

**MEDT 7472****INTRODUCTION TO DISTANCE EDUCATION**

Semester Hours: 3

Semester/Year: Spring 2011

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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 2003* or higher (available for free at UWG), [Adobe Reader](#), [Yahoo Messenger](#), or Pronto and other potentially required downloads listed in *WebCT CourseDen*.

## 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:

Palloff, R., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom*. San Francisco: Jossey-Bass. (ISBN 978-0787988258)

Amazon link: [http://www.amazon.com/Building-Online-Learning-Communities-Strategies/dp/0787988251/ref=sr\\_1\\_1?ie=UTF8&s=books&qid=1243350136&sr=1-1](http://www.amazon.com/Building-Online-Learning-Communities-Strategies/dp/0787988251/ref=sr_1_1?ie=UTF8&s=books&qid=1243350136&sr=1-1)

**SPRING GALILEO PASSWORD: roaring**

## References

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## 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:

#### 1.0 Class Participation (20 points)

Students will participate in the course regularly and will attend any *Wimba Live Classroom* or other virtual session(s) scheduled in *WebCT CourseDen* (if applicable) and generally be prepared for the class. Absence from *Wimba* session(s) or noted absence of participation may lower a student's cumulative point total by **20 points**. Virtual conference sessions with

outside experts/teachers in the field of distance education may be scheduled. If these conferences are scheduled, it is expected that students will prepare, attend, and ask questions. Scheduling and requirements will be posted in *WebCT CourseDen*. (Objectives 1, 2, 3, 4, 5, 6, 7; disposition; teacher observation)

## 2.0 Weekly Work

### 2.1 Discussions (6 weeks @ 5 points each = 30 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. Each discussion (except where noted elsewhere) is worth 5 points. You are required to post your initial thoughts (3pts) and respond to AT LEAST two other postings (2pts). 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 Observation, *WebCT CourseDen* DB postings, Online discussions)

## 3.0 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 possible. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!**

### 3.1 Project 1: Chapter Concept Map and Quiz Questions (15 points)

The student will create a concept map using the software tool [XMIND](#) to visually illustrate associations and relationships between the ideas presented in the assigned chapter from the text. XMIND is a wonderful open source mind-mapping tool can be downloaded for free. Upon completion of the concept map, the student will write a brief 1-2 page scenario/plan that outlines how the information presented in the chapter could best be delivered through a web-based delivery system.

As we are using a relatively new textbook this session, upon completion of the concept map, the student will generate 10 total quiz questions for that chapter: 7 multiple choice and 3 true false questions in a Word document with the correct answer highlighted with the page number where it can be found. The student must post the concept map, quiz questions, and scenario to the appropriate discussion forum **AND** to the *WebCT CourseDen* Assignment



Dropbox for grading. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 3, 4, 5, 6, 8; rubric).

### **3.2 Project 2: Distance Education Instructional Design Plan (15 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 *WebCT CourseDen* (Course Objectives 1, 3, 4, 7, 8; rubric).

### **3.3 Project 3: Hands-on Creation of Learning Module in *WebCT CourseDen* (25 Points)**

The student will create a learning module in *WebCT CourseDen* 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 *WebCT 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 3.2 & 3.3** (the review aspect of 3.3 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.\*\*\*

### **3.4 Project 4: Henry County Cooperative Online Course Review Project (60pts)**

This semester we are continuing a new and exciting online course review project in partnership with Henry County. This is an authentic, field-based, online learning experience that should prove to be very valuable and enlightening. 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. However, since this is still technically a pilot project, please know that effort on your part counts for a lot and that I, and you, will need to be flexible as we will be adapting as we go along. I will also depend heavily upon your feedback and input for project improvements.

