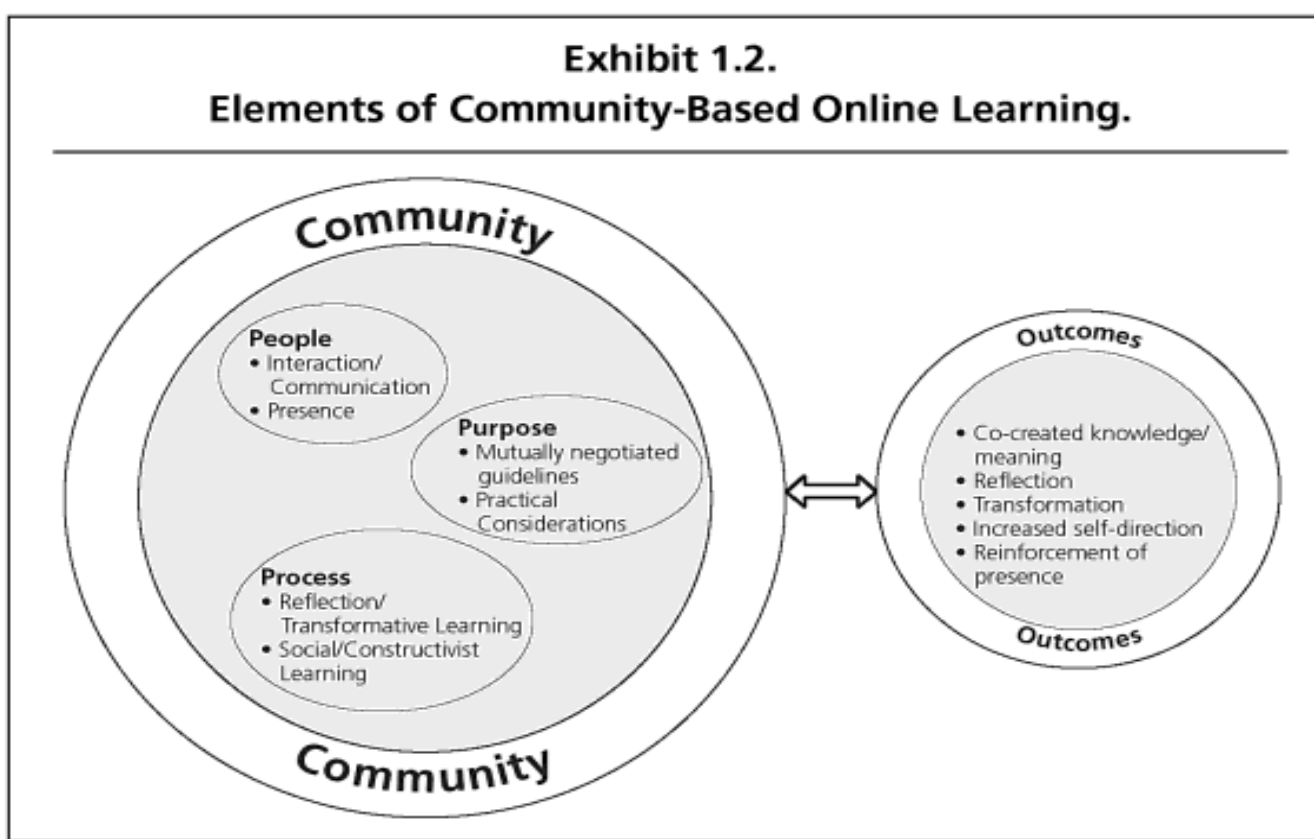


The Concept of 'Learning Community Excellence'

Status Quo, Success, Significance, Excellence

Merriam-Webster Online defines the following terms as:

