

University of North Florida



***Active leaders and responsive partners
within diverse learning communities***

EME 6409: Distance Education

Candidate dispositions for the development and demonstration of ethical and professional attitudes and beliefs.

On-going, active reflection on professional practice.

Multiculturalism through educators who value diversity and advocate for the success of all students within diverse learning communities.

Professional growth of pre-service and experienced educators and other helping professionals.

Academic programs that are rigorous, standards-based, and model and apply innovative and enduring ideas about teaching and learning.

Scholarship for advancement of the professional knowledge base.

Service to the university, P-12 schools, the profession, and the community.

Syllabus

Course Number:	EME 6409
Course Title:	Distance Education
Number of Credit Hours:	3
Required or Elective:	Elective
Term:	Summer 2007
Day and Time:	Online
Course web site:	http://blackboard.unf.edu
Professor:	Dr. C. Cavanaugh
Office:	15/2820
Office Hours:	By appointment
Telephone:	904-620-1751
Email Address:	c.cavanaugh@unf.edu
Instructor web site:	http://www.unf.edu/~c.cavanaugh

Required text:

Moore & Kearsley. 2005. *Distance Education: A Systems View*, 2nd ed. Thomson Wadsworth.

Online texts (provided in Blackboard):

Moore & Anderson. 2007. *Handbook of Distance Education*, 2nd ed. Lawrence Erlbaum.

Course Description

This course explores forms of synchronous and asynchronous interactive distance education from perspectives of theory and practice. Designed for K-12 and higher education instructors and administrators as well as trainers and instructional designers from other professional settings, the course focuses on the interpretation and application of theory, research and standards-based effective practice to the design, development, and evaluation of distance education experiences. Skills and knowledge acquired in the course will contribute to distance and classroom teaching capabilities.

Topics include:

- Theoretical bases and critical issues in design for distance learning
- Developing distance instruction
- Applying design and learning standards in a range of development and delivery tools

In consonance with the conceptual framework, this course will be focused on the acquisition of knowledge and skills for using and producing effective distance education.

Course Goals

This course is about distance education. The history of distance education is closely related to the evolution of interactive technologies, but the study of distance education covers much more than

technology. It focuses primarily on teaching, learning and all the pedagogical (or andragogical) issues -- as well as administrative and policy issues-- that are associated with teaching and learning of a special kind. In short, this is a course about *education*, not technology. We will be discussing such questions as:

- What is distance education?
- How has distance education evolved over the years?
- What special needs does a distance learner have and how can a teacher meet those needs?
- What forms has distance education taken in different settings?

This course is paced, which means that there is an established start and end date, and it is a cohort based course, meaning you are one of a group that will proceed through the course at a similar pace. One of the benefits of this is that the course is designed to give you opportunity to have regular interaction with other students who are reading the same subject as you. Course resources include a textbook written specially to integrate with the course, and online readings. Additionally the course web site contains a study guide together with supplementary resources as well as access to the discussion board and the course email system.

The aims of this course are:

- to provide learners with an overview of current practice, development tools, and delivery technology in distance education
- to provide awareness of the context of current and emerging practice
- to provide an introduction to research and theory based on the literature of distance education
- to develop skills of learning at a distance.

This course is project-oriented: development efforts culminate in a proposal for a distance instructional module. However, the goal of the course is not to develop products per se, but to provide opportunities to practice disciplined and collaborative processes for inquiring about distance learning problems and opportunities, and for inquiring about the value of alternative strategies for addressing these problems and opportunities. The course takes an engineering approach to distance learning development.

Diversity Considerations

The course includes methods for designing instruction to meet the needs of all students. *Please notify the instructor within the first week if a reasonable accommodation to a disability is needed for this course. A letter from the Student Disability Office must accompany this request.*

Technology Considerations

Instruction is enhanced using online resources and electronically delivered reading, presentations, and assignments. Learners create assignments using a wide range of technology, including word processor, spreadsheet, presentation software, web page editors, scanners, digital cameras, and other means, and to submit assignments electronically. Learners also participate in reflective discussion via online synchronous and asynchronous communication tools.

