



## Create and Teach A Distance Learning Segment

Grade: Community  
College

An integrated lesson plan  
covering 1 session of  
approximately 30 minutes.

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### Lesson-Planning Approach

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of at-risk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

- ❖ Integration of technology
- ❖ Story telling/anecdotal information
- ❖ Non-competitive group and team work
- ❖ Performance-based assessment and rubrics
- ❖ Visual presentations and practice through technology and other means
- ❖ Project-based assignments that integrate family and community
- ❖ Activities appealing to multiple intelligences (Gardner)

## Lesson Overview

This is lesson one of three in an online orientation for distance learning students. After completing all three lessons, students will be able to make an informed decision regarding enrolling in a distance learning course. They will know what is required for success in a technology-delivered course, and they will have practiced several of the skills necessary for participation in an online course.

## Lesson Objectives

**Name of Project:** Create and Teach a Distance Learning Segment

**Project Objectives:** When students complete this project, they will be able to...

- ❖ State the elements that define distance education.
- ❖ List four methods of distance education delivery.
- ❖ Evaluate the appropriateness of their reason for considering enrollment in a distance education course.

**Integration of Other Functional/Academic Skills:** (Critical thinking is required throughout the lesson.) Students will be able to...

1. Access an online class site.
2. Access websites linked to an online class site.
3. Write a definition of distance education.
4. State, in writing, their reasons for considering enrollment in a distance education course.

## State/National Standards

Postsecondary education does not have state or national standards.

## Websites

**Required:** For students considering enrollment in a Pueblo Community College Distance Education course: [http://teton@pcc.ccoes.edu:8900](mailto:teton@pcc.ccoes.edu)

**Support:** [http://www.outreach.utk.edu/weblearning/#Learner\\_Services](http://www.outreach.utk.edu/weblearning/#Learner_Services)  
<http://www.pbs.org/als/dlweek/resources/resourceslearners.htm>  
<http://learn.berkeley.edu/sampleclass/>

## Pre-requisites

- ❖ 10<sup>th</sup> grade reading level
- ❖ Ability to utilize the Internet to access websites

## **Required Materials**

## **Handouts**

### **Distance Learning**

## **Required Equipment/Technology**

Access to the Internet  
Access to a printer  
Course website

## THE LESSON

**Note: Students do not learn from what you do but from what you have them do.**

### Preparation

Activity	Instructor Notes	ET
<ul style="list-style-type: none"> <li>❖ Determine the suitability of this lesson for your course.</li> <li>❖ Visit the websites listed in the resources. Add any other websites you would like your students to visit.</li> <li>❖ Post course materials to your college's online learning server if you will deliver the class via Internet.</li> <li>❖ Adjust the lesson plan to reflect your goals for your students.</li> <li>❖ Prepare handouts for classroom presentation.</li> <li>❖ Decide how you want students to share the information they present as a distance educator.</li> </ul>	<p>The method of delivery (web, classroom, or combination of the two) how you prepare for the lesson.</p> <p>If you haven't used the discussion, project, and chat functions of your web courseware in the past, meet with your technician to learn the procedures for these functions. You may want to practice some of them with the technician or a group of instructors before utilizing them in your course.</p> <p>You may have students send email instructions rather than post their lesson on a discussion board. As long as they tell someone at a distance how to do something, they have met the objective.</p>	<p><b>3 hours</b></p>

### Presentation

Activity	Instructor Notes	ET
<ul style="list-style-type: none"> <li>❖ Introduce the topic of distance learning.</li> <li>❖ Handout the copied lesson or have students access the lesson on your institution's course website.</li> <li>❖ Provide time for students to access the linked/listed websites</li> </ul>	<p>This lesson both introduces the concept of distance learning and allows students to explore distance-learning sites.</p>	

## Performance and Practice

Instructions for students	Teacher notes	ET
<ul style="list-style-type: none"> <li>❖ Lead students in a discussion of their past experience with distance learning or have them post instructions for an activity to the course website.</li> </ul>	Be alert for students who may attempt to post inappropriate material to the website. You may want to provide guidelines on what topics are appropriate and approve the students' topic before allowing them to post their lesson.	