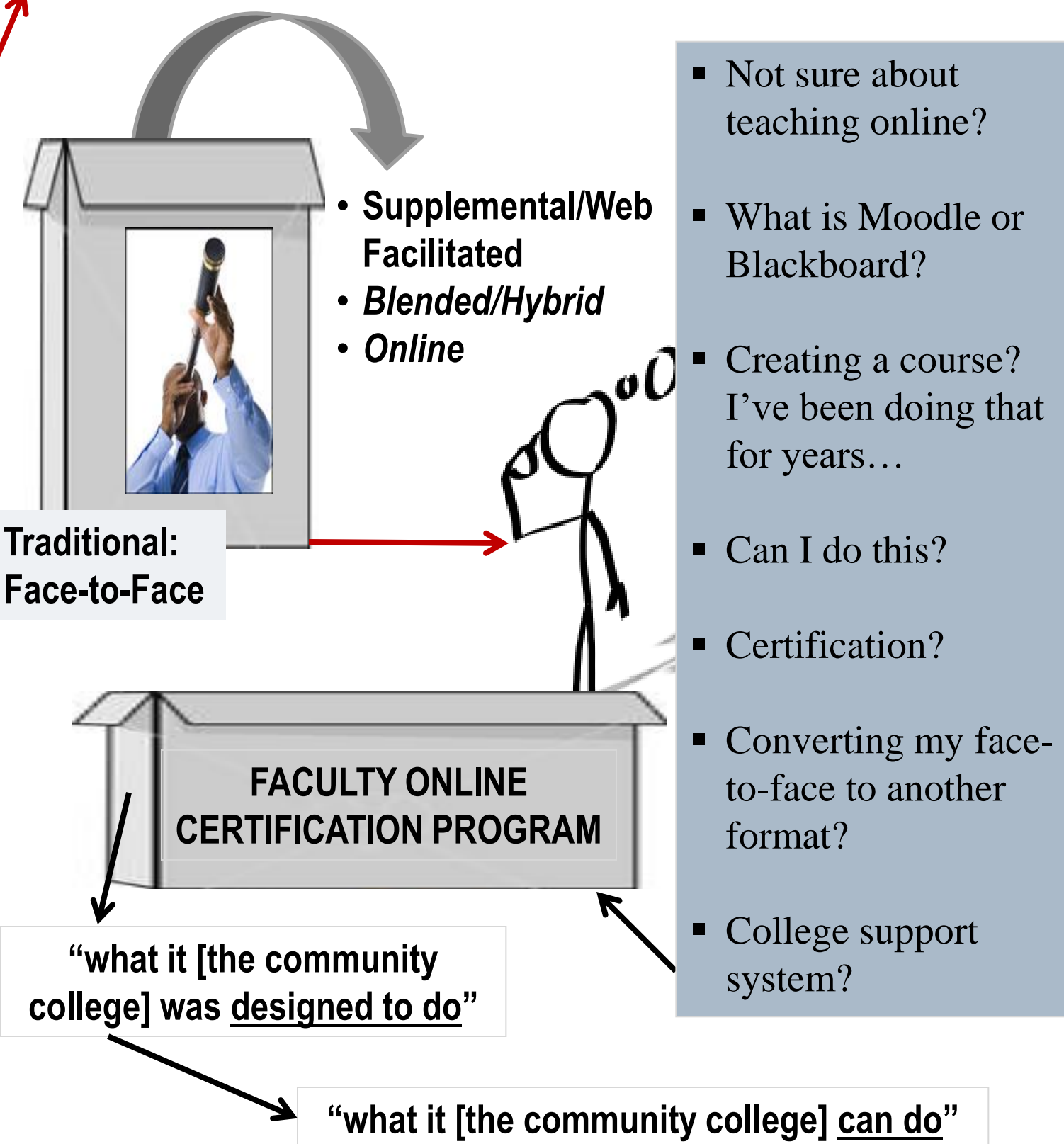
1. Status Quo: the existing state of affairs
2. Success: favorable or desired outcome
3. Significance: having or likely to have influence or effect on the task at hand (1)
4. Excellence: the practice of performing at the highest level of effort for the task at hand
5. Learning Community in Online Education: (2)



- (1) "The move from success to significance will not be easy. Community college leaders will have to think differently, act differently, and respond differently to their environments. Community colleges have long attracted leaders within their organizations who want to make a difference, who rise above the traditional culture, and who share a vision for the future." (1) (p.50); VanWagoner, R., Bowman, L., & Spraggs, L. (2005). Editor's Choice: The Significant Community College. *Community College Review*, 33(1), 38-50.
- (2) Palloff, R., & Pratt, K. (2007). *Building Online Learning Communities: Effective Strategies for the Virtual Classroom*. Jossey-Bass: San Francisco, CA.

The "Hypothesis" of Online Instruction and Certification

Should Faculty Be "Certified" to Teach Online/Distance Courses?



- Not sure about teaching online?
- What is Moodle or Blackboard?
- Creating a course? I've been doing that for years...
- Can I do this?
- Certification?
- Converting my face-to-face to another format?
- College support system?

"...other ways of doing things, solutions to problems that weren't to be found in manuals and schematics...[solutions] were not beyond the reach of human imagination, inventiveness and a creed that we all lived by: 'Failure is not an option'." (Kranz, p. 12)

Source: Kranz, G. (2000). *Failure is not an option*. Simon & Schuster: New York, NY.

