Distance Education Workshop

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Objectives

1. Identify collaborative distance education opportunities
2. Identify how to access resources for distance education on our various campuses.
3. Demonstrate how to find, master and assess the technology for distance education.
4. Share lessons learned, so as to improve educational skills when using distance learning.

Working groups

Participants to self identify themselves as:

- Novice
- Intermediate
- Expert

(Using PollEverywhere.)

Example

1. Experts:
   - Pete Smith
   - Mickey Slimp
   - Nancy Hill

2. Novice:
   - Jonathan MacClements

- Poll opinions using Poll Everywhere

- Each group to meet for 10 minutes and identify issues that they may have with Distance Education.

- Spokesperson to present the group's findings.

- Expert panel to discuss the issues raised.
What is distance learning?

“Instructional content or learning experiences delivered or enabled by electronic technology”

U.S. Distance Learning Association
http://www.usdla.org

Questions to ponder

• Who are we wanting to reach?
• How do we build in interactivity?
• I may be a good teacher but is the technology ready for prime time?
• Evaluating the right technology to use.
• How do I find, master and assess the technology?

Distance education encompasses many teaching systems:

Basic PPT (text-based presentation), course management systems (Blackboard, CTools, WebCT), and email;

Moderate Chat boards, messengers, single audio or visual, graphic presentations, and web conferencing;

Complex multimedia presentations that include participation (clickers, real-time response), stimulation (games and avatars), and database creation.

What are the options?

<table>
<thead>
<tr>
<th>System or tool</th>
<th>Example</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Lecture management system</td>
<td>Blackboard, Sakai, Canvas, Moodle</td>
<td>Repository for materials, testing tools, usually interactive with instructor</td>
</tr>
<tr>
<td>Interactive course systems</td>
<td>WebCT, Mediantix, Canvas Libra</td>
<td>Resources for specific (possibly custom) content and abilities, sometimes HIP</td>
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<tr>
<td>LiveClassroom</td>
<td>Adobe Connect, WebEx, Schoology</td>
<td>Webinar tools with add-on tools to support education</td>
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<tr>
<td>Podcasting subscription service</td>
<td>iTunes U</td>
<td>Allows students to subscribe to course lecture recordings</td>
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<tr>
<td>Moodle (Massive Online Open Course)</td>
<td>Coursera, edX, Voluntara</td>
<td>Systems supporting concurrent delivery/participation for thousands of learners</td>
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<tr>
<td>Teleconferencing</td>
<td>IVT</td>
<td>P2P audio and hardwired at each end supporting broadcast of audio and visual activity</td>
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<tr>
<td>Learning libraries</td>
<td>SkillMill, IIB training</td>
<td>Subscription-based, online libraries on specific content topics</td>
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<tr>
<td>Social media</td>
<td>Twitter, SMS, Facebook, Google Plus</td>
<td>Communication and collaboration to support learning</td>
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Identify collaborative distance education opportunities.

Discussions are underway for the creation of more interdisciplinary courses as follows:

• Ethics (all SHP programs)
• Undergraduate Critical Analysis of the Literature (Nursing, Dental Hygiene, Respiratory Care)
• Introduction to Research – Undergraduate Nursing, Dental Hygiene, Respiratory Care
• Introduction to Research – MS level (Nursing, Clinical Laboratory Sciences, OT, PA, PT)
• Medical Spanish for Health Professionals – all graduate and residency/faculty programs.
• Introduction to Teaching in the Health Professions Education – investigating MOOC development.

Distance Learning on UT Health Campuses

<table>
<thead>
<tr>
<th>Campus</th>
<th>Activities</th>
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<tr>
<td>UTHealth</td>
<td>Based on two technologies, video streaming and videoconferencing.</td>
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<td></td>
<td>The curricula and all grand rounds, conferences and many meetings utilize our systems, which include approximately 128 conferencing systems, several recorders and multi-point conferencing unit distributed throughout the six schools that comprise UTHealth.</td>
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<tr>
<td></td>
<td>Many of the aforementioned are also streamed live and demand through our Polycom Media Management system to a worldwide audience.</td>
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<td></td>
<td>The School of Public Health operates a separate conferencing network used exclusively for distance education throughout the UT system.</td>
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</table>
UT Southwestern School of Health Professions: none of our programs (Physician Assistant, Physical Therapy, Prosthetics/Orthotics, Rehabilitation Counseling, Radiation Therapy, Clinical Nutrition) offer courses through distance education.
- They all do, however, offer blended (hybrid) courses within their programs.
- Moodle (via Moodlerooms) for the institutional learning management system.
- Small number of continuing education modules that are offered as distance learning modules.

Distance Learning Activities:

**Academic Programs**
- School of Health Professions
  - Course management system for all programs (Sakai)
  - Live classroom for remote sites (Radiation Therapy and Medical Dosimetry program)
  - iTunes U for recorded lectures
  - Online courses (Medical Terminology, Lab Safety)
  - Interdisciplinary review for senior students

- Graduate medical education/trainee programs
  - Orientation and compliance training
  - Recorded lectures

**Continuing medical education/professional education**
- Clinical Ethics online certificate program
- Quality College
- Physician Assistant programs
- Professional Oncology Education series
- Medical conference sessions
- Teleconferencing/telemedicine
- Faculty and staff training
- Compliance training
- Onboarding
- Nursing education
- Technical training

**Institutional Profile** - total of 3,500 students in Medical, Dental, Nursing, Graduate School of Biomedical Sciences (combined Part of Medical School), and School of Health Professions (on program: Emergency Health Sciences, Clinical Laboratory Sciences, Occupational Therapy, Physician Assistant Studies, Physical Therapy, and Respiratory Care).

