



Professional Education Unit

Foundational and Graduate Studies in Education

Principles of Distance Education Delivery (Online)

EDUC 685 (301)

Fall 2010

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Course Description: EDUC 685. Principles of Distance Education Delivery. (3-0-3). This course is designed to investigate the principles guiding distance education and its effective implementation. Several modes of distance learning and the use of multiple delivery methods will be explored. This course will include theory of practice, the examination of current practice, methods to analyze current practice, and current issues that surround effective distance education.

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Required Items:

1. Bonk, C. (2009). *The World Is Open*. San Francisco: Jossey-Bass.
2. Supplemental readings and resources will be provided through our Blackboard classroom environment.

Technology Requirements:

- You will be required to have access to a computer that meets the Distance Learning Office technical requirements for using Blackboard. Please visit <http://www.moreheadstate.edu/de/index.aspx?id=26280> for more information or if you have questions about computer compatibility.
- It is also strongly recommended that you have access to high speed Internet to facilitate the downloading of necessary programs, files, and other information for the course.
- It is recommended that you have a webcam and/or microphone to fully participate in course audio/video chats or Skype sessions for office hour meetings.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty-first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions.
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school-based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. explore various principles of distance learning.
2. evaluate best practices of teaching and learning online.
3. search and select appropriate Internet resources to support instruction.
4. collaborate with instructors and peers through virtual learning situations to design and develop technology enhanced instructional strategies.
5. engage in active discussions concerning the use of technology in distance education.

NCATE/ EPSB Accreditation Alignment of CFOs and SLOs:

Program: Educational Technology - Principles of Distance Education Delivery					
Aligned with→ Assessment→ (point values)	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB)	International Society for Technology in Education (ISTE) Standards	NCATE
Course participation (100 points) CFO: 1, 3, 4 SLO: 1, 2, 3, 4, 5	I, II, VI, VII, VIII	Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with that they have previously learned and build on past learning experiences to acquire new information through various media services.	Diversity, Assessment, Closing the Achievement Gap	2, 3, 4, 5	1a, 1b, 1c, 1d, 4a, 4c
Readings and forum postings (130 points) CFO: 1, 2, 3, 4	I, VI, VII	Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with that	Diversity, Assessment, Closing the Achievement Gap	2, 3, 4, 5	1a, 1b, 1c, 1d, 4a, 4c

SLO: 1, 2, 3, 4, 5		they have previously learned and build on past learning experiences to acquire new information through various media services.			
Virtual discussions (30 points) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5	I, II, VI, VII, VIII	Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with that they have previously learned and build on past learning experiences to acquire new information through various media services.	Diversity, Assessment, Closing the Achievement Gap	2, 3, 4, 5	1a, 1b, 1c, 1d, 4a, 4c
Quizzes (pop or planned) (up to 50 points) CFO: 1, 2, 3, 4 SLO: 1, 2, 3	I, VI	NA	NA	3, 5	1a, 1b, 1c, 1d
Culminating activity – personalized RLO repository (140 points) CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5	I, II, III, IV, VI, VIII	Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with that they have previously learned and build on past learning experiences to acquire new information through various media services.	Diversity, Assessment, Closing the Achievement Gap	1, 2, 3, 4, 5	1a, 1b, 1c, 1d, 4a

Assignment Descriptions:

Program: Educational Technology - Principles of Distance Education Delivery	
Assessment (point value)	Description
Course participation (100 points)	Interaction and collaboration are critical for your success in this course. Seeing as how we are exploring and learning about the principles and practices of distance education together, you will, as clichéd as it sounds, only get out of this course what you put into it. You will be expected to keep up on weekly assignments and readings as well as to share your perspectives and opinions with your peers and instructor.
Readings and forum postings (130 points)	Our course text is Curtis Bonk’s <i>The World is Open</i> . Nearly every week you will be required to read a section of the book and then post on a prompt provided in our class discussion forums. Information on specific pages to read, due dates, and related information is available in the “Tentative Weekly Schedule” of this document and is also broken down each week in our online Blackboard classroom. It is the expectation of the instructor that all posts will be constructive and professional. There will be no tolerance in this course for any communication displaying overtones of prejudice related (but not

