

2009-2010



## Distance Education

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### WVABE Instructor Handbook Section 13



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# WHAT IS DISTANCE EDUCATION?

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## Distance Education Defined

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**Advantage GED** is the name of West Virginia's Adult Distance Education Program. But what exactly is distance education?

According to [NRS Guidelines for Distance Education](#)

*“Distance education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period. Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software”.*

The distance education program in West Virginia has evolved over the years by utilizing several of these methods—from televised programs and workbooks, to interactive programs, to self-contained online curriculum. We are proud of the distance education opportunities that have been available to non-traditional students; and now classroom students and instructors can also be involved in and benefit from *Advantage GED*.

## Distance Learners Defined

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Distance learners are those students who will be utilizing a West Virginia Adult Basic Education (WVABE) approved distance education curriculum outside of the regular *Classroom Hours* as part of their plan of study. Learners from all federal functioning levels (FFLs) may be placed into the appropriate distance education curriculum based on their entry assessment score. This will allow the recording of *Proxy Hours* (attendance hours the student acquires outside of the regular ABE classroom) in the Adult Education Management Information System (AEMIS).

The decision about the student's plan of study is made during the student's goal setting process. The student's hours in both distance and classroom programs will be included in the total number of contact hours reported. The total number of *Proxy Hours* will be reported on a monthly basis, whereas the *Classroom Hours* will be reported on a daily basis.

## **Overview of Distance Learning in West Virginia**

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Effective July 1, 2008, distance education is now available only through adult education programs that have a [certified distance education instructor](#). All adult education providers will be given the opportunity to participate in the training sessions that will allow them to provide distance education. Only instructors who have completed the *Certified Distance Education Home Study Module* will be allowed to offer distance learning to their students.

Four curricula have been approved by the state for use at a distance:

- PLATO<sup>®</sup> Web Learning Network (online software)
- Crossroads Café<sup>®</sup> (DVD or video series—for ESL instructors only)
- Rosetta Stone<sup>®</sup> (online software—for ESL instructors only)
- KeyTrain<sup>®</sup> (online software)

## **Distance Education versus the WVABE Traditional Classroom**

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*Advantage GED* makes it possible for *non-traditional* adult learners (those learners who rarely, if ever, attend the classroom for instruction), to study outside the traditional classroom by enrolling in one of the four [state-approved distance learning curricula](#). For your classroom students who wish to continue studying after class hours, *Advantage GED* offers the opportunity for you to assign “homework” to them as a supplement to their classroom instruction. By combining classroom time with “homework” assignments, you and your students can both benefit.

The major difference between traditional classroom instruction and distance education is the amount of face-to-face contact students have with an instructor and with other students. Distance learners still have contact with an instructor, but not all that contact happens within the classroom. As a [certified distance education instructor](#), you and the distance learner may meet only two or three times over an entire course, while the remainder of the communication occurs via the phone, by e-mail, or through online learning communities.

For most people, learning is a social process, and the support of instructors and classmates forms an important element of the learning that occurs. Ironically, some of the most difficult aspects of supporting and motivating students in *Advantage GED* may stem from the same components of the program that attracted them in the first place. (*Handbook of Distance Education for Adult Learners*, Second Edition; November 2003)

Distance education appeals to many students because it removes some of the barriers that prevent them from attending a classroom on a regular basis: lack of transportation or child-care, conflicting work schedules, a need for privacy, etc. However, it often removes many of the social supports that a classroom instructor and other students provide, and requires distance learners to structure their time and to work independently.

Therefore, for *non-traditional* distance education students, [certified distance education instructors](#) have a unique role and need to develop new ways to motivate and support their online learners.

