



Year 1, Number 27

UNT Dallas joins SARA initiative

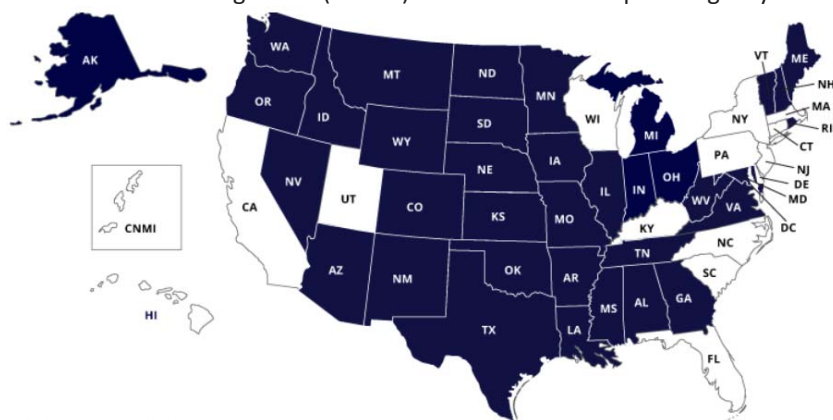
Earlier this week UNT Dallas received the approval to join the National Council for State Authorization Reciprocity Agreements (NC-SARA) initiative through the state of Texas, an interstate partnership that expands student access to online education.

UNT Dallas is among the first 34 Texas institutions to participate in the SARA initiative. As a SARA Approved Institution, UNTD can offer online courses to the majority of US States as listed on the [SARA States & Institutions Page](#) and agrees to follow the Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) for best practices in postsecondary distance education developed by leading practitioners of distance education.



Joining SARA provides expanded access to higher education for students in member states. These benefits will result in increased access as we'll be able to more widely distribute our online courses and accept enrollments from students in many other states. SARA membership also streamlines the administration of state authorization requirements for the institution, allowing UNTD staff to focus even more resources on activities that lead to student engagement, retention, and long-term success.

The Texas Higher Education Coordinating Board (THECB) serves as our state portal agency for SARA.



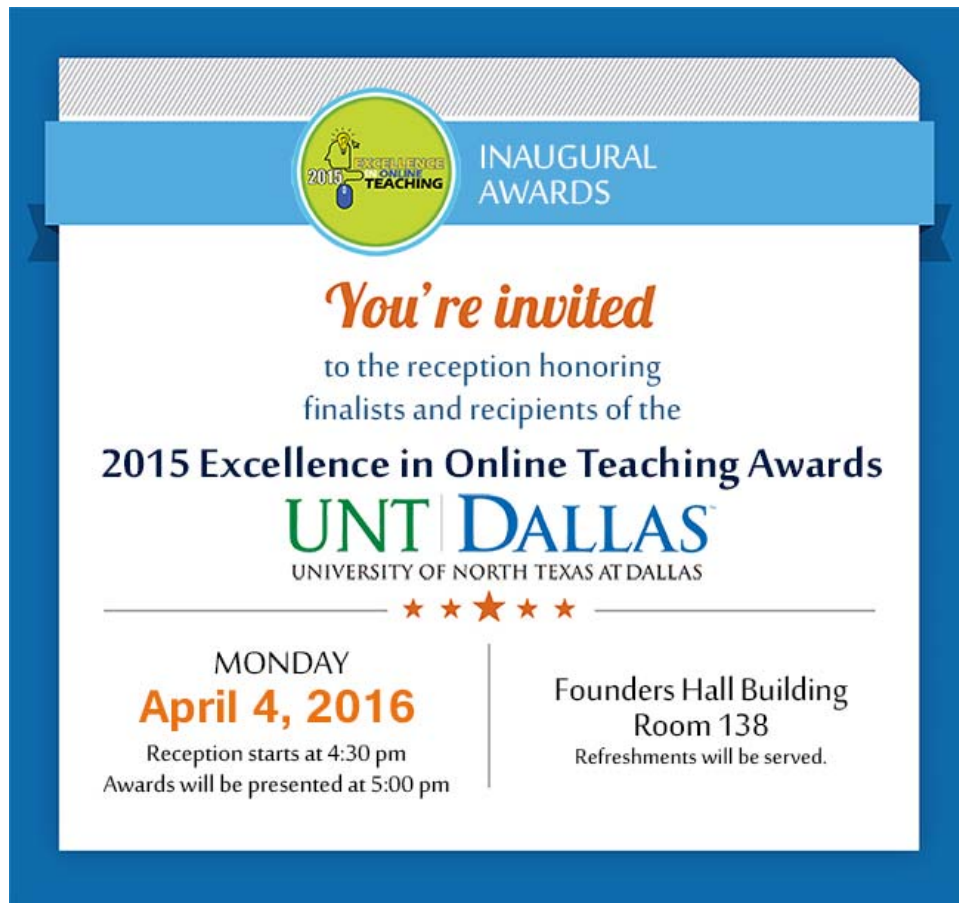
SARA states are highlighted on the map.