### Extra Credit (5 points)

Read Thomas Friedman's *The World is Flat (updated and expanded 2006 version)*. I have chosen this book because I think it does a very effective job of explaining how technology is radically changing our world, and the way we conduct business and education in an "easily digestible" manner. I consider it a great read for anyone interested in technology education. For this extra credit assignment, you will examine one or more of Friedman's "flatteners" (or other salient observations) and give your opinion about its potential effect on education generally and distance education specifically. There is no minimum or maximum page limit requirement for this assignment. Just do a thorough analysis.

### Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See CourseDen
1 Class Participation	20	Teacher Observations	On-going
2.1 Weekly Discussions	30	Teacher Observations	On-going
3.1 Concept Map and Scenario	15	Rubric	at 11:59PM
3.2 Instructional Design Plan	15	Rubric	at 11:59 PM
3.3 <i>WebCT CourseDen</i> Learning Module	25	Rubric	at 11:59 PM
3.4 Project 4 (Henry CO)	60	Rubric	at 11:59 PM

### GRADING SCALE:

A =	165-148	Points
B =	147-131	Points
C =	130-115	Points
F =	Below 114	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. 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 assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *WebCT 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

January 22<sup>nd</sup>, the final cut-off date is January 29<sup>th</sup>. After January 22<sup>nd</sup>, the assignment is “late.” After January 29<sup>th</sup>, 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 after class 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](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 *WebCT 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 SPRING 2011**

January 5-11	Late registration and drop/add
January 15	No Saturday classes
January 17	Martin Luther King Holiday – no classes – offices closed
January 21	Portfolio Workshop 6:00 pm
March 1	Last day to apply for summer 2011 graduation
March 2	Last day to withdraw with a grade of W
March 5	No Saturday classes
March 7-11	Spring Break – no classes – offices open
April 20	Last day of Wednesday only classes
April 21	Last day of Thursday only classes
April 22	M.Ed./Add-On Portfolio Presentations 6:00 pm
April 23	Ed.S. Portfolio Presentations 8:00 am
April 25	Last day of Monday only classes
April 26	Last day of Tuesday/Thursday classes
April 27	Last day of Monday/Wednesday and Monday/Wednesday/Friday classes
April 28	Reading Day
April 29-May 5	Exams
May 5	Last day to pay registration fees for summer

**CLASS OUTLINE**

This class is delivered using *WebCT 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 *WebCT CourseDen* for corresponding with each other and the instructor.

**Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow the directions in *WebCT CourseDen*.**

### Tentative Class Schedule

**IF THERE IS ANY CONFLICT BETWEEN WHAT IS PRESENTED HERE AND WHAT IS SEEN IN *WebCT COURSEDEN*, *COURSEDEN* TAKES PRECEDENCE!**

<b>Class</b>	<b>Activities</b>	<b>Assignment/Readings Due</b>
<b>Module 1</b>	Online Introductions Building Online Learning Communities: Chapters 1 & 2 Concept Map chapter assigned	Discussion Posting 1 (Introductions)
<b>Module 2</b>	Module 2 Discussion Building Online Learning Communities: Chapters 3 & 4 Project 2 Assigned	Discussion Posting 2 <b>Project 1 DUE</b> in Forum and <i>WebCT CourseDen</i>
<b>Module 3</b>	Module 3 Discussion Building Online Learning Communities: Chapters 5 & 6 Project 3 Assigned	Discussion Posting 3 <b>Project 2 DUE</b>
<b>Module 4</b>	Module 4 Discussion Project 4 Assigned Building Online Learning Communities: Chapters 7 & 8	Discussion Posting 4 <b>Project 3 DUE</b> <b>Formative assessment due</b>
<b>Module 5</b>	Module 5 Discussion Building Online Learning Communities: Chapters 9 & 10	Discussion Posting 5 <b>Project 3 Review DUE</b>
<b>Module 6</b>	Module 6 Discussion Building Online Learning Communities: Chapter 11	Discussion Posting 6
<b>Module 7</b>	Finish all outstanding work	<b>Project 4 DUE</b> <b>Course Evaluations</b>