

Prospective Solutions to the Challenges of Teaching Online

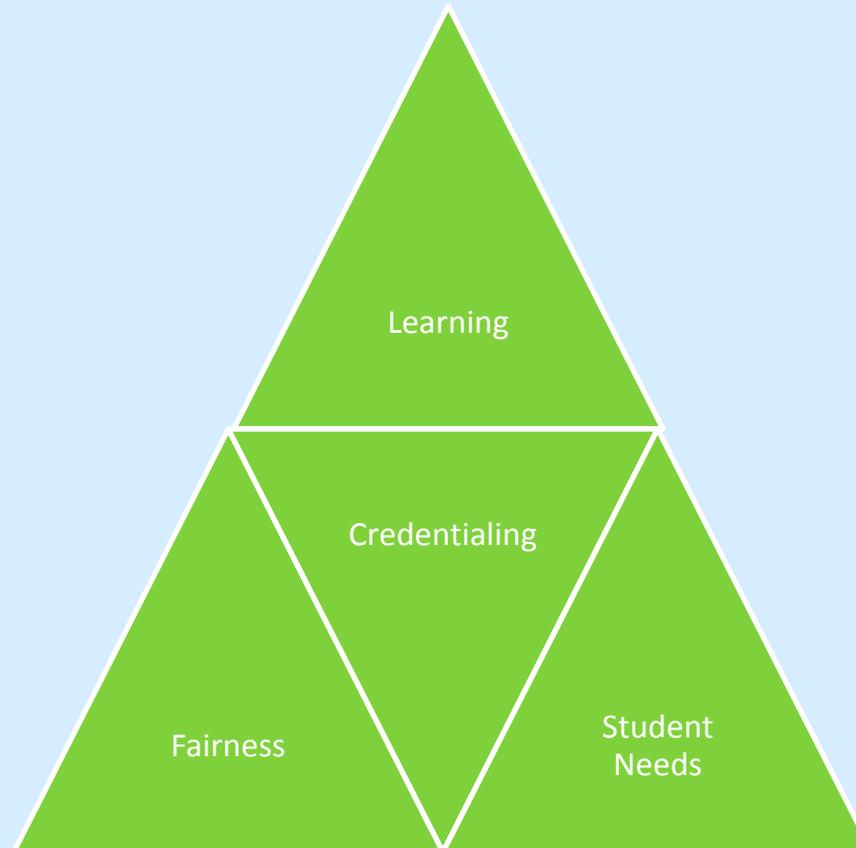
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Issues to Consider When Teaching Online

- Type of Course
 - An I think versus it is course or
 - An Intro versus upper level course
- Comparability of Online with Face-to Face Course
- Type of Students
- Use of Technology
- Examinations