## Lesson Assessment Strategy (Formative – As the lesson progresses)

### Preparation, Presentation and Overall Implementation (Instructor)

- ❖ Have I used the most appropriate media for delivery of this material?
- ❖ Are computers available for student use during the lesson?
- ❖ Do I have a strategy for bringing students back to the topic at hand after they explore the listed/linked sites?
- ❖ Have I allowed sufficient time for students to explore appropriate websites?

### Performance and Practice (Student)

- ❖ Are students able to access the lesson online?
- ❖ If the lesson is being delivered in a classroom, do the students have access to the Internet?
- ❖ Are the students staying on-task or are they visiting websites unrelated to the lesson?
- ❖ Are the students able to identify some information they can share with distance learners?

### Technology

- ❖ Do the websites load quickly enough to hold the students' interest?
- ❖ Do the students seem comfortable using the technology?
- ❖ Which students require a lot of assistance as they progress through the lesson? These students may not have the necessary skills for a distance-learning course.

### Distance Learning

Have you ever called your grandma to get her recipe for a favorite food? Have you watched a video that came with an espresso coffee maker to learn to make great coffee? I know you've read books, and learned things from them. Perhaps you watch the cooking shows on Saturday afternoons, or your children watch Sesame Street. These are all examples of Distance Learning.

#### Definition of Distance Learning

Distance Learning is any learning experience in which the teacher and student are not interacting face-to-face.

#### It's Nothing New

Although the term "Distance Learning" is new, the process is not new. Petroglyphs and pictographs may be among the oldest distance learning tools on the planet. At least since the invention of the printing press, people have been sharing knowledge and experiences with others who are physically distant from them. Our natural curiosity and profound ability to learn will continue to lead us to interesting topics and equally interesting people who know more about them than we do.

#### **Learning in the Living Room**

Many colleges and universities have offered courses to students who could not come to their buildings to be taught. Correspondence courses were the first type of distance education that was widely used. Students bought their textbooks, and followed a structured set of assignments instead of attending class. These courses usually involved writing a lot of essays and taking tests in a proctored setting.

Some courses were made available on audio tapes. The listener could not see the teacher, but they could always get him to repeat anything they missed the first time! Then came television. It was initially used for entertainment, but now it is widely used for formal and informal learning. Most of us remember some show from our childhood where we learned anything from magic tricks to Mr. Wizard's science concepts. Because we could see the teacher, it was more fun than listening to tapes. That's also true of the courses offered over television. We get to see things we would probably never have the opportunity to see in real life, like the birth of a baby elephant or the birth of a star. As with audiotapes, we can rewind the tape to repeat anything we missed. Public Television stations broadcast many classes for credit. To see what's available on your station, go to <http://www.pbs.org/als/dlweek/dlandyou> and look up the schedule for your local PBS station.

Now the computer, initially used for business purposes, has become a source for education and entertainment. Online courses provide the material from lectures through a variety of means, from video clips to written lessons like this one. The Internet allows

us to locate information on almost any subject, in almost any language, any time of day or night. It doesn't matter if we work at night or if we can only study when the baby naps. We can take classes or find information on our own to enrich our lives. Did you know that Barnes and Noble offers free Internet classes? Check them out!  
<http://www.barnesandnobleuniversity.com>

### **You're the Teacher**

Now that you know about distance learning, you know that you've done it. It's your turn to share a lesson with someone else. Click on the link below to reach our discussion page. Be sure to begin your message with the subject that you are going to teach us, like "Making Edible Play Dough." Then, tell us how to do something that you like to do.  
<http://teton.pcc.ccoes.edu:8900>

## Activity Checklist

	Activity
	I read the lesson.
	I visited the recommended websites.
	I shared knowledge with a distance learner.

## Technology Checklist

	I accessed the lesson online.
	I visited the recommended websites.
	I followed a series of links within one or more of the websites.
	I acted as a distance educator by sharing my knowledge with a distance learner.

## Lesson Rubric

The Technology Checklist serves as the Rubric for this lesson. The lesson is to assist students in deciding whether or not to enroll in a distance-learning course. Traditional assessment or grading is inappropriate for such a lesson.