



**Work in Nova Scotia**

*a bridging program for newcomers*

# **Going the Distance: A Framework for Providing Distance Services in Nova Scotia**



Metropolitan Immigrant  
Settlement Association (MISA)



Halifax Immigrant  
Learning Centre



Human Resources and  
Skills Development Canada

Ressources humaines et  
Développement des compétences Canada

**NOVA SCOTIA**

Office of Immigration



## **Mission Statement**

Halifax Immigrant Learning Centre is committed to supporting the language learning goals of newcomers. In a creative and respectful environment, we strive to provide quality and effective learning opportunities to promote the active participation of newcomers in our community.



Metropolitan Immigrant  
Settlement Association (MISA)

## **MISA Mission Statement**

MISA is a community organization which welcomes newcomers and recognizes their essential role in Canada. We provide special services to help newcomers in their efforts to participate fully in Canadian Life.

Submitted by  
Kathy Burnett  
Halifax Immigrant Learning Centre  
7105 Chebucto Road, Suite 201  
Halifax Nova Scotia, B3L 4W8

Phone: (902) 443-2937 ext 234  
Fax: (902) 423-3154  
Email: [kburnett@hilc.ns.ca](mailto:kburnett@hilc.ns.ca)

## Table of Contents

WORK IN NOVA SCOTIA .....	5
WINS DISTANCE DELIVERY GOALS: .....	6
WHAT IS DISTANCE DELIVERY? .....	8
DISTANCE LEARNING DELIVERY METHODS.....	9
UNDERSTANDING THE TECHNOLOGY .....	10
1. DISCUSSION FORUMS .....	12
2. PODCASTING .....	12
3. WIKIS.....	13
4. BLOGS .....	13
5. VIRTUAL CLASSROOMS .....	14
6. COURSE MANAGEMENT SYSTEMS.....	15
ORGANIZATIONAL READINESS AND SUSTAINED INSTITUTIONAL COMMITMENT.....	16
ENSURING QUALITY IN ONLINE DELIVERY ... SOME BEST PRACTICES .....	18
PRINCIPLES OF ADULT EDUCATION.....	19
An overview – distance delivery process .....	20
STEP 1: DETERMINING THE NEED FOR DISTANCE DELIVERY .....	22
STEP 2: ALIGNING GOALS.....	24
STEP 3: DETERMINING THE CAPACITY FOR DISTANCE DELIVERY .....	25
STEP 4: ENVIRONMENTAL SCAN.....	30
STEP 5: TECHNICAL INFRASTRUCTURE .....	31
STEP 1: ANALYSIS .....	34
1. Identify content .....	34
2. Plain language.....	35
3. Client suitability.....	35
a) Language level.....	35
b) Client readiness .....	35
c) Internet connection speed .....	35
d) Hardware and networking capabilities .....	35
e) Learning style.....	35
STEP 2: DESIGN.....	38
STEP 3: DEVELOPMENT .....	39
1. Learning objectives .....	39
2. Determine appropriate technology .....	40
3. Transfer course material to online format.....	40
4. Develop a course syllabus .....	41
STEP 4: IMPLEMENTATION.....	42
STEP 5: EVALUATION .....	43
BEYOND WINS .....	44
Appendices .....	46
Appendix A: Best Practice Principles on delivering Sector Specific Language/Orientation Programs in Nova Scotia .....	47
Appendix B: Best Practice Principles on developing Sector Specific Language/Orientation Curriculum in Nova Scotia .....	52
Appendix C: Competencies for Online Facilitators .....	54
Appendix D: Guiding Principles for Distance Learning.....	56
Appendix E: Online Course Development Checklist .....	57
Appendix F: Plain Language Guidelines .....	61
Appendix G: Plain Language Check List.....	63
Appendix H: Action Verbs for Learning Objectives.....	64

Appendix I: Syllabus Checklist.....	65
Appendix J: Teaching Checklist.....	66
Appendix K: Sample Copyright Permission Letter .....	70
Appendix L: Technical Checklist.....	71

## **WORK IN NOVA SCOTIA**

---

Work in Nova Scotia (WINS) is a bridging program designed to facilitate the integration of newcomers into the provincial workforce.

WINS programs support the Office of Immigration's strategic goals of assisting immigrants in integrating into Nova Scotia society by helping them access necessary settlement services to help them live, work and learn in Nova Scotia. WINS also contributes to the retention of immigrants by working with partners to address barriers to social and economic inclusion that allow them to make Nova Scotia their permanent home. WINS distance strategy links with the province's strategy of encouraging newcomers to settle outside the major urban centre.

The interest in immigration is in a heightened state in Nova Scotia. Regional Development Authorities have identified a need for skilled workers in smaller centers around Nova Scotia. The Nova Scotia Office of Immigration has prioritized the need to provide services to newcomers settling in areas outside HRM. Clients are eager to settle and work in meaningful employment and contribute to Nova Scotian communities. HILC and MISA are responding to the needs of newcomers in Nova Scotia and are exploring alternative methods of delivery for language, employment and settlement programs and services.

Currently, several WINS programs and services have distance components.

WINS is a collaboration between HILC and MISA. In order to ensure effective and seamless integration of distance delivery, a framework to support these activities within both organizations needs to be put in place. The following outlines a strategy to identify, assess, implement and evaluate distance services for newcomers in Nova Scotia.

## **WINS DISTANCE DELIVERY GOALS:**

---

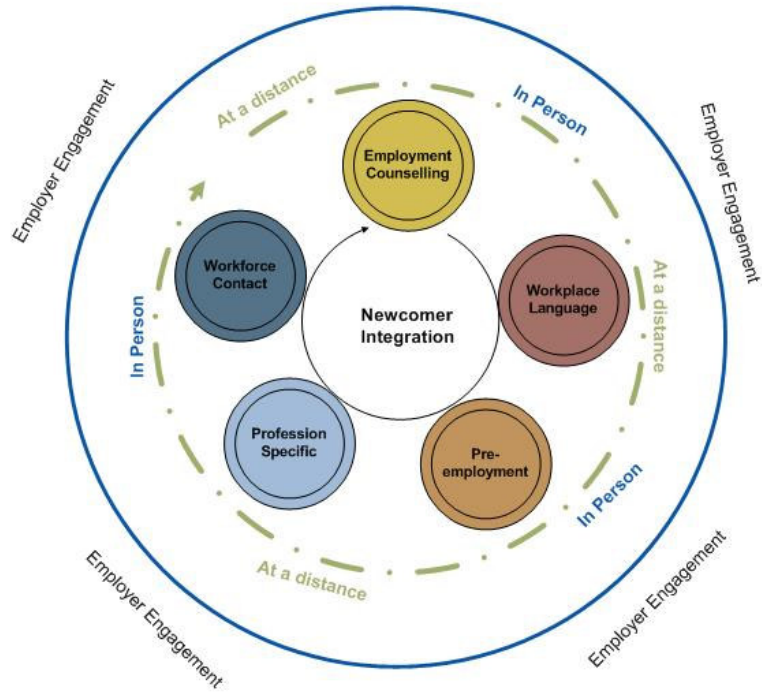
- To integrate the appropriate use of technology into effective delivery of programs and services for newcomers in Nova Scotia that supports convenience, high quality learning and customization to clients.
- To use appropriate technology to maximize access and minimize barriers to HILC and MISA programs and services for all Nova Scotian newcomers.

### **Why a framework?**

There are many issues to consider when thinking about creating a distance delivery strategy. This framework is intended to help WINS strengthen distance delivery options, allowing for flexibility according to organizational and client needs.

A distance delivery strategy provides guiding principles, processes and structures that will contribute to the effective distance delivery of newcomer services. Supporting the WINS infrastructure within two existing organizations, with distance delivery spanning both organizations, speaks to the necessity for implementing a framework to support this process. Ultimately, distance delivery is an extension of programs and services delivered face to face and delivered with the technology available to support the identified goals. The process of developing a focused strategy for distance delivery will provide details around the following:

<b>Going the Distance: A Framework for Coordinating Distance Services in Nova Scotia</b> An Overview	
<b>Phase One</b> <ul style="list-style-type: none"><li>• Determine a need</li><li>• Align goals</li><li>• Determine capacity</li><li>• Environmental scan</li></ul>	<b>Phase 2</b> <ul style="list-style-type: none"><li>• Analysis</li><li>• Design</li><li>• Development</li><li>• Implementation</li><li>• Evaluation</li></ul>



## **WHAT IS DISTANCE DELIVERY?**

---

In the HILC and MISA context, distance delivery is delivery of programs and services to newcomers outside Halifax Regional Municipality (HRM). As we move forward with several online options, it is clear that online programs and services benefit newcomers outside HRM but also those living within HRM, in particular those newcomers who are 'under-employed'. HILC and MISA staff has identified childcare, transportation and work schedules as barriers to access of services in face to face programs. The demand for alternate delivery of WINS programs is increasing, but not only from newcomers living in smaller centres in Nova Scotia. Requests to participate in current distance programs has come from newcomers in other provinces, those preparing to move to Canada, newcomers living outside HRM and newcomers living within HRM facing accessibility issues.

Currently Distance WINS offers the following programs and services:

- ESL Videoconferencing Class
- New Beginnings Online
- English in the Workplace
- Employment Counseling
- Writing for the Workplace
- Professional Mentor Program
- What did you say? Authentic listening practice
- Work Placement Program
- Say it Better: A Pronunciation Series

Methods vary for delivering such a diverse range of programs and services within WINS. The most effective use of technology for each also varies. Programs and services delivered via telephone and email require minimal technical support and fewer guidelines than other delivery options. This document focuses mainly on options involving online components.

## **DISTANCE LEARNING DELIVERY METHODS**

---

Becoming familiar with the various applications available to assist distance delivery will allow a basic understanding of some of the terminology used. This section will give a general overview of current terminologies and possible delivery applications.

Synchronous technologies involve real-time communication. All participants are participating in activities at the same time. Examples include instant messaging or chat rooms, audio/video conferencing or white board sessions.

Asynchronous technologies follow the “anytime-anywhere” model and allow a self-paced approach. These typically include discussion forums, web pages or online quizzes. The learner can access the information whenever needed.

To determine whether synchronous or asynchronous technologies would be most appropriate for a particular program or service, the development team identifies the program requirements. These requirements will help determine whether an asynchronous (not real time) or synchronous (real time) model would be a better solution.

### **E-Learning Requirements**

<b>Requirement</b>	<b>Asynchronous</b>	<b>Synchronous</b>
Clients need high levels of guidance		✓
Low motivation levels		✓
High Internet connectivity costs	✓	
Low internet connectivity speed	✓	
Scheduling difficulties	✓	
Limited computer experience		✓

## UNDERSTANDING THE TECHNOLOGY

---

There are many elements to providing WINS programs and services at a distance. As WINS is customized to the needs of each client, so too, is Distance WINS. The way in which learning content is delivered is dependent on the content itself. By knowing what the needs are and then determining the best technology to meet those needs allows WINS to provide effective and quality programs and services.

