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**Goal 1-  
Understanding  
Audience**

**Goal 2-  
Understanding  
Planning**

**Goal 3-  
Understanding  
Best Practices**

## Goals



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**Goal 1:  
e-Audience**

**Who are the  
e-learners and  
distance ed  
customers?**

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Education  
is now a  
  
market.




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Education  
is now a  
buyer's  
(rather  
than a  
seller's)  
market.




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#### Distance + education + accounting

##### Visit BA & BS Programs Web Sites

Excite's editors scout the Web to bring you the best sites.

- **American Intercontinental University - Online Campus** - Has specially trained teachers who cater to the needs of its online students.
- **American Military University** - BA and MA degree programs in military studies.
- **California Coast University (CCU)** - Offers a variety of degree programs in business, engineering, and psychology.
- **California College for Health Sciences** - Degree programs in several health and business fields.
- **California Pacific University** - Earn a business administration or management degree without the hassle of getting to class.
- **California Virtual University** - Brings together the online and distance education offerings of every accredited college and university in California.
- **City University** - A variety of degree and certificate programs covering a variety of disciplines.
- **Commonwealth Open University** - Offers a variety of graduate and undergraduate degrees.
- **DominiqueOnline** - Study via TV, the Net, video-conferencing, and online tutors to get your Bachelor's, your Master's, or your certificate.
- **Education Network of Online** - A variety of courses you can take over the Internet.
- **Knowledge Online** - Get college credit (and a degree) using your TV set and VCR. *2002/2003*
- **Thomas Edison State College** - Offers associate, bachelor's, master's, and certificate programs that can be tailored to your situation.
- **University of Maryland University College Distance Education** - Offers bachelor's and master's programs. Classes involve online computer conferencing, telephone conferencing, and e-mail.
- **University of Phoenix Online Campus** - Group-based learning for degree-seeking professionals.
- **University Without Walls at the University of Massachusetts** -




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1. Local & disted merge; virtual & physical space merge

MARKETPLACE  
Implications

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1. Local & disted merge; virtual & physical space merge  
2. Vast, varied market

MARKETPLACE  
Implications

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1. Local & disted merge; virtual & physical space merge  
2. Vast, varied market  
3. Adding value becomes everything

MARKETPLACE  
Implications

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1. Local & disted merge; virtual & physical space merge
2. Vast, varied market
3. Adding value becomes everything
4. Attitude becomes the aptitude

MARKETPLACE

Implications

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1. Local & disted merge; virtual & physical space merge
2. Vast, varied market
3. Adding value becomes everything
4. Attitude becomes the aptitude
5. Local educators need help to compete

MARKETPLACE

Implications

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The Basics

- Atoms to bits

MARKETPLACE IMPLICATION 1

Everything merges

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The Basics

- Atoms to bits
- Buyer flexibility

MARKETPLACE IMPLICATION 1

Everything merges



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The Basics

- Atoms to bits
- Buyer flexibility
- Expanded audiences

MARKETPLACE IMPLICATION 1

Everything merges



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The Basics

- Atoms to bits
- Buyer flexibility
- Expanded audiences
- Competition vs. cooperation

MARKETPLACE IMPLICATION 1

Everything merges



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### The Basics

- Atoms to bits
- Buyer flexibility
- Expanded audiences
- Competition vs. cooperation
- Hybrid education

MARKETPLACE IMPLICATION 1

## Everything merges

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### The Basics

- Atoms to bits
- Buyer flexibility
- Expanded audiences
- Competition vs. cooperation
- Hybrid education
- Blended learning

MARKETPLACE IMPLICATION 1

## Everything merges

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### Architectural Space Consideration #5

## #5: Design blended spaces

Design learning environments that blend the real and virtual, local and distance learning.

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Steps toward merger:  
1. Separation

MARKETPLACE IMPLICATION 1  
**Everything merges**

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Steps toward merger:  
1. Separation  
2. Compliment-arianism

MARKETPLACE IMPLICATION 1  
**Everything merges**

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Steps toward merger:  
1. Separation  
2. Compliment-arianism  
3. Competition

MARKETPLACE IMPLICATION 1  
**Everything merges**

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**Steps toward merger:**

1. Separation
2. Complement-arianism
3. Competition
4. Merging, unifying, blending

MARKETPLACE IMPLICATION 1  
**Everything merges**

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**Steps toward merger:**

1. Separation
2. Compliment-arianism
3. Competition
4. Merging, unifying, blending
5. Separation with cohabitation

MARKETPLACE IMPLICATION 1  
**Everything merges**

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**Distance education market is vast, varied, & ripe for development**