## **GENERAL DISTANCE LEARNING REQUIREMENTS**

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### **What curricula may be used for distance learning in West Virginia?**

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Only the following curricula may be used for distance learning:

- PLATO Web Learning Network (online software)
- Crossroads Café (DVD or video series—for ESL instructors only)
- Rosetta Stone (online software—for ESL instructors only)
- KeyTrain (online software)

### **How are contact hours to be measured?**

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Students in distance education must have at least 12 hours of contact with the program reported in AEMIS before they can be counted for federal reporting purposes. The following activities may be included in these 12 hours of contact:

- all face-to-face sessions dealing with intake, assessment and orientation;
- telephone calls, e-mails, instant messages designed to counsel students into the appropriate programs;<sup>1</sup>
- technology training needed to use the distance learning curriculum
- training in using the curriculum; and
- training in study and time managements skills

These contact hours may be counted toward the 12 hours whether they are delivered in person or at a distance. All contact that occurs when the student is in the classroom will be reported as *Classroom Hours*. All contact with the student that occurs when the student is outside of the classroom will be reported as *Proxy Hours*. Documentation of all contact with the student when he or she is outside of the classroom must be maintained in the student's permanent folder to verify *Proxy Hours* reported in AEMIS. (See the [Activity Log for Reporting Distance Learning Proxy Hours](#), Section 13 Appendix.)

### **What is the difference between *Proxy Hours* and *Classroom Hours*?**

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*Proxy Hours* are attendance hours the student acquires outside of the regular ABE classroom. Only [certified distance education instructors](#) who have completed the *Certified Distance Education Home Study Module* may use this option. *Classroom Hours* are the attendance hours the student acquires while working in the regular ABE classroom.

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<sup>1</sup> A record of all contact with the student via telephone, e-mail, instant messaging, etc. must be maintained in order to count this contact as *Proxy Hours*. This record must be kept in the student's permanent folder along with a copy of the online management system report and/or the mastery test(s). See Section 13 Appendix for a sample [Activity Log for Reporting Distance Learning Proxy Hours](#).

On the *log attendance screen* in AEMIS, you will enter the total of all *Classroom Hours* on the appropriate day(s). *Proxy Hours* will be entered in one area for the month on the *log attendance screen*. *Classroom Hours* and *Proxy Hours* must be maintained separately. Sign-in sheets, management system reports (for PLATO, KeyTrain, and Rosetta Stone), the [Activity Log for Reporting Distance Learning Proxy Hours](#), and/or copies of the Mastery Tests for each instructional unit indicating a score of 70% or higher (for Crossroads Café) must be maintained to verify total attendance entered.

### How will Proxy Hours be determined?

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In West Virginia, the models used to assign *Proxy Hours* include:

- **Clock Time Model**, which assigns contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.
- **Learner Mastery Model**, which assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials, and when they feel they have mastered the material, take a test.

The manner in which *Proxy Hours* will be determined will vary depending upon the curricula used. For learners using PLATO, Rosetta Stone, and KeyTrain, the **clock time model** will be used to track the time the student interacts with the curricula. One hour of clock time will be reported as one *Proxy Hour*.

For Crossroads Café, the **learner mastery model** of determining *Proxy Hours* will be used. Learners will be required to take mastery tests at the completion of each instructional unit. Ten proxy contact hours will be awarded for each test the student passes with a score of 70% or better. For more information on using Crossroads Café for distance learning, please contact Cathy Shank at [cshank@access.k12.wv.us](mailto:cshank@access.k12.wv.us) or 800-257-3723 ext. 112.

### How are distance learners assessed?

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Distance learners must be assessed under the same guidelines as all adult learners in the state. (See *General Assessment Protocols* in [Section 12](#) of this *Handbook*.)

For distance learners who are acquiring hours both in the classroom as well as at a distance, assessment will be scheduled as part of the *Classroom Hours* for the course. During each program year, an interim assessment must be administered as a post-assessment to students after a minimum of 50 hours and a maximum of 70-100 hours of instruction, or prior to exiting the program. AEMIS will not let you enter attendance hours beyond the first 100 hours until interim assessment information is entered. **This 100 hour maximum includes the total of all Classroom Hours and Proxy Hours.**

All standardized assessment must occur in secure, proctored settings. For example, you may not send a TABE or CASAS home with a student to complete outside of the learning center. However, it is permissible to arrange for remote testing locations (i.e., volunteer literacy programs, testing sessions conducted by an ABE assessment specialist) that are more convenient for distance learners as long as all state requirements concerning assessment are met.

# CERTIFIED DISTANCE EDUCATION INSTRUCTOR

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## What is a Certified Distance Education Instructor?

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If you would like to increase your student contact hours, you may decide to become a certified distance education instructor to students who wish to enroll in distance learning, either as *non-traditional* distance learners or as *traditional* learners who want to supplement their classroom work via distance learning.

