



AARO Annual Conference

Education Presentation Panel

October 2011



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IDECC Executive Director






What does IDECC do?

Course Content:

Valuation models, USPAP, URAR Forms, Etc.

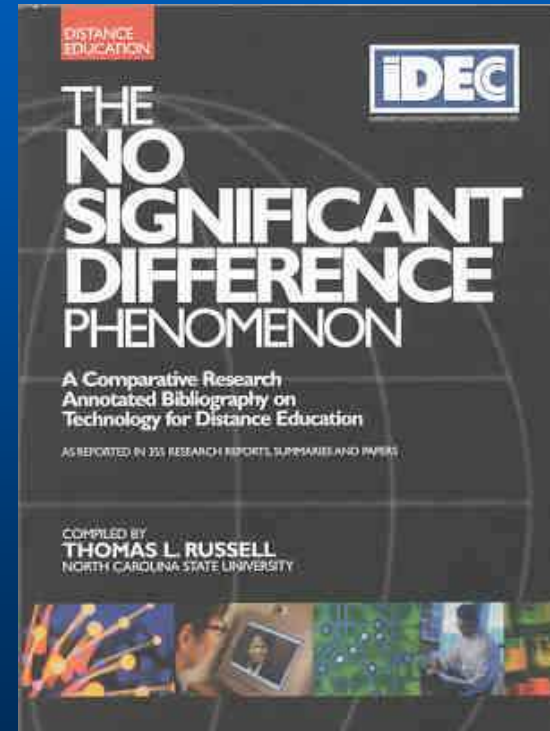
Course Instructional Design and Delivery

- Are there meaningful, measured objectives
- Ensures students are engaged with content
- Ensure appropriate time
- Content cannot be circumvented
- Measures mastery
- Ensure meaningful evaluation of the course
- Educationally competent instructors



Distance Education Vs. Traditional Classroom

- Is distance learning a credible way to educate?



2005 Alabama Distance Education Vs. Traditional Classroom

Month	DE Primary Provider #1		DE Primary Provider #2		DE Primary Provider #3		DE Provider Totals		State Totals		Pass Percentages	
	Pass	Total	Pass	Total	Pass	Total	Pass	Total	Pass	Total	DE Pass %	State Pass %
January-05	15	19	3	3	10	12	28	34	173	334	82.4%	51.8%
February-05	18	26	0	1	11	16	29	43	180	344	67.4%	52.3%
March-05	20	23	3	4	13	19	36	46	268	463	78.3%	57.9%
April-05	15	16	2	3	20	23	37	42	233	400	88.1%	58.3%
May-05	10	20	1	2	21	32	32	54	267	482	59.3%	55.4%
June-05	22	29	5	6	22	27	49	62	285	497	79.0%	57.3%
July-05	12	17	5	6	29	31	46	54	239	399	85.2%	59.9%
August-05	18	28	2	5	31	37	51	70	310	559	72.9%	55.5%
September-05	15	33	4	4	17	27	36	64	249	502	56.3%	49.6%
October-05	7	17	5	5	22	27	34	49	248	481	69.4%	51.6%
November-05	13	19	0	0	20	26	33	45	248	449	73.3%	55.2%
December-05	10	14	3	3	16	22	29	39	226	413	74.4%	54.7%
Totals	175	261	33	42	232	299	440	602	2926	5323	73.1%	55.0%

18%

2008 Alabama Distance Education Vs. Traditional Classroom

Month	Primary Provider #1		Primary Provider #2		Primary Provider #3		Primary Provider #4		DE Provider Totals		State Totals		Pass Percentages	
	Pass	Total	Pass	Total	Pass	Total	Pass	Total	Pass	Total	Pass	Total	DE Pass %	State Pass %
January-08	10	18	4	7	9	12	5	7	28	44	120	237	63.6%	50.6%
February-08	8	15	2	4	15	25	3	8	28	52	156	322	53.8%	48.4%
March-08	15	20	1	7	9	24	5	8	30	59	183	387	50.8%	47.3%
April-08	6	11	2	4	6	16	2	8	16	39	157	310	41.0%	50.6%
May-08	12	20	3	5	10	20	5	9	30	54	169	346	55.6%	48.8%
June-08	3	5	2	2	11	15	6	12	22	34	127	259	64.7%	49.0%
July-08	10	18	5	6	17	21	5	6	37	51	140	290	72.5%	48.3%
August-08	11	17	1	2	11	15	4	4	27	38	108	218	71.1%	49.5%
September-08	8	13	0	1	15	20	4	6	27	40	107	214	67.5%	50.0%
October-08	1	5	3	4	18	21	4	7	26	37	106	209	70.3%	50.7%
November-08	5	8	4	4	6	6	3	3	18	21	69	129	85.7%	53.5%
December-08	2	6	2	2	7	8	5	6	16	22	79	146	72.7%	54.1%
Totals	91	156	29	48	134	203	51	84	305	491	1521	3067	62.1%	49.6%



