

ECI 646 Course Syllabus

Foundations of Distance Education

Summer Semester, 2004

Instructor Information

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Course Description

This course provides an overview of distance learning for educational professionals interested in its application in adult learning, training and educational institutions. Primary focus will include the history, theory and application of distance learning. They will design educational materials for both synchronous and asynchronous learning. Instruction will be grounded in a thematic plan, which positions participants as action researchers seeking personally relevant applications of distance education. I anticipate students who are professionals in the field eager to extend their skills into the relatively new field of distance education.

This course will focus on four central issues. These include:

- Application of distance learning techniques and strategies to compressed video, desktop video, computer conferencing, WWW pages, email, and listservs
- Review of distance learning history and theory, including how it differs from traditional learning and how it informs practice.
- Creating inclusive learning environments that use media technologies to expand learning parameters
- Developing collaborative research skills that inform reflective instructional practices

Course Organization

This course emphasizes learning by participation. Application of theories of cognition and learning will be blended with theoretical inquiries. You will be asked to critically read course texts and be prepared to engage issues that come up each week. Please allow for ample time to complete and reflect upon the course readings.

This class will be conducted asynchronously online; there will be no scheduled meetings either physically or online. Discussions will take place in an active bulletin board environment. Student work will be submitted electronically where Dr. Hollenbeck can access and comment upon the work.

Course Texts

Required Texts

- Simonson, M., Smaldino, S., Albright, M., and Zvacek, S. (). Teaching and Learning at a Distance: Foundations of Distance Education (Second Edition). Upper Saddle River, N.J.: Prentice Hall.
- Peters, O. (2001). Learning and Teaching in Distance Education: Pedagogical Analyses and Interpretations in an International Perspective (Revised edition). London: Kogan Page Ltd.
- Readings accessed by the World Wide Web and distributed in Adobe Acrobat. A free reader is available
- Lectures accessed by the World Wide Web and distributed in Microsoft PowerPoint. A free reader is available

Optional Texts

- Publication Manual of the American Psychological Association, (5th ed.). (2001). Washington, DC: American Psychological Association. Available from Amazon.com or the ODU bookstore.

Required Skills and Access

- Use of Internet, including electronic mail and the World Wide Web
- Ability with PowerPoint, Web Graphics, and an authoring program
- An active ODU email account
- Access to the Internet from the main location of study

Class Policies

Interaction Policy

Students are responsible for weekly material, and are valued for contributions to discussion. It is understood that most students are involved with professional and personal obligations, but in taking this course you are responsible to complete the assigned work and interact online with fellow participants.

There is one regularly scheduled meeting per week on Thursday from 4:15 PM to 7:00 PM. Students should make every effort to be present for these classes. If you are unable to attend the course, a tape of the broadcast will be available at each TELETECHNET site. Students are responsible for viewing tapes of missed classes prior to the next class meeting.

Some weekly meetings will be replaced by online discussions. These times will be announced at least two weeks prior.

Please note: This class may not be taken as an independent study.

Coursework Policy

Competency is graded by the grasp of assigned weekly material. This assessment will be made through written quizzes, quality of discussion and assigned homework. It is expected that assigned work be completed in a timely manner and in such a way that it reflects a considered effort towards mastery of the subject.

Participation Information

Blackboard is a secure online course environment maintained by Old Dominion University. Each participant receives an account in the ECI 575 course environment upon successful enrollment in the class. Once enrolled, the course may be found at the following Web address:

- <http://www.blackboard.odu.edu/>

To log into Blackboard, you will need to know your ODU email account name and password. It will also be helpful to have some basic understanding of Blackboard prior to beginning the class. Please access the following Web address to address these issues:

- http://www.odu.edu/dl/clt/bb/student_help_page.html

Instructional Activities

Course Goals and Objectives

The ends in view for this course are to help learners:

- Gain proficiency in the utilization of videoconferencing for inclusive distance educational settings
- Identify issues involved in the creation of remote learning communities through use of interactive technologies including:
 1. Positive and negative impacts upon the quality of education in the work place, school and the home
 2. Moral, legal, and ethical implications
 3. Economic, social and cultural implications
- Demonstrate knowledge of basic operations, terminology, and capabilities of distance learning technologies, including use of the World Wide Web, videoconferencing and computer-mediated communications
- Make informed and critically reflective decisions regarding the creation and utilization of various technologies in distant educational environments
- Demonstrate the application and use of computer-based and videoconferencing technologies for teaching and learning.

Reading Assignments

Weekly reading assignments will be posted on Blackboard. A complete schedule may be viewed in the Course Documents area.

Study Guides

Study guides will be made available for all readings assigned in ECI 660. They will be found in the Course Documents section of Blackboard.

