purposes. Most uncontroversially, it is used in linguistics to refer to verbal utterances of greater magnitude than the sentence. Discourse analysis is concerned not only with complex utterances by one speaker, but more frequently with the turn-taking interaction between two or more, and with the linguistic rules and conventions that are taken to be in play and governing such discourses in their given context.

Discourse Analysis
The act of distinguishing and considering the component parts of a message in order to understand the whole of the message (Witter-Merithew, 1987).

Discussion Group
The tool in WebCT used to communicate and hold class discussions. This offers "threaded" discussions, meaning that a posting and its replies are organized in outline format.

Distance Learning
A situation in which the teacher and students are separated by time and/or space so that learning occurs at a distance. This can use different technologies including print materials, media, the telephone, videoconferencing or the web.

DLTI
Distance Learning and Technology Internship - A program in the DO IT Center, under the NDLC, that provides interns the opportunity to participate in distance learning and focus on (1) how to develop and facilitate distance delivery of interpreter training; and (2) how to implement diagnostic assessment services at a distance.

DO IT Center
The Distance Opportunities for Interpreter Training Center that provides a variety of distance learning programs for interpreters.

Drop Box
A tool in WebCT that provides a way for you to download assignment documents and upload or submit your assignment for grading.

EICP
Educational Interpreter Certificate Program - A 3 year distance learning program to train educational interpreters.

Email
Asynchronous communication tool. The email in WebCT enables you to communicate with instructors and students for a specfic class.

Evaluation
When used for most educational settings, evaluation means to measure, compare, and judge the quality of student work, schools, or a specific educational program.

Feedback
Information that flows between at least 2 people and relates to observations about what transpired during a given event. (Witter-Merithew)The return of information about the result of a process or activity; an evaluative response: asked the students for feedback on the new curriculum. (Dictionary.com)

Gagne's Events of Instruction
Gagne proposed that every instructional situation should have 9 events: 1 Gain Attention 2. Inform learners of objectives 3. Stimulate recall of prior learning 4. Present the information 5. Provide learner guidance 6. Elicit performance 7. Provide feedback 8. Assess performance 9. Enhance retention and transfer.

Instructional Design
Instructional design is a formal methodology that takes into account learning theory and learning styles to develop effective instruction for any topic. There are many instructional design models or theories.

Intern Handbook
The policy and procedurss manual for DLTI interns.

Internet
The vast collection of interconnected networks that evolved from the ARPANET of the late 60's and early 70's. Now, however, it consists of countless networks and computers across the world that allow millions of people to share information.

ISD
Instructional Systems Design - a formal methodology for planning, designing and implementing training programs.

Learning Style
This approach to learning emphasizes the fact that individuals perceive and process information in very different ways. (Funderstanding)

Learning Theory
A general term referring to a body of research and knowledge about how people learn. It includes such topics as Adult Learning Theory, Behaviorism, Constructivism, Learning Styles, Right Brain/Left Brain, Multiple Intelligences, etc.

Left and Right Brain Theory
This theory of the structure and functions of the mind suggests that the two different sides of the brain control two different "modes" of thinking. It also suggests that each of us prefers one mode over the other. The left brain controls the logical, rational thinking and the right brain controls the more intuitive, creative thinking.

Linguistics
The study of the nature, structure, and variation of language, including phonetics, phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics. (Dictionary.com)

Login
Providing your userid and password to gain access to a private system.

Major Features
As discussed in Taylor's work, these form the foundation for the identification of errors in interpreting: (1)fingerspelling, (2)numbers, (3)vocabulary, (4) classifiers, size and shape specifiers, (5)structuring space, (6)grammar, (7)interpreting, (8)composure and appearance.

Mind Map
A visual diagram/drawing in which you organize information in a way that makes sense to you.

Multiple Intelligences
A theory presented by Dr. Howard Gardner that there are several different types of "intelligences" and each individual has strengths in different areas. The original 7 intelligences were: Verbal-Linguistic, Logical-Mathematical, Visual-Spatial, Body-Kinesthetic, Musical-Rhythmic, Interpersonal, Intrapersonal .

NDLC
National Distance Learning Center - A project in the DO IT Center with the goal of exploring the field of distance education and effectively linking it to the field of interpreter education.

Needs Analysis
See Needs Assessment.

Needs Assessment
A phase in a formal Instructional Design methodology that involves collecting information on the intent of the training including the audience, environment, objectives, learning gaps.

Netiquette
A term coined to represent "etiquette" on the "net".

Objectives
Instructional objectives are specific, measurable, short-term, observable student behaviors.

Online Learning
The delivery of training/education programs via the Internet.

Pedagogy
The principles, practice, or profession of teaching. The "art and science" of instruction.

Problem Based Learning
A way to design learning that challenges students with actual hands-on problems that will help engage their problem solving capabilities.

Prosody
In the context of Discourse Analysis, the features that are used to convey the mood and affect (emotional aspects) of the message.

Psychomotor Domain
One of 3 types of learning identified by Bloom. Ppsychomotor is for manual or physical skills (Skills).

Rubric
Heidi Goodrich, a rubrics expert, defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts.' A good rubric also describes levels of quality for each of the criteria, usually on a point scale.

