

MEDT 7475**THE DISTANCE EDUCATION PROFESSIONAL**

Semester Hours: 3

Semester/Year: Spring 2012

Time/Location: 100% Online

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Office Hours: By Appointment

Online Hours: Pretty much constant

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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 focuses on current issues and challenges for the distance education professional. Students will be prepared to assume the role of an e-learning teacher and professional through the study of distance education research as well as the analysis, design, development, implementation, and evaluation of e-learning environments. Students will examine the management of e-learning initiatives including cultural impact; budget, technological and managerial requirements; quality support; policy issues; development of e-learning materials; facilitating instruction and interaction; and other areas of professional development and training.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. . 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, 3.1-3.4**); *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, 3.1-3.4**); *lifelong learning*: studying how to integrate technology into the work place and distant environment (**course course activities 1.0, 2.1, 3.1-3.4**); *being adaptive*: changing educational practices to meet the needs of distance learners (**course activities 1.0, 2.1, 3.1-3.4**); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in technology (**course activities 1.0, 2.1, 3.1-3.4**); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse distance learners (**course activities 2.1, 3.1-3.4**); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (**course activities 1.0, 2.1, 3.1-3.4**); *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, 3.1-3.4**); *being proactive*: implementing new interventions and innovations in technology to better serve distance learners (**course activities 1.0, 2.1, 3.1-3.4**) 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, 3.1-3.4**).

National and state standards such as the ISTE NETS for Teachers 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.

COURSE OBJECTIVES

Students will:

1. apply knowledge, skills, and understanding of concepts related to distance education as they relate to instruction (Ashby, 2002; Cleveland-Innes, M. F., & Garrison, D. R., 2010; 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 1 (A-D))
2. analyze and evaluate distance education research, trends, and emerging technologies (Bonk, 2009; 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 2 (D); 5 (A-D))
3. analyze current research on teaching and learning with technology to design, plan, and evaluate 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 2 (A-D); 5 (C))
4. research, prioritize, 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 2 (A-D); 5 (C))
5. design and appraise 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; Huett, J., Kalinowski, K., Moller, L., & Huett, K., 2008; 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 1 (A-D); 3 (A-D); 4 (A-D))
 6. select, propose, and justify technology-based resources for a distance education environments (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 2 (A-D); 3 (A-D); 4 (A-D))
 7. plan and assess 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 2 (A-D); 3 (D); 5 (A-D))
 8. propose and prioritize strategies to manage student learning in a distance education environment (Ashby, 2002; Christensen, C. M., Horn, M. B., & Johnson, C. W., 2008; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Huett, J., Sharp, J., & Huett, K., 2010; 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 1 (A-D); 2(A-D); 3 (A-D); 4 (A-D))

9. propose, produce, and critique multiple methods of evaluation for use in 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 3(D); 5 (C)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Simonson, M., Smaldino, S., Albright, M. J., & Zvacek, S. (Eds.) (2011). *Teaching and learning at a distance: Foundations of distance education (5th edition)*. Upper Saddle River, NJ: Prentice Hall. (ISBN: 0132487314)

Amazon Link:

http://www.amazon.com/Teaching-Learning-Distance-Foundations-Education/dp/0132487314/ref=sr_1_1?s=books&ie=UTF8&qid=1325605573&sr=1-1

COURSE PREREQUISITES AND SOFTWARE

Prerequisite: MEDT 7472. This course will be delivered entirely at a distance with no face-to-face (F2F) meetings. 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 and a microphone (headset) to complete the course work.
- 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 free of charge at UWG), [Adobe Reader](#), and other potentially required downloads listed in *WebCT CourseDen*.

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, 3.1-3.4**); *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, 3.1-3.4**); *lifelong learning*: studying how to integrate technology into the work place and distant environment (**course activities 1.0, 2.1, 3.1-3.4**); *being adaptive*: changing educational practices to meet the needs of distance learners (**course activities 1.0, 2.1, 3.1-3.4**); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in technology (**course activities 1.0, 2.1, 3.1-3.4**); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse distance learners (**course activities 2.1, 3.1-3.4**); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (**course activities 1.0, 2.1, 3.1-3.4**); *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, 3.1-3.4**); *being proactive*: implementing new interventions and innovations in technology to better serve distance learners (**course activities 1.0, 2.1, 3.1-3.4**) 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, 3.1-3.4**).