Technology changes quickly and new things are evolving daily. There are endless combinations of ways to integrate technology enhanced learning into current programs and services. Enhancing WINS through the use of technology is not limited to the suggestions below.

Content can be delivered in many combinations of technology and methods. For example:

- ✓ Content may be delivered by a facilitator on-line and via teleconference, or content may be delivered in a blend of facilitator-led sessions in the classroom and on-line, as well as self-paced assignments on-line.
- ✓ Face to face workshop in Halifax with someone connected to the class via computer. This would be an example of synchronous (*real-time*) delivery.
- ✓ Staff could have one-to-one consultations with clients using a web cam and microphone. This is an example of synchronous (*real-time*) delivery.
- ✓ Workshops could be facilitated online with clients accessing information, interacting with the material through interactive activities, participating in a discussion forum. This is an example of asynchronous (not *real-time*) delivery.
- ✓ Workshops/discussions could be facilitated online at a scheduled time. Clients go online and participate in facilitated activities. This is an example of synchronous (*real-time*) delivery.

- ✓ Materials could be put online intended for self-access. There would be no facilitation but there needs to be technical support in place and possibly someone to respond to questions arising from the material. HILC's Authentic Listening activities are an example of this. This is an example of asynchronous (not *real-time*) delivery.
  
- ✓ Facilitators can make regular podcasts or a series of podcasts on a particular topic. Clients can listen and gain valuable information. They can be highly structured or not at all... depending on the context.

### TECHNOLOGY AT A GLANCE...

<p><b>1. Discussion Forums</b></p> <ul style="list-style-type: none"> <li>• web learning modules</li> <li>• online resource links</li> <li>• video and audio CD/DVDs</li> <li>• online self-assessments</li> </ul>	<p><b>2. Podcasting</b></p> <ul style="list-style-type: none"> <li>• interviews with content experts</li> <li>• performances (such as music)</li> <li>• guest speakers</li> <li>• audio tours of an area</li> <li>• conference presentations</li> </ul>
<p><b>3. Wikis</b></p> <ul style="list-style-type: none"> <li>• client collaboration</li> <li>• team building</li> <li>• staff collaboration</li> <li>• online journals</li> </ul>	<p><b>4. Blogs</b></p> <ul style="list-style-type: none"> <li>• social connections</li> <li>• teams</li> <li>• role modeling</li> <li>• self-reflection and peer review of assignments</li> </ul>
<p><b>Virtual Classrooms</b></p> <ul style="list-style-type: none"> <li>• live e-learning sessions</li> <li>• e-mentoring</li> <li>• Q &amp; A with Canadian professional and group of clients</li> <li>• recorded sessions that can be accessed after the session</li> <li>• scenarios</li> <li>• simulations</li> <li>• coaching/mentoring</li> <li>• workshops</li> <li>• on-the-job training</li> </ul>	<p><b>Course Management System</b></p> <ul style="list-style-type: none"> <li>• interactive activities</li> <li>• online bulletin boards</li> <li>• online communities</li> <li>• forums</li> <li>• structured format</li> <li>• course that builds on content</li> </ul>

The following are some of the more common online delivery applications that may be used for distance delivery:

1. Discussion Forums
2. Podcasting
3. Wikis
4. Blogs
5. Virtual Classrooms
6. Course Management Systems

## **1. DISCUSSION FORUMS**

Discussion Forums allow people to exchange ideas, post questions, offer answers, or offer help on relevant subjects.

Discussion forums can be part of any program. They can be structured and have guided discussion questions or a more general place to post questions or concerns. HILC's Videoconferencing class currently uses a discussion forum to create opportunities for ongoing communication and relationship building outside of regular class time. MISA's New Beginning Online incorporates discussion forums to further explore and get a client's individual perspective on a particular topic. Providing an opportunity for clients to share their experiences is a valuable principle of adult education.

## **2. PODCASTING**

Podcasting is a term that refers to automatically downloading audio files over the Internet, storing them on a computer's hard drive or an MP3 player, and listening to them at one's own convenience. Podcasts can also be created quickly and cheaply, and allow for customized content for a specific audience.

There are many existing podcasts available for download for specific purposes. These range from specialized ESL content, practice interviews, to medical podcasts. The following topics could be made into customized podcasts for use with WINS clients:

- interviews with content experts
- guest speakers

- interviews
- audio tours of an area
- presentations

### **3. WIKIS**

Wikis are web pages that can be viewed and modified by anybody with a web browser and access to the internet. Users can add, edit or delete pages, text and hyperlinks without using special editing programs. Wikis use text, images, sound and video, creating a high-quality interactive, and collaborative web environment.

A wiki can be used by:

- Clients to create online journals, research notebooks, ePortfolios, and online notebooks for their own benefit, or for peer or facilitator review.
- Facilitators to communicate with clients and to collaborate on research and writing projects with their peers (e.g. textbooks, articles) through the collection of ideas, papers, timelines, documents, or to study results within a collective digital space.
- Facilitators can use a wiki to organize and discuss common course materials such as; syllabi, office hours and assessments without having an endless email chain or difficulties to schedule face-to-face meetings.
- Event organizers as a means of planning, coordinating and implementing events.

### **4. BLOGS**

Blogs could be described as an online journal. Blogs have dated entries, and are usually written by a single author. They often have links to other weblogs that the author visits regularly.

A blog can also be used for:

- reflection on assignments, course work, careers, or current events. RSS feeds make blog content accessible through newsreaders, allowing bloggers to increase the sharing of this information among interested individuals.
- clients and staff to have a high level of autonomy and freedom, while creating a new opportunity for interaction with peers. Blogs can provide a forum for discussion that

goes beyond assignments to include culture, politics, and other areas of personal exploration. Clients often learn as much from each other as from facilitators and blogs offer an effective medium for peer-to-peer knowledge sharing and application.

- posting class times and guidelines, assignment notifications, suggested readings, and exercises.
- creating summaries of course activities and readings.

## 5. VIRTUAL CLASSROOMS

Virtual classrooms such as Elluminate Live and Wizlq are real-time virtual classroom environments designed for collaboration and distance education.

<p><b>Classroom/Conference Room</b></p> <ul style="list-style-type: none"> <li>• voice over the internet</li> <li>• shared, interactive whiteboard</li> <li>• instant messaging</li> <li>• application sharing</li> <li>• breakout rooms</li> <li>• interactive quiz and survey manager</li> </ul>	<p><b>Tutoring and Mentoring</b></p> <ul style="list-style-type: none"> <li>• virtual office hours</li> <li>• one-on-one facilitator or peer-based tutoring</li> <li>• mentoring from peers or professionals</li> </ul>
<p><b>Events</b></p> <ul style="list-style-type: none"> <li>• conferences</li> <li>• seminars</li> <li>• workshops</li> </ul>	<p><b>Content Development</b></p> <ul style="list-style-type: none"> <li>• PowerPoint import</li> <li>• file Transfer, even during recorded sessions</li> <li>• indexed recording and playback</li> <li>• live video via high-resolution webcam</li> </ul>
<p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• facilitator-led courses</li> <li>• client projects, collaboration</li> <li>• recorded sessions</li> <li>• pre-recorded content</li> <li>• remote guest lecturers</li> <li>• multiple/multimedia learning activities</li> <li>• combined online and onsite clients</li> </ul>	

## 6. COURSE MANAGEMENT SYSTEMS

Online learning platforms such as Moodle and TLM are course management systems. They are software packages designed to help educators create effective online learning communities.

The key for on-line activities is interactivity - between the facilitator and the clients and between clients. Online learning platforms offer a number of activity tools with different levels of interactivity such as:

- Assignments and Quizzes
- Journal tools allow continuing, private, two-way interaction, between the teacher and the client only. The journal tool is very suitable for keeping a personal study diary.
- Glossary tools.
- Chat is a synchronous one-on-many communication tool, useful for having online meetings with clients
- Forums are highly interactive, one-on-many communication. Clients engage in learning discussions in which everyone contributes.

This overview of current applications outlines potential uses for delivery of components of WINS programs and services. Each delivery method, however, has a variety of applications to choose from. For example, blogs can be created at:

- [blogspot.com](http://blogspot.com)
- [www.blogger.com](http://www.blogger.com)
- [blog.ca](http://blog.ca)

The task for WINS distance staff is to engage in a guided process to identify preferred applications, provide overall coordination, consistency and support for the application.

## ORGANIZATIONAL READINESS AND SUSTAINED INSTITUTIONAL COMMITMENT

---

Organizational readiness is essential to the success of developing and implementing programs and services to offer at a distance.

Research strongly suggests the need for sustained organizational commitment to support distance learners. The form of that support depends on the type of technology used for distance delivery. All too often, distance delivery has been presented in an experimental mode, without long-term, planned infrastructure development. Whether it involves investing in technical systems, partnering with NSCC or investing in training for support and instructional staff, the process of developing engaging, collaborative and quality opportunities for learning at a distance should not be treated as “one-offs.”



### Questions to consider:

- Is there management support?
- Who needs to be involved from the start?
- What are the strategic initiatives of the organization?
- What competencies are present and what new ones will need to be developed to be successful?
- Is there an organizational process or is it individual departments/organizations?
- Is the content the same as on site and is it an alternative delivery method?
- Are there organizational guidelines that outline eligibility or is it determined by funding?
- Is it an extension of each department or is it an entity on its own?
- What is the registration process? How do individuals request to be enrolled in a course?
- Is there the administrative capacity to offer programs at a distance?
- Is there the technological infrastructure to support clients? Is it up-to-date?
- Is distance delivery supported by HILC and MISA's organizational mission, goals and strategic plans?
- Is there the leadership support for distance services before continuing?
- Are there regulatory, legal, or compliance considerations?

## **Leadership**

For WINS to successfully offer new programs and services to newcomers living outside HRM, solid leadership, support and understanding that spans organizations needs to be developed and maintained.

Is there a larger group serving in an advisory capacity with members from each program or service offered within WINS? An advisory group may be necessary to revisit the vision of distance delivery, budget plans, consistency and ensuring the goals of distance delivery and the goals of the organization remain congruent. As distance delivery spans multiple programs and services, representation from these programs and services is critical.


## ENSURING QUALITY IN ONLINE DELIVERY ... SOME BEST PRACTICES

---

In 2006, HILC developed:

- Best Practice Principles on delivering Sector Specific Language/Orientation Programs in Nova Scotia (Appendix A)
- Best Practice Principles on developing Sector Specific Language/Orientation Curriculum in Nova Scotia (Appendix B)

These best practice principles represent the Halifax Immigrant Learning Centre's current understanding and approach to developing and delivering sector specific language/orientation programs. These documents will be updated in the near future to include principles and practices related to offering programs at a distance.