Additionally we have ~1000 Residents in over 15 different Medical Residency programs.

While every course has an active presence and several courses are considered blended (more than 50% online), our institution offers the distance programs from three schools in four different departments.

- School of Nursing – Masters Program Ranked 6th in country by US News/ #1 in Texas
  - BSN to Accelerated BSN (Hybrid)
  - MS in Nursing/Pediatric Nursing (Pediatric, Neonatal, Adult-Gero)
  - MS in Nursing, Leadership, Clinical Nurse Leader
  - Doctorate of Nursing Practice
  - PhD in Nursing

- Clinical Laboratory Science
  - B.S.
  - Teleconferencing – UTPB and UT Tyler – with on-site labs
  - Web-based / Laboratory Education and Advancement Program (LEAP) weekend labs
  - Speciality in Blood Banking Certificate program
  - Masters in CLS for CLS Graduates
  - Masters in Transfusion Medicine

- Physical Therapy
  - DPT Transition Program (DPT)
  - Post Professional certificate
  - IMPRTS (Inpatient Training of Physical Therapists in Early Intervention Settings)
  - DNTRS (Specialized Training of Occupational and Physical Therapists in Early Intervention and Related Services)

- Controls for each of these programs:
  1. School of Nursing - Doctor Nurse Practitioner (DNP)
  2. School of Health Professions
     a. Emergency Health Sciences Degree completion
     b. Respiratory Care Degree Completion
  3. Dental School – Division of Dental Hygiene in the Department of Preventative
     a. Dental Hygiene Degree Completion
     b. Dental Hygiene MS Degree

15-40 CREDIT HOURS FROM 7000 AND 8000 LEVEL COURSES.
Distance Learning Activities

Supporting technologies:
• Adobe Connect
• Authoring tools: Articulate, Camtasia Studio, Captivate
• Responsive design framework: Bootstrap
• iTunes U
• Sakai course management system
• Saba learning management system
• Videoconferencing

Contacts for Health Science Centers

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Sponsored by The University of Texas Kenneth I. Shine, M.D. Academy of Health Science Education
Resources

- [http://www.nmc.org/](http://www.nmc.org/) The New Media Consortium

Events

- [NETnet Summer Distance Learning Conference](http://www.NETnetconference.org/). Nacogdoches in August.

Identify how to access resources for distance education on our various campuses.

- Campus office
- Distance Learning/Academic Technology/Instructional Media, etc.
- Professional organizations/online resources
  1. EduCause - Horizons Report, free webinars, recorded sessions, white papers, study findings
  2. Sloan Consortium
  3. USDLA – free webinars, media selection guide, resource-rich website
  4. eLearning Guild – Learning Solutions emagazine, reports
  5. Vendor sites – Adobe, Sakai, Blackboard, WebEx, Apple

Demonstrate how to find, master and assess the technology for distance education.

- Our campus uses Blackboard Learn for all online and blended learning delivery, supplemented by Sonic Foundry lecture capture, Respondus test bank and LockDown Browser products, SoftChalk Authoring tools.
- We are currently rolling out ExamSoft Testing to all schools.
- Our process varies – process is under review.
Needs assessment

- staffing a center or office to develop and support online courses and degrees;
- designing online classes and programs;
- open resources, publisher resources;
- collaborative degrees, their development and support;
- developing community among online learners.

What are the advantages?

- Flexibility (anytime/anywhere learning)
- Expand reach
- Low- or no-threat practice opportunity
- Efficiencies (revisit lectures, reuse materials)
- Optimize face-to-face time

What are the challenges?

- Transforming content into meaningful DE
  - Not all content is suitable
  - Building engaging online content is challenging
- Building relationship w/students
  - Avoiding sense of isolation/attrition
- Challenges of teaching online
  - Communication/feedback difficulties
  - Time required
  - Adjusting instruction w/o visual cues
- Technical support issues
- Possibility of plagiarism/cheating

Survey sent to Health Campuses

Share lessons learned, so as to improve educational skills when using distance learning

- Appears to be widespread support for UT System collaborative effort towards development of a MOOC focused on Health Professions Educator development.
- Basic skills through Scholarship.

Stephen Brookfield

Three assumptions of skillful teaching online
1. Good teaching is WHATEVER helps students learn,
2. Good teaching is critically reflective, and
3. The most important knowledge teachers need to provide excellent teaching is feedback on how students experience their learning.
Ten Guiding Principles for the Use of Technology in Learning

2012, Contact North

"Our application of technologies in learning has been in many ways unfocused. The following principles are intended to provide a (far from definitive!) guide for reflecting on the purpose and use of technology in learning. These ten principles are:

1. Adding value
2. A pedagogical focus
3. Quality
4. Sustainability
5. Access
6. Scalability
7. Sharing
8. Choice
9. Continuous, lifelong learning
10. Customization"