

Instructional Technology 518a: Introduction to Distance Learning

Syllabus - Spring 2002 June B. Dodd, M.Ed

April 8 - June 10 - 5:00 - 8:50 p.m. - Monday - Miller Hall 66& 72

University Wide Catalog Description

Topics include distance education technologies, copyright, assessment, advantages, and limitations, learner considerations, the role of the instructor, using handouts, study guides, and visuals, computer conferencing, the web as a learning resource and course delivery vehicle, evaluating teaching and learning at a distance and thoughts on the future of online learning. Includes a tour of some of the best distance learning and course sites online today.

Textbook & Required Resources

- Required: Mehrotra, C. M., Hollister, C. D., & McGahey, L. (2001). Distance learning; principles of effective design, delivery, and evaluation. Thousand Oaks, CA: Sage Publishing.
- Required: Palloff, R.M., & Pratt K. (2001). Lessons from the cyberspace classroom: the realities of online teaching. Thousand Oaks, CA: Sage Publishing.
- Access to the internet and E-mail account.
- Recommended: Mantyla, K. (1999). Interactive distance learning exercises that really work. Alexandria, VA: American Society for Training and Development.
- Recommended: Palloff, R.M., & Pratt K. (1999). Building learning communities in cyberspace: Effective strategies for the online classroom. San Francisco, CA: Jossey Bass.
- Recommended: Kearsley, G. (2000). Online education: learning and teaching in cyberspace. Belmont, CA: Wadsworth/Thompson Learning.
- Recommended: Brooks, D. (1997). Web-teaching: A guide to designing interactive teaching for the world wide web. New York, N.Y.: Plenum Press.
- Recommended: White K. W., (Editor) Online Teaching Guide, The: A Handbook of Attitudes, Strategies, and Techniques for the Virtual Classroom "For anyone preparing to teach online, The Online Teaching Guide is a one-of-a-kind resource for developing and implementing an effective online course. Its contributing authors focus on the interpersonal aspect of online courses.
- Recommended: CDR for storage of work.

Course Objectives & Competencies

The course is designed to increase participant understanding of the principles and practices of effective distance education instructional design including:

- Exposure to opinions from the field
- Exploration of the foundations of distance education
- Planning for and implementing effective distance education design practices

Over the life of this course, you will

- Define the purpose, context, and outcomes of distance education
- Explain how to match traditional methods of instructional delivery with the most appropriate technological delivery
- Understand basic computer aided products for publishing projects
- Build towards a self-directed learning style that enables you to make use of technology for purposes other than those defined by an instructor, course objective, or other extrinsic force. Be creative!

Requirements & Assignments (graduate + 600 points possible)

Attendance: 100 points total

This class incorporates a variety of instructional formats, including small and large group discussion, information packing, hands-on activities, project work, peer presentations, and experiential activities. The sharing of knowledge will maximize everyone's learning and therefore participants are encouraged to bring materials with them for the enrichment of all. Due to the amount of information covered within each course meeting, it becomes imperative that participants make arrangements ahead of

time to ensure that they can attend all sessions. Absences will be directly reflected in the course grades assigned. Exceptions to this rule may be made in the event an absence is directly related to an emergency. There are 9 (We do not meet on May 27th) scheduled course meetings. Each course meeting is worth 10 points for a total of 100 points. We will meet Monday June 10th beginning at 5:00 p.m. Attendance is mandatory. Failure to attend this final course meeting will result in an entire letter grade drop.