	<b>Questions to consider:</b>
<ul style="list-style-type: none"><li>• With the joining of two organizations in delivering WINS programs at a distance, is there one set of best practice principles?</li><li>• Are there organizational best practice principles?</li><li>• Are there WINS best practice principles that span both MISA and HILC?</li><li>• Is it possible to modify the existing best practice principles to include specific principles related to distance delivery?</li><li>• Is a separate document created addressing best practice principles for distance delivery?</li><li>• Is the quality of learning online at least as good as the quality of the face to face programs?</li></ul>	

## **PRINCIPLES OF ADULT EDUCATION**

---

WINS programs and services are grounded in our philosophy about teaching adults which is based on the following assumptions:

**Adults are autonomous and self-directed.** They need to be free to direct themselves. Involve participants in the learning process and serve as facilitators for them. Invite participants' perspectives about what topics to cover and let them work on projects that reflect their interests. Allow the participants to assume responsibility for presentations and group leadership.

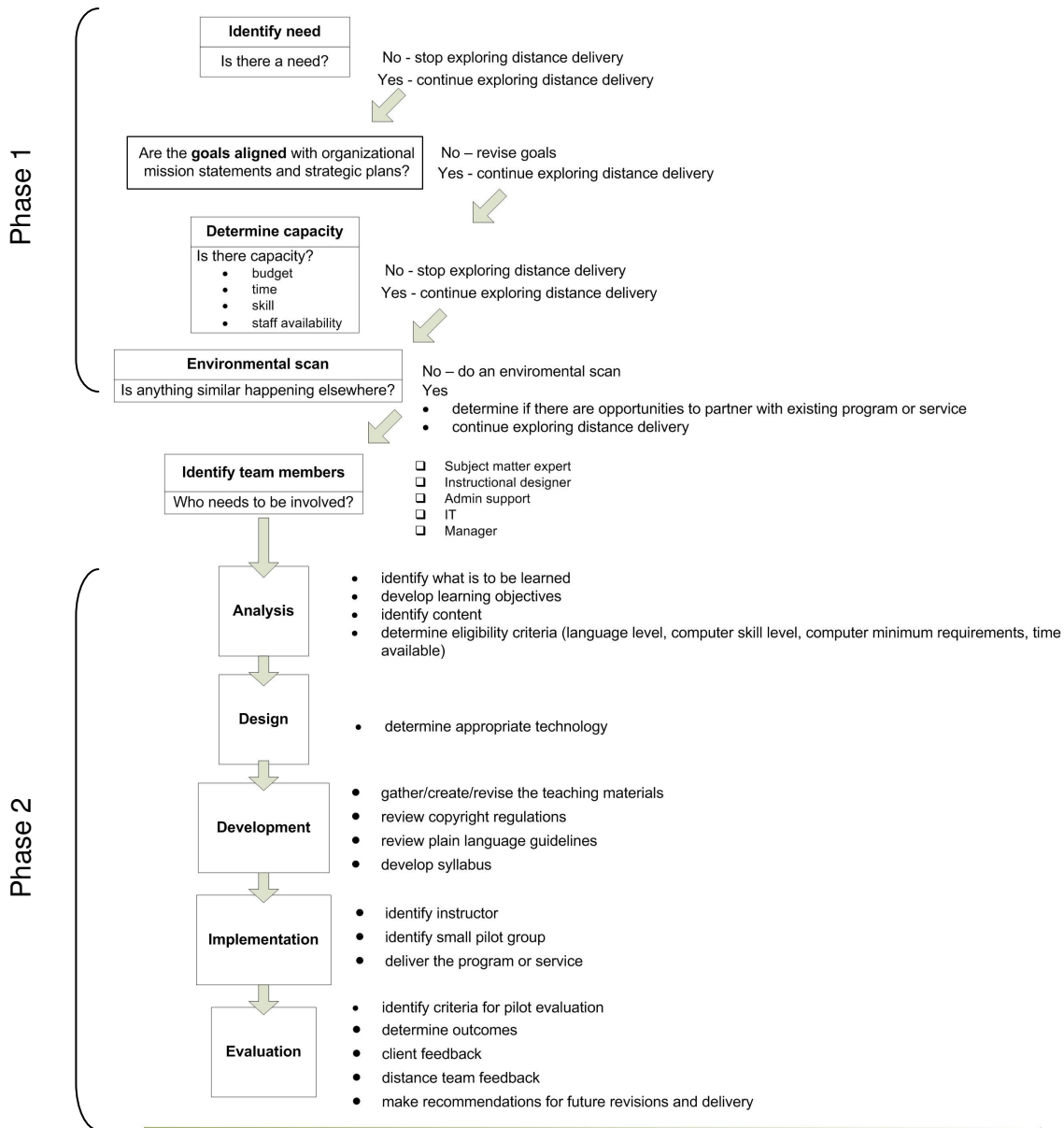
**Adults have accumulated a foundation of life experiences and knowledge** that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, draw out participants' experience and knowledge which is relevant to the topic. Relate theories and concepts to the participants and recognize the value of experience in learning. Acknowledge the wealth of experiences that the participants bring to the classroom.

**Adults are goal-oriented.** They usually know what goal they want to attain. They, therefore, appreciate training that is organized and has clearly defined elements. Show participants how this class will help them attain their goals.

**Adults are relevancy-oriented.** They must see a reason for learning something. The training has to be applicable to their goals, their work or other responsibilities to be of value to them. Therefore, identify objectives for participants before the course begins and let participants choose projects that reflect their own interests.

**Adults are practical, focusing on the aspects of a lesson most useful to them in their work.** They may not be interested in knowledge for its own sake. Tell participants explicitly how the lesson will be useful to them on the job.

# An overview – distance delivery process



# Phase 1

Step 1: Determining the Need for Distance Delivery

Step 2: Aligning Goals

Step 3: Determining the Capacity for Distance Delivery

Step 4: Environmental Scan

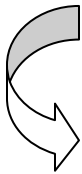
Step 5: Technical Support

## PHASE 1

### STEP 1: DETERMINING THE NEED FOR DISTANCE DELIVERY

---

Identifying a need for alternative distance delivery of current programs/services is key to success. Currently, each program or service within HILC and MISA is responsible to initiate exploration of distance delivery. If interest doesn't currently exist to explore distance delivery options within individual programs, these options can be explored at a later time. There is no coordinated approach to determining the need, although existing distance delivery programs provide information and refer clients to other distance opportunities.



#### Determining the need for distance delivery


---

##### Challenges

- Capacity to do a needs analysis
- Marketing/raising profile of distance programs
- Identifying potential clients

##### Opportunities

- Increased communication with local communities, workplaces/employers
- Identifying newcomers in smaller centres
- Increased communication within HILC and MISA regarding existing programs

	<p><b>Questions to consider:</b></p>
<ul style="list-style-type: none"> <li>• Is there a clear need? If so, by whom?</li> <li>• Are there enough eligible clients to support the development of online delivery option?</li> <li>• Do they add value to the organization or are they simply a drain?</li> <li>• What do people need to learn?</li> <li>• What is the best way for clients to learn this: informal, self-paced, leader-led, or performance support – or a blend?</li> <li>• How could technology-assisted learning help?</li> </ul>	

**Next Steps...**



**Is there an identified need for online delivery?**

- × No... no need to continue exploring online delivery
- ✓ Yes ... go to STEP 2.

# PHASE 1

## STEP 2: ALIGNING GOALS

---

The goals of individual distance delivery programs and services must be aligned with HILC and MISA's organizational goals and objectives as well as congruent with recent organizational strategic planning. In order for distance delivery to be successful, clear goals must be developed and explored by organizational leaders.



### Aligning goals

---

#### Challenges

- HILC and MISA's strategic planning processes are separate processes and are at different stages.
- Lack of coordinated approach to distance delivery.

#### Opportunities

- To provide clear leadership in providing distance services to newcomers living in smaller areas in Nova Scotia.
- To continue to be leaders in the area of distance delivery in ESL and employment readiness.
- To develop clear goals that will clarify any potential confusion regarding services and programs offered through WINS.



#### Questions to consider:

- Where does distance delivery fit within the organizational priorities identified in the strategic planning processes?

Next Steps...



**Are goals for distance delivery aligned with organizational goals?**

- × No... revise goals
- ✓ Yes ... go to STEP 3.

## **PHASE 1**

### **STEP 3: DETERMINING THE CAPACITY FOR DISTANCE DELIVERY**

---

Once the need for distance delivery has been identified and it's been determined that the goals are aligned with organizational goals, one of the next steps is to determine if the capacity exists to develop and implement and participate in an ongoing evaluation of the distance delivery.

Many forms of distance delivery require additional people resources. The extent to which those people need special skills depends on the complexity of the online delivery method chosen. Is there the capacity within the organizations to make the transition to online delivery or is there a need to use external resources?

Some of the current distance delivery programs at HILC and MISA do not have the capacity needed to be successful on an ongoing basis. For example, the Distance English in the Workplace Program currently uses Skype - a free video calling application with a webcam and microphone. This current technology raises questions regarding security of HILC and MISA's internal computer network as well as the client's security. Adequate technical support, security software and effective communication of needs and concerns has not been successful. Ongoing collaboration and assistance with IT support is required. Along with technical input and support, ongoing administration and coordination of distance delivery has not been in place, leaving capacity to deliver limited.

- 1. Funding**
- 2. Time**
- 3. Staff**

#### **1. Funding**

Depending on the method of distance delivery, the cost involved may vary. For example, offering individual employment counseling may require a webcam and microphone only. This cost would be minimal compared to transferring existing workshops or classes into an interactive online format. Another consideration is whether or not delivering programs at a distance requires additional staff or whether the program or service can be blended into current staff responsibilities. With the vast range of WINS programs and services, an

individual approach would be necessary. Once the proposed service or program has been identified, the associated costs can be built into appropriate funding proposals.

## **2. Time**

Again, because of the range of programs and services and the range of delivery methods, it is challenging to estimate the time needed to provide a particular service at a distance.

## **3. Staff - The Distance Team**

WINS offers a wide range of programs and services to assist newcomers move toward workforce integration. Enhancing these programs and services through the use of appropriate technology will greatly broaden access. The team needed to support distance delivery will be a flexible one and may have different roles depending on the service provided. The smallest “team” would be a single person, the content expert, who is also the educator, and who is also well trained to use a comprehensive Web learning platform. An elaborate team, however, involves a project manager as well as content experts, educators, instructional designers, editors, visual designers, multimedia designers, programmers, systems staff, etc., who undertake the design of a course that needs new online learning functions, connects uniquely to the other systems, and involves the creation of new multimedia digital learning objects. Both these examples are on the extreme side. For the programs and services offered by MISA and HILC, the team could consist of a manager, facilitator, subject matter expert, admin support and IT support. This team is not static though, as different members of the team may be required for different methods of delivery. For example, employment counseling done over the phone or internet wouldn’t require a facilitator, but collaboration and coordination with IT support to enhance the distance employment counseling session could be provided through the implementation of a webcam or videoconference software.