As a certified distance education instructor, you can receive credit for contact hours (*Proxy Hours*) acquired by students using one of the four state-approved curricula outside of the classroom.

**Note:** No other “after-classroom hours” assignments given to students can be counted—only hours spent on one of the state-approved curricula can be considered for contact hour credit.

If you choose to become a certified distance education instructor, you must complete the *Certified Distance Education Instructor Home Study Module*. As a certified distance education instructor you will be responsible for everything—orientation, assessment, instruction, *and* all achievements acquired by any distance learner.

## Characteristics of a Successful Certified Distance Education Instructor

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It has been proven that the instructor is an essential part of the distance education process—for the *non-traditional* distance learner *and* for the *traditional* student who wants to supplement classroom curriculum with “homework”.

Experience suggests that instructors most likely to succeed are those who:

- are comfortable with technology;
- see distance education as another delivery method and not as a threat to the traditional classroom;
- are willing to take on additional challenges and responsibilities;
- are flexible—can adapt to changes in routine; and/or
- are organized—can manage time wisely.

## Things to Consider When Making Your Decision to Become a Certified Distance Education Instructor

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When deciding whether or not to become a certified distance education instructor, ask yourself the following questions.

- **Student-based issues:**
  - Do I have a retention problem in my classroom? Have some of my students reached their “plateau of learning” and need an extra incentive?
  - Do I need additional contact hours?

- Do I have any students who have the computer skills necessary to work outside the classroom? Will they have access to computers outside my classroom?
- Do I have any students who are motivated to work outside the classroom?
- For online curricula (PLATO, KeyTrain, Rosetta Stone), do students have access to the Internet? For Crossroads Café, do they have access to a VCR or DVD player?
- **Teacher-based issues:**
  - Do I think online instruction is an effective method of delivery?
  - Do I want to learn more about distance education?
  - Do I want to take on another reporting responsibility?
  - Do I want to go through the required Certified Distance Education Instructor Home Study Module?

## How to Become a Certified Distance Education Instructor

If you choose to become a certified distance education instructor, you will be required to complete a *Certified Distance Education Home Study Module* for elective professional development credit.

- This home study module must be completed successfully *prior* to your being approved as a certified distance education instructor.
- The module consists of a series of questions that are aligned with this section of the *WVABE Instructor Handbook*.
- You must complete all questions and return the module to the *Advantage GED Office*, Attn: Ellen Killion, RESA III, 501 22<sup>nd</sup> Street, Dunbar, WV 25064.
- Your answers and/or activities will be monitored and scored by the staff in the Distance Education Office.
- You will be notified when this has been completed and will be awarded a *Certified Distance Education Instructor Certificate*.
- You will be able to select the “Distance Learner” checkbox in the demographic area on the *ABE 400A Form* in AEMIS, which will allow you to record *Proxy Hours* on the “log attendance screen.” This allows you to capture the *Proxy Hours* the students spent utilizing the curriculum in which you have been certified outside of the classroom.

## Training Requirements for Certified Distance Education Instructors

In order to become a certified distance education instructor, you must successfully complete the *Certified Distance Education Home Study Module* for elective professional development credit. This home study module will cover questions relating to this section of the *Handbook* as well as your experience with the curriculum in which you have chosen to become certified. You will receive one hour of elective professional development credit upon successful completion of this home study.

**Note:** You may become certified in more than one of the four [state-approved curricula for distance education](#). However, you must complete the training requirements for each curricula in which you wish to be certified.

**Additional Training:**

In addition to completing the *Certified Distance Education Home Study Module*, instructors must also complete the appropriate training for the curriculum in which they are being certified.

