

Distance education experiences – reach, impact, money, and learning

Rob McDaniel (WSU, Ruckelshaus Center)
Carolyn Penny (UC Davis, Common Ground)
John Stephens (UNC, School of Government)

1. Summary of different purposes and efforts in distance education

- a) UNC, School of Government – Short modules for two purposes:
 - i. To supplement face-to-face training and to allow for Board-staff joint learning ([Online LME Board Training](http://www.sog.unc.edu/programs/mentalhealth/training.php) - <http://www.sog.unc.edu/programs/mentalhealth/training.php>)
 - ii. A self-paced module on one key concept: distinguishing between positions and interests - <http://breeze.unc.edu/p60361856/> (at present, “free” and supplementary to other face-to-face teaching)
- b) WSU, Ruckelshaus Center - Rob McDaniel is WSU's past Associate Dean for University Partnerships. In this role he oversaw 9 WSU Learning Centers placed jointly with community colleges across Washington. The learning centers promoted distance degrees for place bound adults. The degrees were delivered on-line and/or through video-conferencing. In addition Rob has helped develop and fund non-formal educational offering via satellite and video-streaming.
- c) UC Davis, Common Ground and Business & Management –
 - i. Academic credit classes fully online using a cohort model and usually taken as part of a certificate program (http://extension.ucdavis.edu/unit/common_ground/course/listing/?unit=CG&prgList=CFM&coursearea=Conflict+Resolution)
 - ii. Hybrid models with some class sessions in person and other sessions online (http://extension.ucdavis.edu/unit/business_and_management/course/listing/?unit=BM&prgList=PMG&coursearea=Project+Management) then see “Project Integration and Scope Management”
 - iii. “Extended Classroom” supplementing ground classes

2. Group discussion - Four questions any entity should consider before embarking on distance learning:

- What is the product? (Webinar, asynchronous class, cohort class, etc.)
- What is the content? (Considerations about the sort of content appropriate for distance learning given that we are engaged in a highly interactive field of work)
- How will the product be developed? (Costs, planning time, selecting an instructor, partnering, etc.)
- How will operations and ongoing delivery be managed? (Thinking about infrastructure, costs, partnering, etc.)

3. Conclusions – lessons/tips for UNCG members working on distance education