MARKETPLACE IMPLICATION 2  
**Vast, varied market**

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**Buyer's market**

1. geographically challenged

MARKETPLACE IMPLICATION 2

**Vast, varied market**

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**Buyer's market**

1. geographically challenged
2. schedule-challenged

MARKETPLACE IMPLICATION 2

**Vast, varied market**

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**Buyer's market**

1. geographically challenged
2. schedule challenged
3. NCLB challenged
4. improved/ augmented offerings
5. world of experts, opportunities

MARKETPLACE IMPLICATION 2

**Vast, varied market**

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**Buyer's market**

- 6. avoiding or reinforcing influence/content
- 7. maintaining life-style/culture

MARKETPLACE IMPLICATION 2

**Vast, varied market**

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**Buyer's market**

- 6. avoiding or reinforcing influence/content
- 7. maintaining life-style/culture
- 8. incarcerated
- 9. escape tracking

MARKETPLACE IMPLICATION 2

**Vast, varied market**

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**Buyer's market**

- 6. avoiding or reinforcing influence/content
- 7. maintaining life-style/culture
- 8. incarcerated
- 9. escape tracking
- 10. reduce anxiety (a better personal fit)
- 11. parking
- 12. media motivates

MARKETPLACE IMPLICATION 2

**Vast, varied market**

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**Buyer's market**

- forming "deliberate extended community"
- learning in more global context
- connecting work to world

MARKETPLACE IMPLICATION 2

**Vast, varied market**

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**Buyer's market**

- expanded offerings
- buyer in charge
- everyone's shopping
- parking problems disappear...
- adding value is everything

**Review...**

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- Local & disted merge; virtual & physical space merge
- Audience expands
- Adding value becomes everything

IMPLICATION - 3 -

**Adding value**

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1. Local & disted merge; virtual & physical space merge
2. Audience expands
3. Adding value becomes everything

How do you add value?

IMPLICATION - 3 -

## Adding value

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1. Local & disted merge; virtual & physical space merge
2. Audience expands
3. Adding value becomes everything

How do you add value?

*By offering what others don't or can't...*

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- a name?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- a name?
- expertise?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- a name?
- expertise?
- community?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- a name?
- expertise?
- community?
- superior content?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- a name?
- expertise?
- community?
- superior content?
- superior support?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- a name?
- expertise?
- community?
- superior content?
- superior support?
- fun?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- a name?
- expertise?
- community?
- superior content?
- superior support?
- fun?
- low cost?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- competency recognition?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- competency recognition?
- flexibility?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- competency recognition?
- flexibility?
- personalization?

IMPLICATION - 3 -

## Adding value

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What value do you offer the student/customer?

- competency recognition?
- flexibility?
- personalization?
- web space?

IMPLICATION - 3 -

## Adding value



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What value do you offer the student/customer?

- competency recognition?
- flexibility?
- personalization?
- web space?
- free/cheaper computer?

IMPLICATION - 3 -

## Adding value



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What value do you offer the student/customer?

- competency recognition?
- flexibility?
- personalization?
- web space?
- free/cheaper computer?
- blender?

IMPLICATION - 3 -

## Adding value



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Education  
is now a  
buyer's  
(rather  
than a  
seller's)  
market.



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Goal 2

## Planning

seeing the parts  
so you can put it  
all together...



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Pause-

## Quick look at NEA online education standards

Finding out what you  
already know...



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**Rule 1:**  
Determine how to meet disted needs that are equivalent of traditional needs

**Rule 2:**  
Determine unique needs of disted, how to meet them

**Rule 3:**  
Beware assumicide

**DISTED PLANNING**  
- three rules -

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**“WORK ALONG WITH ME” ACTIVITY -**

**What does it take to take a course?**

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Comparing/contrasting steps in “taking a class” conventionally and via disted

**Tip: Teach the unfamiliar in terms of the familiar...**

	Activities	Onsite (traditional)	Disted (include, Online)	Notes
1	Finding out about course			
2	Signing up for course			
3	Etc.			

Focus on this column right now...

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Step by step-

What's it take to take a course?

Beware assumicide...



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Step by step-

- Finding out about the course

What's it take to take a course?

Beware assumicide...



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Step by step-

- Finding out about the course
- Inquiring about pre-requisites

What's it take to take a course?

Beware assumicide...