To read more about [Federal and State Regulations on 'State Authorization' of Distance Education at UNTD](#), please visit our website:

<http://www.untdallas.edu/dlit/ecampus/sara>

For more information about the SARA initiative, visit:

http://www.nc-sara.org/files/docs/NC-SARA%20Presentation_web.pdf



President Mong and Provost Becker will present the 2015 Excellence in Online Teaching Awards at a ceremony April 4 at Founders Hall, Room 138. The awards reception will be from 4:30 to 5 p.m. followed by a ceremony from 5 to 6 p.m. with complimentary refreshments and a chance to meet this year's finalists and honorees. The ceremony, sponsored by the Office of Distance Learning and Instructional Technology with support from the Office of Academic Affairs, is free and open to the campus community.

Educational Video Production

Multimedia age has changed the role of teachers. The need for audiovisual aids to support not just e-learning, mobile learning, distance and blended learning but even face-to-face classes have reformed the role of educators, who are now becoming producers to enrich their teaching with mediums like podcasts, videos, animations, interactive presentations, etc.

Why use Video technology in education?

Video Technology has been proven to be a very powerful tool in motivating, engaging and instructing within the educational concept. Because of the advantages of transformability and transferability that video provides, has open the horizons of teaching and learning.

Our Challenge

For all the above reasons, educators now are assigned with the role of the producer in order to create powerful video resources for their students. However, this is a big challenge for instructors as you have to familiarize yourselves with the video technology, editing software and the demanding process of video production (Petrosino & Koehler, 2007).

Thankfully, you are not alone. We, at the **Office of Distance Learning and Instructional Technology**, are here to help you and assist all our faculty in the development, production, and delivery of Digital Media in a variety of formats.

Watch the following brief 2-minutes video to get a glimpse of the types of techniques we can use to help you produce your instructional videos:



<https://www.youtube.com/watch?v=YKIEcP1rdYQ>

Plus, here are 3 tips for you to get you started in planning the videos for your classes:

1. Define the Content and the Educational Objectives

The content of the video which is directly connected with the curricula is the start point of your idea. How can the content be visualized? What are the key points? Moreover, the educational objectives should be also a guideline to structure the video. The educational objectives will determine where you should emphasize and will keep you focused not to lose the educational aspect of your video.

2. Decide the Pedagogic Approach

Open-ended or instructional? When Bates (1984) was talking about educational broadcasting identified two types of broadcasting programs: "Enrichment" and "Learning Resource" programs or as nowadays are known open-ended or instructional. Both types can be educational. Open-ended videos are not obviously connected with the curricula and can seem somehow irrelevant as they have as a goal to motivate and engage students with the subject. Those videos cannot stand alone and the role of the educator is essential in order to achieve the desirable learning outcome. (eg. adverts, drama, documentaries)

On the other hand, instructional videos are more structured "specifically designed to broaden and extend the experience of the learner" (Heinichet et al., 1982) and are produced for a specific use during a teaching task. That type of videos are integrated with the curriculum in a more obvious way and the students can achieve the learning objectives without further instruction. (eg. demonstrations, modelling, procedural activities, step-by-step tutorials)

3. Decide the Context of Use and the Visual Format

How are you going to use the video? Is it going to be shown face to face in the classroom? Are you going to make it available on the web? Is it going to be a part of a series, clips or video podcasts? These are some questions regarding the context of use that you have to think before the production in order to structure your video in a way

to ensure that the educational objectives will be achieved. The visual format refers to the way that the educational content is delivered. Is going to be a presentation? dramatization? interview? demonstration? Think about the content and what is the most appropriate way to deliver it.