About Online Learning

This online course is time and place-independent and incorporates a degree of individual choice in assignments and projects, to capitalize on the diversity of experience and prior knowledge of the students; but, is not entirely self-paced. Online discussions will be most productive if everyone completes the reading as assigned. Deadlines will be imposed to keep us on track, but sufficient

time should be available to complete the assignments in your own time frame. If you find yourself in a situation where you will not be able to meet a deadline for any reason (i.e. business trip, I was in the hospital, the dog ate my computer, etc.) it is your responsibility to let me know, preferably prior to the due date! Accommodations can be made if I am notified of the situation. Credit is deducted for each week your assignments are late, but if one is turned in on time and you receive a grade lower than you would like, you are encourage to resubmit the work (along with the feedback you received) with improvements to increase your score. I will allow one resubmission of each assignment but late work can not be resubmitted. Discussions take place quickly and resubmission of discussion will not be feasible, so please take this into consideration.

Although this course does not meet face-to-face for 3 hours, it still has a requirement for hours of instruction. For this reason, you should expect to spend the 3 hours you would normally spend in class plus the time you would normally spend studying on your own for a graduate level course on reading and participation in the discussions or synchronous sessions. This is just a guideline which relates to the more familiar example of face-to-face courses. You may need more or less time depending on your learning style and experience. You will also need time to accomplish the assignments and reflect on what you are learning. Please be sure you plan the time necessary for you to be successful in this course.

Course Objective Matrix

Course Objective	Knowledge	Skill	Disposition	Impact
1.0 Locate and interpret major historical events, theory, and research findings which have guided management and teaching in distance education.	☐	☐		
2.0 Describe and experience synchronous and asynchronous technologies employed in interactive distance education systems and discuss their implications for teaching and learning in K-12, higher education, and professional contexts.	☐	☐		
3.0 For various distance education systems, identify means through which highly interactive communication among learners, instructor/facilitator, and experts may be facilitated.	☐	☐		
4.0 Differentiate pedagogical strategies for distance education in the delivery of instruction and distinguish those strategies from ones used in traditional and blended/hybrid settings.	☐	☐		☐
5.0 Using development tools, systematically design, develop, deliver, and formatively evaluate a distance-delivered lesson/unit of instruction for a specific audience which applies effective practices in instructional design and applicable quality standards.	☐	☐		☐

This course meets the following ISTE standards (http://cnets.iste.org/nate/n_lead-rubrics.html):

Educational Computing and Technology Leadership

TL-II.A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

1. Research and disseminate project-based instructional units modeling appropriate uses of technology to support learning.
3. Stay abreast of current technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.

TL-II.B. Apply current research on teaching and learning with technology when planning learning environments and experiences.

1. Locate and evaluate current research on teaching and learning with technology when planning learning environments and experiences.

TL-II.C. Identify and locate technology resources and evaluate them for accuracy and suitability.

1. Identify technology resources and evaluate them for accuracy and suitability based on the content standards.

TL-II.D. Plan for the management of technology resources within the context of learning activities.

1. Identify and evaluate options for the management of technology resources within the context of learning activities.

TL-II.F. Identify and apply instructional design principles associated with the development of technology resources.

1. Identify and evaluate instructional design principles associated with the development of technology resources.

TL-III.A. Facilitate technology-enhanced experiences that address content standards and student technology standards.

2. Design methods for teaching concepts and skills that support integration of communication tools
6. Evaluate methods and strategies for teaching concepts and skills that support use of distance learning systems

TL-III.E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction.

2. Investigate major research findings and trends related to the use of technology in education to support integration

TL-V.B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.

1. Based on evaluations make recommendations for changes in professional practices regarding the use of technology in support of student learning.

TL-VII.A. Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education.