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Step by step-

- Finding out about the course
- Inquiring about pre-requisites
- Registering/paying for the course

Beware assumicide...

## What's it take to take a course?



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Step by step-

- Finding out about the course
- Inquiring about pre-requisites
- Registering/paying for the course
- What else? Let's write them down...

Beware assumicide...

## What's it take to take a course?



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Your task:


- Get into groups of 2-4
- Each make your own table (paper or digital) comparing "traditional/onsite" & right side "disted/e-learning"
- Deconstruct taking onsite course
- Put list of activities on left side
- Leave right half of paper blank (for later activity)
- Everyone keeps own list!



= 15 minutes

**BRAINSTORM ACTIVITY**

## What does it take to take a course?



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**Your task:**

- Get out your “taking a course” list of activities
- Annotate, modify, add to your list as I go through present-ation (on left side of T list)
- Continue to leave right half of T list blank (for later activity)
- Everyone keeps own list!

**“WORK ALONG WITH ME” ACTIVITY**

***What does it take to take a course?***





= as long as it takes

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**Elements of Dist(ed)**

*Student perspective...*

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**Elements of Dist(ed)**

*Student perspective...*

- Learn about course...

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### **Elements of Dist(ed)**

*Student perspective...*

- Learn about course
- Inquire about course

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### **Elements of Dist(ed)**

*Student perspective...*

- Learn about course
- Inquire about course
- Get advising:
  - Programmatic: counselor

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### **Elements of Dist(ed)**

*Student perspective...*

- Learn about course
- Inquire about course
- Get advising:
  - Programmatic: counselor
  - Course specific: instructor

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### **Elements of Dist(ed)**

*Student perspective...*

- Learn about course
- Inquire about course
- Get advising:
  - Programmatic: counselor
  - Course specific: instructor
  - Entry level tech skills: library?

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### **Elements of Dist(ed)**

*Student perspective...*

- Learn about course
- Inquire about course
- Get advising:
  - Programmatic: counselor
  - Course specific: instructor
  - Entry level tech skills: library?
  - Parents (family members)

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### **Elements of Dist(ed)**

*Student perspective...*

- Register and pay for course (fees?)

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### **Elements of Dist(ed)**

*Student perspective...*

- Register and pay for course (fees?)
- Get materials/access:

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### **Elements of Dist(ed)**

*Student perspective...*

- Register and pay for course (fees?)
- Get materials/access:
  - books, videos

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### **Elements of Dist(ed)**

*Student perspective...*

- Register and pay for course (fees?)
- Get materials/access:
  - books, videos
  - email account, web space

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## **Elements of Dist(ed)**

*Student perspective...*

- Register and pay for course (fees?)
- Get materials/access:
  - books, videos
  - email account, web space
  - pig hearts

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## **Elements of Dist(ed)**

*Student perspective...*

- Register and pay for course (fees?)
- Get materials/access:
  - books, videos
  - email account, web space
  - pig hearts

*Anywhere else it's called  
customer service!*

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## **Elements of Dist(ed)**

*Student perspective...*

- Connectivity:
  - Cable access?

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### **Elements of Dist(ed)**

*Student perspective...*

- Connectivity:
  - Cable access?
  - Studio access?

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### **Elements of Dist(ed)**

*Student perspective...*

- Connectivity:
  - Cable access?
  - Studio access?
  - Web access? Fast enough?

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### **Elements of Dist(ed)**

*Student perspective...*

- Connectivity:
  - Cable access?
  - Studio access?
  - Web access? Fast enough?
  - Audio conference? \$Access?

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach:

***Must Adjust!!!***

- ➔ *New techniques*
- ➔ *New expectations*
- ➔ *New opportunities*

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach:

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach:
  - Seminar?

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach:
  - Seminar?
  - Lecture?

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach:
  - Seminar?
  - Lecture?
  - Team projects?

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach:
  - Seminar?
  - Lecture?
  - Team projects?
  - Independent study?

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach:
  - Seminar?
  - Lecture?
  - Team projects?
  - Independent study?
  - Learning partners?

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### **Elements of Dist(ed)**

*Student perspective...*

- Instruction/learning approach:
  - Seminar?
  - Lecture?
  - Team projects?
  - Independent study?
  - Learning partners?
  - Family members?