These are some of the questions that our instructional designers will help you answer to better select the type of digital media resources for your courses. **Contact us at DLIT. We're here for you!**

References:

Bates, A.W. (1984). *Broadcasting in Education : An Evaluation*. London: Constable.
Heinich, R., Molenda, M. & Russell, D. J. (1982). *Instructional media and the new technologies of instruction*. New York; Chichester: Wiley.
Petrosino, A. J. and Koehler, M. J. (2007). Teachers as designers: Pre- and in-service teachers authoring of anchor video as a means to professional development. In Goldman, R., Pea, R., Barron, B., & Derry, S. (Eds.) *Video research in the learning sciences*. Mahwah, NJ: Erlbaum.

University Forum on Teaching & Learning (UFTL) 2016 Making Learning Visible

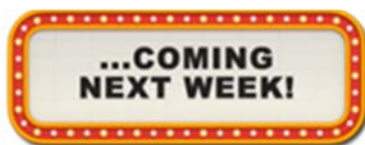
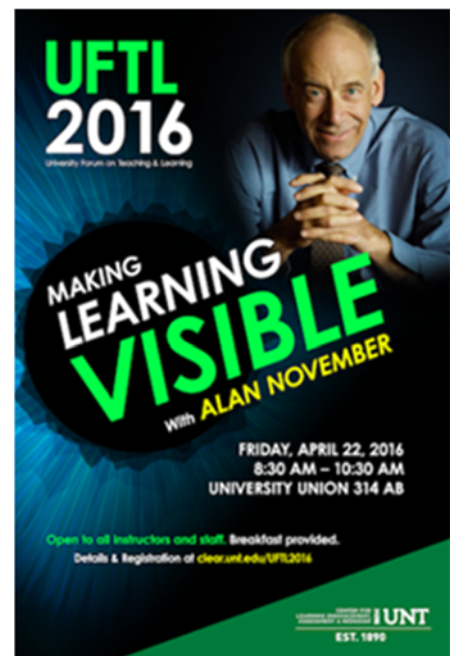
We, at the office of DLIT, plus 3 colleagues from UNTD, have been invited to attend the 2016 University Forum on Teaching & Learning (UFTL) from 8:30-10:30 a.m. on Friday, April 22, 2016 at the University of North Texas. The event is **free** and breakfast will be provided.

The theme this year is **Making Learning Visible** and the keynote speaker is international leader in education technology **Alan November**.

One of the most powerful and immediate concepts that can empower both educators and students is to apply emerging tools to make thinking visible in new ways and new patterns. According to renowned leader in educational technology Alan November, "When educators can really see the thinking of their students, they can more accurately provide their students with the support and encouragement they need to be successful."

In his keynote address for the 2016 University Forum on Teaching and Learning, Alan will demonstrate how technology can help educators truly make learning visible. For example, using a tool called **Prism** (<http://prism.scholarslab.org>), attendees will contribute to a visualization exercise revealing their collective attitudes about using technology in the classroom.

Let's join our colleagues over in Denton for an upbeat and practical event that can open new windows into our students' thinking. If you would like to attend (instructors and/or staff) please [email us](#) and let us know for registration purposes and to provide you with directions, and parking information.



Teaching Competencies for 21st Century Learners

[Brown Bag Lunch Series. Track 2. Research and Best Practices in Online Teaching and Learning]

Presenters: John Hoffman, Associate Professor, Educational Leadership, California State University, Fullerton and Ellen Meier, Director, Center for Technology and School Change, Faculty, Dept. of Mathematics, Science, and Technology, Teachers College Columbia University



With technology increasingly a core component of hybrid on-the-ground instruction, traditional faculty may lack the technology and teaching skills needed to be successful with Millennial learners. If your incoming freshman class does not use email to communicate with the institution or faculty, how do you communicate with them? How do you engage students who expect immediate feedback, are constantly multitasking, who use multiple devices daily for school, social and work demands? Learn what researchers at Teachers College are finding about engaging students in STEM courses, the outcome of a national task force that developed a tiered set of competencies for student services professionals, and how the redesign of curriculum into a CBE framework is stimulating a conversation about the changing roles of faculty.

Monday, March 28 (12:00 PM - 1:00 PM), Founders Hall, Rm 127

[Register here.](#)

Creating Simple Rules-Based Learning from Complex, Technical and Compliance Courses

[Live Webinar]

Presenter: Ray Jimenez, Ph.D., Architect of TrainingMagNetwork.com, Chief Learning Officer of Vignettes Learning
Simplifying learning content cuts learning curves and speeds up performance on the job. However, most complex, technical and compliance learning content remain to be inaccessible for learners to use and learn from. Consequently, learners grow frustrated and waste their time and energy trying to learn complex ideas. In this webinar, you will understand the rules of simplicity by using RULES in designing and delivering content.

