

PRINCIPLES AND GUIDELINES FOR VIDEO CURRICULUM READINESS: COURSE AND DELIVERY

Video curriculum readiness guidelines provide the basis for curriculum development and delivery for courses that use video in its different forms.

Interactive video network (IVN) courses are those delivered entirely over the Dakota Digital Network (DDN) and other networks used by the state institutions. Effective IVN courses are those courses that contain characteristics outlined below regarding course and delivery readiness. An IVN can be defined as a two-way multimedia communications system that uses a compression technology to transmit both sound and images (moving and still) among specially designed and equipped classroom sites. Instructors and students at two or more sites can see, hear, and interact with one another through the use of cameras, microphones and monitors connected to digital telephone lines for transmission (Kirby, 1995).

Other forms of video delivery include courses that are delivered by satellite, videotape, broadcast television, and video on the Web.

Video course readiness means that the course content includes those items important for inclusion in all video contexts. Principles of IVN curriculum readiness follow.

VIDEO COURSE READINESS

I. Curriculum and Instruction

- A. Academic standards for all programs or courses offered at a distance are the same as those for other courses or programs delivered at the institution where they originate.
 - (1) The standards and outcomes or expectations identified in the syllabus should be the same standards and outcomes or expectations identified for the comparable on campus course.
- B. Student learning outcomes in the video courses are comparable to student learning outcomes in programs and courses offered at the campus where they originate.
 - (1) Statements of learning objectives are provided. Such statements are clear, complete and measurable.
 - (2) The course provides appropriate opportunities for the student to demonstrate their achievement of learning objectives.
 - (3) Ways in which the student can get additional feedback on their learning are clearly stated.
 - (4) Assessments are appropriate to the subject matter and technology used, and are based on stated learning objectives and are designed to clearly indicate achievement of student learning outcomes.
- C. Each program and course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.
 - (1) A course description should be included which clearly describes the course, in a manner understandable to the student.
 - (2) A syllabus is provided that clearly defines standards and outcomes or expectations for the course. This syllabus should be available at the time the course is initially advertised. The course syllabus should be available on-line and updated regularly.
 - (3) Course materials and learning activities should match the course description and identified desired course outcomes.
- D. Each program and course provides for appropriate real-time and delayed interaction between faculty and students and among students.

- (1) The course design provides appropriate interaction between faculty and students and among students.
 - (2) The means for interaction are clearly defined for the students.
 - (3) Strategies are incorporated into the course design to introduce the student to technologies used in the course as appropriate.
 - (4) Students will be given clear instructions for contacting the instructor or technical support personnel in an emergency or technical failure.
 - (5) Students are reminded in advance of upcoming assignments, and are alerted to any changes in the syllabus or in course expectations.
- E. The institution ensures that the video technology used is appropriate to the nature and objectives of the course.
- (1) The needed technologies and expected skill levels are clearly communicated to the student as appropriate.
 - (2) Technology is used to provide learning experiences equivalent to those in a traditional classroom.
 - (3) The technology used is chosen to support the learning objectives, and maximize the learning methods available via the chosen technology.
- F. The institution ensures the currency of materials, courses and programs.
- (1) The course should be evaluated for currency of materials prior to delivery.
- G. The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, telecourses, or other media products.
- (1) The course syllabus should contain a link to the academic policies appropriate for that course.

II. Faculty Responsibility and Support

- A. The institution's faculty assumes responsibility for and exercises oversight over distance education ensuring both the rigor of programs and the quality of instruction.
- (1) Course oversight includes responsibility of copyright issues. Therefore, it is advised that faculty obtains written permission for all published materials or any other person's materials used within the video course.
- B. The institution provides appropriate faculty support services specifically related to distance education.
- (1) Curriculum should be developed in collaboration between faculty and a curriculum designer knowledgeable in the video technology being applied.
- C. The program/institution ensures appropriate training for faculty who teach using video technology.
- (1) Faculty teaching in video contexts needs to be kept current in the demands of using the technology.
- D. The program/institution provides faculty with adequate equipment, software and communications for interaction with students, institutions and other faculty.
- (1) Faculty members have ready access to appropriate technology to teach on the interactive video networks.
- E. The institution's faculty assumes the responsibility to recognize the technological requirements and skills for course and program delivery.
- (1) Faculty members are kept informed of new and appropriate technologies and their applications for learning.