Salient Linguistic Features
The cluster of linguistic features
that are used to convey the mood, style, and manner of the message. As
well, it focuses on how message coherence is achieved. Likely, this will draw attention to behaviors such as affect, pacing, pausing, stress, emphasis, inflection, intonation, and message coherence.

Scale
Values given to student performance. Scales may be applied to individual items or performances, for example, checklists, i.e., yes or no; numerical, i.e., 1-6; or descriptive, i.e., the student presented multiple points of view to support her essay.

Search Engine
A web site that enables you to search for web pages by entering words or phrases.

Section Facilitator
In DO IT Center courses, the person who leads an individual section of a course. This is your direct contact for all course questions and is the person who grades the assignments and offers insights in the discussion groups.

SF
See Section Facilitator.

Streaming audio or video
A technique used to deliver audio or video on the web in which the sound/picture are downloaded and played simultaneously.

Synchronous Communications
Communication that is real time, like a face to face or telephone conversation.

TA
Teaching Assistant - a role in WebCT that provides access to the Manage Students function for grading.

Ten Step Discourse Analysis Process
A structured method for Discourse Analysis used in DO IT Center skills development courses.

URL
Universal Resource Locator - the "name" for a web site that enables you to find the site on the Internet

Userid
Your user identification for logging in to WebCT.

Videoconferencing
A two way communication tool that enables you to see and hear people at other sites on a television or large screen.

WebCT
A software program called a "Course Delivery Platform", that is used to deliver DO IT Center programs on the Web. It provides a calendar, the course content pages and communication tools such as email, discussions and chat.

WebCT User Guide
This contains documentation on how to use the WebCT program.

WWW
WWW: World Wide Web, or simply Web. A subset of the Internet which uses a combination of text, graphics, audio and video (multimedia) to provide information on most every subject imaginable.

Resources

Optional Readings – Lesson 1	
Perceptions Of E-Moderators About Their Roles And Functions In Moderating Electronic Mailing Lists	http://www.emoderators.com/moderators/modsur97.html
Students and faculty were surveyed on the advantages, disadvantages, and general effectiveness of using the Internet as a teaching and learning tool.	http://cade.athabascau.ca/vol13.1/daugherty.html
Distance Education and the Undergraduate Curriculum	http://itesm.cstudies.ubc.ca/561g/canada/resources/miller.html
Study on CMC in MBA program	http://cade.icaap.org/vol14.2/stacey.html
Assessment Measures: Pre-Tests for Successful Distance Teaching and Learning?	http://www.westga.edu/~distance/buchanan24.html
Creating Effective Instructional Materials for the World Wide Web	http://ausweb.scu.edu.au/aw96/educn/oliver/
Andragogy and University Distance Education	http://www2.cstudies.ubc.ca/~bullen/bullen1.html
Lesson 2 – WebCT	
Netiquette sites for Assignment 2	http://www.jobstreet.com.ph/career/streetwise/life7.htm
	http://www.bspage.com/1netiq/Netiq.html
	http://www.learnthenet.com/english/html/09netiqt.htm
	http://www.albion.com/netiquette/corerules.html
WebCT company homepage	http://www.webct.com

Lesson 3 – Introduction to Distance Learning

	Resources used in Activities
Activity 3.1	http://www.dlrn.org/library/dl/whatis.html http://www.tr.wou.edu/ntac/dl-over.htm http://catalyst.washington.edu/method/dltech_choices.html
Activity 3.3	What it takes to be an online student http://www.ion.illinois.edu/IONresources/onlineLearning/StudentProfile.asp CCCOnline quiz for students, "Is On-line learning for you? http://ecollegelogin.ccconline.org/index.real?action=islearn
	Additional Resources
Models of distance ed in university	http://www.umuc.edu/ide/modlmenu.html#overview
PBS site, distance learning timeline	http://www.pbs.org/als/dlweek/history/
Teachers guide to DL	http://fcit.coedu.usf.edu/distance/chap1.htm
Types of web courses	http://www.andrews.edu/~jimjeff/onlineguide/types.htm
3 dimensional model of distance alternatives	http://www.westga.edu/~distance/miller11.html http://www.westga.edu/~distance/omalley24.html

Lesson 4– Principles of DL Design

Resources used in Activities

Activity 4.1	High level model - http://fcit.coedu.usf.edu/distance/chap10.htm
	Model of DL design - http://www.ncver.edu.au/online/issues/good_online.pdf
	Gagne 9 events - http://www.e-learningguru.com/articles/art3_3.htm http://it.coe.uga.edu/~rbranch/Design/Supplement/9Events.html
Activity 4.3	Assessment Primer - http://www.mmrwsjr.com/assessment.htm
	What is a Rubric? - http://rubistar.4teachers.org/ http://www.middleweb.com/CSLB2rubric.html
	Series of articles by a teacher for creating rubrics http://www.teachervision.com/lesson-plans/lesson-4521.html
Activity 4.4	Collaborative learning - http://www.thirteen.org/edonline/concept2class/month5/ http://www.utc.edu/Units/WalkerTeachingResourceCenter/FacultyDevelopment/CooperativeLearning/#anchor713787 http://teaching.berkeley.edu/bgd/collaborative.html