Distance Education Performance in “Six States”

- Over the past year (2005):
 - broker candidates from distance education schools had a passing rate approximately **five percentage points higher** than candidates from traditional schools (based on approximately 700 distance education candidates and 6700 traditional candidates)
 - salesperson candidates from distance education schools had a passing rate of approximately **ten percentage points higher** than candidates from traditional schools (based on approximately 3500 distance education candidates and 60000 traditional candidates)
- We have not run a test of statistical significance to determine whether the passing rates are higher or whether they could be based on chance, however, it appears clear to me that they are higher for the correspondence schools. Please recognize that one would not be able to conclude that the correspondence/distance education program caused the higher passing rates; the differences could be due to the ability levels of who choose a particular type of program. *AMP administers exams for Alabama, Georgia, Illinois, Kentucky, Michigan, Missouri, Montana, Nebraska, New Hampshire, North Dakota, South Dakota, and Wyoming.*

Test Your Knowledge

What percent of U.S. appraisal regulatory agencies recognize distance education has an acceptable method by which licensees can earn continuing education credit?

A. 14%

C. 100%

B. 51%

D. 86%

Test Your Knowledge

What percent of U.S. appraisal regulatory agencies recognize distance education has an acceptable method by which licensees can earn qualifying education credit?

A. 10%

C. 84%

B. 64%

D. 96%

Typical Cognitive Scaffold of a New Qualifying Education Student

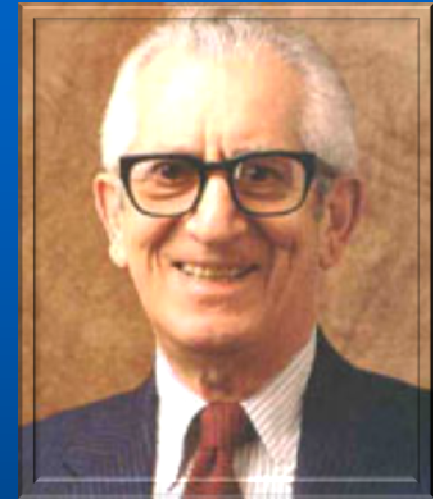
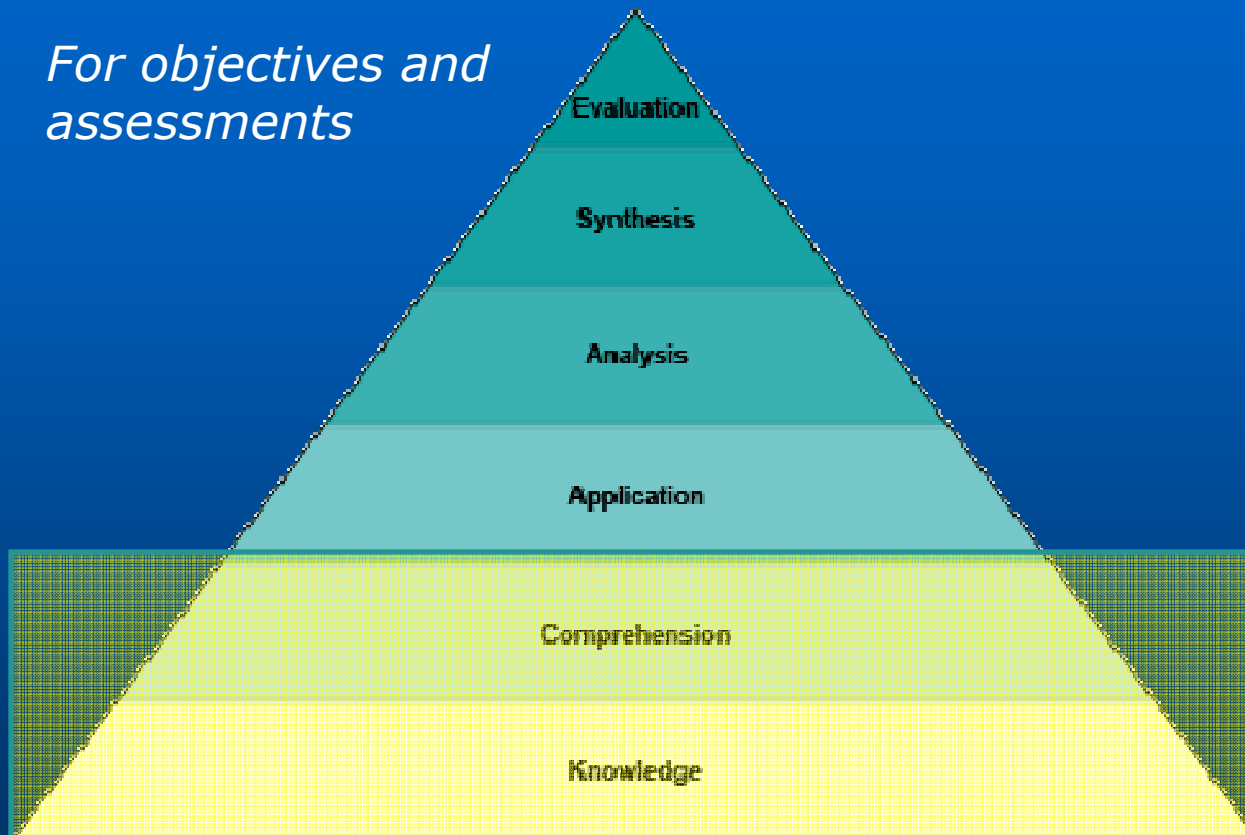


