

Distance Learning Implementation Checklist

Oklahoma Department of Career and Technology Education
1500 West Seventh • Stillwater, OK 74074-4364

The following document is a checklist of considerations that school administrators and instructors may use for decision-making when implementing distance learning instruction. Items in the checklist are based on the research and experience of teachers and administrators who have delivered distance education for several years. In this document, distance learning is limited to Web- or computer-based activities and interactive television learning. The Web-based checklist is for receiving sites only and does not include

curriculum development or other activities that involve sending sites. However, the interactive television checklist includes considerations for both sending and receiving sites.

The checklist is divided into three categories: (1) minimum requirements for setting up Web-based or interactive television sites, (2) logistical considerations, and (3) content considerations. As with most distance learning methodologies, many of the considerations for both Web-based and interactive television learning are similar.

Distance Learning Implementation Considerations	Web- and Computer-Based Learning	Interactive Television Learning
Minimum Requirements		
1. Originating and receiving institutions provide faculty support services specifically related to teaching distance technologies. <ul style="list-style-type: none"> • The need for equipment, policies, and extra preparation time is recognized by administrators. • New instructors are allowed two hours of preparation for every hour of class taught. • Instructors who have already taught the class via distance are allowed one hour of preparation for every hour taught. 	✓	✓
2. Strong commitment of instructor to deliver distance education is essential. Initially, the preparation time is longer and more demanding than required in a regular classroom. Other considerations include: <ul style="list-style-type: none"> • High level of interest in delivering distance education. • Strong communication and technical skills. • Flexibility to adapt when technical scheduling problems arise. 	✓	✓

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Minimum Requirements (continued)		
3. Instructor has completed training for both equipment and methodology.	✓	✓
4. Appropriate equipment such as high-speed, high-quality hardware, CD-ROM, etc., is in place.	✓	✓
5. Budget is appropriated for initial and ongoing costs; e.g., hardware and software upgrades, course registration, site license, etc.	✓	✓
6. Telephones and fax machines are located in all rooms for use in case technical difficulties arise and to enhance communication between instructor, liaisons, and students.		✓
7. Equipment formats at both sending and receiving sites are compatible. If formats are incompatible, bridges are in place.		✓
8. Each student in the classroom or lab has access to a computer.	✓	
9. Each site has a secured storage area for equipment and supplies.		✓
10. Each classroom and/or designated lab has access to the Internet.	✓	
11. An Internet use policy is in place.	✓	
12. Agreements and contracts with vendors, instructors, and schools are completed.	✓	✓
13. Copyright clearance has been obtained for all media.	✓	✓
14. Equipment has lockout devices to prevent students from getting into appropriate sites and files.	✓	
15. Technical support is available for equipment and software.	✓	✓

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Minimum Requirements (continued)		
16. A computer lab supervisor is available when the teacher is not in the classroom or lab. (This is particularly important for high school students.)	✓	
17. A discipline plan is in place at all sites.	✓	✓
18. The institution has admission and acceptance criteria to assess whether the student has the knowledge and technical skills required for undertaking the course or program. Additional considerations include: <ul style="list-style-type: none"> • Students are self-motivated. • Students have the ability to maintain self-control and discipline in a distance-learning classroom. • Parents know how the class is conducted and the expectations of the school and instructor. 	✓	✓
Logistical Considerations		
1. Appropriate computer lab time is available and scheduled.	✓	
2. Quiet study space is designated for students.	✓	
3. Limit class sizes to appropriate number; consider no more than 8-10 students per site.		✓
4. Receiving locations are limited to three sites.		✓
5. The lighting and camera allow all students to be seen clearly. Instructors should be able to see and zoom in to see each student.		✓
6. A backup plan is available for occasions when equipment fails (recommend two days of prepared lesson plans).		✓

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Logistical Considerations (continued)		
7. Teaching methods are frequently varied; i.e., PowerPoint, video, lecture, etc.		✓
8. Class time between sending and receiving schools (i.e., classrooms, labs, stop-start times, etc.) are appropriately scheduled.		✓
9. Designated instructor(s) or liaison(s) are available in each classroom or lab to <ul style="list-style-type: none"> • administer assignments and/or testing, • record and manage student records, and • monitor student progress for completing work and meeting deadlines. 	✓	✓
Content Considerations		
1. Each program or course results in learning appropriate to the rigor and breadth of the credential awarded.	✓	✓
2. Each program or course is coherent and complete.	✓	✓
3. Each program or course provides for appropriate interaction between faculty and students as well as between students.	✓	✓
4. Academic and competency standards for the program or course are the same as those at the originating institution using traditional delivery methods.	✓	✓
5. Student learning in programs or courses is comparable to student learning in traditionally delivered programs and courses offered at originating institution.	✓	✓
6. Appropriate accommodations are made to meet requirements of courses requiring hands-on activities and assessments.	✓	✓