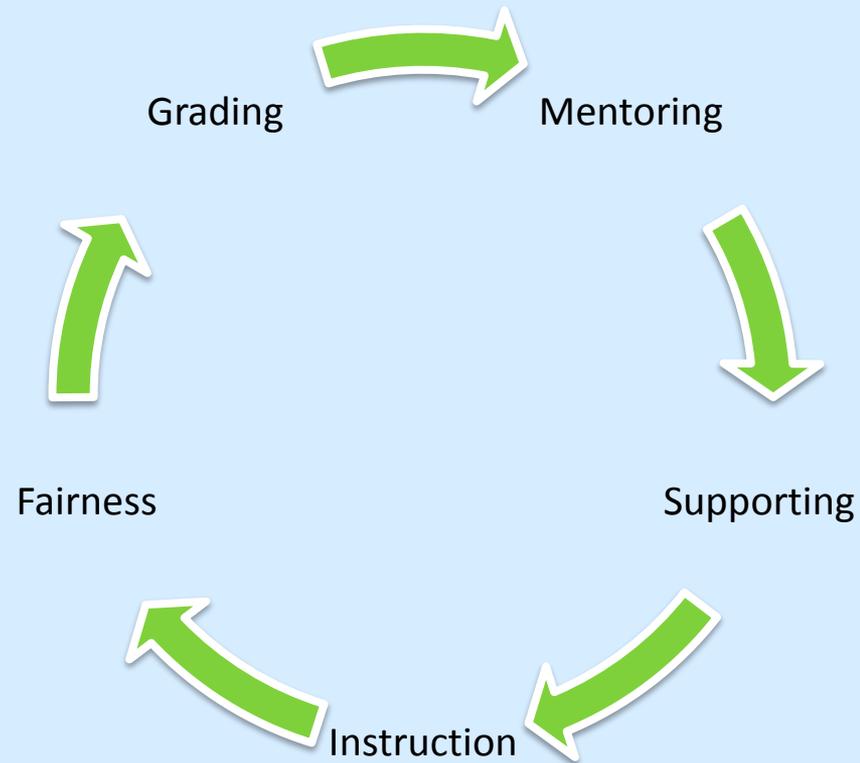
Challenge of Online Course Instruction



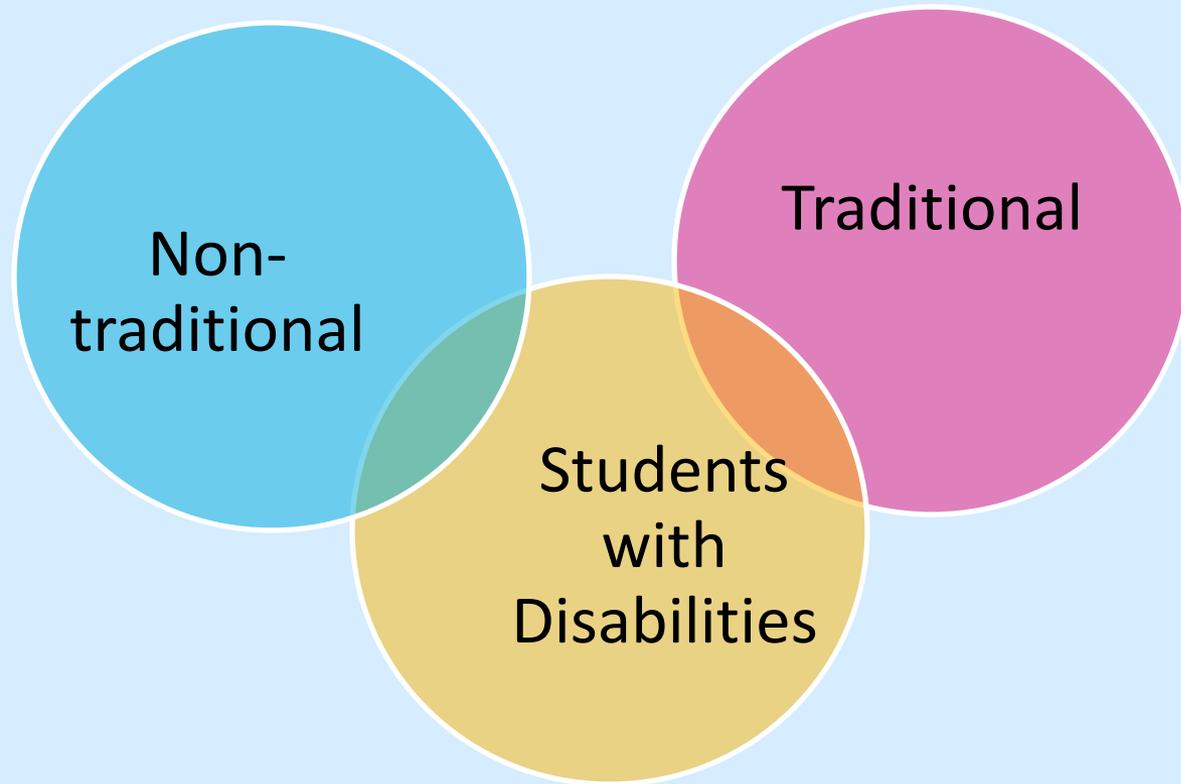
Possible Competing Concerns

- Gain in knowledge
- Maintaining of standards –credentialing/test integrity
- Meeting students needs
- Providing an environment of fairness

