

# **Joint Session with CLEReg – Distance Learning**

By:

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**Daniel Levering**  
PA CLE  
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Daniel Levering is the Administrator for the Pennsylvania Continuing Legal Education Board. He holds a Bachelor of Arts Degree in Art and Education from Bridgewater University in Massachusetts. Before he moved to Pennsylvania, he taught art at Weymouth High School in Massachusetts. In 2008 he served as President of the Continuing Legal Education Regulatory Association (CLEreg). Mr. Levering joined the PA CLE Board as Provider Relations Director and served as liaison to over 150 Accredited Sponsors. He established Pennsylvania CLE's provider orientation program, helped develop Pennsylvania's Annual Provider Conferences and was extensively involved in the production and implementation of various automated processing programs. Since becoming Administrator in 2001, he has continued work with the Pennsylvania CLE Board and Judicial System to provide lawyers with high levels of regulatory service and access to quality educational opportunities.

**Julia L. Orzeske**  
Indiana Commission for CLE  
Indianapolis, IN

Ms. Orzeske is the Executive Director of the Indiana Commission for Continuing Legal Education. The Commission is an agency of the Indiana Supreme Court and is responsible for regulating mandatory CLE, CJE, specialization, and the mediator registry in Indiana.

Ms. Orzeske served as a deputy prosecutor in Marion County from 1985 to 1991, then as a staff attorney for the Indiana Supreme Court from 1991 through 1994. She has been with the Commission since 1994. She is a member of the Indianapolis, Indiana, and American Bar Associations and is also licensed to practice law in Illinois. She serves on the Indiana State Bar Association's Alternative Dispute Resolution and PLEADS Sections Councils; the Leadership Forum Committee, Long Range Planning Committee, Wellness Committee and the Board of Governors. She has served on the ISBA's Women in the Law Committee and recently completed a term on the ABA Standing Committee on Specialization.

She has served as chair of the Organization of Regulatory Administrators for Continuing Legal Education (now CLEreg) and is a past management committee chair for that organization. She was the general chair for the Indiana State Bar Association meeting in October 2006. She has also served as chair of the ISBA PLEADS section. Ms. Orzeske lives in Indianapolis, Indiana with her husband, Don (also an attorney). The Orzeskes have three children.

**Andrew D. Ottiger**  
Practising Law Institute  
New York, NY

Andrew Ottiger is the Director of Accreditation and Compliance for the Practising Law Institute (PLI), a not-for-profit continuing legal education organization based in New York City. Andrew is responsible for the accreditation and compliance of PLI and its programs in all U.S. jurisdictions that require mandatory continuing legal education. PLI is also accredited for CPD throughout Canada, the United Kingdom, and Hong Kong. Andrew works closely with PLI's programs department to guide them on CLE regulator's rules and regulations in the development of PLI programs. PLI produces more than 350 exclusive live CLE programs annually which are also available via live webcast, archived webcast, and MP3s and MP4s. Andrew attended Brooklyn College, City University of New York, earning a B.A. in Political Science.

**Gina Roers**  
West Professional Development  
Eagan, MN

Gina Roers is the Accreditation Manager for West LegalEdcenter, Westlaw, Federal Publication Seminars, and Required. As Manager, she direct the accreditation process for all individuals attending West live events, online live webcasts, podcasts, CLE Mobile programs, and on demand programs. West has program approvals in all MCLE jurisdictions, and maintains Required's rules software for attorney compliance tracking.

Gina has been with Thomson West since 1999, when she started as a Reference Staff Attorney. Prior to joining Thomson West, she taught LSAT and ACT preparation at Kaplan, and served as a research clerk on projects related to health law/administrative law practice. Gina also worked at Peoples Express, Inc. as a grant administrator and liaison to the Minnesota Department of Human Services, Minnesota Department of Health and Minnesota Department of Transportation to ensure compliance with tax and accounting laws. She also helped her alma mater, Winona State University, develop and implement a quality education evaluation program.

Since 1993, Gina has acted as a Basic First Aid Trainer for the Minnesota Department of Transportation, where she is also a certified Vulnerable Adult Abuse Prevention Trainer. She has developed curriculum and materials for courses based on state regulations outlining training requirements, and is a liaison with the Minnesota departments of Human Services, Health, and Transportation to ensure compliance with current regulations. Gina earned her J.D., cum laude, from the University of Minnesota Law School, a B.A., cum laude, from Winona State University (Minnesota), and was a nationally-registered Emergency Medical Technician.

## DISTANCE LEARNING TERMINOLOGY: A WORKING LIST

**Asynchronous learning:** Learning in which interaction between instructors and students occurs intermittently with a time delay. Examples are self-paced courses taken via the Internet or CD-ROM, Q&A mentoring, online discussion groups, and email.

**Audioconferencing:** Voice-only connection of more than two sites using standard telephone lines.

**BBS (bulletin board system):** An online community run on a host computer that users can dial or log into in order to post messages on public discussion boards, send and receive email, chat with other users, and upload and download files.

**Blended Learning:** Learning, training or educational activities where distance learning, in its various forms, is combined with more traditional forms of training such as "classroom" or in person training.

**CBL (computer-based learning):** An umbrella term for the use of computers in both instruction and management of the teaching and learning process.

**CD-ROM (compact disc read-only memory or compact disc read-only media):** A computer storage medium similar to the audio CD that can hold more than 600 megabytes of read-only digital information.

**Chat room:** A virtual meeting space on the Internet, an intranet, or other network, used for real-time text discussions. Unlike one-to-one instant messenger applications, chat rooms enable conversations among multiple people at once.

**CoD (Content on demand):** Delivery of an offering, packaged in a media format, anywhere, anytime via a network. Variants include audio on demand and video on demand.

