MEDT 7472  INTRODUCTION TO DISTANCE EDUCATION

Semester Hours: 3
Semester/Year: Fall 2013

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Online Hours: Monday and Wednesday, 11:00 a.m. - 1:00 p.m.

Online Support:
CourseDen Home Page
https://westga.view.usg.edu/
CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
UWG Distance Learning
http://distance.westga.edu/
UWG On-Line Connection
http://www.westga.edu/~online/
Distance Learning Library Services
http://westga.edu/~library/depts/offcampus/
Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu

COURSE DESCRIPTION

This course is a general introduction to conceptual, theoretical, and practical ideas concerning distance education, including the current status of distance learning and its impact on education. Students will become conversant in the terminology of the field of distance education, review its
history, conduct research on specific areas of practice, investigate instructional and learning design strategies, explore the technologies commonly used, and understand the unique roles and responsibilities of the distance learner and the distance instructor.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered entirely at a distance with no face-to-face meetings (FTF). The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work (*Wimba Live Classroom*).
- High-speed internet service (DSL, Cable, etc.) is strongly recommended. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.
- Software requirements: *Microsoft Office* 2007 or higher (available for free at UWG), *Adobe Reader*, *BlackBoard Collaborate*, *Canvas*, *Wikispaces*, blogs, *Twitter*, *Jing* and other potentially required downloads listed in *D2L CourseDen*.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course (times are approximate):

- Discussion posts/blogging/tweeting: 600 minutes
- Audio/video instruction/MOOC instruction: 600 minutes
- Other online assignments/activities: 1050 minutes

Additionally, it is anticipated that students will need to work independently for twice the number of minutes listed above to complete the online activities.
COURSE OBJECTIVES

Students will:

1. demonstrate knowledge, skills, and understanding of concepts related to distance education as they apply to instruction (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-I.A.)

2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging distance education technologies (Downs & Moller, 1999; Driscoll, 1998; Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Keegan, 1986; Palloff & Pratt, 1999, 2003; Porter, 1997; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-I.B.)

3. apply current research on teaching and learning with technology when planning instructional systems as they relate to distance education (Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Keller & Suzuki, 2004; Palloff, & Pratt, 1999, 2003; Sharp & Huett, 2006; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.B.)

4. identify and apply instructional design principles associated with the development of distance education systems (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.F.)

5. design distance education environments that meet the diverse needs of learners and instructors (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.A)

6. identify and locate technology-based resources and evaluate them for accuracy and suitability for a distance education environment (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001;
Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.C.)

7. plan for the management of distance education instructional resources within the context of learning activities (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004.) (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.D.)

8. plan strategies to manage student learning in a distance education environment (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.E.)

9. apply multiple methods of evaluation to determine appropriate use of distance education systems (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-IV.C.)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:


Amazon link: http://www.amazon.com/Introduction-Distance-Education-Understanding-Teaching/dp/041599599X/ref=sr_1_1?ie=UTF8&qid=1313423663&sr=8-1

Required Instructional Resource:

(I do not work with Tk20 and cannot answer questions about it. As far as I know, there are no TK20 requirements in this class for IT/SLM students. For others, please consult your advisor. Please note the following):
Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campustoolshighered/start.do.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

References


Huett, J., Huett, K., & Bennett, E. (2010). The Way of the wiki: Using a wiki as a management tool for online programs. Online Journal of Distance Learning Administration, 8(3).


ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on a general introduction to many conceptual, theoretical, and practical concepts concerning distance education. In addition to distance education theory, students will create a distance education instructional design plan, use the plan to build a distance learning module, and conduct research on current distance education topics and/or design an interactive tutorial for the distant classroom. The overall evaluation for this course is structured on completing individual readings as well as the quizzes and assignments detailed below. Due to the broad nature of the course, each conceptual framework descriptor is covered in the various course assignments. As students complete their assignments, they will have demonstrated achievement in the areas of decision making: selecting topic areas in the student’s field of study to design and develop an online learning module and interactive tutorial (course activities 1.0, 2.1-2.2, 3.1-3.4b); leadership: enhancing his/her knowledge and skills in distance education in order to integrate technology more extensively on the job, at a distance, and to assist others as needed (course activities 1.0, 2.1-2.2, 3.1-3.4a-c); lifelong learning: studying how to integrate technology into the work place and distant environment (course course activities 1.0, 2.1-2.2, 3.1-3.4a-c); being adaptive: changing educational practices to meet the needs of distance learners (course activities 2.1-2.2, 3.1-3.4a-c); collaboration: working with colleagues and stakeholders to plan and carry out school improvements in technology (course activities 1.0, 2.1-2.2, 3.1-3.4a-c); cultural sensitivity: adapting interventions and technology innovations to meet the needs of diverse distance learners (course activities 2.1-2.2, 3.1-3.4a-c); empathy: demonstrating sensitivity to the needs of individual, family, and community needs (course activities 1.0, 2.1-2.2, 3.1-3.4a-c); knowledge: drawing on pedagogical, content, and professional knowledge, including knowledge from others’ postings in the online bulletin board when developing distance education systems (course activities 1.0, 2.1-2.2, 3.1-3.4a-c); being proactive: implementing new interventions and innovations in technology to better serve distance learners (course activities 1.0, 2.1-2.2, 3.1-3.4a-c) and reflection: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are
needed to more effectively integrate technology into the curriculum both local and distant (course activities 1.0, 2.1-2.2, 3.1-3.4a-c).

Activities and Assessments:

Class Participation

This course lives or dies by YOUR participation and participation is just expected. Students will participate in the course regularly and will attend any Wimba Live Classroom or other virtual session(s) scheduled in D2L CourseDen (if applicable) and generally be prepared for the class. Absence from online session(s), lack of participation, failure to complete group work in a timely manner, or other noted absence of participation may lower a student’s cumulative point total by 10 points.

Weekly Work

Discussions (10 points)

The student will respond to a discussion prompts provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in ALL online discussions. You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete. You have to respond to the postings in a meaningful manner (“I agree” or “this is interesting” are not proper responses). Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher ObservationD2L CourseDen DB postings, Online discussions)

Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

Project 1: Online Course review (25 points)

Please familiarize yourself with the requirements/guidelines for this assignment. Your grade for the project will be based on completing specific readings, discussions, review instruments, virtual meetings, and other requirements as outlined in CourseDen. Participation in this project constitutes a large portion of your grade.

Project 2: Distance Education Instructional Design Plan (20 points)
The student will create an instructional design plan for one module of online instruction concerning the topic of the student’s choosing. The module is to consist of at least one week of instruction, to be delivered entirely online, and to address five major components: module design, interactivity and collaboration, use of technology, assessment, and learner support. Additional guidelines for this assignment are posted in D2L CourseDen (Course Objectives 1, 3, 4, 7, 8; rubric).

Project 3: Hands-on Creation of Learning Module in Canvas (http://www.instructure.com/) (35 Points)

The student will create a learning module in Canvas or any other LMS following the design plan developed for Project 2. Upon completion of the module, the student will also review at least one other student’s module, complete the work in the module (where appropriate), and offer suggestions for improving the content. The student will post a review in the appropriate forum in D2L CourseDen (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

***If you desire, you may work in teams of no more than 3 for the design and development components of projects 2 and 3 (the review aspect of project 3 must be completed individually). If you choose to do this, you must inform me beforehand, and you may be required to complete a confidential analysis of each group member’s level of participation.

Evaluation Procedures
Students are evaluated in the following areas:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total Points</th>
<th>Type of Assessment</th>
<th>Due Dates/Location See CourseDen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Consistent non-participation results in up to 10 pts lost.</td>
<td>Teacher Observations</td>
<td>On-going</td>
</tr>
<tr>
<td>Course Discussions</td>
<td>10</td>
<td>Teacher Observations</td>
<td>On-going</td>
</tr>
<tr>
<td>Project 1: Analysis of Online course</td>
<td>25</td>
<td>Teacher</td>
<td>At 11:59 PM</td>
</tr>
<tr>
<td>Project 2: Instructional Design Plan</td>
<td>20</td>
<td>Rubric</td>
<td>at 11:59 PM</td>
</tr>
<tr>
<td>Project 3: Canvas Learning Module</td>
<td>35</td>
<td>Rubric</td>
<td>at 11:59 PM</td>
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</tbody>
</table>