Course Assignments, Expectations and Grading Procedures

The course is 12 weeks in length and is segmented into units of study as follows:

1. Basic concepts and definitions
2. History of distance education
3. Organizational structures and agencies
4. Communications technologies and media
5. Designing distance education courses
6. Teaching and the roles of instructors
7. Learners, learning and learner support
8. Management, administration and policy issues
9. Theory and scholarship
10. Research on effectiveness
11. International dimensions
12. Future developments

The course is organized into sessions. The beginning of each module is devoted to reading the texts; then the main focus is participation in an online discussion group. Reading continues as you prepare a written assignment. In general, you should plan on spending 6-8 hours per week on the course.

GRADING PROCEDURES

Course grades are based on activities, projects, and assignments. Assignments will be placed in Blackboard.

Professional Conduct is necessary to earn an excellent or good grade.
All written work must be typed or word-processed, except for forms.

Activity / Requirement	Point Value
Assignments (3 @ 15 points each)	45
Discussion participation (4 @ 10 points each)	40
Development project	15
Total for course	100

All assignments have a 10% penalty per week for lateness, with no work accepted two weeks after the due date.

A	90-100	Excellent performance
B	80-89	Good performance
C	70-79	Fair performance
D	60-69	Poor performance

Assignment details and rubrics:*1. Professional conduct*

Read assignments and engage in a positive way in all class discussions and activities. On-time attendance is required. Know and follow university policy regarding academic honesty. In your online work, follow standards of netiquette: be accountable for what you send, acknowledge online sources you reference.

2. Assignments

Assignment descriptions are located in Blackboard, and are based on the tasks in each weekly lesson. Take notes, keep a journal, or use a personal wiki to track your thoughts and reactions as you travel through the readings and tasks.

Assignment rubric: (15 points for each assignment report)

Value	Meets/exceeds all criteria: 3	Meets some criteria: 1-2	Meets few/no criteria: 0
Professional appearance and structure	Formatted according to instructions, free of language errors	Improper formatting, language errors	Requirement absent
Clear description	Described in writer's words	Incomplete or erroneous description	Requirement absent
Quality of discussion	Relation of task and questions to writer is clear	Superficial or inappropriate discussion	Requirement absent
Appropriate references	Full citations, properly formatted, with web links	Incomplete citations	Requirement absent
Completeness	Addressed all aspects of the assignment	Incomplete information	Requirement absent

3. Discussion participation

Discussions will use both asynchronous discussion board tools (located in Blackboard) and synchronous discussion tools (located in Blackboard and online). Discussions will involve class members and occasional outside guests and experts.

Active participation is a critical component of building an effective online learning community. You are expected to be a regular and active participant in online discussions. This means you will post original material and thoughts as well as reply to posts submitted by others. Reading assignments will be made from a variety of online resources to prepare you to engage in the discussion. The quality of online asynchronous discussion will be driven by the extent of your preparation. The purpose of the discussions is to promote a learning community and encourage **critical thinking** skills in order to assimilate the information that is being provided. The discussion questions have been specifically designed to encourage critical thinking and group discussion, so hopefully you will be encouraged to play an integral role in this process.

Discussion topics will be open as assignments are posted. Start early to allow everyone to complete the assigned postings and responses before they are due. Each topic will be officially closed following the due date, so that we can move on. This process leaves a few days for everyone to finish discussing the topic and keeps us from continually having to revisit old discussions. We have

a lot of material to cover in this course in a short amount of time, so it will be important that we move through the material at a certain pace. You will not be responsible for reading postings in old topics once the topic has closed, however, if the conversation is still of interest to you, it can be continued in the "**Open Forum**" in Blackboard.

