The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.
Syllabus

Course Number: EME 6458
Course Title: Distance Teaching and Learning
Number of Credit Hours: 3
Required or Elective: Elective
Term: Summer 2011
Day and Time: Online
Course web site: http://online.education.ufl.edu/

Professor: Joseph Greaser
Office: Online
Office Hours: By appointment via chat, Skype or anytime via Email, Moodle Messaging
Email Address: jag11@ufl.edu

Required text:


Additional texts (provided electronically):


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

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 you 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 and Accommodations**

The course includes methods for designing instruction to meet the needs of all students. *Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.*

**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 that is B+ or lower, you are encouraged to resubmit the work (along with the feedback you received) with improvements to increase your score. I will allow one resubmission of each assignment graded B+ or lower but late work cannot be resubmitted. Discussions take place quickly and resubmission of discussion will not be feasible or permitted, so please participate on time.

Although this course does not meet face-to-face for 6 hours weekly over the 8-week course term, it still has a requirement for hours of instruction. For this reason, you should expect to spend the 6 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

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Knowledge</th>
<th>Skill</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Locate and interpret major historical events, theory, and research findings which have guided management and teaching in distance education.</td>
<td>[ ]</td>
<td>[ ]</td>
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<tr>
<td>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.</td>
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<tr>
<td>3.0 For various distance education systems, identify means through which highly interactive communication among learners, instructor/facilitator, and experts may be facilitated.</td>
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<tr>
<td>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.</td>
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<td>[ ]</td>
</tr>
<tr>
<td>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.</td>
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<td>[ ]</td>
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</tbody>
</table>

This course meets the following ISTE standards ([http://cnets.iste.org/ncate/n_lead-rubrics.html](http://cnets.iste.org/ncate/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.
2. 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 Expectations and Grading Procedures

The course is 8 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 session 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 6-10 hours per week on the course.

GRADING PROCEDURES
Course grades are based on activities, projects, and assignments. Assignments will be placed in Moodle (http://online.education.ufl.edu). For information about the implementation of minus grades at the University of Florida, visit http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html

Professional Conduct is necessary to earn an excellent or good grade. All written work must be turned in electronically.

<table>
<thead>
<tr>
<th>Activity / Requirement</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments (3 @ 15 points each)</td>
<td>45</td>
</tr>
<tr>
<td>Discussion participation (4 @ 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Development project</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total for course</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

All assignments have a 10% penalty per week for lateness, with no work accepted two weeks after the due date. Discussion posts will not be accepted after the discussion week has passed.

A 93+ Excellent performance
A- 90-92
B+ 87-89
B 83-86 Good performance
B- 80-82
C+ 77-79
C 73-76 Fair performance
C- 70-72
D+ 67-69
D 63-66 Poor performance
D- 60-62

**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 Moodle (http://online.education.ufl.edu), and are based on the tasks in each weekly lesson. Take notes or keep a journal to track your thoughts and reactions as you travel through the readings and tasks.

Assignment rubric: (15 points for each assignment report)

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

3. Discussion participation

Discussions will use both asynchronous discussion board tools (located in Moodle) and synchronous discussion tools (located in Moodle 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 Moodle.
Assignment rubric: (10 points for each discussion)

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

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 the project as a proposal to an important group of people who will decide whether the project will get funding. Projects will be evaluated on the depth of analysis and the 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 share, in some fashion, the content and context of your project to the rest of the class in an asynchronous manner in order to get feedback on your ideas.

Assignment rubric:

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Session Chapter</th>
<th>Assignment due before Midnight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>June 13 - 18</td>
<td>Overview of distance education</td>
<td>MK 1 MK 2</td>
<td>Discussion 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical Context</td>
<td></td>
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<tr>
<td>2</td>
<td>June 19 - 25</td>
<td>Scope</td>
<td>MK 3</td>
<td>Assignment 1 (July 25)</td>
</tr>
<tr>
<td></td>
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<tr>
<td>3</td>
<td>June 26 – July 2</td>
<td>Development and Delivery Technology</td>
<td>MK 4</td>
<td>Project planning</td>
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<tr>
<td>4</td>
<td>July 3 – July 9</td>
<td>Course and Lesson Design</td>
<td>MK 5</td>
<td>Discussion 2</td>
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<tr>
<td>5</td>
<td>July 10 - 16</td>
<td>Pedagogy Learners</td>
<td>MK 6 MK 7</td>
<td>Assignment 2 (July 16)</td>
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<td>6</td>
<td>July 17 - 23</td>
<td>Management and Policy Issues</td>
<td>MK 8</td>
<td>Discussion 3</td>
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<tr>
<td>7</td>
<td>July 24 - 30</td>
<td>Theory and Scholarship; Research</td>
<td>MK 9 MK 10</td>
<td>Assignment 3 (July 30)</td>
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<tr>
<td>8</td>
<td>July 31 – August 5</td>
<td>Global Context; Change, Trends, and Emerging Practices</td>
<td>MK 11 MK 12</td>
<td>Development project (August 4) Discussion 4</td>
</tr>
</tbody>
</table>

**Readings:** MK=Moore and Kearsley

**Moodle course:** [http://online.education.ufl.edu](http://online.education.ufl.edu)

**INSTRUCTOR POLICIES**

- 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.
Bibliography/Webliography


Distance Education: Why Distance Learning? http://www.fae.plym.ac.uk/tele/vidconf1.html

IHEP. (2000). Quality on the Line Benchmarks for Success in Internet-Based Distance Education. The Institute for Higher Education Policy. http://www.nea.org/he/aboutthe/Quality.pdf


Phillips, V. (2002). The Virtual University Gazette’s FAQ on Distance Learning, Accreditation, and College Degrees. geteducated.com, LLC http://www.geteducated.com/articles/dlfaq.htm


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