	limited) to gender, ethnicity, sexual preference, religious beliefs, physical disabilities/impairments or other related factors. As a general rule, think before you type.
Virtual discussions (30 points)	We will be holding several virtual meetings throughout the semester. You will not be expected to attend all virtual meetings to earn full credit for these activities. However, you will be expected to attend the virtual meetings that best fit your schedule. You will have the opportunity to synchronously interact with not only your instructor and class peers, but a series of guest speakers have been planned to offer their insights on principles and practices of distance education.
Quizzes (pop or planned) (up to 50 points)	Pop quizzes may be administered at various times through the semester in order to gauge student knowledge and/or understanding of readings and course-related content. Scheduled quizzes may also be used to monitor student progress and understanding.
Culminating activity – personalized RLO repository (140 points)	Throughout the semester, you will have various assignments and activities related to the creation of your repository. You will collect resources, links, and other information to develop a collection of personalized RLOs (reusable learning object) that will help you document and organize your findings from this course. This project will serve as the main tool of assessing your progress in the course.

Electronic Document Format:

All typed documents must be saved and submitted as either a Microsoft Word document (e.g. filename.doc) or in Rich Text Format (e.g. filename.rtf). No other formats, such as *.docx, *.xlsx, or *.pptx, of digital documents will be accepted.

Grading Scale:

A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
E	59% and below

Assignment Breakdown:

Course participation	100 points
Readings and forum postings	130 points
Virtual discussions	30 points
Quizzes (pop or planned)	(Up to) 50 points
Culminating activity – personalized RLO repository	140 points
Maximum possible points	(Up to) 450 points

Course Evaluation:

Evaluation of student performance will be determined by totaling all points earned on class projects, homework assignments, possible quizzes, and participation and dividing the earned total by the maximum number of points possible. All assignments are to be turned in on time and refusal to accept late assignments is left to the discretion of the instructor.

Attendance Policy:

This is an online course so attendance is left, for the most part, to your discretion. We will be holding several virtual meetings throughout the semester. You will not be expected to attend all

virtual meetings to earn full credit (30 points) for these activities. However, you will be expected to attend the virtual meetings that best fit your schedule.

Academic Honesty:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html> .

Americans with Disabilities Act (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/.

Reminder:

For students completing programs in Fall 2010, the deadline for applying for program completion is October 15, 2010.

Tentative Course Calendar:

**EDUC 685 (301)
Spring 2010 Tentative Weekly Schedule**

Date(s)	Topics and Assignments
Week 1 8/23/10 – 8/27/10	Topic: <i>Welcome! Welcome! Welcome!</i> What to read? Review course syllabus and policies and familiarize yourself with our course structure in Blackboard. What is due? You'll need to purchase your textbook. Feel free to read ahead but know that our forum discussions will center on a topic related to that week's readings. Take good notes as you read to avoid forgetting any of the finer points you may come across and pay attention to chapter length. Some chapters are quite long and you'll want to plan accordingly. Also, please be sure to complete your introduction post and contact me should you have any questions. ☺
Week 2 8/30/10 – 9/3/10	Topic: <i>Distance + Learning = (you fill in the blank)</i> What to read? Bonk, Introduction (pp. 1-24); check "Course Content" for possible supplemental readings and activities. What is due? Post response to "Bonk Intro Discussion" located in course discussion forum; you can access the course discussion forums by clicking the "Discussion Board" button in Blackboard. You will also need to respond to two (2) of your peers' postings. Your responses (your personal post and both response posts) must be made no later than

