MEDT 7475

THE DISTANCE EDUCATION PROFESSIONAL

Semester Hours: 3

Semester/Year: Spring 2013

Time/Location: 100% Online

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Online Hours: Pretty much constant

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Online Support   CourseDen Home page

                     https://westga.view.usg.edu

                     CourseDen Help & Troubleshooting

                     http://uwgonline.westga.edu

                     Distance Learning Library Services

                     http://westga.edu/~library/depts/offcampus/

                     Ingram Library Services

                     http://westga.edu/~library/info/library.shtml

                     UWG Bookstore

                     http://www.bookstore.westga.edu

                     Disability Services

http://www.westga.edu/studentDev/index_8884.php

UWG Acceptable Use Policy

http://www.westga.edu/policy/index_3706.php

Additional resources and links are available in the UWG|Online CourseDen (D2L) Resources widget on your course homepage

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*.

This course will be delivered entirely at a distance with no face-to-face meetings (FTF). This requires the online equivalent of 2250 minutes of instruction (instruction-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	600 minutes
Other online assignments/activities/group work	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.

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Driscoll, M. (1998). *Web-based training: Using technology to design adult learning experiences.* San Francisco, CA: Jossey-Bass.

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Gibson, C. (Ed.). (1998). *Distance learners in higher education: Institutional responses for quality outcomes.* Madison, WI: Atwood Publishing.

Hanna, D.E., Glowacki-Dudka, M., & Conceicao-Runlee, S. (2000). *147 practical tips for teaching online groups: Essentials of web-based education.* Madison, WI: Atwood Publishing.

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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 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)

This course lives or dies by YOUR participation, and participation is fully expected. Students will participate in the course regularly and will attend any Wimba Live Classroom or other virtual session(s) scheduled in CourseDen (if applicable) and generally be prepared for the class. Absence from Wimba session(s), lack of participation in the discussion forum, failure to complete group work in a timely manner, or other noted absence of participation may lower a student's cumulative point total by 20 points. Virtual conference sessions with outside experts/teachers 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 CourseDen. (Objectives 1, 2, 3, 4, 5, 6, 7; disposition; teacher observation)

2.0 Weekly Work

2.1 Discussions (6 @ 5 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 5 points. **You are required to post your initial thoughts (2pts) and respond to AT LEAST two to three other postings (3pts) 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 engaging in 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 new 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 may serve as partial fulfillment of the internship requirement for the online teaching endorsement IF we are ever allowed to offer it.* 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 either present the content to the appropriate audience and assess the effectiveness of their instructional design or have their module reviewed by a fellow student. *This assignment may serve as partial fulfillment of the internship requirement for the online*

teaching endorsement IF we are ever allowed to offer it. 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 IF we are ever able to offer it, 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 may constitute the field experience requirement for the Online Teaching Endorsement IF it is ever offered 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:

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

Attendance Verification

In order to distribute Title IV funding (federal student aid), student attendance verification is required. Therefore all students must verify their attendance by posting a self-introduction to the appropriate forum (see CourseDen instructions) by Sunday January 13, 2013 at 11.59pm EST. Students who do not post their self-introduction may not receive credit or a passing grade for the class. It is the responsibility of the student who adds classes during drop/add to make sure that they are verified as being in attendance by contacting the course instructor and by posting their self-introduction.

Americans with Disabilities Act

Students with a documented disability may work with [UWG Disability Services](#) to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents Standards. If you need course adaptations or accommodations because of a disability or chronic illness, or if you need to make special arrangements in case the building must be evacuated, please notify your instructor in writing by the end of the second full week of class and include a PDF copy of your Student Accommodations Report (SAR) which is available only from Disability Services. Students are

entitled to accommodations if they deliver the SAR to the instructor no later than the end of the second full week of class.

University of West Georgia Honor Code

At the University of West Georgia we believe that academic and personal integrity are based upon honesty, trust, fairness, respect and responsibility. Students at West Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

You are responsible for the safeguarding of your computer account. Your account and network connection are for your individual use. A computer account is to be used only by the person to whom it has been issued. You are responsible for all actions originating through your account or network connection. You must not impersonate others or misrepresent or conceal your identity in electronic messages and actions

Proprietary Material Agreement

The materials for this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Links to and From Third-Party Sites

There may be links established between this course and other entities and sites on the World Wide Web, Internet or other areas that are not under the control of, nor maintained by your professor or the University of West Georgia (UWG). These links do not necessarily constitute an endorsement by your professor or UWG, and UWG has no obligation to monitor such sites, and the user agrees that neither your professor nor UWG is responsible for the content of such sites or for any technical or other problems associated with any such third-party site, links, or usage.

Course Communication & Grading

Instructor response time to email is 24 – 48 hours M – F. There may be a delay on weekends. Grades for activities and assignments will be posted within 7 – 14 days in CourseDen. However, some grading may take longer than 7 – 14 days depending upon the assignment. Students will be notified in CourseDen if an assignment's grade will not be posted within the 7 – 14 day window.
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.

Turnitin (BP)

This course may use Turnitin.com online system as a tool for learning how to write with sources. Students submit electronic versions of their work to Turnitin.com, which in turn produces an "Originality Report." This report shows both the student and the instructor the results of Turnitin's comparison of the work to content on the web, to Turnitin's database of student writing, and to some databases of common full-text journals.

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.

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

Click this link:

https://docs.google.com/document/d/1VoLuxP_ZhHZ-A7m13rRL8a3yw9eWNjLcUV5vztJrnhs/edit