Activities and Assessments:

1.0 Class Participation (20 points)

Students will participate in the course regularly, meet all deadlines, and will attend any *Wimba Live Classroom* or other virtual meeting session(s) scheduled in *WebCT CourseDen* (if applicable) and generally be prepared for the class. Absence from virtual meetings 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 (10 @ 3 points each = 30 points)

The student will respond to 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 module. Students are expected to read and participate in all online discussions. Each discussion (except where noted elsewhere) is worth 3 points. **You are required to post your initial thoughts (1pts) and respond to AT LEAST two to three other postings (2pts) except where directed otherwise in CourseDen.** 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: Georgia Virtual School Online Course Review Project (33 points)

This semester we are piloting a new and exciting online course review project in partnership with the Georgia Virtual School. 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 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. (Course Objectives 1, 2, 4, 5, 6, 7, 8; rubric).

3.2 Project 2: Virtual Mentorship (33 points)

Each student will be assigned (or will locate and have approved) a virtual mentor to collaborate with over the term. The student will observe and participate in the mentor's online class. The details of the assignment will vary based on expectations established with the mentor. *This assignment serves as partial fulfillment of the internship requirement for endorsement.* The student will submit a reflection report/journal about the collaboration. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

3.3 Project 3: Hands-on Creation and Delivery of a Professional Development Module (34 points)

The student will conduct a needs assessment and then will create a professional development module in the learning management platform of their choice for distance delivery to an audience in their chosen field. Upon completion of the module, the student will present the content to the appropriate audience and assess the effectiveness of their instructional design. *This assignment serves as partial fulfillment of the internship requirement for endorsement.* Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

3.4 Final Portfolio

The student will submit a final portfolio comprised of all appropriate work in this class using the format of their choice. If the student desires to one day apply for the Online Teaching Endorsement, the portfolio should also include any appropriate work and reflections from MEDT 7461 Instructional Design and MEDT 7472 Introduction to Distance Education. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

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 Project 1	33	Rubric	at 11:59PM
3.2 Project 2*	33	Rubric	at 11:59 PM
3.3 Project 3	34	Rubric	at 11:59 PM

*Projects 3.2 and 3.3 constitute the field experience requirement for the Online Teaching Endorsement and must be completed with a passing score.

GRADING SCALE:

A =	150-134	Points
B =	133-119	Points
C =	118-104	Points
F =	Below 104	Points

CLASS POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. Barring extreme and documentable medical or family emergencies, **late work will not be accepted.** 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 22nd, the final cut-off date is January 29th. After January 22nd, the assignment is "late." After January 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 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

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

I pledge to do my best to work with the University to provide all students with equal access to my 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 American Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services, Dr. Ann Richards.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment, it is your right, and it is the law!

COMMUNICATION STATEMENT

The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important 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.

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!**

Class	Activities	Assignment/Readings Due
Orientation Module	Online Introductions Getting orientated Warm-up activities, securing accounts, reviewing Project 3.1	Discussion Posting 1 (Introductions) Warm-up activity Project 3.1 GAVS review orientation
Module 1	Module 1 Discussions Textbook Readings: Chapters 1 & 2 Review Livebinder Review Projects 3.2 & 3.2	Discussion Postings Major Task Due! Phase 1 of Project 3.1 Reflection Journal 1
Module 2	Module 2 Discussions Textbook Readings: Chapters 3, 4, & 5	Discussion Postings Major Task Due! Phases 2 & 3 of Project 3.1 Project 3.2 survey Project 3.3 Create and submit survey Reflection Journal 2
Module 3	Module 3 Discussions Project 4 Assigned Textbook Readings: Chapters 6 & 7	Discussion Postings Project 3.3 Deliver survey and analyze results Reflection Journal 3 & 4 Formative assessment due
Module 4	Module 4 Discussions Textbook Readings: Chapters 8 & 9	Discussion Postings (Big Op-Ed piece) Mentor meetings 1 & 2 Participate in your virtual mentor's class 2 Journal Reflections
Module 5	Module 5 Discussions Textbook Readings: Chapters 10 & 11	Discussion Postings Mentor meetings 3-4 Participate in your virtual mentor's class Major Task Due! Project 3.2 Virtual Mentorship Should Be Wrapping up.

		Submit in final portfolio Major Task Due! Finalize and Launch Your PD Workshop 2 Journal Reflections
Module 6	Module 6 Discussions Textbook Readings: Chapter 12 Finish all outstanding work	Discussion Postings Final Portfolio DUE Course Evaluations