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Exercise the option of participating as a distance learner in a live, televised seminar or time-shift the viewing and work through the seminar asynchronously. These distance learning seminar packages are designed to:

- Maximize learning in both live and taped formats and
- Facilitate the application of information

3 INTER-RELATED COMPONENTS COMPRISE THE SEMINAR PACKAGE:

- Online resources lay the foundation, provide context, and offer probing questions to stimulate interest prior to viewing the live seminar event
- Live satellite-delivered seminar features presenters and panelists with real-world experience and insights, and provides the opportunity to interact with these individuals. You have the option to make as many videotape copies of the seminar as your institution needs for faculty, staff and administrators, as well as the option to deliver the seminars online by videostreaming them on your campus network or access Dallas TeleLearning's videostreaming site
- Online resources to facilitate application of the seminar information directly to participants' own institutions, departments, and disciplines

The institution must limit access to videotapes, CD-ROMs or videostreaming to its own faculty and staff.

Who Should Attend

This professional development seminar is designed to generate dialogue among faculty, administrators and other academic leaders.

- More faculty need a better understanding of why unbundling is not the threat they sometimes perceive it to be.
- More administrators need to be aware of real-world examples of the positive differences unbundling can make when used properly.

Attendees should include: Full-time and adjunct faculty; faculty leaders and representatives of faculty organizations; department chairs, deans, vice-presidents of instruction and other academic leaders; financial officers; chief information officers and key IT staff; and presidents, chancellors, and trustees.

Benefits: What Attendees Will Learn

This program will examine ways to:

- Adapt the practice of unbundling in campus-based courses for use in hybrid and distance learning courses
- Make better use of faculty time by directing student questions about course administration and technology-related issues to non-instructional staff
- Achieve costs savings by using staff that are paid less than faculty to handle non-academic/instructional issues for students
- Determine the types of staff needed to assume non-academic roles and functions in order to achieve cost savings and improve student learning



Professional Development Seminars on Teaching and Learning in the 21st Century

Saving Dollars and Making Sense

"Unbundling" Faculty Duties in Distance Courses



**LIVE VIA SATELLITE
November 18, 2004
2:30 - 4:00 PM ET**

AND

**VIDEOSTREAMING VIA THE INTERNET
November 19 - 26**

Professional development seminars designed to maximize learning and facilitate the application of information

UNBUNDLING: the practice of separating integrated elements in order to provide greater efficiency, effectiveness, and cost savings (see: *making use of specialization for greater impact, re-allocating limited financial resources to achieve greater efficiency, and reducing costs*; antonym: *using outdated integration of tasks when new paradigms call for separating them*)

In higher education, unbundling ...

- is the practice of segmenting the faculty role so that they do what they are uniquely qualified to do—address students' academic and instructional concerns—while non-instructional staff handle other course-related tasks
- is already used by many university faculty in face-to-face courses, as they rely on teaching assistants, graders, discussion leaders, and others
- in a hybrid or distance course
 - requires determining the learning activities and outcomes necessary, deciding which ones can be best achieved with technology, determining which ones should be reserved for and assigned to invaluable faculty, and allocating the remaining to other staff
 - acts on the assumption that faculty members' time is better spent not dealing with all of the administrative and technological elements of a hybrid or distance course
 - saves the institution money by utilizing mentors, peers, and other assistants where appropriate
- can be a form of collaboration, as faculty team with others who help students with questions such as due dates for assignments and problems with computer technology
- reassures faculty who consider it an infringement on their role

One institution discovered that 90% of students' questions to faculty in a distance learning course were about non-instructional matters.

Current surveys show that course management is a major concern for faculty teaching at a distance. Many faculty are overwhelmed with student requests for information and guidance on course administration and navigation problems, and they are spending so much time on those issues they cannot focus adequately on instruction. Unbundling can play a major role in addressing these problems, and this program will show how unbundling can be used effectively in hybrid and distance courses.

Can your institution show that it has reduced course costs, while improving student retention and learning, in its distance courses in recent years?

Thirty colleges and universities which have accomplished those aims in face-to-face and distance courses did so as part of the Pew Grant Program in Course Redesign. This national project was designed by the Center for Academic Transformation, which also secured grant funding to implement it. Representatives of three of the participating institutions which applied unbundling in redesigning courses will explain how costs were reduced, while at the same time student retention and learning increased. In addition, a representative of another institution which is experienced in offering distance courses will describe its model for unbundling.



Topics

- Innovative course management approach for distance teaching and learning
- Implementing courses using faculty as a member of a team, instead of as a "sole provider" of course information and instruction
- The primary role technology can play in designing a course in which faculty duties are unbundled
- Options for staffing of distance courses to increase cost savings, while improving student retention and performance

Seminar Panel

Seminar Moderator:

Jim Wohlpart is an Associate Professor of English and Chair of the Division of Humanities and Arts at Florida Gulf Coast University. He came to the university in 1994 and teaches Environmental Literature, Nineteenth-Century American Literature, and Composition. He led the team that redesigned a required course entitled Understanding the Visual and Performing Arts, using a grant from the Pew Program in Course Redesign. The program was created and administered by the Center for Academic Transformation.

Seminar Participants:

Margaret Banocy-Payne is Dean of Communications and Humanities, at Tallahassee Community College, in Tallahassee, Florida. In addition to her administrative experience, she has served as a full-time community college faculty member for 15 years. She was involved in the successful redesign of the freshman composition course that utilized technology assisted instruction, academic writing and an integration of reading and writing through a Pew Program in Course Redesign. This project included unbundling faculty duties.

Kirk Trigsted is Senior Instructor and Director of the Polya Mathematics Center at the University of Idaho, where he teaches undergraduate mathematics courses. The Center's creation in 2001 was a result of participation in the Pew Program in Course Redesign. Also as a result of the redesign and unbundling of courses, fewer adjunct lecturers and less classroom space are required, while student learning has improved. At the same time these changes have been brought about, costs have also been reduced.

Carole Hayes is coordinator of Student Support Services and Program Evaluation for the Office for Distributed and Distance Learning at Florida State University. She designed and oversees implementation of Student Support Services and the mentor recruitment, training and support program. The mentor program is a key element in serving students by unbundling faculty duties in the online degree completion programs. She was a panelist for Dallas' live satellite program "Retaining Online Students" in April, 2001.

- Saving Dollars and Making Sense: Scalability in Developing Distance Courseware
- Saving Dollars and Making Sense: "Unbundling" Faculty Duties in Distance Courses
- Pedagogy 101 for Distance Learning
- Pedagogy 102 for Distance Learning
- Series (all four programs--after broadcasts, available on VHS or CD-ROM)

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