Headlines...

Current Online and Distance Education Headlines: A Very SMALL Sample...

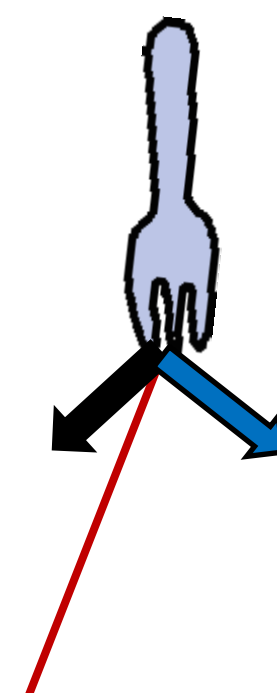
- *Special Report: Distance Education* (17 May 2010). *Community College Week*, 22(20).
- *E-Educators Evolving* (22 September 2010). Education Week: A Special Report on the Emerging Policy Debates in Virtual Education, 30(4).
- *Director of Online Education* (18 October 2010). The Chronicle of Higher Education, Retrieved October 18, 2010, from <http://mediaserver.trenholmstate.edu:2076/jobs/0000652439-01>.
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- Deggs, D., Grover, K., & Kacirek, K. (2010). Expectations of adult graduate students in an online degree program. *College Student Journal*, 44(3), 690-699.
- Lei, S, & Gupta, R. (2010). College distance education courses: Evaluating benefits and costs from institutional, faculty and students' perspectives. *Education*, 130(4), 616-631.
- Baker, J. (2010). What is a 'hybrid'? *Community College Journal*, 81(1), 41.
- Faculty Focus: (<http://www.facultyfocus.com/>)
- *Intellectual Property, Copyright and Harassment: Navigating the Murky Legal Waters of Online Teaching* (18Oct2010);
- *Three Tips for Handling Disruptive Online Students* (12Oct2010);
- *Online vs. Face-to-face Throwdown: Good Teaching Transcends Course Format* (11Oct2010);
- *Online Teaching Challenge: Creating an Emotional Connection Learning, Part 2* (30Sept2010);
- *Online Teaching Challenge: Creating an Emotional Connection Learning, Part 1* (28Sept2010);
- *How to Design Effective Online Group Work Activities* (20Sept2010);
- *Observing Online Instruction: View of Instructors and Students* (14Sept2010);
- *Improving Online Learning, Part 2* (9Sept2010);
- *Improving Online Learning, Part 1* (7Sept2010);
- *Integrating Social Media Into Online Education* (8Sept2010);
- Means, B., Toyama, Y, Murphy, R., Bakia, M., & Jones, K. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. U.S. Department of Education: Office of Planning, Evaluation, and Policy Development: Policy and Program Studies Service, 1-91.
- *16th Annual Sloan-C International Conference on Online Learning – The Power of Online Learning: Stimulating New Possibilities*. The Caribe Royale Hotel and Convention Center, Orlando, Florida, November 3-5, 2010.

The Online Education Leadership "Fork In The Road"

Yogi Berra said: "If you come to a fork in the road, take it."

So it is with online or distance educational instructional certification programs in the community college? Do you perform no training, use informal mentoring, formal mentoring, a formal training-certification program, or do you outsource the training to a third-party professional development process?