Teaching & Learning Regarding Online Education: 100 points possible

Each of you will complete a teaching/learning experience on one (or more) of the chapters from the Mehrotra et.al. book. You should come to class prepared to teach your peers the skills and techniques covered in the chapter(s) assigned you. In so doing, you will be expected to prepare a professional presentation (Preferably powerpoint) on your chapters. I will be looking for evidence of significant research and preparation on your part. You will have no more than 45 minutes to teach your topic; you will have longer if you are charged with teaching multiple chapters on the same night. You must also prepare a short comprehensive interaction to check peer comprehension. These interactions will count towards the final grades earned for the course. You should also have an evaluation sheet for your presentation. You will collect these evaluations and turn them into me for recording. Your points for the interaction given on time and the peer evaluation will be awarded for preparation and implementation. At the end of the teaching experience you are required to give me a recommendation regarding what you perceive were the strengths and weaknesses of traditional delivery.

On-line Topic of the Week: 100 points possible

Each of you will complete a teaching/learning experience on one (or more) of the chapters from the Pratt & Pallof book in an on-line format using Blackboard. You will present a mini lesson to teach your peers the information covered in the chapter(s) assigned you. You will be required to post your assignment no later than Friday morning of your sign up week. Using the strategies for effective distance education delivery you will set the requirements of student interaction. On the following on campus session you will share a 20-minute Sum-It-Up account of your experience. At the end of the teaching experience you are required to give me a recommendation regarding what you perceive were the strengths and weaknesses of on-line delivery.

Participant	Mehrotra et.al. - Chapters
Judy	Chapter 1: Distance Education
Peggy	Chapter 2: Attracting Students to Distance Education
Teri	Chapter 3: Good Practices in Distance Education
Wendi	Chapter 4: The Syllabus for Distance Education
Dayna	Chapter 5: Delivery Methods
Me	Chapter 6: Selecting Delivery Methods
Leo	Chapter 7: Support Services
Gail	Chapter 8: Ensuring High Completion Rates
Michelle	Chapter 9: Assessing Learning Outcomes
Roberta	Chapter 10: Program Evaluation
Mary	Chapter 11: Accreditation
	Mantyla - Chapters
Me	Part 1: The Role of Interactivity
Diane	Part 2: Creating Interactive Exercises for Learning Technolgy
Me	Part 3: Model Exercises in Distance Learning
Philip	Part 4: A Guide to Real World Applications

Mini Distance Education Class: 300 points total

Each participant will conceptualize, design, and develop a mini distance education course. Based on the material presented in the readings, class discussions, and instructor input, each participant will prepare a project proposal, storyboard and content description for their project. Draft versions of these documents are due throughout the quarter. The final version of each of these documents is due the last night of class.

Mini means small. The most difficult task before you is to identify a manageable project. Manageable would be a portion of a traditional class exemplified in on-line format. A second option for those who chose not to utilize the technology tools is to present a complete textual instructional design for online delivery.

Your goal is to demonstrate your competence as an online educator. We will explore features of blackboard and preview other formats of delivery. However, this course is about coming to understand the online process. It is not about mastering a specific software tool.

Your instructional design, storyboard, and content should adhere to the principles and methods covered in the readings. Your final project should represent a professional product encompassing appropriate design elements and principles. You will present your final project the last night of class.

You will create an assessment rubric specific to your project. Your rubric should provide evaluation measures for your instructional design, storyboard, and content, and the final project. With regards to the final project, you should provide evaluation measures specific to the design elements and principles covered in the readings and the classroom discussions. Your rubric should allow for a total of 300point. Sample rubrics from the instructor are available upon request.

IT 518a Graduate Student Extension Project: 100 Points Possible

Graduate students are required to complete an additional research project for this course. To do so entails the following: Creating a research-based web site (Hard copy required) explaining some aspect of creating, designing, or delivering distance education programs. Research needs to be from scholarly journals and written in APA or MLA format. The project will be approximately 6 - 7 pages depending on individual writing style including a bibliography. Each graduate student will select a unique topic.