Assignment rubric: (10 points for each discussion)

Value	Meets/exceeds all criteria: 5	Meets some criteria: 3	Meets few/no criteria: 0
Quality of comments	Responses address the initial question; additional information to advance the discussion	Superficial or inappropriate discussion	Requirement absent
Level of participation	Responses address other comments in constructive ways	Responses address only the initial question or do not contribute constructively	Requirement absent

4. Development project

You will design and plan a lesson or module for online or distance delivery. It could be an adult education lesson for a specific training or workplace task, or it could focus on a specific K-12 grade level or subject content area Think of it as a proposal to an important group of people who will make the decision if the project will get funding. Projects will be evaluated on the depth of analysis and will for application of knowledge you should have gained in this course. **This is not a life's work**, so keep it concise. The document should be somewhere in the area of 10-20 pages double-spaced. You will also be required to present, in some fashion, the content and context of your project to the rest of the class in an asynchronous manner and facilitate a discussion about your ideas.

Assignment rubric:

Plan	Points	Score
Audience description: social background, experiential background, developmental level, motivation, knowledge level, and learning style	1	
Content outline for lesson, with framework or context of course or workplace	2	
List of lesson goals and objectives	2	
Description of activities for teaching and learning	3	
List of materials and media with rationale for selection	3	
Synopsis of assessment experiences	1	
References to learning theory or educational literature justifying decisions	2	
Professional, clear and logically organized	1	
	15	

Schedule

Week	Date	Topic	Reading	Assignment due
1	May 14-27	Overview of distance education	MK 1	
2	May 28-June 3	Historical Context	MK 2	Discussion 1
3	June 4-10	Scope	MK 3	Assignment 1
4	June 11-17	Development and Delivery Technology	MK 4	
5	June 18-24	Course and Lesson Design	MK 5	Discussion2
6	June 25-July 1	Pedagogy	MK 6	Assignment 2
7	July 2- 8	Learners	MK 7	
8	July 9- 15	Management and Policy Issues	MK 8	Discussion 3
9	July 16- 22	Theory and Scholarship	MK 9	Assignment 3
10	July 23- 29	Research	MK 10	
11	July 29-August 5	Global Context	MK 11	Discussion 4
12	August 5-10	Change, Trends, and Emerging Practices	MK 12	Development project

Readings: MK=Moore and Kearsley

Blackboard course: <http://blackboard.unf.edu>

Your Blackboard username and password are the same ones you use to login to other systems on campus, including myWings, Osprey, UNF Webmail, and campus desktop computers. If you have logged into one of these other systems, then you know your Bb user ID and password!

INSTRUCTOR POLICIES

- Academic integrity: Follow the guidelines of the UNF Student Handbook located at <http://www.unf.edu/studentaffairs/mainpage.html>
- Assignment and quality of work: Completion of all assignments is expected during the week indicated. Assignments submitted after the due date are considered late, and a 10% reduction in grade will occur for each class day the assignment is late.

Course Policies and Guidelines

COLLEGE OF EDUCATION AND HUMAN SERVICES POLICIES

1. Americans with Disabilities Act (ADA) Policy. The College of Education and Human Services complies with ADA requirements in making reasonable accommodations for qualified students with disabilities. Students desiring reasonable accommodations should contact the UNF Office of Disabled Services (Founders Hall 2120; telephone: 904/620-2769) and are encouraged to inform the instructor as early in the semester as possible regarding desired accommodations.

2. College Undergraduate Admission Policy. In order to earn credit toward an undergraduate degree in the College of Education and Human Services, students must be admitted to a COEHS undergraduate program of study. Admission to the University does NOT in and of itself constitute admission to a given program of study. Transfer students cannot take more than 14 UNF hours toward any COEHS undergraduate degree without first having been fully admitted into a program of study.

Prior to being considered for full admission into an undergraduate program of study, students must (a) submit acceptable scores on all parts of the College-Level Academic Skills Test (CLAST) and (b) present official transcripts documenting a cumulative undergraduate GPA of 2.5 or better on a minimum of 60 semester hours from a regionally accredited college or university. Students are encouraged to consult the Undergraduate Catalog and/or contact the College's Office of Student Services (Schultz Hall 2305; telephone: 904/620-2530) for information regarding admission to a specific undergraduate program of study.

