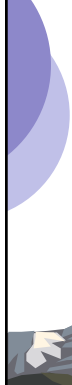








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- Only **1.5 Million** people in Idaho
- **83,574** square miles [Idaho is the **14th** biggest state in the USA]
- People per square mile, **15.6**
- Idaho State University enrollment [**Spring 05**] **13,000**




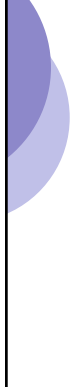
- Idaho ISU Interactive Distance Learning Classrooms (IDLC)
 - Course hours/week = 400 hours
 - 34 video classrooms in the ISU network
- ISU Web-based education
 - online courses/semester = 30+
 - hybrid courses/semester = 700+


- Technology challenges
- Instructional design
- Teaching styles
- Student learning
- Services





- Defined – Compressed video with connecting sites
- Teaching Methods – traditionally instructor centered
- Technology – Instructor Computer VHS/DVD players, Document cameras, microphones and monitors
- Support – distance learning operator


- Defined – When developing course activities that use interactive whiteboard, on-line learning management system, streaming media, and student computers in conjunction with interactive distance learning classroom technologies
- Teaching methods – instructor centered, student centered, and group centered
- Technology – SMART Board, WebCT, Helix Server, and wireless laptops
- Support – technology staff, online resources, and printed tutorials






- Satisfaction with distance education services
- Existing utilization of overlapping technologies
- Goals for using more overlapping technologies in the future

DOT Guide



- 45% of the survey respondents are currently using some kind of overlapping technology
- 84% of the faculty would like instructional technology support with interactive whiteboards
- 68% would like support integrating student computers
- 55% of respondents who are not utilizing any other technologies than what the classrooms currently provide, 75% would like to be able to integrate overlapping technologies

DOT Guide



- Center for Teaching and Learning
- Office of Institutional Research (Assessment)
- Instructional Technology Resource Center
- Media/Distance Learning Center


DOT Guide



DOT Guide


- Designing Overlapping Technologies (DOT) guide
 - Course Objectives and Learning Outcomes
 - Reflective Questions
 - Selection Criteria
 - Technology Activity Strategies
 - Activity Planning Table
 - Evaluation Activity

DOT Guide




- Based on educational objectives identified in Bloom's (1964) taxonomy, which are categorized as knowledge, comprehension, application, analysis, synthesis, and evaluation.
- One objective may contain more than one learning outcome.

DOT Guide





- The DOT guide provides faculty with a series of reflective questions to help make decisions about selecting overlapping technologies and teaching strategies:
 - Instructor's Pedagogy
 - Learner's Needs
 - Content Objectives

DOT Guide





- **Physical attributes** – technology that enhances learning through visual, verbal, or motion
- **Learner characteristics** – technology that supports student learning styles, reading comprehension, and social backgrounds
- **Task characteristics** – technology that fits the learning outcomes (e.g., knowledge, comprehension, application, analysis, synthesis, and evaluation)
- **Instructor characteristics** – technology that supports instructor's teaching styles, technology comfort, and organization methods







- Technologies supported in the interactive distance learning classroom
- Overlapping Technologies
- Sample activities







- Activity Name
- Description of Activity and Technologies
- Objective
- Outcomes
- Physical Characteristics
- Task Characteristics
- Learner Characteristics
- Instructor Characteristics
- Assessment Criteria
- Evaluation Criteria







- The evaluation instruments will be created as a process of answering a series of reflective questions.
 - The formative evaluation process makes use of the answers to the reflective questions. While developing the activities, faculty can review the answers to help determine the accuracy and applicability of the activities.
 - The summative process of evaluation focuses on measuring the effectiveness overlapping technologies by the content, the instructor, and the student.










- The DOT provides guidelines and suggestions to help instructors become more acquainted with instructional technologies and helps identify new ways to teach. Utilizing overlapping technologies is not about encouraging the use of technology, but about encouraging better teaching methods for those instructors involved in distance learning activities in a video classroom.





- What does the future hold for the Interactive Distance Learning Classroom?
- What new overlapping technologies will improve the way students gain knowledge?
- What new teaching methods will support the new technologies?





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