

1. In presenting "Issues to Address in the Planning Process," Simonson outlines a straightforward process of planning for instruction at a distance. Briefly summarize the major issues, and how they and the process differ from the issues and process addressed and applied when planning for traditional instruction.

Teaching at a distance requires a good planning as well as traditional teaching. The difference is that teaching at a distance requires more emphasis on the initial planning process (Simonson, 2009, pg. 131). During this initial phase, teachers should know who the learners are to determine the goals and objective for instruction, as well as the teaching strategies, media they will use, and the environment where instruction will take place.

Learning about students provide the instructor the nature of the students' characteristics at both traditional and distance instruction (Simmons, 2019, pg. 135). However, due to the diversity of learners in distance education, instructors should consider age range, grade range, culture, social, economic and education backgrounds during the planning process. By knowing these characteristics educators will be able to define the goals and objectives of the course. Good instructional goals and objectives should form the basis of any form of instructions. They may not be changed simply because an instructor teaches at a distance (Simmons, 2019, pg. 138).

One of the issues instructors need to address is the teaching strategies and the media they should use. Because of the separation between learners and teachers, distance learners are required to be more responsible, and educators must focus more on the use of good visual in their lessons (Simmons, 2019, pg. 140). The learning material should be attractive to learners, so students are engaging in the learning process. The use of concept maps, diagrams and videos should be included in every distance education course as well as in traditional instruction. As a visual learner the use of these tools helps me processing information faster than other methods. As teacher the use of visuals is necessary in the delivery of each lesson. I teach Geometry and programs like GeoGebra or Desmos are used to assist students with a better understanding of the lesson.

2. Ko & Rossen place their discussion of course design in the context of conversion of traditional, face-to-face courses to distance-delivered courses. What are the advantages of this approach? What are the disadvantages?

The process of conversion from traditional instruction to distance education offers the opportunity to try out different methods and approaches of teaching without losing the rigor and quality of the course (Ko & Rossen, 2017, pg. 50). The course syllabus, the goal and objectives, lecture notes, quizzes and tests used on face-to-face (F2F) instruction must be adapted to the online instruction. The course syllabus requires a detail explanation of the time the learner will spend in each lesson, while in F2F instruction syllabus briefly describe the course and the teacher's expectations. The goal of the course stays the same, but the objectives vary from face-to face to online instruction, The type of delivery has changed, and more technology is used.

Lecture notes on distance education should be more detailed than in face-to-face teaching (Duncan, 2018). A well explained lesson will reduce the number of questions from students, reducing the number of emails instructors receive. In F2F instruction, if questions arise students receive an immediate answer from the instructor during the lecture. One of the advantages of distance education is that lectures are always available for students, they can reread or rewatch the lessons as many times as they want while in face-to-face instruction lessons are not always available for students.

This is the first time I am taking distance education classes and after four weeks in my first semester I have been able to see the advantage mentioned above. Course materials like syllabus, course announcements, course calendar, lesson videos or even future assignments are always available for students.

Reference

1. Duncan, L. (2018, March 4). *The Transitions from Face-to Face to Online Learning: Maintaining an Engaging Experience*. Bright space community.
<https://www.edutopia.org/article/how-help-middle-school-students-develop-crucial-skills-year>
2. Ko, Susan. & Rossen, S. (2017). *Teaching Online: A Practical Guide*. (4th Edition) Routledge
3. Simonson, M., Zvacek, S, & Samaldino, S. (2019). *Teaching and learning at a distance education*. (7th Edition) IAP-Information Age Publishing