

Definitive Questions for Distance Learning Models

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Using the matrix on the next slide click on each of the [links](#) for more information.

Distance Learning Models

	Online Courses	Blended/Hybrid Courses	Web-facilitated Courses
How much content is delivered online?	<u>Amount of Content Online</u>	<u>Amount of Content in Hybrid Courses</u>	<u>Amount of Content in Web Facilitated Courses</u>
How much separation is there between the learner and the facilitator?	<u>Separation in Online Courses</u>	<u>Separation in Hybrid Courses</u>	<u>Separation in Web Facilitated Courses</u>
In what ways is technology used with each model?	<u>Technology in Online Courses</u>	<u>Technology in Hybrid Courses</u>	<u>Technology in Web-Facilitated Courses</u>
Identify 2-3 pros for each model.	<u>Advantages of Online Courses</u>	<u>Advantages in Hybrid Courses</u>	<u>Advantages in Web Facilitated Courses</u>
Identify 2-3 cons for each model.	<u>Disadvantages of Online Courses</u>	<u>Disadvantages in Hybrid Courses</u>	<u>Disadvantages in Web Facilitated Courses</u>
What factors need to be considered when implementing each model?	<u>Considerations in Online Courses</u>	<u>Considerations in Hybrid Courses</u>	<u>Considerations in Web Facilitated Courses</u>

Click on each of the [links](#) for more information.

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[My Preferred Model of Distance Learning](#)

Online Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

According to Seaman and Allen at least 80% of the course content is delivered online (2011). This type of instruction typically does not have any face-to-face meetings.

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Online Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

Online instruction has two types of separation between the instructor and student. First, is a separation by geographical location. Second, a separation in time, but this is not necessary for this type of distance learning to take place. This model is an example of different-time, different place education (Simonson, Smaldino, Albright, & Zvacek, 2012). In online learning, there is a complete separation between the learner and the facilitator (Allen & Seaman, 2011). Both the student and facilitator are separated by time and location which is an example of different-time, different-place education (Simonson, Smaldino, Albright, & Zvacek, 2012).

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Online Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

In online courses the instruction is delivered completely through online technology. In order to facilitate communication between students the learning must be interactive. The course should have resources such as: simulations, videos and readings (Simonson, Smaldino, Albright, & Zvack, 2012). Feedback between the instructor and student should deliver grades and feedback on assignments in order to improve the student learning (Simonson, Smaldino, Albright, & Zvack, 2012). Technologies such as Web 2.0 (Blogs, wikis, podcasting, social bookmarking, social networking, virtual worlds) should be used in online courses (Simonson, Smaldino, Albright, & Zvack, 2012).

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Online Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

There are several advantages to online courses. First the advantages to the student. The learner has the flexibility to choose where and when learning takes place (DistanceLearning.net, 2012). This provides educational opportunities where in traditional classrooms do not exist. Secondly, online courses provide for a student centered learning environment (Simonson, Smaldino, Albright, & Zvack, 2012, p. 126). Lastly, due to the increasing demand of classrooms and teachers, schools can save money without providing the physical elements of a face-to-face learning environment.

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Online Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

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What factors need to be considered when implementing each model?

There are several disadvantages to online courses. First, participating in online courses takes more time for the student and the instructor. Students who have low motivation or bad study habits may fall behind (elearning.com, 2012). Secondly, with online courses the instructor may not always be available when students are studying or need help (elearning.com, 2012). Lastly, online courses require that students take more responsibility for their own learning, a task that is challenging (Simonson, Smaldino, Albright, & Zvack, 2012, p. 126).

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Online Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

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What factors need to be considered when implementing each model?

There are several factors that should be considered when implementing online courses. First, the challenge is choosing effective methods of teaching that provide learners with enough interaction and self confidence to foster an environment for exploration. “Strategies such as problem based learning, collaboration and student led discussions work well in asynchronous settings” (Simonson, Smaldino, Albright, & Zvack, 2012, p. 204). Also, it’s important for the student to be comfortable with technology because this is what the student will be using throughout the course. Lastly, online courses should be taught differently than face-to-face instruction. Instructional designers should “be careful about which theories to select, which ones to apply, which ones to think through to see if the concepts or principals that are driven from those theories are truly helping us design and create effective instruction in distance education” (Laureatte Education Inc., n.d.).

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Blended/Hybrid Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

Hybrid courses are typically associated with face-to-face instruction that incorporates some type of technology-based learning experience (Simonson, Smaldino, Albright, & Zvacek, 2012). According to Allen and Seaman at least 30% to 79% of the course content is delivered online (2011).

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Blended/Hybrid Courses

How much content is delivered online?

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In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

In hybrid courses, most instruction happens face to face (Allen & Seaman, 2011). These courses have activities that are online that substitute for a portion of the actual “seat time” in the conventional face-to-face course (Simonson, Smaldino, Albright, & Zvack, 2012). Hybrid courses have a separation between the learner and the facilitator within the geographical location of the course. There can also be a separation between the instruction that is based online and when students complete it (Allen & Seaman, 2010). This model is an example of different-time, same-place education (Simonson, Smaldino, Albright, & Zvacek, 2012).

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Blended/Hybrid Courses

How much content is delivered online?