- (2) Technological requirements and skill requirements for students need to be clearly identified and incorporated into the course description and syllabus as appropriate.

III. Roles and Mission

- A. The program or course is consistent with the institution's role and mission.
 - (1) Curriculum coordination and management decisions will be based upon an institution's role and mission, interest and ability to develop a program and/or course, the institution's interest and ability to deliver instruction, and demand plus attendant time-table for delivery.
- B. Review and approval processes ensure the appropriateness of the technology being used to meet program or course objectives.
 - (1) Curriculum will be reviewed to identify course and program readiness and delivery readiness and will be based upon guidelines and resultant evaluation and assessment.

IV. Library and Learning Resources

- A. The institution ensures that appropriate learning resources are available to students.
 - (1) Required reading materials should be made available for each site. Materials will be provided to the student and available for purchase from the institution offering the course or through public vendors.

V. Student and Academic Services

In response to the Principles of Good Practice governing distance education, the following course readiness items were identified:

- (1) A student is expected to do approximately 45 hours of work per semester credit earned for the course. This equates to approximately 135 hours of student effort per 3-semester credit course.
- (2) Course content should include a variety of appropriate components to address various learning styles and disabilities.
- (3) The course syllabus should contain all of the elements required by the school or institution and additional components to support the student's video learning activities. Such additional elements may include information like how to resolve technical problems and how to access learning resources.

More specific information for students is identified under **Video Delivery Readiness**.

VI. Evaluation and Assessment

In response to the Principles of Good Practice the following Course Readiness items were identified:

- (1) Each course will assess student and faculty satisfaction, including appropriateness of interaction between faculty and students and among students, plus reasonable levels of student services, including advisement, admission, registration and scheduling and information regarding financial aid.
- (2) Assessment and documentation of student achievement will be a part of each course at the completion of the program or course.
- (3) Access to evaluation and assessment data must be available for quality assurance and improvement, and be in compliance with the COHE contract.
- (4) Because of the nature of video course delivery, assessment documents will be comprised of three distinct areas that include (a) content, (b) instruction, and (c) delivery technology.

VII. Academic Honesty

Guidelines ensuring academic honesty for all programs or courses offered at a

distance shall be comparable to those guidelines used for other courses or programs delivered at the institution where they originate.

- (1) The instructor will determine assignment or examinations that require individual student effort. The instructor may require that exams and other assignments be completed in the presence of a proctor who will verify that the work has been done individually by the student without outside assistance.

VIII. Video Pedagogy Principle of Course Readiness:

A video course should be structured to foster learning and encourage the exchange of ideas, plus use innovative instructional strategies to facilitate learning through video.

Therefore the following guidelines apply:

- (1) The course will be structured to build a learning community among students.
- (2) The course provides strategies for evaluating the quality and authenticity of materials.
- (3) The course provides a variety of learning activities.
- (4) The course materials and activities are sensitive to diverse points of view.
- (5) Individual accommodation will be provided when documented need exists.
- (6) The instructor/design team has expertise in the subject matter.
- (7) The instructor is well equipped to teach in a video environment.
- (8) The instructor provides timely feedback that helps students understand what is needed to improve their performance.

Sources for Document

Kirby, P. et. al., 1995. *Interactive Video Network Faculty Guide and Technical Training Manual*. University of Maryland University College.

Lochte, R. H. 1993. *Interactive Television and Instruction A Guide to Technology, Technique, Facilities Design, and Classroom Management*. Englewood Cliffs, NJ: Educational Technology Publications.

EDNET Faculty Training Manual. <http://www.usoe.k12.ut.us/curr/ednet/manual/main.html>