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication with teacher:

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication with teacher:
  - Office hours

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication with teacher:
  - Office hours
  - Unscheduled help

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication with teacher:
  - Office hours
  - Unscheduled help
  - Submit homework

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication with teacher:
  - Office hours
  - Unscheduled help
  - Submit homework
  - Receive assessed homework

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication with teacher:
  - Office hours
  - Unscheduled help
  - Submit homework
  - Receive assessed homework
  - Contest grade, ask questions

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication w peers/students:

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication w peers/students:
  - Team members, learning partners

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication w peers/students:
  - Team members, learning partners
  - Social visitation

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication w peers/students:
  - Team members, learning partners
  - Social visitation
- Conduct Research:

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication w peers/students:
  - Team members, learning partners
  - Social visitation
- Conduct Research:
  - Library access?

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication w peers/students:
  - Team members, learning partners
  - Social visitation
- Conduct Research:
  - Library access?
  - Web materials?

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### **Elements of Dist(ed)**

*Student perspective...*

- Communication w peers/students:
  - Team members, learning partners
  - Social visitation
- Conduct Research:
  - Library access?
  - Web materials?
  - Article reprints?

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### **Elements of Dist(ed)**

*Student perspective...*

- Taking tests/submitting portfolios:

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### **Elements of Dist(ed)**

*Student perspective...*

- Taking tests/submitting portfolios:
  - Proctoring

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### **Elements of Dist(ed)**

*Student perspective...*

- Taking tests/submitting portfolios:
  - Proctoring
  - Authenticity

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### **Elements of Dist(ed)**

*Student perspective...*

- Taking tests/submitting portfolios:
  - Proctoring
  - Authenticity
  - Equity in special arrangements

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### **Elements of Dist(ed)**

*Student perspective...*

- Taking tests/submitting portfolios:
  - Proctoring
  - Authenticity
  - Equity in special arrangements
  - Portfolios - paper? web?

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### **Elements of Dist(ed)**

*Student perspective...*

- Administrivia:

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### **Elements of Dist(ed)**

*Student perspective...*

- Administrivia:
  - Returning materials

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### **Elements of Dist(ed)**

*Student perspective...*

- Administrivia:
  - Returning materials
  - Getting grades

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### **Elements of Dist(ed)**

*Student perspective...*

- Administrivia:
  - Returning materials
  - Getting grades
  - Getting refunds

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### **Elements of Dist(ed)**

*Student perspective...*

- Administrivia:
  - Returning materials
  - Getting grades
  - Getting refunds
  - Getting transcripts
  - etc.

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### **Elements of Dist(ed)**

*Student perspective...*

Evaluation of:

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### **Elements of Dist(ed)**

*Student perspective...*

Evaluation of:

- teacher

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### **Elements of Dist(ed)**

*Student perspective...*

Evaluation of:

- teacher
- materials

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### **Elements of Dist(ed)**

*Student perspective...*

Evaluation of:

- teacher
- materials
- process

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## **Elements of Dist(ed)**

*Student perspective...*

Evaluation of:

- teacher
- materials
- process
- technology

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## **Elements of Dist(ed)**

*Student perspective...*

Evaluation of:

- teacher
- materials
- process
- technology

Evaluation by:

- students, parents, school, sponsor

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**"REPORTING IN"  
ACTIVITY**

**WHAT DID  
I MISS?**



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**Your task:**

- In large group, report things I did not mention - I facilitate
- Add these to your list
- I will add them to mine



= 15 minutes

**"REPORTING IN"  
ACTIVITY**

*What did I miss?*



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**BRAINSTORM  
ACTIVITY -**

**How do we  
do it at a  
distance?**



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**Your task:**

- Get back into groups of 2-4
- For each traditional activity of "Taking a course" on left side, brainstorm its disted equivalent on right side
- If you find things unique to disted, jot them down for next exercise!



= 15 minutes

**BRAINSTORM  
ACTIVITY**

*How do we  
meet needs  
of disted  
students?*



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Comparing/contrasting steps in "taking a class" conventionally and via disted

Tip: Teach the unfamiliar in terms of the familiar...

	Activities	Onsite (traditional)	Disted (include, Online)	Notes
1	Finding out about course			
2	Signing up for course			
3	Etc.			

Now focus on the distance ed equivalents...