<b>The Distance Team</b>	
<b>Manager</b>	<ul style="list-style-type: none"> <li>• identifies members of team</li> <li>• provides overall direction to distance initiatives including promotion, development, delivery and evaluation</li> <li>• develops a timeline in collaboration with development team</li> <li>• helps to build capacity for distance delivery</li> <li>• determines eligibility criteria (language level, computer skill level, computer minimum requirements, time available)</li> <li>• identifies clients to participate in a pilot</li> <li>• provides leadership in the use of distance and online technology</li> <li>• identifies criteria for pilot evaluation</li> <li>• determines evaluation plan</li> </ul>
<b>Subject Matter Expert</b>	<ul style="list-style-type: none"> <li>• provides content (writes the exercises, activities)</li> <li>• identifies appropriate readings and resources</li> <li>• writes statements of learning outcomes</li> <li>• obtains copyright clearance for material used in the course</li> <li>• sequences activities</li> <li>• ensures a pedagogical “match” among the course objectives, content, exercises and assignments</li> <li>• ensures that the online course content is relevant, easy to access and engaging</li> </ul>
<b>Instructional Designer</b>	<ul style="list-style-type: none"> <li>• designs and develops online course</li> <li>• trouble shoots</li> <li>• trains facilitator</li> <li>• ensures quality</li> <li>• determine appropriate technology/delivery method</li> <li>• adapts existing material for use online</li> <li>• sets up individual classes for specific courses</li> <li>• helps to make the SME aware of appropriate pedagogical strategies and options</li> <li>• provides advice on how best to present information</li> <li>• evaluates instruction</li> <li>• usually acts as editor</li> <li>• identifies and shares emerging trends and ideas in online delivery options.</li> </ul>

<b>The Distance Team</b>	
<p><b>Facilitator</b></p> <p>(see appendix for a list of competencies for online facilitators)</p>	<ul style="list-style-type: none"> <li>• is familiar with principles of adult education and ensure these principles are integrated throughout the ‘course’.</li> <li>• ensures the learning objectives are clear and measurable</li> <li>• develops a syllabus following the guidelines</li> <li>• ensures plain language guidelines have been implemented throughout the ‘course’</li> <li>• ensures copyright permission has been received for all material used.</li> <li>• checks for broken links</li> <li>• facilitates the program</li> </ul>
<p><b>Admin support</b></p>	<ul style="list-style-type: none"> <li>• sets up links from website to online resources</li> <li>• responds to inquiries regarding distance services</li> <li>• provides to technical support for clients</li> <li>• provides technical support for staff</li> <li>• registration – eligibility, provides set up instructions</li> <li>• liaises with EWP employer IT dept. to ensure requirements are met</li> <li>• ensures clients have appropriate skills for online learning</li> <li>• ensures clients have necessary computer hardware for online learning</li> <li>• updates website to include new distance programs</li> <li>• registers clients in courses</li> <li>• administers any financial aspects of registration</li> <li>• helps clients get set up</li> <li>• activates/deactivates users</li> <li>• assists in program evaluation</li> <li>• provides activity reports</li> </ul>
<p><b>IT Support</b></p>	<ul style="list-style-type: none"> <li>• security issues</li> <li>• liaises with users</li> <li>• trouble shoots technical problems</li> <li>• provides input on potential technology</li> <li>• responds to inevitable technical challenges of these new environments.</li> </ul>
<p>In addition, the team should include someone who:</p> <ul style="list-style-type: none"> <li>• can check the readability (plain language)</li> <li>• is familiar with the online delivery options</li> <li>• is familiar with curriculum design</li> </ul>	



## Determining the capacity for distance delivery

---

### Challenges

- Identifying funding source
- Expertise
- Staff availability

### Opportunities

- Diversification of delivery methods
- Further staff training
- Diversify funding
- Increasing capacity



### Questions to consider:

- Do the organizations have the capacity to implement an effective distance delivery of the proposed program/service?
- What team members are needed for a particular distance program?
- Is there the time needed to develop a program/service for online delivery?
- Is there the money needed? Has a budget been established?
- Is there a facilitator? Are employees comfortable with technology?
- Is there access to the skills needed to develop and implement an online component?
- Is there the capacity to pilot, evaluate and revise?
- Has a timeframe been established?
- Is there enough time to develop and deliver it within that timeframe?
- Is there the capacity to integrate distance delivery into existing programs?
- Are there security issues to consider?
- Is there a less expensive alternative?
- Who will provide final content approval?

### Next Steps...



**Do we have the capacity within our program to implement an effective distance delivery program/service?**

- ✗ No... continue to develop capacity for distance delivery
- ✓ Yes ... go to STEP 4.

# PHASE 1

## STEP 4: ENVIRONMENTAL SCAN

---

At some point, someone will ask, “Is anything like this being done elsewhere in the country?” Doing an environmental scan to determine if there are similar programs already developed and being delivered provides useful information in determining next steps.

Hearing about lessons learned from those who have already developed or delivered similar programs can provide invaluable information to move forward.

### Environmental scan

---



#### Challenges

- Capacity
- Coordination

#### Opportunities

- Partnerships
- Reduce chance of ‘reinventing the wheel’
- Learn from others



#### Questions to consider:

- Has anything similar been done?
- If yes, what can be learned from others?
- If something similar exists, is it necessary to develop it ourselves?

#### Next Steps...



#### Is anything similar to the program we want to develop happening elsewhere?

- ✗ No... go to Phase 2
- ✓ Yes ...determine whether there are opportunities to partner with existing programs or services

## PHASE 1

### STEP 5: TECHNICAL INFRASTRUCTURE

---

Technical infrastructure is an area that is in need of attention. At the moment, HILC and MISA have limited capacity to provide technical support to programs and services being offered at a distance. Partnering with NSCC has allowed us to use their technical support for both the videoconferencing class as well as New Beginnings Online. This is an area needing closer exploration – whether HILC and MISA can develop the capacity needed internally, or whether to outsource and develop partnerships with existing platforms and technical tools and technical support. Regardless of where the technical support is based, it is an integral component and IT staff must be involved at the beginning stages of developing a strategy for providing distance services. IT staff can provide guidance on what is possible in regards to technical feasibility, costs, bandwidth constraints, and support.

All the distance delivery possibilities should be explored in partnership with IT staff.

Issues to be considered include:

- infrastructure
- platforms
- bandwidth
- delivery methods
- internal or external hosting
- security and access

**It is essential to provide adequate technical support to facilitators and clients.**



#### Technical Infrastructure

---

##### Challenges

- capacity to support distance initiatives
- security issues
- keeping current on new technologies

##### Opportunities

- develop capacity and expertise



### Questions to consider:

- How will the organization integrate and manage e-learning across two organizations and multiple departments?
- What internet connection speed do clients have?
- What are the security requirements?
- How many servers do we have? Do we pay for hosting services or do we develop the capacity internally?
- What is the capacity for technical support for facilitators and clients?
- What are security concerns?
- What firewall issues must be considered to ensure smooth running of the program?
- What are the specifications of computers to be used to access the learning program?

### Next Steps...



### Is the technical infrastructure in place?

- ✘ No... identify and implement what is needed
- ✓ Yes ... go to Phase 2

# Phase 2

Step 1: Analysis

Step 2: Design

Step 3: Development

Step 4: Implementation

Step 5: Evaluation

## PHASE 2

### STEP 1: ANALYSIS

---

1. **Identify content**
2. **Plain language**
3. **Develop learning objectives**
4. **Determine client suitability criteria**

#### 1. Identify content

Identify existing learning content that is aligned with the organization's goals and strategic plan. In many cases, content already exists and staff is exploring the possibility of transferring the material from face to face delivery to online delivery. With this scenario, there are a few considerations to explore:

- Is the content objective, or does it require judgment or subjectivity? (Objective content is better for distance delivery).
- Have training materials been developed? If so, are those materials already divided into sections or chunks of information? (Chunked content is better for distance delivery).
- What is the format of these existing materials?
- How quickly does the subject matter change?
- Is the material copyrighted? Determine whether you need to seek copyright permission. To include someone else's copyrighted materials, you must have written permission from the copyright holder.

Whether the program is an existing face to face program or a new program, the content needs to be gathered, created or revised. The amount of time needed for this step will vary depending on whether or not the program already exists or needs to be developed.

An outline of topics, content resources, and activities should be created for the course.

Once the content has been identified, the language level of potential clients needs to be considered. Is the content written for the target level? Is the content written in plain language?

## **2. Plain language**

Although it is important to make online learning more visually appealing, it tends to incorporate more text than other methods of teaching. This brings to the forefront the importance of creating readable material. Plain language is simple, clear, easy to read, understand and use. The intent of plain language is to make information accessible.

Written material is in plain language if the reader can:

- find what they need
- understand what they find
- use what they know

The Plain Language Guidelines (Appendix F) will assist staff in developing material for online delivery to ensure content is written in plain language. The Plain Language Checklist (Appendix G) will assist staff develop readable material.

## **3. Client suitability**

Many factors can contribute to a client's success in programs and services offered at a distance. Identifying those factors in the initial stages and setting eligibility criteria will contribute to the success and client satisfaction of the particular service being provided. As WINS offers a wide range of programs and services, the criteria needed to ensure success may vary.

- a) Language level**
- b) Client readiness**
- c) Internet connection speed**
- d) Hardware and networking capabilities**
- e) Learning style**

### **a) Language level**

Regardless of the method of service delivery, language ability is a key indicator of success. However, the choice of technology used for distance delivery may impact on the language needed to be successful in the program or service. To be successful in an employment counseling session on the phone requires a certain level of listening and

speaking competency. The same service delivered through email requires a higher level of competency in reading and writing. New Beginnings Online text, for example, was developed for CLB reading 5. Clients with a reading CLB lower than 5 may not be as successful. HILC's authentic listening activities are benchmarked so clients can do activities at the appropriate level. English in the Workplace (EWP) recommends clients have CLB 5-6 to participate in EWP at a distance. Facilitators at HILC and MISA want to set clients up for success... therefore, language and technology are tightly linked.

Facilitators are recommended to identify a minimum CLB level for clients participating in distance services. HILC and MISA staff familiar with CLBs could assist if needed in identifying levels of existing printed materials.

### **b) Client readiness**

Do potential distance clients have the necessary technical skills to have a positive experience? Skills required to participate successfully in distance delivery vary widely depending on the method chosen for distance delivery. The following list is not intended to cover every delivery method, but can be used as a starting point for staff to identify the skills needed for clients to use the chosen method of distance services effectively.

For online programs, clients should be able to:

- search and navigate the Internet using a browser
- use bookmarks
- send and receive email and attachments
- download files

Key factors:

- Self-motivated
- Good independent learning skills
- Time management skills

There are several online quizzes for self-assessing individual readiness for online learning.

