

Course Syllabus

- A. **Course Prefix, Number, Title, Credit Hours**
LT 741 Introduction to Distance Education 3 graduate credit hours
- B. **University name:** Dakota State University
- C. **Academic term/year:** Fall 2009
- D. **Course meeting time and location**
Online course offered through distance education techniques
- E. **Instructor(s) name(s)** , address, phone number, e-mail address, office hours**

Dr. Lynette Molstad Gorder
210 East Hall
820 Washington Avenue
Dakota State University
Madison, SD 57042
605-256-5161 or 605-690-0899 (cell)
Lynette.Molstad@dsu.edu

I can be reached by phone week days from 8:00 to 5:00 pm CST. I will take calls at home (605-690-0899) in the evening until 9:00 pm CST and during the day on the weekends. I can be reached by email anytime and will respond within 24 to 48 hours unless I am traveling to a conference.

- F. **Approved course description** (found in University catalog)

This course is an analysis of the history, philosophy, design, and evolution of distance learning systems. Distance learning is a worldwide concept and the course uses examples from many countries to emphasize institutional, program and course design methods and approaches. The course assumes a system perspective in the analysis of distance education and the distance learner. The various components of distance learning systems are introduced and overviewed including a) course development and design; b) course production; c) course delivery; d) learner support; e) evaluation of courses and the methods of cybernetic control of both student performance and instructional effectiveness; and f) research and evaluation of distance learning systems.

- G. Additional course description (optional)

- H. **Prerequisites** None

- I. **Description of Instructional Methods**

Students proceed through a course of study as directed and assisted by computer

technology. Mastery is based on achieving competencies and benchmarks.

1. **Delivery:** This course will be delivered over the Internet using Desire 2 Learn as the course management tool and email with lessons demonstrating distance education technologies. Depending on the students' distribution and accessibility of facilities, DDN and/or Governor Electronic Classroom (GEC) may be used to enhance real-time, multimedia class interaction.
2. **Readings:** Core textbooks are distributed in printed hard copy. Any supplementary readings are provided on the Web.
3. **Class Interaction:** Email exchange and discussion/bulletin board will be used to provide a forum for asynchronous class interaction. Discussion and interaction at the graduate level is important and all students will be expected to participate.
4. **Pedagogy:** Student-centered, constructive, collaborative and engaged learning will be the principal approach used in this course. Students are encouraged to be responsible for their own learning. Guidance will be provided to promote students' intrinsic motivation and develop a strategic approach to both learning and teaching in distance education.

J. Course Requirements

1. Required textbook(s) and other materials

Teaching and Learning at a Distance – Foundations of Distance Education. Fourth ed. Michael Simonson, et al. Pearson Merrill Prentice Hall, 2006. ISBN # 0-13-513776-5.

Developing and Designing Web-Based Instruction. Wang, H. & Gearhart, D. Pearson Merrill Prentice Hall, 2006. ISBN # 0-13-098780-8.

Textbooks can be purchased at the DSU Bookstore.
<http://www.dsubookstore.com/>

Supplemental Texts:

References (2000-2006)

Dabbagh, N. & Bannan-Ritland, B. (2005). *Online Learning, Concepts, Strategies, and Application.* Pearson Merrill Prentice Hall.

DeNigris, J. & Witchel, A. (2001). *How to Teach and Train Online.* Pearson Custom Publishing.

Ertmer, P. A., Hruskocy, C. & Woods, D. M. (2000). *Education on the Internet*. Merrill Prentice Hall.

Heinich, R., Molenda, M., Russell, J. D., Smaldino, S. E. (2002). *Instructional Media and Technologies for Learning*. Merrill Prentice Hall.

Jonassen, D. H., Howland, J., Moore, J. & Marra, R. M. (2003). *Learning to Solve Problems with Technology*. Merrill Prentice Hall.

Kearsley, G. (2000). *Online Education Learning and Teaching in Cyberspace*. Wadsworth Thompson Printing.

Moore, M. G. & Cozine, G. T. (2000). *Web-Based Communications, the Internet, and Distance Education*. The Pennsylvania State University: The American Center for the Study of Distance Education.

Roblyer, M. D. (2001). *Ten First Steps on the Internet*. Merrill Prentice Hall.

Weigel, V. B. (2002). *Deep Learning for a Digital Age*. Jossey Bass Publishing.

References (1990-1999):

Burge, Z.L. & Collins, M.P. (Eds.) (1997). *Wired Together: Computer-mediated communication in K-12*. (Vols. 1-4) Cresskill, NJ: Hampton Press.

Cahoon, B. Ed. *Adult Learning and the Internet*. (1998). New directions for Adult and Continuing Education, No. 78. San Francisco, CA: Jossey-Bass Publishers.