Challenge of Teaching Online



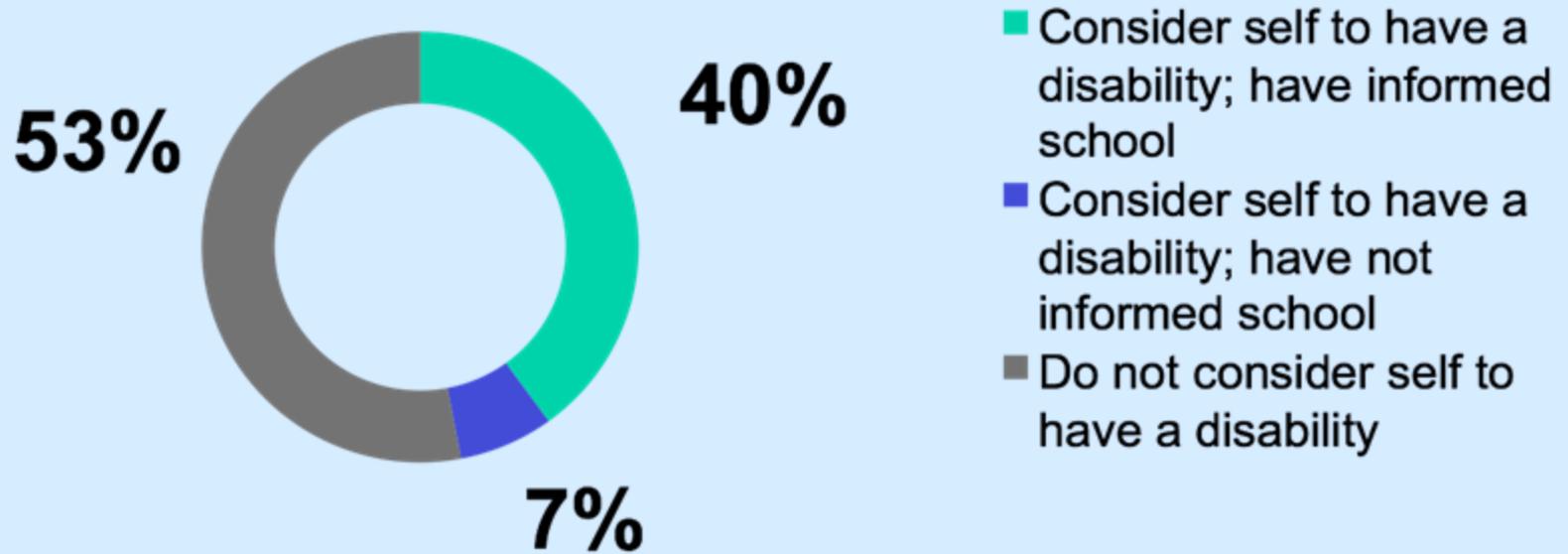
Type of Students in an Online Environment



Sociology of Disabilities in Classroom

- Generational - age of student
- Recognition of ability to have accommodations
- Proximity to campus services
- Experience with higher education
- Cultural experience with disabilities
- Visible and Invisible
- Understanding the “Rules of the Game”

Post-Secondary Students Previously Identified as Having Disabilities



Accommodation Opportunities

- Secondary Students with Disabilities
 - Testing
 - Evaluation
- Higher Education Students with Disabilities
 - Self identifying

IDEA vs. Section 504/ADA

Section 504 and the ADA, which apply to postsecondary education, are very different from the Individuals with Disabilities Education Act (IDEA), which covers grades K-12. This means that some adjustment of the perspectives of students, parents, and instructors is necessary when making the transition from high school to college.

IDEA vs. Section 504/ADA

IDEA 1975

Every Child is entitled to a Free and Appropriate Public Education (FAPE) in the "least restrictive environment" possible. Focused on creation of an Individualized Education Plan (IEP) that will help the student participate in the general curriculum as much as possible.

Requires yearly meeting of general education teachers, special education teachers, and auxiliary Service personnel to discuss progress and set goals.

Section 504/ADA 1973

Students compete for admission and must be "otherwise qualified" to enter college, without consideration of disability. Students participate in the general curriculum of the college. No continuum of placement exists. Few colleges have "plans" for students with disabilities. Most outline accommodations without regard to goals or progress.

The student is responsible for meeting with disability services and with instructors to discuss needs and concerns.

IDEA vs. Section 504/ADA

IDEA

Often involves significant modification of the Curriculum and of assessments (e.g., students may learn only the major concepts of a unit, may be able to take shortened tests, or be exempt from certain Assignments.)

Classroom teachers receive copy of the IEP and should have a thorough understanding of the disability and the plan.