- **PLATO Web Learning Network**
  - Complete a 2-day PLATO training, if you have not already been trained on PLATO. (12 hours elective credit)
  - Complete an additional *PLATO Home Study Module*, which will consist of an online activity using the PLATO Web Learning Network software. (3 hours elective credit)
- **KeyTrain**
  - Complete *Work 100: WorkKeys Assessment & Instructional Design* (3 hours CORE credit) **or** *Introduction to KeyTrain*. (3 hours elective credit) **or** *Work 101* (3 hours elective credit)
- **Rosetta Stone**
  - Complete the *Introduction to Rosetta Stone Self-Study*. (2 hours elective credit)
- **Crossroads Café**
  - Complete the *Introduction to Crossroads Café Self-Study*. (2 hours elective credit)

For more information, contact Cathy Shank at [cshank@access.k12.wv.us](mailto:cshank@access.k12.wv.us); 800-257-3723 ext. 112 (Rosetta Stone or Crossroads Café) or Ellen Killion at [ekillion@access.k12.wv.us](mailto:ekillion@access.k12.wv.us); 800-257-3723 ext. 202 (PLATO or KeyTrain).

## HOW DOES DISTANCE EDUCATION WORK?

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### How can certified distance education instructors and their students be involved?

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*Advantage GED* targets two types of students.

- **Non-traditional distance education learners** go through orientation and assessment testing at your class site but **rarely, if ever, attend your classroom for instruction**. Your role with *non-traditional* distance education learners is to assign modules, monitor progress, and communicate with these students on a regular basis to help them navigate through the online curriculum. You are also responsible for these students' achievements, instruction, and progress.
- **Traditional classroom learners** are those **within your classroom** whom you determine would benefit by working on their own after class hours—students who are always asking for “homework.”

### How can I determine if a student would be a good candidate for Advantage GED?

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When determining if a particular student could benefit from distance learning, it is important to **consider the student's goals**. Experience suggests that students who are most likely to succeed are those who:

- have definite and short-term goals; and/or
- are employed, looking for work, or have a desire for specific training.

Distance education requires that students **make a commitment to the program** and **set aside uninterrupted time for studying** each day. Students with **good organizational and time-management skills**, who **can work independently**, and who are **self-disciplined** and **self-motivated** also have a greater chance at success than those who need constant guidance and reassurance.

Even though it is more difficult to quickly assess if someone is self-motivated than it is to assess their reading ability, being self-motivated is crucial for a successful distance education student, and should be considered with as much emphasis as the attained FFL on the TABE or CASAS assessment instruments.

Another very important component to consider when assessing students' potential as distance learners is their level of computer skills (if they are enrolling in an online program.) **Basic computer skills** are required for any adult distance education student enrolling in an online curriculum. The *Computer Literacy Only Self-Assessment Checklist* ([Section 4 Appendix](#)), is an excellent guide to use when assessing your students' computer skills.

# ORIENTATION AND INTAKE PROCEDURES FOR DISTANCE LEARNERS

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## How is orientation and intake different for distance learners?

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Distance education students follow the same general orientation and intake procedures as regular ABE students. (See [Section 4](#).) In addition, it is recommended that students who are enrolling in an online curriculum complete the *Computer Literacy Only Self-Assessment Checklist* ([Section 4 Appendix](#)) to assess their computer skills. It is important that students have basic computer skills when enrolling in an online study program.

For students who are enrolling in PLATO, the *PLATO Student Handbook* should be given to students upon enrollment in the program. This handbook may be downloaded at the *Advantage GED* web site at <http://www.AdvantageGED.org>.

# **AEMIS MANAGEMENT FOR DISTANCE EDUCATION**

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## **AEMIS Management for Certified Distance Education Instructors**

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### **Directions for entering students**

When **entering students** into AEMIS, the following guidelines apply:

- In the KEY INFORMATION section, **you MUST check the Distance Learner box.**

### **Directions for recording Proxy Hours and Classroom Hours**

When **recording contact hours**, the following guidelines apply:

- On the log attendance screen, enter the total of all *Classroom Hours* on the appropriate day(s). *Proxy Hours* will be entered as one total for the month on the log attendance screen in the area designated “*Proxy Hours*”.

