



Course Syllabus

COURSE NUMBER: EDUC 5750 W3	COURSE TITLE: Distance Learning Environments	TERM: Spring 2 2006
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Jahna Kahrhoff 314-968-5972 Kahrhoff@webster.edu	CREDIT HOURS: 2

Course Description

Explore and learn about many aspects of distance education; reviews various types of distance education efforts; emerging trends in distance education; how to deliver courses/training via the Internet; how online learning differs from traditional methods, etc.

Learning Outcomes

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
<ul style="list-style-type: none"> Define distance learning 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1 The informed instructor 2.2
<ul style="list-style-type: none"> Describe the historical context and current scope of distance learning 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1 The informed instructor 2.2
<ul style="list-style-type: none"> Describe and compare examples of various distance learning models and technologies, and explore their implications for teaching and learning. 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.2 The informed instructor 2.2, 2.3 Understands and Respects Professional Communities 3.2
<ul style="list-style-type: none"> Discuss the theoretical foundations of distance learning. 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.2, and 1.4 The informed instructor 2.2, 2.3
<ul style="list-style-type: none"> Examine research topics in distance learning, specifically the effectiveness of distance learning 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.2, and 1.4 The informed instructor 2.2, 2.3 Understands and Respects Professional Communities 3.2
<ul style="list-style-type: none"> Formulate an opinion on the changes that distance education 	Same as SOE Goals and Dispositions	The knowledgeable learner 1.1, 1.2, and 1.4

will bring to the way schools and educational institutions work		The reflective collaborator 3.1 The responsive educator 4.1, 4.2 Understands and Respects Self 1.2 Understands and Respects Others 2.1 Understands and Respects Professional Communities 3.5
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Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

Week	Topics/Activities
Week 1	Introduction to distance learning <ul style="list-style-type: none"> ▪ Course overview ▪ Readings <ul style="list-style-type: none"> ○ Moore & Kearsley Chapter 1 ○ Kanuka, H. & Conrad, D. (2003) The name of the game: why “distance education” says it all. <i>Quarterly Review of Distance Education</i>, 4(4). 385-394.
Week 2	Historical context and scope of distance learning <ul style="list-style-type: none"> ▪ Readings – Moore & Kearsley Chapter 2, 3 ▪ Group Activity 1
Week 3	Distance learning technologies <ul style="list-style-type: none"> ▪ Readings -- Moore & Kearsley Chapter 4 ▪ Assignment: Topic for individual projects due
Week 4	Distance learning theories <ul style="list-style-type: none"> ▪ Readings <ul style="list-style-type: none"> ○ Moore & Kearsley Chapter 9 ○ Gorskey, P & Caspi, A. (2005). A critical analysis of transactional distance theory. <i>Quarterly Review of Distance Education</i>, 6(1). 1-12. ▪ Group Activity 2
Week 5	Distance learning research and effectiveness <ul style="list-style-type: none"> ▪ Readings – Moore & Kearsley Chapter 10
Week 6	Distance learning around the world <ul style="list-style-type: none"> ▪ Readings – Moore & Kearsley Chapter 11 ▪ Assignment: Group project – report on country due, progress report for individual projects due
Week 7	Distance learning and change <ul style="list-style-type: none"> ▪ Readings <ul style="list-style-type: none"> ○ Readings – Moore & Kearsley Chapter 12 ○ Lauzon, A. C. (2000). Distance education and diversity: are they compatible?. <i>American Journal of Distance Education</i>, 14(2). 61-70. ▪ Assignment: Annotated bibliography due

Week 8	Bringing It All Together and Wrap-Up <ul style="list-style-type: none"> ▪ Assignment: Case study due
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Resources:

Text:

Moore, M. and Kearsley, G. (2005). Distance education: A systems view, 2nd Edition. Belmont, CA: Thomson Wadsworth. ISBN 0-534-50688-7

Supplemental Readings:

Supplemental readings will be put under Webster EReserves or be posted online by the instructor.

Evaluation

Assessments	Links to Course Outcomes	Percentage of Grade
Case Study	<ul style="list-style-type: none"> ▪ Describe the historical context and current scope of distance learning • Describe and compare examples of various distance learning models and technologies, and explore their implications for teaching and learning. 	200 points
Small Group Activity 1	<ul style="list-style-type: none"> ▪ Describe and compare examples of various distance learning models and technologies, and explore their implications for teaching and learning. 	75 points
Small Group Activity 2	<ul style="list-style-type: none"> ▪ Discuss the theoretical foundations of distance learning 	75 points
Group Project – Report on Country	<ul style="list-style-type: none"> ▪ Describe the historical context and current scope of distance learning ▪ Describe and compare examples of various distance learning models and technologies, and explore their implications for teaching and learning. 	150 points
Annotated Bibliography	<ul style="list-style-type: none"> • Examine research topics in distance learning, specifically the effectiveness of distance learning 	200 points
Weekly Discussions, Activities and Participation	All	300 points

Grading Scale

Points	Grade
930+	A
900-929	A-
870-899	B+

830-869	B
800-829	B-
700-800	C

Weekly Schedule

The weeks in this course will be Friday-to-Friday. New content will be available on Friday mornings, at 9:00 am central time. All assignments will be due on Fridays at midnight, central time.

Discussions Participation

You are required to actively participate in weekly online discussions. While there is no specific day/time at which you must log in, I strongly recommend that you log in several times per week to participate. Your participation will be graded on both the quantity and quality of your postings. First submissions to weekly discussion are expected by Tuesday, midnight. You are required to post a minimum of one original posting to each discussion question, and 1 posting that is a feedback or response to other students' postings. Postings such as "I agree," "Good Answer," or the likes, are not acceptable.

Small Group Activities

There are 2 small group activities in this course. They require group discussion and a summary report to the class. Groups will be assigned at the end of week 1. Additional instructions are available in the course.

Group Project

Groups will work together to prepare a report/presentation on distance learning activities in a country of your choice. Groups will be assigned at the end of week 1. You will be graded on both group (60%) and individual work (40%) in this activity. Additional instructions are available in the course.

Individual Projects

1. Annotated Bibliography – Choose a topic related to this course and create an annotated bibliography of several (4+) research articles. Due at end of Week 7.
2. Program Case Study – Prepare a case study of one distance education program or institution (in the US or elsewhere) with special emphasis on the factors discussed in this course (history, scope, technology, etc.). Due at end of Week 8.

Additional instructions are available in the course. Project topics must be submitted by end of Week 3. A progress report is due by end of Week 6.

Independent Activities and Self-Reflection

Several independent activities are assigned throughout the course. They involve individual work that is designed to help students reflect on and discuss their own experiences and the content.

Late Submissions

- Grades for work submitted up to 1 week past the due date will be reduced by 10%.
- Any work submitted more than 1 week past the due date will be reduced by 15%.
- No work will be accepted after Monday, October 17 at midnight (central time).

ACADEMIC HONESTY POLICY:

Students at Webster University are expected to practice academic honesty.

Avoiding Plagiarism

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

Consequences of Academic Dishonesty:

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

ACCESSIBILITY/ACCOMODATIONS POLICY:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.