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**"REPORTING IN" ACTIVITY**

**Let's hear some highlights**




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**Your task:**

- In large group, pick 3-5 "taking a course" elements & tell how you addressed these for disted
- Add anything new to your list
- I will add them to mine

**"REPORTING IN" ACTIVITY**

**Let's hear some highlights**





                      
= 15 minutes

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Where we're headed next

## Rule #2: What's unique about disted?



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**Rule 1:**  
Determine how  
to meet disted  
needs that are  
equivalent of  
traditional  
needs

**Rule 2:**  
Determine  
unique needs of  
disted, how to  
meet them

### DISTED PLANNING

- two rules -



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#### Your task:

- Listen, take notes as I address categories of unique disted considerations
- Be prepared to bring these to your small group



= 20 minutes

#### BRAINSTORM ACTIVITY

*How do we  
meet needs  
of disted  
students?*



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**Rule #2: What's different?**

*Student perspective...*

- Learning approach

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**Rule #2: What's different?**

*Student perspective...*

- Learning approach
- Discipline needed

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**Rule #2: What's different?**

*Student perspective...*

- Learning approach
- Discipline needed
- Scheduled vs. self-paced

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**Rule #2: What's different?***Student perspective...*

- Learning approach
- Discipline needed
- Scheduled vs. self-paced
- Technological dependence

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**Rule #2: What's different?***Student perspective...*

- Learning approach
- Discipline needed
- Scheduled vs. self-paced
- Technological dependence
- Home support

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**Rule #2: What's different?***Administrative perspective...*

- Course equivalencies

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**Rule #2: What's different?**

*Administrative perspective...*

- Course equivalencies
- Accreditation

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**Rule #2: What's different?**

*Administrative perspective...*

- Course equivalencies
- Accreditation
- Advising

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**Rule #2: What's different?**

*Administrative perspective...*

- Course equivalencies
- Accreditation
- Advising
- Teacher certification

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### **Faculty concerns**

*Faculty perspective...*

- Changing approach

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### **Faculty concerns**

*Faculty perspective...*

- Changing approach

*“I wouldn’t mind change so much if it didn’t require doing things differently...”*

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### **Faculty concerns**

*Faculty perspective...*

- Changing approach
- Quality

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### **Faculty concerns**

*Faculty perspective...*

- Changing approach
- Quality
- Time needed

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### **Faculty concerns**

*Faculty perspective...*

- Changing approach
- Quality
- Time needed
- Cheating/authenticity

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### **Faculty concerns**

*Faculty perspective...*

- Changing approach
- Quality
- Time needed
- Cheating/authenticity
- Converting materials/new techniques

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## **Faculty concerns**

*Faculty perspective...*

- Changing approach
- Quality
- Time needed
- Cheating/authenticity
- Converting materials/new techniques
- Tech support, skills

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## **Faculty concerns**

*Faculty perspective...*

- Changing
- Quality
- Time needed
- Cheating/authenticity
- Converting materials/new techniques
- Tech support, skills
- Consumerism vs. scholarship

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**BRAINSTORM  
ACTIVITY -**

**What's  
unique  
about  
disted?**



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**Your task:**

- Get back into groups of 2-4
- Brainstorm reaction to my list of unique considerations
- Add unique considerations of your own

**BRAINSTORM  
ACTIVITY**

*What's  
unique about  
disted?*





**= 15 minutes**

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**“REPORTING IN”  
ACTIVITY**

**Let's hear  
some  
highlights**



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**Your task:**

- In large group, talk about unique disted considerations
- Add anything new to your list
- I will add them to mine

**“REPORTING IN”  
ACTIVITY**

*Let's hear  
some  
highlights*





**= 15 minutes**

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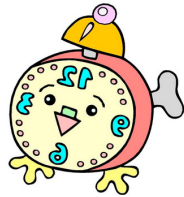
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Time check...

What's left?



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**Faculty needs**

How do we help  
faculty “go the  
distance?”

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**Teachers & staff need:**

4Ts to tell digital stories

- Technology



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**Teachers & staff need:**

**4Ts to tell digital stories**

- Technology
- Tech support



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**Teachers & staff need:**

**4Ts to tell digital stories**

- Technology
- Tech support
- Time



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**Teachers & staff need:**

**4Ts to tell digital stories**

- Technology
- Tech support
- Time
- Training



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**Teachers & staff need:**

**4Ts to tell digital stories**

- Technology
- Tech support
- Time
- Training



**What training?**

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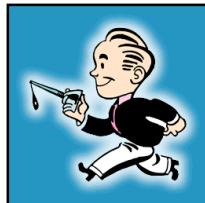
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**Teachers & staff need:**

**OIL training**

- Operation



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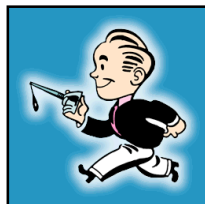
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**Teachers & staff need:**