**Note:** *Classroom Hours* and *Proxy Hours* must be maintained separately.

### **Documentation required in the student’s permanent folder**

For **verification** during visits from your regional coordinator, county director, or an on-site evaluation team, the *following must be placed within* the student’s permanent folder:

- For online curricula (PLATO, Rosetta Stone, and KeyTrain), a copy of the management system report indicating time of day and length of time spent on task must be maintained in order to verify total *Proxy Hours* reported in AEMIS.
- For Crossroads Café, a copy of the mastery test(s) indicating a score of 70% or better must be maintained in order to verify total *Proxy Hours* reported in AEMIS. (Ten proxy contact hours will be awarded for each test the student passes with a score of 70% or better.)
- A copy of the [Activity Log for Reporting Distance Learning Proxy Hours](#) must be maintained in order to verify a student’s contact hours that are reported for distance learning activities which cannot be verified via a management system report, mastery test, or sign-in sheet. (For more information and/or for a list of approved activities which may be counted toward a student’s distance learning contact hours, see [General Distance Learning Requirements](#) in this section of the *Handbook*.)

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# APPENDIX

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## Section 13

### Distance Education



## QUICK AND EASY REFERENCE GUIDE TO HOW DISTANCE EDUCATION WORKS IN WV

Who?	Does What?
Potential Student	<ul style="list-style-type: none"> <li>• Calls the Adult Education Hotline 1-800-642-2670; <i>and/or</i></li> <li>• Logs on to <a href="http://www.AdvantageGED.org">http://www.AdvantageGED.org</a> and completes the online registration form.</li> </ul>
Distance Education Office	<ul style="list-style-type: none"> <li>• Sends student information to the nearest adult education program for Orientation.</li> <li>• Follows up with student to verify that student was notified and that Orientation date was set.</li> </ul>
Classroom Instructor	<ul style="list-style-type: none"> <li>• Schedules a date for Orientation.</li> <li>• Notifies student(s) of the date, time, and location of Orientation.</li> </ul> <p><b>During Orientation, the instructor:</b></p> <ul style="list-style-type: none"> <li>• Conducts academic assessment.</li> <li>• Determines student's learning style(s).</li> <li>• Screens student for special learning needs.</li> <li>• Explains the <i>Release of Information Form</i>.</li> <li>• Assists student in setting goals.</li> <li>• Has student complete the <i>Computer Literacy Only Self-Assessment Checklists (Section 4 Appendix)</i> to ensure he or she has basic computer skills (if student is enrolling in an online study program).</li> </ul> <p><b>After the Orientation process has been completed, the instructor:</b></p> <ul style="list-style-type: none"> <li>• Enrolls student in the distance education study program.</li> <li>• Gives student the <i>PLATO Student Handbook</i> (if applicable).</li> <li>• Gives student the appropriate materials for the distance curriculum in which enrolled (if applicable).</li> </ul>
Reporting Procedures	
Certified Distance Education Instructor	<p><b>Completes AEMIS as follows:</b></p> <ul style="list-style-type: none"> <li>• <b>When entering students:</b> <ul style="list-style-type: none"> <li>○ In the KEY INFORMATION section, <b>you MUST check the Distance Learner box.</b></li> </ul> </li> <li>• <b>When recording contact hours:</b> <ul style="list-style-type: none"> <li>○ On the log attendance screen, enter the total of all <i>Classroom Hours</i> on the appropriate day(s). <i>Proxy Hours</i> will be entered as one total for the month on the log attendance screen in the area designated "<i>Proxy Hours</i>".</li> <li><b>Note:</b> <i>Classroom Hours</i> and <i>Proxy Hours</i> must be maintained separately.</li> </ul> </li> <li>• <b>Documentation required in the student's permanent folder:</b> <ul style="list-style-type: none"> <li>○ For online curricula (PLATO, Rosetta Stone, and KeyTrain), a copy of the management system report indicating time of day and length of time spent on task must be maintained in order to verify total <i>Proxy Hours</i> reported in AEMIS.</li> <li>○ For Crossroads Café, a copy of the mastery test(s) indicating a score of 70% or better must be maintained in order to verify total <i>Proxy Hours</i> reported in AEMIS. (Ten proxy contact hours will be awarded for each test the student passes with a score of 70% or better.)</li> <li>○ A copy of the <a href="#">Activity Log for Reporting Distance Learning Proxy Hours</a> must be maintained in order to verify a student's contact hours that are reported for distance learning activities which cannot be verified via a management system report, mastery test, or sign-in sheet.</li> </ul> </li> <li>• <b>When exiting students:</b> <ul style="list-style-type: none"> <li>○ Complete the same as other students.</li> </ul> </li> </ul>