Discussion Questions for Readings

Questions will be posted for the weekly readings in the Blackboard discussion forums

Assignments

All assignments are more completely defined and operationalized in Blackboard.

Investment in the class as evidenced by

- Class attendance
- Participation
- Creative contributions
- Critical Reflection

Online participation

- Computer conferencing assignments such as critical reviews or summaries of assigned readings.
- One posted reaction paper per week on Blackboard.
- Ongoing discussions. Two meaningful interactions per week on Blackboard.

Lead one weekly discussion

- Choose one book chapter and/or week topic
- Prepare a fifteen minute lecture on the topic
- Must include the use of a variety of media, including two of the following:
 1. Videotape
 2. Document camera
 3. Computer-based presentation software
 4. Audio
 5. Distributed print materials
- Lead a multi-point discussion on the main points of that reading

Semester project (Due August 5)

Create a thematic distance education lesson utilizing appropriate media with a focus on videoconferencing. Steps will include:

1. Topic selection - what will you teach (due May 27)
2. Planning document - media selection, audience, curriculum plan (due May 27)
3. Prototyping - work in progress presented regularly to class (ongoing)
4. Implementation of working model (due June 17)
5. Paper-based support materials for students (due July 1)
6. Materials created in at least three media (due July 15)
7. Discussion of theoretical basis for design (due July 22)

8. Evaluation Model (due July 29)
9. Self and Peer evaluation of project (due July 29)

All steps in this process are understood to be iterative, but good drafts should be turned in on the due dates. All aspects of the project are to be completed by August 5.

Tests and Examinations

Weekly quizzes and challenges will help give practice and anchor the readings. These quizzes will count towards the Participation grade.

A midterm performance exam will cover course topics to this point. It will consist of a Web assignment to be completed within one week. Resources and design guidelines will be given.

A final performance exam will encompass all course topics. Students will be asked to perform various tasks in line with the course objectives. This exam will be given during ODU's final exam week.

Assessment Information

Assessment

All work is graded by the instructor based upon the criteria of the assignment according to a clear grading rubric provided with the assignment. Students may revise any work for an improved grade after the work is initially turned in. All revisions are due within a week of the return of the initial grading. Revisions will be awarded partial credit towards an improved grade.

Work is due on the date announced. Late work will be penalized unless an agreement has been reached between the student and the professor.

All work must be turned in to pass the course.

Grade Distribution.

The grade weight for each activity are indicated below:

- Investment in the Class - 10%
- Online Participation - 10%
- Lead Weekly Discussion - 10%
- Semester Project (total of all assignments) - 30%
- Part One Exam - 10%
- Midterm Exam - 10%
- Final Exam - 20%

Evaluation Criteria

Grades will be assigned using the established academic practice of letter grades. The following guidelines will be employed cumulatively for each assignment (based upon Bloom's Taxonomy of Cognitive Learning).

Grade	Concept	Description
F		No evidence of learning.
D	Knowledge	Ability to recall facts about the subject.
C	Comprehension	Can show understanding of key concepts.
B-	Application	Able to employ the key concepts in practical way.
B	Analysis	Examine and explain how systems work.
A-	Synthesis	Work of superior quality, showing complete grasp of the subject and an ability to apply the knowledge achieve novel results.
A	Evaluation	Can gauge the quality of topic areas based upon knowledge of the field.

Honor Pledge

"I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned."

Honor Code

By attending Old Dominion University you have accepted the responsibility to abide by this code. This is an institutional policy approved by the Board of Visitors.

The Honor System at Old Dominion University is based on individual integrity. This system assumes that every student will accept his or her role in the University community with a feeling of self-respect and duty. Lying, cheating and plagiarism all constitute violations of the Honor System. Each piece of work submitted by you such as homework and term papers must be your own work. As a member of our community of scholars at Old Dominion University, you are expected to adhere to the above pledge.

Accommodation

- Every effort will be made to accommodate those course participants with learning and/or physical disabilities. Old Dominion University offers a number of services and policies to enable everyone access to learning. A list of resources from Old Dominion University Disability Services is available on the World Wide Web at the following address:
 - <http://www.odu.edu/webroot/orgs/STU/stuserv.nsf/pages/dswebpage>

Student Handbook

There are a number of services and policies that can assist and define your interactions with Old Dominion University. Please note that there are two handbooks available from Old Dominion University Student Services: One for students physically present on campus and one for students learning at a distance (TELETECHNET). Choose the document that covers your situation. Both handbooks may be accessed at on the World Wide Web at the following address:

- http://www.odu.edu/webroot/orgs/STU/stuserv.nsf/pages/student_handbook