



Course Syllabus

COURSE NUMBER: EDUC 5750 W1	COURSE TITLE: Distance Learning Environments	TERM: Spring 1 2008
SITE: Online	INSTRUCTOR CONTACT INFORMATION: Jahna Kahrhoff 228-875-1890 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.

Week	Topics/Activities
Week 1 Jan 11-18	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 Jan 18-25	Historical context and scope of distance learning <ul style="list-style-type: none"> • Readings: Moore & Kearsley Chapter 2, 3 • Assignment: Post topics for Individual Projects and Country Reports
Week 3 Jan 25 – Feb 1	Distance learning technologies <ul style="list-style-type: none"> • Readings: Moore & Kearsley Chapter 4 • Assignment: Individual Project Part 1 and Pioneer/Innovator
Week 4 Feb 1-8	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. • Assignment: Emerging Technologies
Week 5 Feb 8-15	Distance learning research and effectiveness <ul style="list-style-type: none"> • Readings – Moore & Kearsley Chapter 10 • Assignments: Individual Project Part 2

Week 6 Feb 15-22	Distance learning around the world <ul style="list-style-type: none"> • Readings – Moore & Kearsley Chapter 11 • Assignment: Country Report
Week 7 Feb 22-29	Distance learning and change <ul style="list-style-type: none"> • Readings <ul style="list-style-type: none"> ◦ 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: Nothing due
Week 8 Feb 29-March 7	Brining It All Together and Wrap-Up <ul style="list-style-type: none"> • Assignment: Individual Project Part 3

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	Objectives	Grade	Due Date
Individual Project Part 1 – topic, significance, and research exercise (30) Part 2 – one annotation and work thus far (20) Part 3 - Completed Project (250)	Examine research topics in distance learning, specifically the effectiveness of distance learning	300 points	Part 1: Feb 3 Part 2: Feb 17 Part 3: March 7
Emerging Technologies	Describe and compare examples of various distance learning models and technologies, and explore their implications for teaching and learning.	100 points	Feb 10
Pioneer/Innovator	Describe the historical context and current scope of distance learning	100 points	Feb 3
Case Study Report	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.	250 Points	Feb 24

Weekly Discussions (30 points per week + 10 overall)	All	250 points	Weekly
Total		1000 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.

Emerging Technology

Research and report on how one new/emerging technology is used or can potentially be used for distance learning. Students may choose from a list posted in the course or select another technology with the instructor's approval. *This assignment should be presented in PowerPoint.*

Pioneer/Innovator

Research and report on one distance learning pioneer or innovator and their impact on distance learning. Can be a person, company, organization, or educational institution from any time in the history of distance learning. *This assignment should be presented in PowerPoint.*

Country Report

Students will prepare a report/presentation on distance learning activities in a country. Students may choose from a list posted in the course or select another country with the instructor's approval. *This assignment should be in MicrosoftWord.*

Individual Project

The individual project in this course will give students an opportunity to explore a topic of their own choosing. The project is comprised of three parts:

1. Select a topic, discuss its significance, and use Passports online full text databases to identify a minimum of three potential articles

2. Select one article for annotation (can be one of the articles identified in Part 1) and report of progress thus far
3. Write a literature review based on 4-6 articles (can include article already reviewed in Part 2)

All parts of this assignment should be in Microsoft Word.

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, March 10th 2008 at midnight (central time).

Writing Expectations

All MS Word assignments should adhere to the following expectations:

- If you have Microsoft Vista, save your documents as .doc, not .docx.
- Time New Roman, 12 point font
- 1 inch margins
- Double spaced
- References in APA format

PowerPoint assignments may be as creative as the student desires. References should be presented in APA format.

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.