Grading Scale

96-100% = A
92-95% = A-
90-91% = B+
85-89% = B
80-85% = B-
77-79% = C+
74-76% = C
70-73% = C-
Beloww 70 = D-F

General Information

Half-points will not be awarded. In the event excessive absenteeism prevails, a grade lower than an A- should be automatically assumed. The grades of A and A- are reserved for work that is superior. All grading is based on quality not quantity. If you have questions about the grading standards, please refer to the WWU catalog. A grade of K (Incomplete) is reserved for the rarest of circumstance. Negotiations for the grade of K will not be considered prior to the end of the third week. You must be in good standing in the course (passing with at least a B-), you must have a crisis that results in written proof, you must ask for a K grade, you must write and sign a contract of agreement outlining what will be accomplished, and you must provide a "non-negotiable" date of completion.

Late Assignments

Assignments scheduled over the life of the course must be turned in on their respective due dates. Due to the time frame of this course and the volume of work to be completed, it becomes difficult for an instructor to backtrack through evaluation methods and provide quality feedback that is timely to the assignment. All due dates are included on the course schedule. If emergency

circumstances arise, it is each participant's responsibility to contact me (well in advance of the actual due date) and make arrangements for an extension. Please Note: A 10% per day, point deduction will be applied to all late assignments - no exceptions.

Academic Dishonesty

As required by WWU policy, cases of suspected academic dishonesty (plagiarism, false testimony of completed work and so on) will be reported. A committee reviews these reports and gives the participant under review the opportunity to defend themselves before taking action. If you have any questions about this policy or what plagiarism or other forms of academic dishonesty include please ask; failure to ask assumes a complete understanding. There is no statute of limitations on plagiarism.

Accessibility

If you have a disability and need accommodations please inform me in private as soon as possible. Participants with disabilities, seeking academic accommodations, should also register with Disability Resources for Students (DRS), Old Main 110, 360-650-3844 (voice), 360-650-3725 (TTY). DSS will review your documentation and assist in the planning of the necessary accommodations.

Course Schedule

Date	Summary
Monday (4.8)	Introduction(s) - About You About Me Syllabus Project description and rubric criteria Presentation sign up Enroll on Blackboard Course Questionnaire - On-line Survey Explore 2 or 3 websites - share
Monday (4.15)	Review survey results Presentation Mehrotra et.al Chapters 1, 2, 3 & 4 Interaction: Blackboard Introduction: WebCT Download DUE: Project Idea
Friday (4.19)	Instructor s Leo, Peggy, Mary & Dayna post on-line, others enroll in their course
Monday (4.22)	Online Delivery Palooff & Pratt Chapters 1 - 4 Visit June's 518b site
Monday (4.29)	Palooff & Pratt Chapters 1 - 4 Sum It Up Guest Speaker - Noel Newell - Video Services Presentation Mehrotra et.al Chapters 5, 6, 7 & 8 Interaction DUE: Project Outline - Web Tool Discussion DUE: Graduate Research Project Topic
Friday (5.3)	Instructors Michelle, Terri, Wendi & Gail post on-line, others enroll in their course
Monday (5.6)	Online Delivery Palooff & Pratt Chapters 5, 7, & 9 & other 9 Visit June's 518b site
Monday (5.13)	Palooff & Pratt Chapters 5, 7, & both 9's Sum It Up Presentation Mehrotra et.al Chapters 9, 10 & 11 Top Website Review Project Design Interaction DUE: Design Document Rough Draft
Friday (5.17)	Instructors Judy, Philip, Diane & Roberta post on-line, others enroll in their course

Monday (5.20)	Online Delivery Palloff & Pratt Chapters 2, 3, 8, 10 Visit June's 518b site DUE: Storyboard - send via email
Monday (5.27)	Memorial Day (No Class)
Monday (6.3)	Palloff & Pratt Chapters 2, 3, 8, 10 Sum It Up Presentation Mantyla 1, 2, & 4 Project Development Evaluations Interaction
Monday (6.10)	Project Presentations DUE: Final Products Content Outline, Storyboard & Design Document Rubric Graduate Research Project PIZZA ANYONE?

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