Typical Cognitive Scaffold of an Experienced Licensee Needing Continuing Education



Bloom's Taxonomy

For objectives and assessments



Bloom's Taxonomy of learning. Adapted from: Bloom, B.S. (Ed.) (1956) Taxonomy of educational objectives: The classification of educational goals. Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.



Bloom's Taxonomy

For objectives and assessments

COMPETENCIES	SKILLS
<p>Knowledge: Learner can recall information</p>	<p>Arrange, repeat, recall, define, list, match, name, order, write</p>
<p>Comprehension: Learner can explain and predict.</p>	<p>Discover, classify, explain, discuss, give, examples, identify, explain, translate</p>
<p>Application: Learner can solve problems and information.</p>	<p>Apply, demonstrate, solve, write, discover, experiment, interpret, present</p>
<p>Analysis: Learner can see patterns, organize parts, and recognize hidden meanings.</p>	<p>Analyze, experiment, examine, compare, contrast, associate, dissect, conclude, test</p>
<p>Synthesis: Learner can use previous ideas to create new ones, and relate ideas from several areas.</p>	<p>Collect, assemble, compose, develop, design, invent, create, plan, revise, write, theorize</p>
<p>Evaluation: Learner can compare and discriminate between ideas, judge, and value ideas.</p>	<p>Compare, assess, contrast, criticize, evaluate, judge, value, predict, estimate, appraise.</p>

Behaviorist

- Seeks to control behavior.
- Says all things we do are behaviors.
- Behavior is manipulated by conditioning.
 - Classical - involuntary
 - Operant – reinforcers
- Pure behaviorists are not concerned with internal process but with external exhibitions.



“Sage on the Stage”



Cognitivist

- Focus on how students think.
- Says an instructor can't force a student to learn.
- Would include memory strategies, or education worksheets or games.





Constructivist

- Recognizes the instructor can't be the sole information source.
- Learners are encouraged to learn main ideas on their own



“Guide on the Side”



Constructivist

- Teacher's role is to attempt to provide activities that clarify and correct misconceptions
- Uses discovery, problem based, experiential and cooperative learning, role play, mentorship, and case study etc...



“Guide on the Side”



What Can Regulators Do To Raise the Bar for Education?

- Require a meaningful summative assessment (final exam) for CE courses.
- Require more sophisticated content.
 - Use Blooms Taxonomy Levels to Gauge the difficulty of Content.



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