**Connect time:** The amount of time that a terminal or computer has been logged on to a computer or server for a particular session.

**Cookie:** Information stored on a user's computer after he or she visits a Website. The cookie tracks data about that user but can be disabled in the browser.

**Delivery:** Any method of transferring content to learners, including instructor-led training, Web-based training, CD-ROM, books, and more.

**Discussion boards:** Forums on the Internet or an intranet where users can post messages for others to read.

**Distance Learning:** Educational situation in which the instructor and students are separated by time, location, or both. Education or training courses are delivered to remote locations via synchronous or asynchronous means of instruction, including

written correspondence, text, graphics, audio- and videotape, CD-ROM, online learning, audio- and videoconferencing, interactive TV, and FAX.

**End user:** The person for whom a particular technology is designed; the individual who uses the technology for its designated purpose. In distance learning, the end user is usually the student.

**Fully interactive video (two-way interactive video):** Two sites interacting with audio and video.

**ILT (instructor-led training):** Usually refers to traditional classroom training, in which an instructor teaches a course to a room of learners. The term is used synonymously with on-site training and classroom training.

**Internet-based training:** Training delivered primarily by TCP/IP network technologies such as email, newsgroups, proprietary applications, and so forth. Although the term is often used synonymously with Web-based training, Internet-based training is not necessarily delivered over the World Wide Web, and may not use the HTTP and HTML technologies that make Web-based training possible.

**Microwave:** Electromagnetic waves that travel in a straight line and are used to and from satellites and for short distances up to 30 miles.

**Modular:** E-learning that's made up of standardized units that can be separated from each other and rearranged or reused.

**Multicasting:** The transmission of information to more than one recipient. For example, sending an email message to a list of people. Teleconferencing and videoconferencing can also use multicasting.

**Multimedia:** Encompasses interactive text, images, sound, and color. Multimedia can be anything from a simple PowerPoint slide to a complex interactive simulation.

**Online:** The state in which a computer is connected to another computer or server via a network. A computer communicating with another computer.

**Origination site:** The location from which a teleconference originates.

**Podcast:** A method of publishing audio files or digital recordings to the internet for download and/or playback on mobile devices and personal computers. The generally accepted definition has expanded to include video as well (Vidcast or Vodcast.)

**Real-time communication:** Communication in which information is received at (or nearly at) the instant it's sent. Real-time communication is a characteristic of synchronous learning.

**Receive site:** A location that can receive transmissions from another site for distance learning.

**Self-paced learning:** An offering in which the learner determines the pace and timing of content delivery.

**Synchronous learning:** A real-time, instructor-led online learning event in which all participants are logged on at the same time and communicate directly with each other. In this virtual classroom setting, the instructor maintains control of the class, with the ability to "call on" participants. In most platforms, students and teachers can use a whiteboard to see work in progress and share knowledge. Interaction may also occur via audio- or videoconferencing, Internet telephony, or two-way live broadcasts.

**Teleconferencing:** Two-way electronic communication between two or more groups in separate locations via audio, video, and/or computer systems.

**Videoconferencing:** Using video and audio signals to link participants at different and remote locations.

**Vodcast:** or **Vidcast** is a method of publishing video/digital recordings to the internet for download and/or playback on mobile devices and personal computers. The video method of this delivery is an offshoot of podcast technology.

**WBT (Web-based training):** Delivery of educational content via a Web browser over the public Internet, a private intranet, or an extranet. Web-based training often provides links to other learning resources such as references, email, bulletin boards, and discussion groups. WBT also may include a facilitator who can provide course guidelines, manage discussion boards, deliver lectures, and so forth. When used with a facilitator, WBT offers some advantages of instructor-led training while also retaining the advantages of computer-based training.

**Webcast:** (*Web + broadcast*) (noun) A broadcast of video signals that's digitized and streamed on the World Wide Web, and which may also be made available for download. (verb) To digitize and stream a broadcast on the World Wide Web.

**Web conference:** A meeting of participants from disparate geographic locations that's held in a virtual environment on the World Wide Web, with communication taking place via text, audio, video, or a combination of those methods.

**Webinar:** (*Web + seminar*) A small synchronous online learning event in which a presenter and audience members communicate via text chat or audio about concepts often illustrated via online slides and/or an electronic whiteboard. Webinars are often archived as well for asynchronous, on-demand access.



# ACLEA & CLEReg

## Distance Learning Joint Session

Monday, August 5, 2013

Presenters

*Andrew Ottiger, Practising Law Institute | Julia Orzeski, Indiana Commission on CLE*  
*Gina Roers, West Professional Development | Daniel Levering, Pennsylvania CLE*

### Session Format:

As presenters discuss and demonstrate various examples of distance learning, please follow along and complete the attached scorecard with your answers. After the demonstrations, individual responses and discussion questions will be addressed in a roundtable format.

**Please return your ScoreCard when you leave.**

Data will be used for session follow-up reporting.

Thank you



# SCORE Card

TELEPHONE  
SEMINARS

DOWNLOADABLE  
AUDIO/VIDEO

LIVE  
WEBCASTS

PRE-RECORDED  
ONLINE

E-LEARNING  
PROGRAMS

GROUPCASTS

VIRTUAL  
CLASSROOMS

How would you  
classify or label  
this delivery  
method?

Do you consider  
this method  
"Self-Study?"

Would this  
delivery method  
be approved in  
your state?

If not, what  
would need to  
be changed for  
accreditation?

Regulator Questions

## EXTRA DISCUSSION QUESTIONS

*Use reverse for additional comments*

How could distance learning programs be improved or changed to increase the comfort level of skeptics?

If you could modify one thing about distance learning rules what would it be?

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