Cyrs, T. E. *Teaching at a Distance with the Merging Technologies*. (with E. D. Conway). Las Cruces, NM: Center for Educational Development at New Mexico State University.

Eastmond, D.E. (1995). *Alone but together: Adult distance study through computer conferencing*. Cresskill, NJ: Hampton Press.

Keegan, D. (1990). *Online education: Perspectives on a new environment*. New York, NY: Praeger.

McCormack, C. & Jones, D. (1998). *Building a Web-based Education System*. Wiley Computer Publishing.

Moore, M.G., and Kearsley, G. (1996). *Distance Education A Systems*

View, Belmont, LA: Wadsworth Publishing Co.

Rossman, M.H.& Rossman, M.E.(Eds.). (1995). *Facilitating Distance Education* (New Directions for Adult and Continuing Education, No 67). San Francisco, CA: Jossey-Bass.

Willis, B. (1993). *Distance education: A practical guide*. Englewood Cliffs, NJ: Educational Technology Publications.

Willis B. (1994). *Distance education: Tools and strategies*. Englewood Cliffs, NJ: Educational Technology Publications.

Key Journals

- American Journal of Distance Education
- Educational Technology Research & Development
- Tech Trends
- Educational Technology
- Distance Education (Australia)
- Journal of Distance Education (Canadian)
- Distance Education Report

2. Class attendance policy

You are required to attend class by your participation on the discussion board, which is graded and is 20% of your grade. Please review the discussion board guidelines on the course site for posting and grading information.

3. Cheating and Plagiarism policy

Cheating and other forms of academic dishonesty run contrary to the purpose of higher education and will not be tolerated in this course. All forms of academic dishonesty will result in a failing grade. Please be advised that when the instructor suspects plagiarism, the Internet and other standard means of plagiarism detection will be used to resolve the instructor's concerns. DSU's Academic Integrity Board Policy 04-05-00 is available online at <http://www.departments.dsu.edu/hr/newsite/policies/040500.htm>.

4. Additional information

You will be receiving a library id and will need to use the DSU Library for your research in this course. The link to the Library is <http://www.departments.dsu.edu/library/> and to the distance student library information is <http://www.departments.dsu.edu/library/distance.htm>.

For questions relating to your graduate program or on taking distance courses please contact the **Graduate Programs Office**, 800-641-4309 or <http://www.departments.dsu.edu/gradoffice/> or **E-Education Services** at 800-

641-4309 or <http://www.departments.dsu.edu/disted/>.

For requirements needed for online graduate courses please refer to <http://www.departments.dsu.edu/disted/currentS/default.htm>.

5. Freedom in Learning Statement: Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. It has always been the policy of Dakota State University to allow students to appeal the decisions of faculty, administrative, and staff members and the decisions of institutional committees. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

6. For Internet courses: Course Delivery: Students proceed through a course of study as directed and assisted by computer technology. Mastery is based on achieving competencies and benchmarks.

K. Course Goals

Objective	Unit	Assessment
Evaluate the strengths, weaknesses, and options associated with various technologies for course delivery	Unit 4	Discussion Board DE lesson assignment Article critiques Position paper Final project
Describe considerations and procedures associated with the delivery system for major distance activities: technical support, course design/development, teaching/tutoring, student interface, and administration services	Units 2, 3, 4, 5	Discussion Board Article critiques Position paper Final project
Conduct, experience, and evaluate a variety of teaching techniques in interactive video networks and Web-based instruction	Unit 11	Discussion Board Article critiques Position paper Final project
Prepare for or enhance a professional role they have in an education program that uses the technology,		Discussion Board Article critiques Position paper Final project

such as technician, course developer, instructor, evaluator, coordinator of student services, or administrator		
Develop a general knowledge of distance learning's past, present and possible future, and be aware of the political, socio-economic, and technological factors that help shape the status of distance learning systems. Be able to describe and discuss the above.	Unit 1	Discussion Board Article critiques Position paper Final project
Be able to relate learning theory to distance learning practice. Compare and critique instructional models for adoption and adaptation in distance learning settings	Units 2, 3	Discussion Board Article critiques Position paper Final project
Describe and discuss the information attributes of different media in terms of their cognitive relevance and instructional values for different learners in different subject-matter areas	Units 6, 7, 8	Discussion Board DE lesson assignment Article critiques Position paper Final project
Describe and critique the non-linearity of hypermedia and its potential cognitive advantages and common pitfalls, and be able to use at least one popular Web development tool in instructional hypermedia development	Units 6, 8, 9	Discussion Board DE lesson assignment Article critiques Position paper Final project
Be able to use both synchronous and asynchronous tools for class interaction and management, including BBS and email	Unit 7	Discussion Board DE lesson assignment Article critiques Position paper Final project
Be able to discuss the human factors issues	Units 2, 4, 6, 7, 8, 9	Discussion Board DE lesson assignment

surrounding the selection and use of synchronous and asynchronous instructional delivery tools		Article critiques Position paper Final project
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L. Evaluation Procedures

Course evaluation will be based on an integrated consideration of the following components:

1. Participation = 20% (weekly)
2. Assignments = 20% (three assignments)
3. Position Paper = 30% (one paper)
4. Final Project = 30% (one project)

Students will receive a letter grade of A, B, C, D, or F. The assignment due dates are outlined below. Assignments are graded in 4-5 days after being received.