Section 504/ADA

Instructors are NOT required nor encouraged to fundamentally alter the content or goals of their courses or the types of tests that are given, though they may be required to make changes that do not affect essential content or goals.

Instructors receive a brief summary of the disability In an accommodation letter, but are not given access To specific diagnostic data unless provided by the Student.

IDEA vs. Section 504/ADA

IDEA

There is often pressure on special education and general education teachers to do whatever is necessary to help students move on to the next level.

Law of Entitlement
Guarantees SUCCESS

Section 504/ADA

Students with disabilities should be graded by the Same standard as other students., regardless of the Means through which their responses are provided (on tape, orally, typed rather than handwritten). Instructors receive a brief summary of the disability In an accommodation letter, but are not given access To specific diagnostic data unless provided by the Student.

Civil Rights Law
Guarantees ACCESS

http://www.eosc.edu/student_services/IDEA%20vs%20ADA.pdf

Syllabus Statement on Disabilities

AMERICANS WITH DISABILITIES ACT

Students with documented disabilities who need course accommodations or require special arrangements should contact the instructor within the first two weeks of class to make arrangements for these accommodations. Verification of any special arrangements needs to be made through the Office of Disability Services.

In compliance with the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, and Drexel University's policies and procedures, the University is committed to the non-discrimination of students with disabilities. Student with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVLs are issued by the Office of Disability Resources (ODR). For additional information, contact the ODS at <http://www.drexel.edu/odr> , 3201 Arch St., Ste. 210, Philadelphia, PA 19104, V 215.895.1401, or TTY 215.895.2299.

Seven Principles for Good Practice in Undergraduate Education

- encourages student-faculty contact
- encourages cooperation among students
- encourages active learning
- gives prompt feedback
- emphasizes time on task
- communicates high expectations
- respects diverse talents and ways of learning

Chickering, A.W. & Gamson, Z.F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39 (7), 3 - 7.

Regardless if disabilities are present, how do you design assessments that are a fair measure of knowledge?

Use of Technology

- Usefulness of technology
 - 24/7 access
 - Supposed access to competent tech service
- Experience with web-based technology and education
- Equipment Issues
- Connectivity Issues

Examinations

- Types of examinations
 - Multiple Choice and Essay formats
- Time limitations
- Cycling of questions
- Open versus closed book, note, resources examinations
- One-shot opportunity

- Issues of Academic Honesty

Examination Rules

Read this entire document before stating the Final Exam.

This is NOT an open book or open note exam.

Classes for this term are ending.

Your Final Exam period for this course will begin on Tuesday, March 20, 2012 at 10AM est and end on Sat., March 24, 2012 at 9PM est.

Directions of Final Examination - Read this prior to opening the examination.

The final examination for your PSCI 100 course will include two (2) parts -a multiple choice exam(30 minutes) and an essay exam (20 minutes).

The exam will cover the text material from Chapters 8-15 as well as all Powerpoints, audio files, and other resources provided by the Professor. You were also supposed to be following the events in the world (See syllabus) through a media source (daily newspaper or on-line news service) and that should be reflected as well in your answers. 1/8

Examination Rules

You are not to use print or electronic resources to assist in answering any questions or essays, nor other people. Be sure to read this entire statement about the rules for this exam. You are not to discuss the exam with others. The Drexel University Dishonesty Policy is in effect for this examination. If you are unclear what that is, go online to the Provost website and review it at:

http://www.drexel.edu/provost/policies/academic_dishonesty.asp

You should not look up answers for any part of this exam. For the essay portion you should not simply be repeating back a theory or facts as this will not be adequate for a good test score. You are expected to take the material presented in the course as well as information and events that have been occurring in the world during this term to construct a thoughtful essay response. For the essay, you should not simply repeat what you have read or heard. Higher level thinking is expected. 2/8

Examination Rules

The score given for the essay portion exam is tied to the quality of the response. It should not simply be a summation "from the book or another resource." Each answer should be presented clearly, well thought out and be comprehensive within the time constraint of the exam. Be sure to monitor your time.

The overall final exam for this course has two (2) parts, a multiple choice exam and an essay exam. There will be 40 multiple choice items and you will have 30 minutes to complete this section. Separately, there will be an essay portion of the exam, which you will choose one question and have 20 minutes to complete it.