Topics covered:

- Why do most content stay complex and are hard to understand and learn?
- What are case studies showing improvement in performance using simple rules?
- How do you methodically simplify your content and build rules for easy use?
- What are the six types of rules and where do they apply?
- View examples of simple rules-based learning with technical, scientific, process and compliance content

Thursday, March 31, 2016 @ 2:00 PM – 3:00 PM, Founders Hall, Rm 127

[Register here.](#)

Articles



(Click the images to read the articles)

BEST OF 2015



[Best of 2015: 20 Excellent eLearning Examples to Inspire Your Next Project](#)

By Steve Penfold

Source: Elucidat

Here you can discover a list of 20 inspirational elearning examples from Elearning Superstars.

[Read more...](#)

[E-Portfolios Are Not the Fitbit of Higher Education](#)

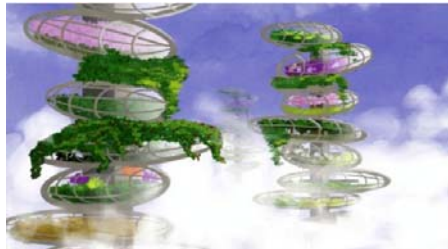
By Jason B. Jones

Source: The Chronicle of Higher Education

Are e-portfolios the equivalent of educational FitBits? Jason B. Jones, who likes both Fitbits and e-portfolios, recoils in horror.

If e-portfolios come to represent the Fitbits of higher education, then we will have utterly failed our students. Markowitz and Craig's vision of education is essentially one of widget production (their emphasis).

[Read more...](#)



[What's the future of education? Teachers respond](#)

By Laura McClure

Source: TED-Ed Innovative Educators

What's the future of education? How will students learn differently? What will the schools of the future look like? We asked TED-Ed Innovative Educators to share their ideas. Their answers are provocative, contradictory — and make for great conversation starters. Welcome to the “Choose Your Own Adventure” future of learning.

[Read more...](#)

[5 Ways Microlearning Applies To Informal Learning](#)

By Jayme Jenkins

Source: eLearning Industry

An emerging training trend is microlearning, as it takes modules and breaks them into bite size training that focuses on behavioral outcomes as well as applying knowledge and skills quickly.

Microlearning can also match its training with individual learning styles. As such, organizational training programs can adapt to these new informal learning trends through a microlearning structure. Here are 5 ways microlearning can apply to informal learning.

[Read more...](#)



More



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| <p>APR 4 Cool Tools for Jazzing Up Your Online Course
(12:00 PM), Founders Hall, Rm 127</p> <p>APR 4 2015 Excellence in Online Teaching Awards Reception and Ceremony
(4:30 PM), Founders Hall, Rm 138</p> <p>APR 5 Blackboard Open Lab
(2:00 PM - 4:00 PM)
DAL1, Rm 336</p> <p>APR 5 "What's the Frequency, Kenneth?" Voice Commenting Strategies
(11:00 AM - 11:30 AM)
Founders Hall, Rm 127</p> <p>APR 5 "What's the Frequency, Kenneth?" Voice Commenting Strategies
(11:00 AM - 11:30 AM)
Founders Hall, Rm 127</p> | <p>APR 6 Using Respondus in Blackboard LEARN
(10:00 AM - 11:00 AM)
Founders Hall, Rm 127</p> <p>APR 7 Canvas, an LMS and Beyond
(2:00 PM - 3:00 PM)
Founders Hall, Rm 127</p> <p>APR 11 Using Images in an Online Course
(12:00 PM)
Founders Hall, Rm 127</p> <p>APR 12 BITS #4 - Are You Bored With Discussion Boards? Collaborative Strategies in Blended and Online Courses
(2:00 PM - 4:00 PM)
DAL1, Rm 336</p> <p>APR 14 Get to Know Canvas - The Smart and Easy LMS
(2:00 PM - 3:00 PM)
Founders Hall, Rm 127</p> |
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Contact Us!

The **Office of Distance Learning and Instructional Technologies** invites faculty and staff to join and participate in our development programs. These events provide an opportunity to network with faculty from other departments, learn new instructional strategies and tools, and become aware of best practices in online teaching and learning. Hope to see you there, and don't forget to register for our workshops and sessions! Please contact us with ideas and suggestions for future events:

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Phone: 972-338-5580

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