The discussion board counts as our classroom discussion so participation on the discussion board is required and will be graded. Participation is 20 % of your grade. Each week's discussion will receive 10 points, 7 points for your posting and 3 points for your responses. Instructions for posting are on the discussion board.

There are three assignments: two article critiques and a distance education lesson plan. The article critiques are on articles of your choice geared to distance education. You should *summarize* the article in a short paragraph. Then give your *reflection* of the article (how did the article make you feel, is it a good article covering the relevant information). Finally *apply* the article information to your own work situation (how will you use the information, can you relate to the article, in what ways).. The critiques are to help you get started on research for your position paper. The article critiques are due on **September 29 and November 10**. The distance education lesson plan is an exercise designed to demonstrate the changes needed to adapt a classroom lesson plan for distance delivery. The DE lesson plan is due on **October 20**. A template will be available to help set up your lesson plan.

Your position paper is due by **December 1**. A position paper is a paper written to take a position on a topic, related to distance education, positively or negatively and to defend your position with references. The position paper is to be approximately 8 to 10 pages double spaced, with page numbers and references. APA is the suggested style for the paper.

Your final project is due **December 16**. The final project requires each student to integrate course-related knowledge, theory, application skills, and experiences in a coordinated effort. The project must have instructor approval but is open to all possibilities.

M. ADA Statement

If you have a documented disability and/or anticipate needing accommodations (e.g., non-standard note taking, test modifications) in this course, please arrange to meet with the instructor. Also, please contact Dakota State University's ADA coordinator, Keith Bundy in the Student Development Office located in the Trojan Center Underground or at 256-5121, as soon as possible. The DSU website containing additional information, along with the form to request accommodations is http://www.departments.dsu.edu/disability_services/. You will need to provide documentation of your disability. The ADA coordinator must confirm the need for accommodations before officially authorizing them.

N. Graduate Nature (for Graduate courses ONLY)

Participants will research, discuss, and apply current pedagogy on effective integration of distance education technologies in the teaching and learning process. Participants will reflect on changes in pedagogy based on the results of application of new technologies in the classroom. Participants are provided the theoretical and technical background to conduct research and design coursework using distance education technologies.

O. Tentative Course Outline/Schedule

S. Simonson, et. al. text W&G. Wang & Gearhart text

Units	Topics	Readings	Activities
Unit 1 (9/1–9/13)	Foundations of Distance Education	S chapters 1-2 W&G chapter 1	Discussion Board Introductions
Unit 2 (9/14–9/20)	Systems Approach to Distance Education	S chapters 9,12 W&G Chapter 11	Discussion Board
Unit 3 (9/21-9/27)	Research in Distance Education	S chapter 3	Discussion Board
Unit 4 (9/28-10/4)	Distance Education Technologies	S chapter 4	Discussion Board Article critique due 9/29
Unit 5 (10/5-10/11)	Distance Education Students	S chapter 6	Discussion Board
Unit 6 (10/12-10/18)	Instructional Design	S chapter 5 W&G chapter 2, 6	Discussion Board Position paper topic due 10/13

Unit 7 (10/19-10/25)	Instructional Strategies	W&G chapter 4, 5	Discussion Board Distance Education Lesson Design due 10/20
Unit 8 (10/26-11/1)	Creating Materials	S chapter 8 W&G 7,10	Discussion Board
Unit 9 (11/2-11/8)	Authoring Tools	W&G chapter 9	Discussion Board
Unit 10 (11/9-11/15)	Copyright	S chapter 11 W&G chapter 8	Discussion Board Article critique due 11/10
11/16-11/22	Work on position papers and final project		Final project topic due 11/16
Unit 11 (11/23-11/29)	Assessing/evaluating Distance Education	S chapter 10 W&G chapter 3	Discussion Board
Unit 12 (11/30-12/6)	Training and Instructor Needs	S chapters 7, 13	Discussion Board Position Paper due 12/1
Unit 13 (12/7-12/13)	Course Wrap up	Work on Final Project	Discussion Board
12/14-12/18)	Final Week		Final project due Due 12/16