You do not have to take both at the same time. For the essay portion there will be two (2) questions provided and you are to answer only one (1) of them. If you attempt to answer more than one, only the first essay will be graded. It is expected that the length of the essay should be at least 300 words. Again, the expectation is at least 300 words for the essay response you choose. Do not retype the essay question. You can estimate the length of your response by counting a typical line of text and then multiplying it by the number of lines. 3/8

Examination Rules

Do not use the word count option in Microsoft Word (or other software) as it may harm your text in the submission window. You should type your response in the response box of the exam to avoid having a word processing program such as Word, corrupting your text. Again this is an approximate minimum length expectation for each essay. You certainly can write more. Writing less will negatively impact your grade.

Be careful to spend no more than the allotted time on each portion of the exam.

This exam has two portions which do not have to be answered at the same time. Remember the multiple choice section must be completed in 30 minutes. The essay portion must be completed in 20 minutes. 4/8

Examination Rules

Do not use the word count option in Microsoft Word (or other software) as it may harm your text in the submission window. You should type your response in the response box of the exam to avoid having a word processing program such as Word, corrupting your text. Again this is an approximate minimum length expectation for each essay. You certainly can write more. Writing less will negatively impact your grade.

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This exam has two portions which do not have to be answered at the same time. Remember the multiple choice section must be completed in 30 minutes. The essay portion must be completed in 20 minutes. 5/8

Examination Rules

If the student exceeds the time for either portion, 10 percent will be deducted for any time over the exam period up to five minutes. Another 10 percent will be deducted for the next 5 minute period and then 10 percent for each 5 minute period beyond that. So, if you take 4 extra minutes you lose 10 percent, 6 extra minutes you lose 20 percent, 11 minutes you lose 30 percent, etc. The total points (as a percentage) will be deducted are from the total score for each portion of the exam. The multiple choice portion will be worth 80 percent of your final and the essay will be worth 20 % of your total final grade. The deductions for taking too much time will be independently taken on each portion of the exam.

Do not exceed the total time for each portion of the exam, including the time to submit your material, which may take up to a 30 seconds to complete. Deductions will not be taken for the first few (up to 15) seconds. 6/8

Examination Rules

If the student exceeds the time for either portion, 10 percent will be deducted for any time over the exam period up to five minutes. Another 10 percent will be deducted for the next 5 minute period and then 10 percent for each 5 minute period beyond that. So, if you take 4 extra minutes you lose 10 percent, 6 extra minutes you lose 20 percent, 11 minutes you lose 30 percent, etc. The total points (as a percentage) will be deducted are from the total score for each portion of the exam. The multiple choice portion will be worth 80 percent of your final and the essay will be worth 20 % of your total final grade. The deductions for taking too much time will be independently taken on each portion of the exam.

Do not exceed the total time for each portion of the exam, including the time to submit your material, which may take up to a 30 seconds to complete. Deductions will not be taken for the first few (up to 15) seconds. 7/8

Examination Rules

Again you should not retype the essay questions. Just label your essay, Essay 1 or 2.

In other words, you only have a specific amount of time to submit your answers, no more, without penalty.

Be sure that you are on a stable internet connection. You are only given one attempt at the examination. The examination window closes on Sat., March 24, 2012 at 9PM est.

If you have any questions about this exam, email me prior to beginning the exam.

Again, be sure that you are on a stable internet connection and using an approved web browser. If you have any questions about this, contact technical services at 866-425-8410, prior to starting the exam.

It is your responsibility to be on a stable working connection on an approved browser and that you take the exam in a time period where you will not be disturbed or distracted.

Suggested Practical Solutions for Faculty

- Clear notification of course expectations and examination rules thru syllabus, announcements and direct emails.
- Notification of options for students with disabilities
- Multiple test designs (multiple choice, essay –open/closed)
- Practice examination and/or quizzes
- Multiple assessments
- Recognition of differences between online and in-person instruction (observation, non-verbal, mentoring, etc.)

Suggested Practical Solutions for Institutions

- Resources and training for faculty to improve teaching, which provide collaborative support models for instruction and problem solving for faculty.
- Access to online repositories on and off campus.
- Superior technical support for faculty and students.
- Financial and other support for research in teaching and teaching innovation.
- Administrative recognition of the differences that may occur between regular full-time faculty and adjunct faculty, who may not be on or near campus.

Questions and Suggestions

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