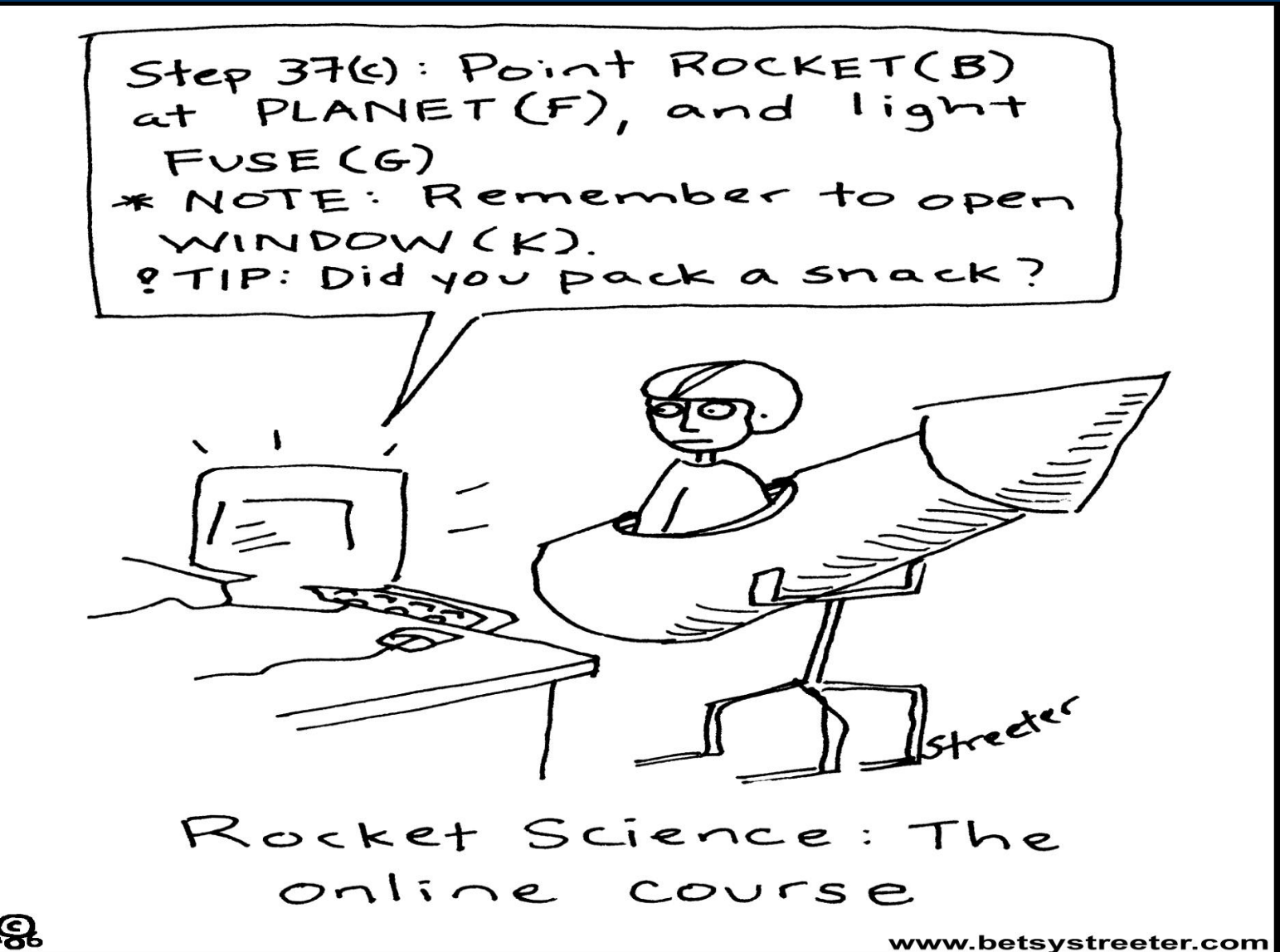
No Training: This course of action leaves the instructor to his or her own methods for reaching a level of proficiency, thus impacting student learning outcomes and non-standard practices.



GYO (Grow-Your-Own) Training and Certification Program. GYO programs can be "customized" to promote a "force multiplier construct" for an institution's online instructional outcomes, with the goal of continuous improvement of student success in online education. What this type of program does is ensure that methods, materials and manpower are used effectively and accurately to promote and advance a successful online learning community to maximize student learning outcomes in online courses.



Distance Education Has Come A Long Way...



Learning On Demand: Online Education in the United States, 2009; Babson Survey Research Group & The Sloan Consortium

While there is a great deal of diversity among course delivery methods used by individual instructors, the following is presented to illustrate the prototypical course classifications. (p. 4)

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated/ Supplemental	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Do Faculty Receive Training for Teaching Online?

For the first time, the survey asked chief academic officers about the training provided to faculty when teaching online. Nearly one-fifth (19 percent) of all institutions do not provide any training (even informal mentoring) for their faculty teaching online courses. Among those institutions that do have some form of training, most provide more than one approach. Informal mentoring (59 percent of all institutions with online offerings) and internally run training courses (65 percent) are the most common approaches. Formal mentoring programs (40 percent) are not as common as informal programs. Only a small minority (15 percent) provide training via an externally run course. Such programs are most popular at associate's institutions (20 percent) and least popular at Doctoral/Research institutions, with only 4 percent using external courses. (p. 11)

Point of Inflection: The Crux of GYO Training and Certification for Online Education in the Community College System

Student enrollment in online, distance education, or virtual courses is only the first step toward fulfilling the community college mission. To meet their educational goals, students must persist and successfully complete courses and programs – whether face-to-face, blended/hybrid, supplemental or web facilitated, or purely online.