

# Distance Learning: State of the Art

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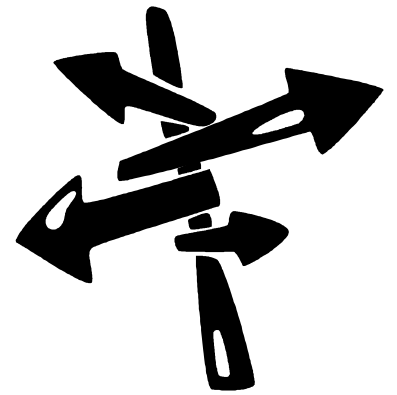
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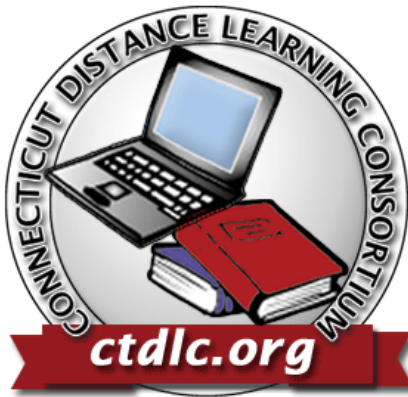
# What Has Changed?

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- Information is abundant.
  - Searchable from anywhere.
- Digital Natives\* demand control, stimulation, relevance.
- Passive learning can't compete with active learning.
- Learning can be delivered to the learner.



**\*Marc Prensky, *On The Horizon*, October 2001**

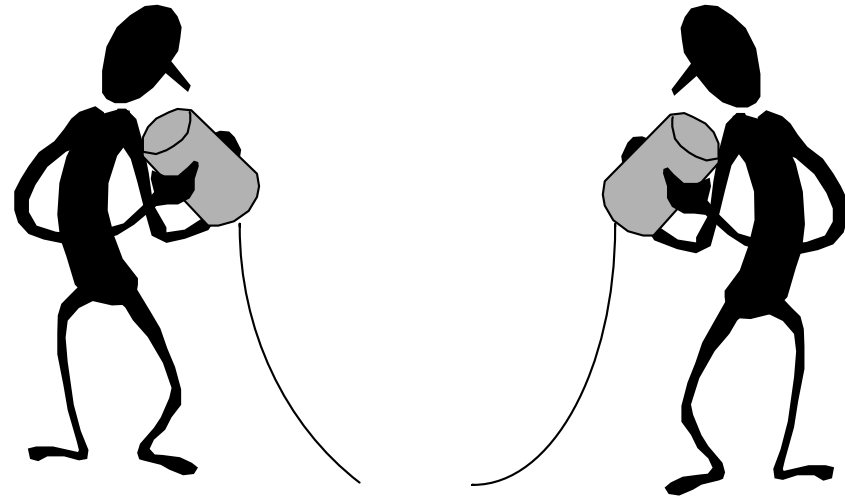


# The Online Academy

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- All Students Online
- Ubiquitous Technology
- No Local Service Areas
- Most Services Online

– Application, registration, advising, tutoring, library, alumni services.



**The future is here, it's just unevenly distributed.**

William Gibson, author of *The Neuromancer*.



# Distance Learning: Present & Future

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- Background: the CTDLC experience
- Current Uses of DL
- Drivers/Convergences
- Emerging Applications
- 2010: Five Years Out
- Issues/Challenges





# CTDLC

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- **MISSION:**

Promote Quality Distance Learning

- 7.5 years old
- 49 member institutions
- 15 employees
- 35 online degree programs
- 20 online certificates





# CTDLC Strategies

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- Collaborative Problem Solving
- Success Measurements
- Menu of Services
- Flexible Resources
- Solutions Focused

A Learning Company



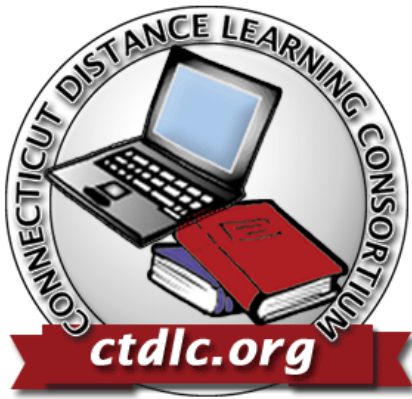


# General Services

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- Portal Web Site for CT
- Technical Tools & Support
- Shared Data Center
- Collaborative Student Services
- Faculty/Trainer Development
- DL Management Services