A few links are:

- <http://www.monroecc.edu/depts/distlearn/minicrs/OnlineForm.htm>
- [http://www.sanjuancollege.edu/documents/DistanceLearning/stu\\_or.htm](http://www.sanjuancollege.edu/documents/DistanceLearning/stu_or.htm)

### **c) Internet connection speed**

Although high speed internet isn't necessary for all methods of distance delivery, it can be a contributing factor to consistent and easier access to the internet. Currently in Nova Scotia there are still areas that do not have access to high speed internet. Depending on what method is being used, high speed internet may be recommended.

### **d) Hardware**

As previously mentioned, depending on which method of program delivery is being used, the hardware required will vary. Clients may be required to have access to:

- microphones
- webcams
- headphones
- a reliable computer

### **e) Learning style**

People learn in a variety of ways. Some people prefer to be interactive in a group, some prefer to work individually. Some people prefer to read and see information, while others prefer to listen. Individual learning styles can play a role in the effectiveness of online learning. Some exploration should be done with potential learners prior to participating in WINS distance programs to determine if a particular method of program delivery is suitable for a particular client.

## PHASE 2

### STEP 2: DESIGN

---

Currently, HILC and MISA do not have standards or guidelines for training materials and written documentation. Establishing these standards or guidelines would provide a consistency not only within WINS but also within both HILC and MISA. In the interim, the Technical Checklist (Appendix L) can act as a guide when developing new material.

Future guidelines for training materials and written documentation should include:

- Font size
- Use of graphics
- Navigation
- Links
- Use of color
- Use of white space
- Readability
- Use of backgrounds
- Level of interactivity
- Use of organizational logos

## PHASE 2

### STEP 3: DEVELOPMENT

---

1. **Learning objectives**
2. **Determine appropriate technology**
3. **Transfer to online format**
4. **Develop a course syllabus**

The focus now shifts to instructional design. Deciding on the pedagogical approaches, activities (discussions, presentations, assignments, assessments, etc.), and materials (readings, websites, graphics, audio, or video), that work best for the instructor and clients. This topic is vast and covered in detail in specialized training. The Online Course Development Checklist in Appendix E gives a more in depth overview. This checklist can be used when developing a new course, or in evaluating an existing course. The Teaching Checklist (Appendix K) is a good reference tool for this step.

#### 1. Learning objectives

One of the most important things faced when planning a course is to develop appropriate learning objectives. Learning objectives specify exactly what clients should be able to do at the end of each session. Everything else that happens in the course, including teaching strategies, assignments and assessments, will be determined by those objectives. Well written objectives are specific, measurable, and client-centered. Learning objectives:

- give learners a clear idea of what to expect to learn and what is expected of them after the session,
- give the facilitator a goal to achieve in presenting the content of a session,
- form the basis for evaluating the trainer, learner, and course effectiveness.
- are specific, measurable, attainable, relevant, and time-framed.
- are statements describing an intended outcome.
- describe intended participant performance by the end of the training session.
- describe participant performance, rather than trainer performance or instructional procedure.

To develop clear learning objectives, answer the following questions with “yes”.

- \_\_\_\_\_ Does the learning objective come from a course goal or objective?
- \_\_\_\_\_ Is the learning objective measurable?
- \_\_\_\_\_ Does the learning objective target one specific aspect of expected performance?
- \_\_\_\_\_ Is the learning objective client-centered?
- \_\_\_\_\_ Does the learning objective have an action verb from the list in Appendix H?
- \_\_\_\_\_ Are the activities and assessments directly related to the learning objectives?

For more information on learning objectives, see Appendix H.

## **2. Determine appropriate technology**

To ensure consistency and quality in the technology used to deliver WINS distance programs and services, determining the appropriate technology is an important step. For example, if one program is using Facebook as a social networking tool and another program is using Blogspot for a similar purpose, it might provide more consistency to use the same program. If there is a WINS technical support person who can provide training and troubleshooting for the use of such programs, it would be more efficient to streamline this process. Similarly, if a WINS program wants to include an online discussion forum, it makes sense for all WINS discussion forums to be in one place rather than being done using a variety of tools.

In consultation between the instructor and someone familiar with technology, a decision can be made regarding the “best fit”. Identifying technologies that are accessible and would be most appropriate according to the goals and objectives of the program would be a good use of time.

## **3. Transfer course material to online format**

After the technologies have been identified, course material can be converted into the appropriate format and/or location. Depending on the technology identified, the amount of time needed to do this will vary.

At this stage, several things will need to be added such as introductions to each topic in the course, explaining how the topic is related to or builds on previous topics while ensuring the guidelines for plain language are being followed.

Plan and write course readings, activities, and assignments. Plan and write discussion topics and questions, if they are being used in the course.

#### **4. Develop a course syllabus**

A syllabus is a document that clients can refer to for the basic information about the course. Part of managing expectations is letting clients know up front how the course is organized. Developing a comprehensive syllabus is a tool that allows both client and instructor to keep on track. The Syllabus Checklist (Appendix J) is a reference tool that can be used when developing a syllabus.

## **PHASE 2**

### **STEP 4: IMPLEMENTATION**

---

Depending on the type of service, implementation might be as straight forward as moving forward and providing the service. Some programs, however, might benefit from starting with a small pilot group.

Regardless of the delivery process, clients need to be identified. Clients need to have the necessary information to feel welcomed and prepared for the program. Some of the following documents should be created:

- a personalized communication of welcome for each new client
- general information about online learning, technology requirements, and the resources available to clients for technical help and for obtaining the proper software and Internet services required
- information about how to access the program, and how to navigate it successfully
- client log-in and password information for course if needed
- rules, procedures, and help for use of the interactive tools
- a syllabus
- administrative regulations, including guidelines on plagiarism and privacy

## PHASE 2

### STEP 5: EVALUATION

---

- How will the effectiveness of distance WINS programs and services be evaluated?
- How are current face to face WINS programs and services evaluated?
- Are current methods evaluating programs effectively?
- Are current methods easily transferable to a distance delivery program?
- How do performance evaluations occur?

Tools and technology that can be implemented to enhance teaching and learning from a distance continue to evolve. With this rapid evolution, continuous assessment is necessary to ensure the best possible interactions take place among clients, instructors, and course content in effective, online learning communities. Developing a clear evaluation plan and implementing appropriate changes will greatly contribute to the success of the program. Also, developing and implementing quality assurance measures is an important component.

The Online Course Development Checklist (Appendix E) was introduced in Phase 1 earlier in this document. Using these checklists as references in the development stage, as well as in the evaluation stage, ensures consistency and contributes to the success of WINS distance programs.

## **BEYOND WINS**

---

Below are possibilities of how technology could enhance other services and programs outside the WINS umbrella. This list is to highlight possible ways HILC and MISA could enhance a variety of programs and services with the use of technology. This is not meant to be a complete list, but rather a sample of potential enhancement.

### **Business Development**

- Online workshops and seminars and seminars using NB Model
- live workshops using Elluminate/WiZIQ
- Q & A sessions (with MISA staff, credit institutions, Chambers of Commerce members, 'expert' in various areas, employers)
  - o Synchronous (real time) or asynchronous (not real time)
- Post a question to a small business owner or credit provider

### **Settlement and Integration**

- workshop series online -synchronous (real time) or asynchronous (not real time)
  - o Family Life and Parenting Workshop Series
  - o Orientation Workshop Series
  - o Life in Canada
  - o Family Life, Parenting & Childcare
  - o Banking & Managing Finances
  - o Recreation & Entertainment
  - o Housing & Apartment Living
  - o Health Care System
  - o City Transportation
  - o Education & Training
  - o Canadian Laws
  - o Government Programs & Taxation

### **Volunteer and Community**

- Host Program
- Discussion forum for hosts, tutors
- Online resources for volunteers

- E-mentoring
- Cross cultural awareness workshops synchronous (real time) or asynchronous (not real time)
- Volunteer discussion groups

### **Language Training**

- Language learning resources
- Links to online language learning activities
- ESL Computer Books online tutorial/workshop
- Listening activities
- Pronunciation assistance

### **Computer Instruction**

- Microsoft Word Office Suite

# Appendices

Appendix A: Best Practice Principles on delivering Sector Specific Language/Orientation Programs in Nova Scotia

Appendix B: Best Practice Principles on developing Sector Specific Language/Orientation Curriculum in Nova Scotia

Appendix C: Competencies for Online Facilitators

Appendix D: Guiding Principles for Distance Learning

Appendix E: Online Course Development Checklist

Appendix F: Plain Language Guidelines

Appendix G: Plain Language Check List

Appendix H: Action Verbs for Learning Objectives

Appendix I: Syllabus Checklist

Appendix J: The Teaching Checklist

Appendix K: Sample Copyright Permission Letter

Appendix L: Technical Checklist

## **Appendix A: Best Practice Principles on delivering Sector Specific Language/Orientation Programs in Nova Scotia**

The best practice principles detailed below represent the Halifax Immigrant Learning Centre's current understanding and approach to developing sector specific language/orientation programs. This will need to be constantly updated and modified as our knowledge of delivering labor market language programs expands, as our expertise grows and as the needs and demands on our services change.

These best practices have been compiled in order to:

- enhance efforts at improvement.
- share information.
- encourage debate.

### **1. The HILC Programs are accessible to all who need them. Access is assured by:**

- providing a welcoming environment
- offering a culturally appropriate program
- undertaking outreach and promotion, so that the program is known to those who might benefit
- communicating effectively about HILC and its services
- where possible, offering services irrespective of immigration status or other criteria of eligibility
- providing an environment where every person feels comfortable
- offering childcare, where appropriate and possible
- having a geographically accessible site and/or addressing clients' need for transportation
- having a physically accessible site
- listening to and responding to concerns about accessibility
- being financially accessible

### **2. Services are offered in an inclusive manner, respectful of, and sensitive to, culture and diversity.** Inclusion is assured by:

- recognizing the diversity of needs and experiences of IE professionals

- providing a non-sexist environment
- offering services in a culturally appropriate manner
- developing and implementing policies on cultural competency and anti-racism
- showing respect for different cultures
- enforcing a policy of non-discrimination by all participants, stakeholders, visitors.
- offering a non-judgmental program
- respecting different perspectives within the class.
- ensuring that service providers are knowledgeable about the culture of those being served

**3. Clients are empowered by the HILC Programs.** Client empowerment is assured by:

- fostering independence in clients
- recognizing, affirming and building on the resources, experiences, skills and wisdom of clients
- providing information and education to allow clients to make their own informed decisions
- offering a program that prepares for employment and links them to other services
- offering a supportive environment

**4. HILC's Programs respond to needs as defined by clients.** Client-defined services are assured by:

- undertaking an individual assessment for each client of needs, expectations, goals and priorities
- including ongoing assessment of whether services continue to meet needs
- listening to clients and communities served
- incorporating flexibility into the programs, in order to allow them to adapt to changing needs
- involving users in the planning, implementation and evaluation of services
- offering comprehensive multi-faceted approach of supports for employment needs(i.e., job search, labour market information, interviewing skills, mentorship)
- expecting learners to make an appropriate commitment of time and energy to the program with consideration for individual circumstances.