GRADING SCALE:

A = 100 - 90 Points
B = 89 – 80 Points
C = 79 -70 Points
F = Below 70 Points
CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student’s responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All CourseDen assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in D2L CourseDen has a due date and a cut-off date. The cut-off date is one week after the due date. For instance, if an assignment is due October 22nd, the final cut-off date is October 29th. After October 22nd, the assignment is “late.” After October 29th, the assignment is GONE. No assignments more than 1 week late will be accepted.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled Wimba Live Classroom and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT
All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

STUDENT EMAIL POLICY

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in D2L CourseDen.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

IMPORTANT DATES TO REMEMBER FOR FALL 2013

The new calendar can be accessed at:


CLASS OUTLINE

This class is delivered using D2L CourseDen at http://webct.westga.edu/

There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use D2L CourseDen for corresponding with each other and the instructor.
Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of D2L CourseDen. Please follow the directions in D2LCourseDen.

CLASS SCHEDULE

<table>
<thead>
<tr>
<th>MODULE</th>
<th>TOPICS/THINGS TO DO</th>
<th>THINGS DUE for grade</th>
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<tbody>
<tr>
<td><strong>Initial Module: Foundations</strong></td>
<td>Orientation -- Overview of Course -- Ongoing FAQ for Questions -- Confidentiality quiz</td>
<td><strong>Due Sunday, Sept 8</strong></td>
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<tr>
<td><strong>Monday, August 26 to Sunday, September 8</strong></td>
<td>Readings -- Textbook Reading: &quot;Industrial Era of Distance Learning&quot;; Ch 1-4 (pp. 1-66) -- Other Reading: Keeping Pace with Online Learning</td>
<td><strong>Due Sunday, Sept 15</strong></td>
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<td><strong>2 weeks</strong></td>
<td><strong>Due Sunday, Sept 29</strong></td>
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<tr>
<td><strong>Module 1 Analysis of Online Course:</strong></td>
<td><strong>Due Sunday, September 29</strong></td>
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<tr>
<td><strong>Monday, September 9 To Sunday, September 29</strong></td>
<td>Readings -- Textbook Reading: &quot;The New Era of Distance Ed&quot;: Ch 5-7 (pp. 69-134) -- Discussion about the reading</td>
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<tr>
<td><strong>3 weeks</strong></td>
<td><strong>Due Sunday, Oct. 27</strong></td>
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<tr>
<td><strong>Module 2: Instructional design plan</strong></td>
<td>Instructional Design Work -- Project 2: ID Plan -- Begin Project 3: Learning Module -- Students gain access to Canvas. (work early and often, or this may &quot;bite&quot; you) -- Give feedback on how course is going.</td>
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<tr>
<td>4 weeks</td>
<td>“bite” you)</td>
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<tr>
<td><strong>Formative Assessment</strong></td>
<td>Give feedback on how course is going.</td>
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<td><strong>Module 3: Canvas Learning Module</strong></td>
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<tr>
<td><strong>Monday, October 28 to Sunday December 8</strong></td>
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<td>5 weeks</td>
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<td><strong>--&gt;Grades Due</strong></td>
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<tr>
<td><strong>Readings</strong></td>
<td>Textbook Readings: “Summary and Conclusion”: Ch 11-12 (pp. 227-259)</td>
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<td></td>
<td>Discussion about the reading</td>
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<tr>
<td><strong>Instructional Design Work</strong></td>
<td>Project 3: Learning Module</td>
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<td><strong>Course Conclusion</strong></td>
<td>Final Discussion</td>
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<td>Online Course Evaluations: 2 Surveys</td>
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<tr>
<td><strong>Due Friday, December 2</strong></td>
<td>Project 3</td>
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<tr>
<td><strong>--Discussion: Project 3 Learning Module Review</strong></td>
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<tr>
<td><strong>Due Friday, December 8</strong></td>
<td>Discussion: Final Reflections on the Future of DE</td>
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</table>