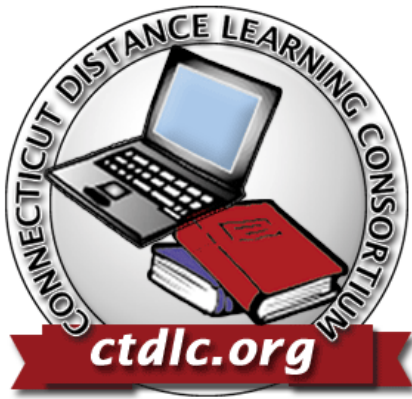




# Core Competencies

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- Collaborative Student Services
  - ePortfolio, eTutoring, Financial Aid, Aggregated Website
- LMS Hosting
  - WebCT: *CE & Vista*, Blackboard, WebMentor
- Instructional Design
  - Re-constructing training for online delivery
- Web Application Development
  - Registration & eCommerce systems, Systems Integration



# Current DL Uses

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- **LMS: Web-based Courseware**
  - Web content: Syllabus, Readings, Links, Media, etc.
  - Discussion boards/chats/tests/assignment drops
  - Hybrid courses
- **Online Training**
  - CTDLC examples: State Police, Amber Alert, TRAIN, Fire Prevention, ARC, etc.



# DL Providers

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- Continuing/Professional Education
- Seminar-based Learning
- Technology Training (CBT)
- Human Resources Training
- Higher Education
- High Schools
- 9/11 Emergency Responders





# Drivers/ Convergences

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- Time
- Administrative Flexibility
- Expanded Connectivity
- Funders: i.e. Federal Govt.
- Online Games
- Online Shopping/Google
- PC/Mobile phone/TV Convergence





# Emerging Applications

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- **Simulations**
  - Multimedia, Interactive, Iterative, Documented
  - Hydrogen Safety
- **Online Credentialing**
  - Worker...qualifications...training...job
- **'Real Time' Tools**
  - Desktop video conferencing
  - Shop Floor "classrooms"



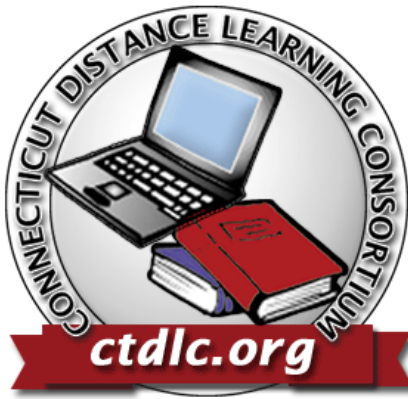


# 2010: Five Years Out

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- Training built centrally & delivered globally.
- Re-training is a key business distinguisher.
- Workers are always online, “micro” training becomes routine.
- Training networks evolve.





# Issues/Challenges

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- Content Conversion
- Trainer Conversion
- Faster Training Cycles
- Systems Integration
- Incumbent Worker Recycling
- International Standards





# Emerging Areas

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- Centralized Instructional Design Services
- Shared Content (Learning Objects)
- Professional DL Adjuncts
  - “Have course will travel”
- Cross Region Accreditation
  - Susan Patrick, DOE: Natl. Portal, Natl. Standards
  - Outcomes Focused
- International DL





# Collaboration Strategies

- Identify Opportunity
  - Vision/Risk
- Convener
- Involve Local Stake Holders
- Pilot, Pilot, Pilot
- Collaboration is Re-iterative
- Deliver Service
  - Solutions, Positive Energy, Cost Savings/Investment



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We structure “continuing” education into a series of chunked learning experiences that usually aren’t connected to other learning experiences in any meaningful way. To make this even worse, we use an instructional design that assumes a one-way informational exchange (from master to apprentice). And finally, we ask learners to sit through a linear extrapolation that does not permit them to progress/learn at their own rate (rates which can differ dramatically).

What we should be doing is asking learners to come together with mentors and work together to produce new understanding of developments in and around the profession. The learning should be “just-in-time,” continual, dispersed in time and space (online & asynchronous), and multi-directional (the learners often know things that the “teacher” doesn’t).

For example: Imagine that I “subscribe” to a group that is going to explore some professionally appropriate topic. The act of subscribing brings me into an online community of fellow learners led by a facilitator/mentor; begins with an assessment of my current understanding of the topic; lays out the goals of the experience; offers some prepared materials to supply background, context, and discussion; offers a collaborative process (using my co-learners as my team) to understanding; requires that I bring local expertise and experience to the process; validates that I have achieved the stated learning goals (to my satisfaction not for a grade); and then offers me the opportunity to lead another group through the same experience. This process can be used over and over, and it produces a “viral” model of instruction.