**5. Program takes account of the complex, multifaceted, interrelated dimensions of settlement and integration.** A holistic approach is assured by:

- recognizing the diversity of an individual's needs (physical, social, psychological, political, spiritual)
- responding wherever possible to a variety of needs at the same time
- recognizing that integration is a long-term process
- avoiding compartmentalization
- taking into account the effects of policy decisions on individuals and responding appropriately
- recognizing the importance of the family in the lives of individuals

**6. Services are delivered in a manner that fully respects the rights and dignity of the individual.** Respect for the individual is assured by:

- confidentiality
- services free of racism, sexism and other forms of discrimination
- respecting the fundamental rights of each participant
- delivering services according to HILC's Adult Education Principles (attached)
- offering services that are delivered by professional, experienced and qualified staff
- recognizing the uniqueness of each person
- giving full and accurate information

**7. Services are delivered in a spirit of collaboration.** Collaboration is assured by:

- using the resources of the community in serving the needs of the learners
- promoting partnerships between organizations that build on strengths of each
- communicating regularly with other stakeholders and sharing information
- referring clients to other services (eg. Mentoring/employment placement) as appropriate
- providing opportunities for group problem-solving
- taking account of available resources and experiences
- working in collaboration or partnership whenever possible to encourage ownership by the sector and commitment to the process. Working together also provides an opportunity for advocacy for alternative assessment.

**8. Service delivery is made accountable to the communities served.** Accountability is assured by:

- the organization's Board
- evaluation, involving the participants
- ongoing monitoring
- performance appraisals
- policy and procedure manuals
- fiscal responsibility
- development of goals and specific measurable, realistic outcomes
- All program personnel who interact with learners have appropriate qualifications and skills.
- A formal system of regular evaluation of the program and instruction by program participants is in place in the program.

**9. Services are oriented towards promoting positive change in the lives of IE**

**professionals:** An orientation towards positive change is assured by:

- advocating for improvements in policy for the economic integration of IE professionals.
- improving program through training and research
- celebrating successes, for example HILC's Labor Market Language Graduation
- demystifying the pathway to licensure
- facilitating practical language learning through encouraging and enabling learners to practice in 'real world' situations.

**10. Services are based on reliable, up-to-date information.** Reliability is assured by:

- keeping information up-to-date
- using social research
- developing a database that allows for client tracking, labour market information, statistics, placements etc.
- recognition by partners and stakeholders of the value of the program. They include:
  - Professional Association or Occupational Regulatory Body
  - Educational Institution – university, college, continuing education

- Government
- Employers
- Association of Internationally Educated Professionals
- Settlement employment and language providers
- Others as appropriate

## **Appendix B: Best Practice Principles on developing Sector Specific Language/Orientation Curriculum in Nova Scotia**

HILC enjoys a nation- wide reputation for developing quality, professional and effective employment language curricula. HILC's experienced and qualified curriculum developers have developed the principles below that guide the development of Sector Specific Language/ Orientation Curriculum in Nova Scotia.

The curriculum...

- should be guided by HILC's Curriculum Guidelines, which form the basis of the program's curriculum.
- is aligned to the Canadian Language Benchmarks which are the bases for determining learners' language achievement levels.
- is based on English language skills of Canadian Language Benchmark 6+
- states learning objectives which are appropriate to the goal of the program and relevant to the intended clients.
- is up-to-date and relevant to general program goals and objectives and clients' interests.
- specifies minimum performance outcomes in a way that is meaningful for the intended clients and facilitators, is demonstrable, indicates to what extent the curriculum can be negotiated and is flexible enough to accommodate diversity.
- is developed in collaboration with multi-stakeholder group
- provides for open, regular and equitable evaluation of client progress.
- addresses methodology in a way which is congruent with program philosophy, materials, learning objectives and other curricular elements.
- is flexible to meet changing client needs.
- addresses the cultural dynamics of the client group
- facilitates an understanding of community resources and access to them.
- is available upon request.
- is based on a regular planning and review cycle which:
  - includes a review of classroom practice and its influence on curriculum.
  - seeks input from learners, facilitators, administrators, stakeholders and employers as appropriate.
  - acknowledges clients' issues and changing needs.

- includes linguistic proficiency as well as other learner goals.
- supports innovation and growth.
- conforms to copyright law.
- contains references to potential alternatives or supplemental sources.
- provides a variety of learning experiences
- provides Canadian and local content
- is developed in consultation with all stakeholders and is subject to the profession but normally includes overview of profession, licensure info, law and ethics, professional practice, Labour Market Information (LMI), Canadian work culture, health and safety, communication skills, professional skills, terminology, report writing, computer skills. (other as needed)
- is delivered by a language and communication professional, together with sector professionals, employers and regulatory body representatives and delivered at the training site most relevant to the sector.
- is responsive to individualized learning approaches
- is constructed in modular form to ensure flexibility and continual intake
- includes a balance of skill development and language training
- includes an introduction to Canadian workplace culture
- includes the development of soft, interpersonal skills
- includes a component on portfolio learning and development that involves:
  - Reflecting upon past experience.
  - Identifying and documenting knowledge, skills and abilities
  - Assessing knowledge and skill levels against predetermined standards – standards mapping
  - Constructing an effective resume
  - Conducting useful labour market research
  - Developing realistic career goals
  - Producing a professional career portfolio and a career action plan.

## Appendix C: Competencies for Online Facilitators

Competencies for online facilitators, noting whether the competency will be of primary importance before, during and/or after the course

<b>Competencies for Online Facilitators</b>			
<b>Competency</b>	<b>Before</b>	<b>During</b>	<b>After</b>
Avoid overloading new clients at the start of the course	✓	✓	
Be clear about course requirements	✓	✓	
Be willing to contact clients who are not participating		✓	
Communicate high expectations	✓	✓	
Communicate information in plain English	✓	✓	
Create a warm and inviting atmosphere that promotes the development of a sense of community among participants		✓	
Create an effective online syllabus—one that lays out the terms of the class interaction—the expected responsibilities and duties, the grading criteria, the musts and don'ts of behavior	✓		
Deal effectively with disruptive clients		✓	
Define participation and grading criteria		✓	
Develop reciprocity and cooperation among clients		✓	
Develop relationships		✓	
Effectively and efficiently manage (administer) the course		✓	✓
Effectively use whatever technology has been selected to support online learning	✓	✓	✓
Emphasize time on task		✓	
Encourage clients to bring real-life examples into online class		✓	
Evaluate ourselves	✓	✓	✓
Evaluate clients		✓	✓
Foster learner centeredness		✓	
Get clients to respect assignment due dates and agreed-upon working times		✓	
Give prompt feedback		✓	✓
Provide opportunities for clients to develop and use critical thinking skills		✓	
Help clients identify and use appropriate learning techniques		✓	

<b>Competencies for Online Facilitators</b>			
<b>Competency</b>	<b>Before</b>	<b>During</b>	<b>After</b>
Help clients identify strengths and areas of needed improvement		✓	
Keep informed of the latest trends and issues; continually improve your skills and knowledge	✓	✓	
Keep informed of the latest trends and issues; continually improve your skills and knowledge	✓	✓	
Keep informed of the latest trends and issues; continually improve your skills and knowledge	✓	✓	
Maintain the momentum of the course		✓	
Make the transition to the online learning environment	✓	✓	
Manage client expectations	✓	✓	
Provide clear expectations regarding participation.	✓	✓	
Model good participation		✓	
Network with others involved in online education	✓	✓	
Prepare clients for online learning	✓	✓	
Promote collaborative learning		✓	
Promote reflection		✓	✓
Provide structure for clients but allow for flexibility and negotiation	✓	✓	
Remember that there are people attached to the words on the screen		✓	
Respect diverse talents and ways of learning		✓	
Respect privacy issues		✓	✓
Set up a well-organized course site		✓	
Use active learning techniques		✓	
Use best practices to promote participation		✓	
Most of all, have fun and open yourself to learning as much from your clients as they will learn from one another and from you!		✓	

Source: Adapted from Fifty-One Competencies for Online Instruction Theodore C. Smith, Axia College, Western International University <http://www.thejeo.com/Ted%20Smith%20Final.pdf>. The Journal of Educators Online, Volume 2, Number 2, July 2005

## Appendix D: Guiding Principles for Distance Learning

### Guiding Principles for Distance Learning

#### Design for active and effective learning.

Principle: Distance learning designs consider

- specific context
- needs, learning goals, and other characteristics of the learners
- nature of the content
- appropriate instructional strategies and technologies
- desired learning outcomes
- local learning environment

#### Support the needs of learners.

Principle: Distance learning opportunities are effectively and flexibly supported, including

- initial disclosure of information on the learning opportunities
- orientation to the process of distance learning, including use of learning technologies
- site and tutorial support
- client advising and counseling
- provision of technical support and library and information services
- problem-solving assistance

#### Develop and maintain the technological and human infrastructure.

Principle: The provider of distance learning opportunities has both a technology plan and a human infrastructure to ensure that

- appropriate technical requirements are established
- compatibility needs are met
- technology at origination and receive sties are maintained to ensure technical quality
- learners and learning facilitators are supported in their use of these technologies
- partnering and collaboration are explored as appropriate

#### Sustain administrative and organizational commitment.

Principle: Distance education initiatives are sustained by an administrative commitment to quality distance education, as indicated by

- integration of distance education into the mission of the organization
- financial commitment to accommodate diverse distance learning needs
- faculty development and reward structures
- training to support learners, site facilitators, and technicians
- marketing and management structures to promote and sustain distance education
- cost-effectiveness reflected through best use of fiscal, technical, and human resources
- ongoing evaluation and research

source: American Distance Consortium [http://www.adec.edu/admin/papers/distance-learning\\_principles.html](http://www.adec.edu/admin/papers/distance-learning_principles.html) retrieved June 8th, 2008

## Appendix E: Online Course Development Checklist

Use this checklist in developing a new course, or in evaluating an existing course

<b>Online Course Development Checklist</b>				
	<b>No</b>	<b>Yes</b>	<b>N/A</b>	<b>Comments</b>
<b>General information is available in the course</b>				
Tips for being a successful online client are provided				
Quiz to self-assess readiness to be an online client exists				
Link to other resources is provided				
If additional plug-ins or software is required to complete class assignments, relevant information/tutorials on how to use the software is provided				
Contact information for technical support is provided				
Tutorials for using new technology are provided				
List of frequently asked questions is provided				
Guidelines for client behavior (Netiquette) (i.e. respect for views of others, email and Discussion Board posts) are provided				
Expectations of participation, honesty, etc. is clearly outlined				
Expectations of availability of and turnaround time for contact with facilitator are clearly identified				
<b>Phase 2 - Design and Development</b>				
Learning objectives are clearly stated				
Course content is varied to address a variety of learning styles				
Organization of course content is consistent and logical throughout the course				
Glossary of terms or link to definitions is provided				
Syllabus is easily to find				
Syllabus is available in a printer-friendly format (e.g. PDF)				
Dates for assignments, meetings, discussion board posts are clearly identified				
Links to other parts of the course or external sources such as web sites are accurate and up-to-date				
Navigability is clear, simple and user friendly				
Typeface is easy to read				
Course pages to a comfortable length with lots of white space				