Additional Resources

Instructional Design and Planning

Accessible distance ed design	http://www.utoronto.ca/atrc/rd/library/papers/accDistanceEducation.html
Adult learning	http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/adults-2.htm http://www.pcma.org/publications/adultslearn/thirtythings1.htm http://www2.atl.ualberta.ca/articles/idesign/learnchar.cfm
Challenges in implementing distance learning	http://horizon.unc.edu/projects/resources/44items.asp
Design Tips	http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/finks5.htm
ISD	http://www.geocities.com/ok_bcurt/ISDallabout.htm

Needs Assessment for Distance Ed	
Objectives	http://www.pcma.org/publications/AdultsLearn/learneroutcomes1.htm
	http://www.okbu.edu/academics/natsci/ed/398/objectives.htm
	http://edweb.sdsu.edu/courses/EDTEC540/objectives/ObjectivesHome.html
Planning a Distance course	http://catalyst.washington.edu/planning/dl_planning.html
Resource page for teachers	http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm
Series of articles on distance design	http://carbon.cudenver.edu/~lsherry/pubs/issues.html
Collaborative Learning	
Establishing online communities	http://www.press.umich.edu/jep/06-01/hamada.html
Software for collaboration	http://www.learningcircuits.org/2003/dec2003/kaplan.htm
Collab Learning in classroom	http://www.wcer.wisc.edu/nise/cl1/CL/doingcl/DCL1.asp
Online collaborative learning for higher ed	http://clp.cqu.edu.au/
Page for teachers on using collaborative learning	http://teachnet.edb.utexas.edu/~Dongioo_Lee/IRD/
Resource page at University of Minnesota	http://www.co-operation.org/
Sample courses to review (Activity 4.3)	
Public Health Concepts	http://www.uic.edu/classes/chsc/chsc400/
The Association for Supervision and Curriculum Development – course on the brain	http://www.ascd.org/pdi/demo/Brain/demobrain1.html
Course on multiple intelligences from same site	http://pdonline.ascd.org/pd_demo/intro.cfm?SID=24
Sample lesson from same site on	http://pdonline.ascd.org/pd_demo/table_c.cfm?SID=31

Memory and Learning Strategies	
American Banking Association Course	http://aba.blackboard.com/
Saint Joseph College - Sample lesson about being an online student	http://www.sjc.edu/content.cfm/pageid/188
San Diego State	http://www.sdccdonline.net/sample_course.htm

Lesson 5– 10 Step Process for Discourse Analysis

Additional Resources

Cokely Articles	Interpreting Culturally Rich Realities The Effects of Lag Time
Mind Mapping	http://www.mind-map.com http://www.jcu.edu.au/studying/services/studyskills/mindmap/howto.html http://www.inspiration.com

Lesson 6 - Facilitating Online Learning

Resources used in Activities

Activity 6.2	Learning Style Inventory - http://www.engr.ncsu.edu/learningstyles/ilsweb.html
Activity 6.3	What it takes to be online facilitator - http://www.ion.illinois.edu/IONresources/onlineLearning/instructorProfile.asp http://www.mhbs.soton.ac.uk/newgeneration/ipe/Facilitators/facskills.htm
Activity 6.4	Role of online facilitator - http://www.emoderators.com/moderators/teach_online.html

Additional Resources

Assessment

Resources

CATS	http://www.siue.edu/~deder/assess/catmain.html
	http://www.honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm#assessment
Definitions of assessment	http://www.mmrwsjr.com/assessment.htm
Rubric generators and resources	rubric maker: http://rubistar.4teachers.org/index.shtml http://www.teach-nology.com/web_tools/rubrics/ rubric templates http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html page with links to lots of resources for rubrics http://school.discovery.com/schrockguide/assess.html#articles
Newsletter with several articles on assessment	http://itc.utk.edu/newsletter/
Teaching goals inventory	http://www.siue.edu/~deder/assess/cats/tchgoals.html
Best Practices	
Best practices for on-line teaching	http://www.andrews.edu/~jimjeff/onlineguide/post.htm
Best practices in online learning resource page	http://www.spjc.edu/eagle/research/beep/
Best practices in DL	http://www.accd.edu/nvc/areas/disted/frk/bestprac.htm

Other Topics	
Cooperative Learning	http://www.iss.stthomas.edu/studyguides/cooplearn.htm
	http://www.thirteen.org/edonline/concept2class/month5/
Effective online facilitation	http://www.flexiblelearning.net.au/guides/facilitation.html
Learning Styles	http://www.fastrak-consulting.co.uk/tactix/Features/lngstyle/style03.htm
Tips for teaching online	http://www.cuonline.edu/faculty/teaching_tips.shtml
Several articles (including 2 above)	http://www.pcma.org/publications/AdultsLearn/contents.htm
Interesting site on critical thinking	http://www.insightassessment.com/articles.html
Role of online facilitator	http://www.learningcircuits.org/2002/oct2002/elearn.html
ASTD E-learning newsletter site	http://www.learningcircuits.org/