Completing the Distance Education Template in eLumen

Some faculty have reported issues with eLumen not saving their work on the DE portion of the course workflow. We encourage faculty to save any edits to DE addenda in a word doc so that they can copy and paste the information back in if it is not saved (note documents can be uploaded as an attachment on Cover Info Page – next to author list).

This document is intended to help faculty complete the Distance Education section of the course outline so it meets federal, state and local requirements. Please contact your Curriculum Committee Representative with any questions.

Specifications

Directions: Select Distance Education as a method of instruction, and then copy/paste the following statement into the field.

Instructor uses the college's Learning Management System to engage students in regular and substantive interaction with activities such as posting regular announcements, uploading course materials, moderating discussion forums, and providing frequent feedback on assessments and assignments.

Distance Education

bg-transparentverticalw-100text-leftI. Need/Justificationh1
What is the intent in offering the course by distance education? How will learning be enhanced by the delivery of this course by distance education?

Directions: Copy/paste into eLumen one of the two paragraphs below. Customize as needed.

An online offering of this course provides an alternative to traditional face-to-face instruction and participation for students who are unable to enroll in an on-campus course. An online offering can reach new student populations and can provide more opportunities for students to complete requirements. This course includes regular and substantive interaction between a) instructor and students, b) students and students, and c) students and course content. The course uses online technologies that accommodate the needs of students with disabilities.

In our professional field, most employers seek employees with a combination of formal education and experience working in the field. Students who work develop complementary perspectives in both theory and practice, and with that, they generally perform better in class. An online offering of this course provides an alternative to traditional face-to-face instruction and participation for students who are unable to enroll in an on-campus course because of work or other obligations. This course includes regular and substantive interaction between a) instructor and students, b) students and students, and c) students and course content. The course uses online technologies that accommodate the needs of students with disabilities.

w-100New WindowPrimarySolid

bg-transparentverticalw-100text-leftII. Regular and Effective Contacth1
Please indicate the type and purpose for each method of contact you use in the course.

Background

Methods of contact must be instructor-initiated activities. While auto-graded homework assignments can contribute to learning, auto-grading is not a method of contact from the instructor. Methods of contact need to show how the instructor is actively providing instruction.

State and Federal requirements call for the following:

1. Curriculum describes types of contact provided for all students in the course.
2. The extra attention we provide to some but not all students, while important, cannot be part of the course outline. (Examples: progress reports only for students in special programs or any student-initiated contact.)
3. The contact and interaction provided for students through distance learning courses meets all three of these criteria:
    a. Initiated by the instructor
    b. Regular and somewhat frequent
    c. Substantive, meaning academic in nature

Types of regular and substantive interaction, as described in the state and federal requirements, include but are not limited to the following: chat rooms, discussion forums, email, field trips, group meetings/seminars, individual meetings, lab activities, learning management system (LMS), lecture, library workshops, orientation sessions, review/study sessions, supplemental seminars, telephone/voicemail, video conferencing.

Directions: Copy/paste into eLumen all contact types that could be used for this instruction of this course. Learning Management System (LMS) must be included as a contact type. For each contact type, be sure to include the purpose statement. Customize as needed.

Contact Types

Chat Rooms

Purpose: Instructor facilitates chat room discussions on topics related to the course. Instructor evaluates and provides feedback on student participation in chat room sessions.

Email

Purpose: Instructor sends students regular emails containing announcements, relevant content, and feedback on course assignments or overall class progress.

Discussion Forum

Purpose: Instructor moderates discussion forums, stimulates discussion and critical thinking, evaluates student participation and performance, and provides feedback.

Field Trips

Purpose: Instructor organizes field trips so that students can further their learning by experiencing relevant topics and events in real-world contexts.

Group Meetings

Purpose: Instructor provides guidance, evaluation, and feedback for student group meetings.

Individual Meetings

Purpose: Instructor provides guidance, evaluation, and feedback for individual student meetings.

Lab Activities

Purpose: Instructor provides lab opportunities, either on campus or online, where students experiment and practice with the content they are learning.

Learning Management System (LMS)

Purpose: Instructor uses the Learning Management System to post regular announcements, upload course materials, engage in discussion, evaluate and provide frequent feedback to students on assessments and assignments, and post grades.

Lecture

Purpose: Instructor posts lecture materials for students to access, study, and review. Instructor may also present lecture content live through video-conference. Lecture content may be presented in a variety of formats, including but not limited to written materials, PowerPoint presentations, video clips, audio recordings, links to external sources, and collaborative web-based file-sharing tools such as Google Docs or Google Slides.

Library Workshops

Purpose: Instructor offers Library workshops designed by the college's instructional librarians in order to help students develop the research skills needed to succeed in the course.

Orientation Sessions

Purpose: Instructor provides an orientation session designed to prepare students to succeed in the course. An orientation session may be held in person or online and covers topics such as course syllabus and schedule, required materials, instructor expectations, strategies for success, demonstrations, and student introductions.

Review/Study Sessions

Purpose: Instructor hosts review or study sessions to help students review key concepts, clarify understanding, and retain their knowledge of course content. Review/study sessions may be offered in a variety of formats such as in-person, live chat, or video-conference.

Supplemental Seminars

Purpose: Instructor provides supplemental seminar opportunities so that students can further develop their knowledge and deepen their thinking about course content.

Telephone/Voicemail

Purpose: Instructor provides telephone contact in order to answer student questions about assignments or course content, to provide feedback on student progress, or to discuss concerns.

Video Conferencing

Purpose: Instructor provides video-conferencing sessions for the entire class in order to present content and facilitate discussion or provides opportunities for individual or group sessions in order to answer student questions about assignments or course content, to provide feedback on student progress, or to discuss concerns.

w-100New WindowPrimarySolid

bg-transparentverticalw-100text-leftIII. Course Objectivesh1

How will students meet course objectives in a distance learning environment?

Please list two (2) or more course objectives, and for each, describe methods of instruction, a sample student assignment, and of evaluation. Include as many objectives as necessary to show that themes established by the objectives are integrated into methods of instruction, evaluation and student assignments. Examples should relate specifically to the objective.

Choose at least two (2) Course Objectives from this course outline.

IMPORTANT: Carefully follow the supplemental directions provided in parenthesis with the first example below.

1. Write in present tense!
2. For each objective include the following:
    a. Objective
    b. Methods of Instruction
    c. Student Assignment
    d. Methods of Evaluation

Example 1: CHST001 Principles & Practices of Teaching Young Children

Objective: Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies, and ethical standards. (Copy/paste the objective from the Learning Outcomes section in eLumen. Do NOT compose a new objective here.)

Method of Instruction: The instructor uses video-conferencing, videos, podcasts, and written material to present content. (Instructor must be the subject, or the "doer," in this sentence.)

Student Assignment: Discussion Forum: Assess an ethical dilemma that involves children, families, and/or co-workers.

Other than access to the distance learning course management system, what are the resources or technical support necessary for students and/or faculty to offer the course by distance education?

Directions: Copy/paste into eLumen all of the text below. Customize as needed for any additional resources or technical support for your course.

Students and faculty need a computer with reliable internet access; in some cases, a webcam and/or microphone may also be needed. Students can receive assistance with internet and laptop resources from the college's Office of Student Needs. Students and faculty can access Learning Management System technical support by going to the "help" center in the LMS. Faculty can receive support and training in effective instructional methods from the West Valley College Online leadership team.

w-100New WindowPrimarySolid