<b>Online Course Development Checklist</b>				
	<b>No</b>	<b>Yes</b>	<b>N/A</b>	<b>Comments</b>
Appropriate images supporting course content and add visual interest				
Layout of course is visually and functionally consistent				
Spelling and grammar are consistent and accurate				
Written material is concise				
Language of written material is friendly and supportive				
Clear directions are given for each task or assignment				
Plain language guidelines were followed				
<b>Phase 2 - Implementation</b>				
Clients introduce themselves				
Clients create profiles				
Clients are encouraged to respond to classmate introductions (e.g. via discussion board activity)				
"Ice-breaker" activity to get acquainted				
Facilitator introduces himself/herself to model interaction				
Appropriate online conduct is described (i.e. netiquette in email and discussion board)				
Client participation is tracked and an effort is made to contact non-participants (e.g. email, phone)				
Pace of delivery of course content is well thought-out and managed (as revealed in posted schedules, calendars, etc)				
Clients are prompted by facilitator to expand on relevant points (e.g. in discussion board posts)				
Course content is "chunked" for more manageable learning				
Instructional design is made clear (e.g., is it self-paced, sequential? Can clients work ahead?)				
Criteria used to evaluate participation in online discussion groups are explained				
When possible, options among assignments are provided to allow for different interests, backgrounds, etc.				
Clients are not assessed solely on tests/quizzes but are provided ample opportunities to demonstrate proficiency in different ways				
Facilitator provides regular feedback through email and other direct posting				

<b>Online Course Development Checklist</b>				
	<b>No</b>	<b>Yes</b>	<b>N/A</b>	<b>Comments</b>
Sample assignments illustrate facilitator expectations				
Grading scales are provided				
Detailed instructions and tips for completing assignments are provided				
Facilitator maintains a presence in class discussion board				
An active discussion board which encourages clients to reply to each other				
Peer review opportunities are available where appropriate				
<b>Phase 2 - Evaluation</b>				
The course is evaluated on a regular basis and improvements are made based on those evaluations.				
Clients provide feedback about the quality of the course content, instruction, support systems, and infrastructure.				
Facilitators provide feedback about course content, support systems and infrastructure				
Feedback from clients and is utilized to make improvements and revisions to the course.				
Information on client completion rates is part of the course evaluation.				
<b>Innovative/Appropriate use of technology is evident</b>				
Use of audio				
Interactive activities are used where appropriate				
PowerPoint presentations are used (facilitator-developed and/or client-developed)				
Collaborative exercises/activities				
Video clips are used where appropriate				
<b>Technical Infrastructure</b>				
The online platform provides necessary resources for effective delivery of the course				
The online platform used for course delivery has the necessary system capacity to support the learning activities of the course				
The online platform provides necessary tools for administrative functions such as enrollment, grading, maintenance of client records and storage of client work				

<b>Online Course Development Checklist</b>				
	<b>No</b>	<b>Yes</b>	<b>N/A</b>	<b>Comments</b>
The online platform provides appropriate tools for communication and collaboration				
The course provider provides a clear description of the system's technical requirements				
Adequate and timely support is available to the teacher and clients when technical issues arise				
The course contains instructions on how to access technical information or post technical questions within the online course				
Clients and teachers receive timely (within 24 hours) and user-friendly responses to technical questions				

Source: adapted from  
<http://daphne.palomar.edu/BlackboardTraining/Documents/OnlineCourseDevelChecklist.PDF>  
 accessed on June 7, 2008.

## Appendix F: Plain Language Guidelines

<b>Plain Language Guidelines</b>	
<b>Organization</b>	<ul style="list-style-type: none"> <li>• The course introduction states the purpose of the course.</li> <li>• Title describes content.</li> <li>• Headings and subheadings are used.</li> <li>• A glossary is important and should be placed where the reader will find and use it.</li> </ul>
<b>Style &amp; Language</b>	<ul style="list-style-type: none"> <li>• Use a friendly tone.</li> <li>• Promote clients taking an active role in their learning.</li> <li>• Talk directly to the reader. Use the words: you, I, we, us and our to make the material more personal.</li> <li>• Use gender free language.</li> <li>• Be sensitive to the cultural values and beliefs of diverse communities.</li> <li>• Place the subject and verb close to the beginning of the sentence.</li> <li>• Eliminate all unnecessary words.</li> <li>• Be consistent with the terms you use throughout the document.</li> <li>• Use 1 or 2 syllable words as much as possible.</li> <li>• Use sentences with fewer than 10 words.</li> <li>• Limit paragraphs to 4 or 5 sentences.</li> <li>• List information whenever possible.</li> </ul>
<b>Illustrations</b>	<ul style="list-style-type: none"> <li>• Use only illustrations that do not have copyright or obtain written permission to use from owner.</li> <li>• Try to include pictures that represent various ethnic groups, both men and women equally and avoid stereotypical occupational roles.</li> <li>• Use illustrations directly related to text.</li> </ul>
<b>Readability</b>	<ul style="list-style-type: none"> <li>• Target the reading level to appropriate CLB level.</li> <li>• The first time an acronym is used, it should appear with the words it represents.</li> <li>• Do not use Roman numerals.</li> </ul>

	<ul style="list-style-type: none"> <li>• Do not use abbreviations.</li> <li>• Do not hyphenate words over two lines.</li> <li>• Ensure that text is not too dense.</li> <li>• DO NOT USE ALL UPPER CASE LETTERS</li> <li>• Do not use different type faces on the same page.</li> <li>• Use Arial font.</li> <li>• Use generous amounts of white space (areas without print).</li> <li>• Use wide margins and borders.</li> <li>• Use bullets instead of long paragraphs.</li> <li>• Skip at least one line between paragraphs and sections.</li> <li>• Emphasize important information. Too much emphasis can be distracting.</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>• Be prepared to go through several drafts!</li> </ul>

## Appendix G: Plain Language Checklist

Did you follow the Plain Language Guidelines (Appendix F)? Yes  No

<b>Plain Language Checklist</b>		
	<b><i>Agree</i></b>	<b><i>Disagree</i></b>
Information is current & accurate		
Maintains interest and attention		
Organization of information is appropriate		
Technical terms or acronyms are identified		
The material is at an appropriate CLB level for the audience		
There is unnecessary information		
Dark type is used on white or light background		
Headings are used		
Illustrations are easy to understand and directly related to text		
Main points stand out clearly		
Sentences are 10 words or less		
Paragraphs are short and simple (4-5 sentences)		
Information is listed when possible		
All upper case letters are not used		
Overall appearance is appealing		
Tone is positive		
Stereotyping is avoided		

Adapted from Capital Health, Halifax

## Appendix H: Action Verbs for Learning Objectives

Here is a sample list of verbs that can be used when writing learning objectives. These verbs indicate activities that are measurable and specific.

analyze	complete	discuss	improve	recognize
apply	compose	establish	introduce	review
articulate	create	explore	list	summarize
assess	define	evaluate	outline	support
build	demonstrate	follow	prepare	
clarify	describe	generate	present	
compare	develop	identify	priorize	



Remember that learning objectives need to be measurable, so they need to specify an action which you want clients to be able to demonstrate. Avoid using verbs that are difficult to measure objectively. The following verbs are difficult to measure and shouldn't be used:

know	appreciate	be aware	gain knowledge of	realize
comprehend	familiarize	become acquainted with	cover	
understand	study	learn	be aware	

## Appendix I: Syllabus Checklist

A syllabus is a document that clients can refer to for the basic information about the course. A comprehensive syllabus contains the following:

<b>Syllabus Checklist</b>
<b>Basic Course Information</b>
<input type="checkbox"/> Course Id, Name, Number/Section
<input type="checkbox"/> Facilitator Information
<input type="checkbox"/> Full Name
<input type="checkbox"/> Title
<input type="checkbox"/> Office Location
<input type="checkbox"/> Office Phone
<input type="checkbox"/> Office Hours and how to arrange a meeting at times not regularly scheduled
<input type="checkbox"/> Office Fax
<input type="checkbox"/> Email Address
<input type="checkbox"/> HILC and MISA Web site
<input type="checkbox"/> Prerequisites (courses, skills, experience)
<input type="checkbox"/> Class Locations (if applicable) Time(s)
<input type="checkbox"/> Textbook, Readings, Materials, Web Site(s) (indicate what is required and optional)
<b>Course Goals and Objectives</b>
<input type="checkbox"/> Clear learning outcomes statements
<b>Methods for Learning and Teaching</b>
<input type="checkbox"/> Method(s) of course delivery are clearly described.
<input type="checkbox"/> Client responsibilities are described
<b>Course Calendar and Schedule</b>
<input type="checkbox"/> The calendar/schedule clearly illustrates the time and date requirements for topics, readings, assignments, projects, special activities, etc.
<b>Course Requirements</b>
<input type="checkbox"/> Required activities (e.g., assignments, projects, class attendance, in-class participation, etc.) are clearly designated and described.
<input type="checkbox"/> All required technology components are clearly described.
<b>Course Policies</b>
<input type="checkbox"/> Grading
<input type="checkbox"/> All components and weights are clear.
<input type="checkbox"/> Policies for missed projects/assignments are provided.
<input type="checkbox"/> Attendance
<input type="checkbox"/> If class attendance is required, the policy for missed classes is clear.

## Appendix J: Teaching Checklist

This checklist can be used as a planning tool for designing an online course. Most of the items in the checklist also apply to in-person courses. After the materials for the course have been developed, use the checklist again to review the completed materials, making sure you've included all of the necessary elements. Also review the Technical Checklist (appendix O) to make sure the course meets certain standards.