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In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

Hybrid courses blend online and face-to-face instruction. However, a substantial proportion of the content is delivered online, using online discussions and tools such as WEB 2.0 (blogs, wikis, and discussion boards) is a means of having a collaborative learning environment (Holden & Westfall, 2010). “Because of the flexibility of the blended solution, it is often possible to utilize many different types of learning objects, ranging from small digital images to rich multimedia and video game-based simulations” (Nash, 2005, p. 223). “When integrated into a course or learning module supporting a structured learning environment, these social media tools can support active learning and knowledge construction through peer-to-peer interaction” (Holden & Westfall, 2010, p. 14).

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Blended/Hybrid Courses

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In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

Hybrid courses do provide some advantages. First they “allow students to work at their own pace while freeing teachers from curriculum planning, assessment, classroom management, and having to “teach to the middle” in large, diverse classrooms. (Schulte, 2011, p. 24). Secondly, students participating in the online activities provide a substitution for a portion of their seat time (Simonson, Smaldino, Albright, & Zvack, 2012). These activities involve real time learning speed networks which enable sophisticated audio, video, and graphics for real time learning experiences” (Simonson, Smaldino, Albright, & Zvack, 2012, p.197). Lastly, students are able to build relationships with the instructors and other members of the course in the face-to-face setting. Students value the presence of a learning group; informal interactions that occur before, after and sometimes during class are beneficial.

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Blended/Hybrid Courses

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What factors need to be considered when implementing each model?

Hybrid courses also have disadvantages. First, students and instructors must participate in a face-to-face class. Students and teachers must travel and an institution must provide a location on campus for this to happen. Another drawback is incorporating videos and multimedia into the online instruction. Bandwidth limitations affect how well the videos are streamed to the student (Holden & Westfall, 2010). Lastly, hybrid models can be costly to the institutions the “design and development, as well as annual recurring maintenance, could be significant cost factors” (Holden & Westfall, 2010).

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Blended/Hybrid Courses

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What factors need to be considered when implementing each model?

Hybrid courses contain elements of an instructional face-to-face learning environment and an online learning environment. Online course curriculums are adaptive, “meaning that it can gage from student responses when they have mastered a skill and are ready to move ahead and when they may need extra practice before moving ahead” (Schulte, 2011, p. 22). Considerations when implementing a hybrid course is the level of comfort that the instructor and students have with accessing materials online. Students who are participating in this course should be close in geographical location, since a portion of this class will be located on-campus. Lastly, when using a hybrid model the instructor should provide expectations for the course and the availability of materials should be ready at the start of the course (Simonson, Smaldino, Albright, & Zvacek, 2012).

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Web-Facilitated Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

According to Seaman and Allen, less than 29% of the course is delivered online (2011). Often materials for the course such as the syllabus and other downloadable course materials are available for students online.

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Web-Facilitated Courses

How much content is delivered online?

How much separation is there between the learner and the facilitator?

In what ways is technology used with each model?

Identify 2-3 pros for each model.

Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

Students and instructor are geographically separated in location. These courses are delivered in a face-to-face through the use of web based technology (Allen & Seaman, 2010). This model is an example of same-time, different-place education (Simonson, Smaldino, Albright, & Zvacek, 2012).

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Web-Facilitated Courses

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What factors need to be considered when implementing each model?

Web-Facilitated Courses use web-based technology to facilitate what is essentially a face-to-face course. The course uses a course management system (CMS) or web pages to post the syllabus and assignments (Allen & Seaman, 2011). The instructor typically places important documents that relate to the course within the CMS.

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Web-Facilitated Courses

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What factors need to be considered when implementing each model?

There are advantages in using a web-facilitated course. First, students value the presence of a learning group. Students and instructors meet and can have informal interactions that occur before, during and after class. Web-Facilitated courses are “excellent for most academic courses and training programs requiring cognitive learning” (Taylor, 2002). Lastly, students can also benefit from the course management system that is used as a resource for the course. Students can access materials when away from class to help with course work assignments.

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Web-Facilitated Courses

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What factors need to be considered when implementing each model?

Web facilitated courses also have some disadvantages. This format requires the adequate technology such as high bandwidth connections and web conferencing tools. If students are located in remote areas it can be very expensive to setup. Another disadvantage of this type of learning is the lack of choice in when and where to learn. Typically these courses meet at a predetermined time via the internet (Smith, 2009).

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Web-Facilitated Courses

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Identify 2-3 cons for each model.

What factors need to be considered when implementing each model?

When considering the implementation of a web-facilitated course it's important that instructor and students collaborate at the same time. Participants should be comfortable with and have the accessibility to online technologies. When the course begins the materials should be ready for the students to access immediately (Simonson, Smaldino, Albright, & Zvacek, 2012). Instructor's expectations for the course (syllabus, expectations, due dates, etc) should be explained or available from the beginning of the course (Simonson, Smaldino, Albright, & Zvacek, 2012). Lastly, the bandwidth that the students and instructor are using should be large enough to handle large files and multimedia. It's also important to consider the return on investment because the technology and initial fees can be expensive.

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Online Courses

The choice for my learning organization in distance learning is the use of online courses. With online learning anyone can participate in the course work from any place via an internet connection. Students do not have to be present at a particular time or place. Access my class or materials is easy with an internet connection. It's important to take in the fact that students will not have a typical face-to-face classroom environments, but they will be able to communicate and make connections and socially interact with classmates via Web 2.0 tools. Although the economy has declined over the past several years, enrollment in distance education has increased (Allen & Seaman, 2011). Today, online learning is in high demand and is convenient for adult learners who are furthering their education. It is important to understand that online learning is not identical to face-to-face instruction but it should have equivalent outcomes (Simonson, Smaldino, Albright, & Zvack, 2012).

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