3. University Enrollment Policy. Only those students who are admitted to the University are entitled to enroll in classes, and only those students who are enrolled in a given course are permitted to attend class meetings for that course. Sitting through a class without registering does not constitute enrollment. Instructors are authorized to bar students who are not enrolled in a course from attending class sessions until evidence of enrollment is presented to the instructor. Even if unenrolled students are allowed via the instructor's oversight to remain in a class, university policy prohibits students from being added to a class roster after the reinstatement deadline. The primary responsibility for assuring that a student is enrolled in a course belongs to the student. Students are therefore encouraged to check their enrollment status several times during each semester with an advisor or via the UNF website.

4. Policies Governing Student Conduct. The University of North Florida has adopted a Student Conduct Code in order to promote responsible behavior for all students and to assure a physically, emotionally, and intellectually safe university community. This code addresses issues that may threaten the safety and order of the university environment and provides procedures and remedies for addressing these issues. Specific issues addressed include, but are not limited to, sexual misconduct; endangerment; harassment; hazing; possession/use of weapons, alcohol, and illegal drugs; damage or destruction of property; malicious mischief; computer misuse; and falsification/fraud. Students who are aware of and/or feel they are victims of any activity in violation of the Student Conduct Code should report the activity to the University Police or the appropriate campus administrator. The conduct code is available in its entirety on the University website at web address <http://www.unf.edu/studentaffairs/handbook/HB2002-2003.pdf>

5. Academic Integrity Policy. The University of North Florida has adopted a strict policy on academic integrity. As noted in the UNF 2003-2004 Undergraduate Catalog (p. 35) and the UNF 2001-2002 Student Handbook (p. 23), violations to academic integrity include, but are not limited to cheating; fabricating and falsifying information or citations; submitting the same work for credit in more than one course; plagiarizing; providing another student with access to one's own work to

submit under this person's name or signature; destroying, stealing, or making inaccessible library or other academic resource material; and helping or attempting to help another person commit an act of academic dishonesty. The full policy on academic integrity is available on the University website at web address <http://www.unf.edu/studentaffairs/handbook/HB2002-2003.pdf>

The Academic Integrity Policy affords University instructors authority to assign penalties for these offenses. For example, the instructor may assign a grade of "F" on the assignment in question or for the course. In the case of flagrant violations of the Academic Integrity Policy, the instructor may recommend additional specific penalties to the university administration, including referral for academic counseling, expulsion from a program of study, denying of degree, expulsion from the University, or revocation of a degree already granted.

6. E-mail Policy. The University of North Florida's policy on student e-mail allows academic and service units of the University to use e-mail as the primary means for communicating certain types of information to students. Although individual instructors may determine that "external" (i.e., non-University-provided) e-mail accounts are a suitable means for communicating with students, the University policy specifies that the University-provided e-mail address serve as the "official" e-mail address for purposes of formal electronic communication with students. All students should become knowledgeable of their University-provided e-mail address and either check their account regularly or arrange for all e-mail delivered to their account to be forwarded to an external e-mail account of their choice. <http://www.unf.edu/compserv/guidelines/glemail.html>

Bibliography/Webliography

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The WellSpring Online Community of Distance Educators. Distance Learning FAQ from the WellSpring Instructional Systems Inc. http://wellspring.isinj.com/faq_dl.html

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Willis, B. (1995). Distance Education Research Guide # 1. Distance Learning Clearinghouse Overview University of Idaho, College of Engineering excerpted from Distance Education: A Practical Guide. Englewood Cliffs, NJ: Educational Technology Publications. <http://www.uidaho.edu/evo/dist1.html>

Yoakam, M. Distance Learning: An Introduction excerpted from "Distance Learning: An Introduction" and was a collaborative effort of the Indiana University Center for Excellence in Education and the AT&T Center for Excellence in Distance Learning. http://www.ihets.org/consortium/ipse/fdhandbook/dist_lrn.html.