<b>Teaching Checklist</b>
<b>Principle 1 - Encourage contact between clients and instructor</b>
<b>Tell clients how and when to communicate with you.</b> <ul style="list-style-type: none"><li>• Provide accurate and appropriate instructor contact information.</li><li>• Include a schedule of online office hours or chat times.</li><li>• Indicate which types of communication should take place over which channels.</li></ul>
<b>Personalize communication with clients.</b> <ul style="list-style-type: none"><li>• Include a picture of yourself along with brief biographical information.</li><li>• Include an introduction activity during the first week of class.</li><li>• In learning objectives and assignment instructions, address clients as "you" rather than "participants or clients or students."</li></ul>
<b>Create a welcoming, safe online environment.</b> <ul style="list-style-type: none"><li>• Make your course appropriate for people of different genders, cultural backgrounds, and learning styles.</li><li>• Encourage and reward participation from all clients.</li><li>• Discourage snide remarks, sarcasm, kidding, and conversation domination.</li><li>• Give negative comments to clients privately.</li><li>• Post policies describing appropriate/inappropriate types of course communication.</li></ul>
<b>Use online course features to encourage communication.</b> <ul style="list-style-type: none"><li>• Use asynchronous tools such as discussion boards and email.</li><li>• If feasible, use real-time delivery methods such as chat rooms, whiteboards, and Elluminate.</li><li>• Provide telephone access as necessary, and consider conducting one or more teleconferences during the course.</li></ul>
<b>Principle 2 - Develop reciprocity and cooperation among clients</b>
<b>Facilitate student interaction and encourage group collaboration.</b> <ul style="list-style-type: none"><li>• Create teams to interact, collaborate on projects, and solve problems via discussions and email.</li><li>• Explain group members' roles, and establish guidelines for group interaction.</li><li>• Encourage virtual study sessions via chat or discussions.</li><li>• Post completed assignments so that everyone can respond to each others work.</li></ul>

### Principle 3 - Encourage active learning

#### **Provide opportunities for students to discuss and interact with the course material.**

- Actively involve clients through writing and interaction.
- Provide opportunities for clients to articulate and revise their thinking, which aids in knowledge construction.
- Encourage students to "talk" about what they are learning via discussion boards.
- Craft questions to foster discussion and understanding.
- Assign students to present work to the class via bulletin board postings, chat, presentations.
- Post responses to frequently asked questions.

#### **Provide content that enables critical analysis and reflection.**

- Explain to clients how the course readings, activities, assignments, and assessments help achieve the learning objectives.
- Provide guiding questions to foster discussion and understanding.
- Make additional resources available as part of the course content.
- Give clients opportunities to record their observations and to do self assessments.

#### **Use real-world data or situations in assignments.**

- Present problem-solving situations in a realistic context.
- Give assignments that provide clients ample opportunity to practice and apply concepts and skills in realistic and relevant ways.
- Use real world experiences in teaching content to make subject matter more relevant.
- Ask clients to relate outside events or work experiences to the subjects covered.
- Give clients concrete, real world situations to analyze.
- Use simulations or labs in class.

### Principle 4 - Give prompt feedback

#### **Set expectations in writing.**

- Tell clients how quickly and frequently you will respond to email/discussion postings.
- Tell clients the turnaround time for grading assignments and then stick to it.
- Provide weekly guidance and encouragement to the class.

#### **Provide prompt feedback on assignments.**

- Return assignments with comments quickly and within the stated period of time.
- Make sure comments on work are constructive and non-threatening.
- Grade assignments consistent with criteria set forth in the syllabus/module.
- Give detailed feedback on performance early in term.
- Contact clients who miss an activity or assignment.
- Provide both information feedback and acknowledgment feedback. Information feedback provides information or evaluation. Acknowledgement feedback confirms that some event has occurred.

#### **Use quizzes and tests for feedback.**

- Utilize built in, auto-graded quiz feature when appropriate.
- Give proctored examinations or other assessments.
- Align quizzes and tests with course objectives.

- Prepare classroom exercises and problems that give students immediate feedback on performance (self tests, for example).

**Provide quick feedback in both synchronous and asynchronous settings.**

- Provide clients with continuous feedback and frequent support via email, chat and discussion postings.
- Take an active role in moderating discussions, providing feedback and participating in other interactive components.

**Principle 5 - Emphasize time on task.**

**Organize the course so that clients and instructors use their time efficiently and effectively while focusing on the learning objectives.**

- Establish clear goals and deadlines, and communicate these explicitly.
- At the beginning of the course, tell clients how much time you expect them to spend on course activities, including assignments, studying, preparing for, participating in class.
- Allow more time for interactions than in traditional face-to-face courses.
- Make clear to clients the amount of time needed to understand complex material.
- Include a list or calendar that shows all course deadlines in a single place so that clients don't have to hunt for the information.

**Use online tools effectively.**

- Emphasize the importance of good study skills throughout course.
- Identify key concepts and allow sufficient time to cover them.
- Create an interactive learning environment, but do not overwhelm clients (or the instructor) with excessive amounts of time-consuming interaction.
- Give adequate time to complete assignments.
- Consider both in-class and out-of-class time requirements.
- Emphasize importance of regular work, steady application, pacing, and scheduling.

**Principle 6 - Communicate high expectations.**

**Provide clear and detailed written expectations.**

- At the beginning of the course, clearly state institutional and class policies on cheating and plagiarism.
- Using clear, straightforward language, write your course objectives and intended learning outcomes, including them in the syllabus and in each learning module.
- Provide a guide to overall class structure.
- Provide a guide to appropriate language use.
- Explain grading criteria clearly, providing course weights/values of graded components
- Clearly define expectations for participation, stating the minimum level of acceptable participation.
- Tell clients that you expect them to work hard.
- Spell-check and proofread all of your course material, and tell clients to do the same for their coursework.

**Make sure that content and assignments are challenging.**

- Make content and requirements as demanding as those in a corresponding face-to-

face course.

- Write detailed, accurate instructions for assignments, and include examples of the types of finished assignments that you expect to receive.
- Provide informative and corrective feedback on assignments.
- Help clients set challenging goals for their own learning.
- Provide lists of suggested extra readings that support key points.

**Reward excellence publicly.**

- Use past clients' projects and papers as examples for current clients to refer to.
- Tell clients that you hope to use their excellent work as examples for future clients.

**Principle 7 - Respect students' diverse talents and ways of learning.**

**Provide avenues for clients to ask for and receive assistance in understanding course materials.**

- Suggest various learning strategies.
- Encourage clients to ask questions when they don't understand.
- Provide extra material or exercises for those who lack essential background, knowledge, or skills.

**Consider assessing clients' learning styles at the beginning of the course.**

- Find out about clients' backgrounds, learning styles, interests at the beginning of the session.

**Provide course content in a logical, consistent manner.**

- Make content available in manageable, easily navigated segments.
- Establish and maintain a consistent style for the course materials.
- Content is presented in a logical progression.
- Explain theory from a practical approach first, then add the structural approach.
- Designed with a consistent structure, discernable to students of varying learning styles

**Use a variety of techniques for presenting course material.**

- Provide opportunities for clients to construct knowledge collaboratively, incorporating multiple perspectives, discussions, and reflection.
- Use links, notes, quizzes, self tests, graphics, photos, audio, video, and interactive multimedia to address different learning styles.
- Vary the types of interaction between clients and the course material, clients and the instructor, and among clients.
- Use diverse teaching activities to address a broad spectrum of clients.

This checklist was adapted from Distance Learning Dean's Approved Quality Assurance Check List for Online Courses, created by the Distance Learning Task Force of Southern Polytechnic State University. Its framework is Chickering & Gamson's "Seven Principles for Good Practice in Undergraduate Education" Accessed on June 18, 2008.

## Appendix K: Sample Copyright Permission Letter

Date

Address of copyright holder—(usually available from publisher web sites)

Dear (copyright holder): or Permissions department

I am requesting permission to use materials from (title and copyright date of item) in my web delivered course to be offered at Northern Arizona University in (spring, summer or Fall) Semester 200?. This course is delivered using WebCT software which only allows registered students access to any course materials. The enrollment of this course will be approximately (??) students.

I plan to use (?? page(s) images etc) from (title and date of item) in this course. This material will be accessible only by registered students in the course and only for the duration of the semester. I will give appropriate copyright ownership notice to the material.

Please respond directly to me at the Fax number or email below as soon as possible. The materials listed will greatly enhance the student experience in this course and I would very much like permission to use them in whole.

If you are not the copyrights holder, please let me know as soon as possible.

Author:

Title:

Publisher:

Pub. Year:

Total Pages:

Page Numbers:

**ISSN/ISBN:**

Total # of Students in Class:

Thanks for your consideration of this request.

Sincerely,

Instructor Name

Organization name

Contact information

## Appendix L: Technical Checklist

Use this checklist as a planning tool before, during, and after the development of your course materials.

<b>Technical Checklist</b>	
<b>Copyright Clearance</b>	<p>There are often copyright issues when using someone else's material. Do NOT break copyright laws.</p> <p>For more information on Canadian copyright, go to:  <a href="http://www.cipo.ic.gc.ca/epic/site/cipointernet-internetopic.nsf/en/wr00037e.html">http://www.cipo.ic.gc.ca/epic/site/cipointernet-internetopic.nsf/en/wr00037e.html</a></p> <p>If you are unsure about whether you should obtain copyright clearance, err on the side of caution. You can send to request usage permission from a copyright holder - see a sample Copyright Permission Letter (appendix N).</p>
<b>Accessible Documents</b>	<p>If there are documents to download, do not limit download formats to Microsoft Word documents. Make them available as rich text files (.RTF) or a pdf file which can be read with free Adobe Acrobat Reader.</p> <p>Be careful of the size of the file to download. Clients with slower internet connections will have a more difficult time downloading large documents. Use the Download Speed Calculator (<a href="http://www.csgnetwork.com/csdl-speedcalc.html">http://www.csgnetwork.com/csdl-speedcalc.html</a>) to determine how long it may take to download the files you make available online.</p>
<b>Plug-Ins</b>	<p>Limit the use of plug-ins. If they are necessary, tell clients in advance and provide instructions for downloading.</p>
<b>Links</b>	<p>Active links are the words on a web page that are linked to another page. It is essential that you use color and underlining to show when a word is active. The color changes when the link has been visited. This allows users to know when they have already visited a link.</p>
<b>Broken links</b>	<p>A broken link is when the address of a web site or a page has changed, or when it was setup incorrectly. If you refer clients to links, always check the links prior to a course starting.</p>
<b>Color Accessibility</b>	<p>To make your web pages accessible to colorblind people, you only have to do a few things:</p> <ul style="list-style-type: none"> <li>• If you use color as a way to show difference, stay away from using the colors red and green.</li> <li>• Ensure that text and graphics are understandable when viewed without color.</li> <li>• Ensure that all information conveyed with color is also available</li> </ul>

	without color.
<b>Fonts</b>	<p>Use sans serif fonts. Arial is the most common example of this font type. Do not use serif fonts. Times New Roman is the most common example of this font type.</p> <p>Do not use script or ornamental fonts. They are less legible, and there's a good chance that people viewing your web pages won't have those fonts installed on their computers.</p>
<b>Backgrounds</b>	Do not use background images. Text can be harder to read on backgrounds.
<b>Buried Information</b>	Burying information refers to the number of clicks a user has to click in order to access information. You want to reduce the number of clicks to a reasonable number or else you increase the risk of clients not finding the information or getting lost in the process.
<a href="http://www.nau.edu/~d-elearn/support/course_support/technical_checklist.php">http://www.nau.edu/~d-elearn/support/course_support/technical_checklist.php</a> accessed on June 18, 2008	