**OIL training**

- Operation
- Integration



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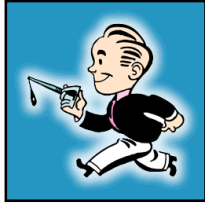
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**Teachers & staff need:**

**OIL training**

- Operation
- Integration
- Leadership



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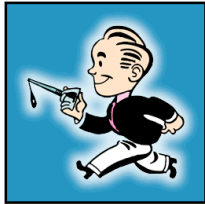
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**Teachers & staff need:**

**Focus on Integration:**

- Operation
- Integration
- Leadership



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**Teachers & staff need:**

**Focus on Integration:**

- Operation
  - Integration
  - Leadership
- “ACT” of integration**  
**A**ssimilation

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### Teachers & staff need:

#### Focus on Integration:

- Operation
  - Integration
  - Leadership
- "ACT" of integration
- Assimilation
  - Creation

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### Teachers & staff need:

#### Focus on Integration:

- Operation
  - Integration
  - Leadership
- "ACT" of integration
- Assimilation
  - Creation
  - Transformation

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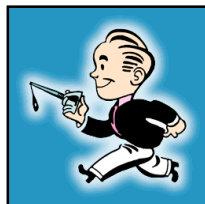
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### Teachers & staff need:

#### OIL training

- Operation
- Integration
- Leadership

*What's the  
incentive?*



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**Teachers & staff need:**

**CARE incentives**

- Compensation



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**Teachers & staff need:**

**CARE incentives**

- Compensation
- Assistance



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**Teachers & staff need:**

**CARE incentives**

- Compensation
- Assistance
- Recognition



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## Teachers & staff need:

### CARE incentives

- Compensation
- Assistance
- Recognition
- Education



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- **D**emo-graphically friendly
- **E**ssential (work force)
- **E**quitable (NCLB)
- **D**oable

Disted  
is a good  
**DEED**



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## Doing Distance Education



Planning,  
meeting the  
challenge, and  
having fun

Jason Ohler University of Alaska jasonohler.com

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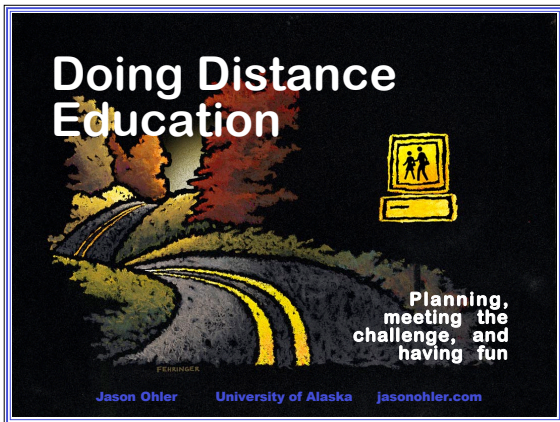
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**If we had time...**

- you would synthesize notes, table of info
- develop detailed plan for approaching online/disted at your institution
- peer review plans
- present them to the group

- workshop -

**Goals**

- part 1 -

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**Rule 1:**

Determine how to meet disted needs that are equivalent of traditional needs

**Rule 2:**

Determine unique needs of disted, how to meet them

**DISTED PLANNING**

- two rules -

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# Coffee break time...



Back in 15...

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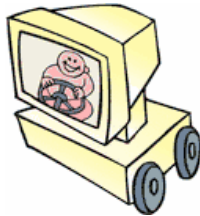
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# Fun break !



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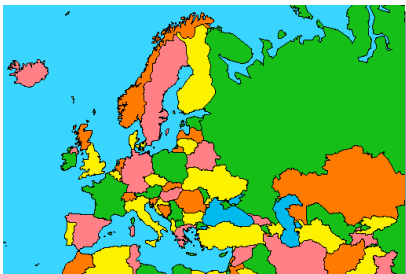
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## **Alaska's place in world**

*A distance education perspective...*



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## Alaska's place in world

*A distance education perspective...*




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## Alaska's place in world

*A distance education perspective...*




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Comparing/contrasting steps  
in "taking a class"  
conventionally and via disted

Tip: Teach the  
unfamiliar in terms  
of the familiar...

	Activities	Onsite (traditional)	Disted (include, Online)	Notes
1	Finding out about course			
2	Signing up for course			
3	Etc.			



If we had time: you would leave the  
workshop with this table filled out

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**BRAINSTORM  
ACTIVITY -**

**What does it  
take to  
take a  
course?**



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