Date(s)	Topics and Assignments
	midnight on 9/4/10.
Week 3 9/7/10 – 9/10/10	Topic: <i>WE ALL LEARN</i> What to read? Bonk, Chapter 1 (pp. 25-54); check “Course Content” for possible supplemental readings and activities. What is due? Post response to “Bonk Chapter 1 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board” button in Blackboard. You will also need to respond to two (2) of your peers’ postings. Your responses (your personal post and both response posts) must be made no later than midnight on 9/11/10. 9/6/10 – Labor Day, no F2F classes
Week 4 9/13/10 – 9/17/10	Topic: <i>Google is also a verb</i> What to read? Bonk, Chapter 2 (pp. 55-90); check “Course Content” for possible supplemental readings and activities. What is due? Post response to “Bonk Chapter 2 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board” button in Blackboard. You will also need to respond to two (2) of your peers’ postings. Your responses (your personal post and both response posts) must be made no later than midnight on 9/18/10.
Week 5 9/20/10 – 9/24/10	Topic: <i>Distance, hybrid, blended – which and when?</i> What to read? Bonk, Chapter 3 (pp. 91-137); check “Course Content” for possible supplemental readings and activities. What is due? Post response to “Bonk Chapter 3 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board” button in Blackboard. You will also need to respond to two (2) of your peers’ postings. Your responses (your personal post and both response posts) must be made no later than midnight on 9/25/10.
Week 6 9/27/10 – 10/1/10	Topic: <i>Technofrugality (I just made that word up...)</i> What to read? Bonk, Chapter 4 (pp. 139-161); check “Course Content” for possible supplemental readings and activities. What is due? Post response to “Bonk Chapter 4 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board” button in Blackboard. You will also need to respond to two (2) of your peers’ postings. Your responses (your personal post and both response posts) must be made no later than midnight on 10/2/10.
Week 7 10/4/10 – 10/8/10	Topic: <i>Fee or free? Ethics and education</i> What to read? Bonk, Chapter 5 (pp. 163-181); check “Course Content” for possible supplemental readings and activities. What is due? Post response to “Bonk Chapter 5 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board”

Date(s)	Topics and Assignments
	<p>button in Blackboard. You will also need to respond to two (2) of your peers' postings. Your responses (your personal post and both response posts) must be made no later than midnight on 10/9/10.</p>
<p>Week 8 10/11/10 – 10/13/10</p>	<p>Topic: <i>Stop. Catch your breath and look around...</i></p> <p>What to read? Review your notes and contact me should you have any questions. Be sure to check course for possible supplemental readings.</p> <p>What is due? This is the halfway point of the semester. You should have all assignments in and be up to date. Reflect on your hard work and focus for the second half of the semester. Enjoy your break!</p> <p>10/13/10 – Half-way point of semester! Woohoo!</p> <p>10/14/10-10/15/10 – Fall break, no F2F classes for students</p>
<p>Week 9 10/18/10 – 10/22/10</p>	<p>Topic: <i>Resource overload</i></p> <p>What to read? What to read? Bonk, Chapter 6 (pp. 183-202); check "Course Content" for possible supplemental readings and activities.</p> <p>What is due? Post response to "Bonk Chapter 6 Discussion" located in course discussion forum; you can access the course discussion forums by clicking the "Discussion Board" button in Blackboard. You will also need to respond to two (2) of your peers' postings. Your responses (your personal post and both response posts) must be made no later than midnight on 10/23/10.</p>
<p>Week 10 10/25/10 – 10/29/10</p>	<p>Topic: <i>Participatory citizenship in the Internet age</i></p> <p>What to read? Bonk, Chapter 7 (pp. 203-248); check "Course Content" for possible supplemental readings and activities.</p> <p>What is due? Post response to "Bonk Chapter 7 Discussion" located in course discussion forum; you can access the course discussion forums by clicking the "Discussion Board" button in Blackboard. You will also need to respond to two (2) of your peers' postings. Your responses (your personal post and both response posts) must be made no later than midnight on 10/30/10.</p>
<p>Week 11 11/1/10 – 11/5/10</p>	<p>Topic: <i>For every action...</i></p> <p>What to read? Bonk, Chapter 8 (pp. 249-273); check "Course Content" for possible supplemental readings and activities.</p> <p>What is due? Post response to "Bonk Chapter 8 Discussion" located in course discussion forum; you can access the course discussion forums by clicking the "Discussion Board" button in Blackboard. You will also need to respond to two (2) of your peers' postings. Your responses (your personal post and both response posts) must be made no later than midnight on 11/6/10.</p>
<p>Week 12 11/8/10 – 11/12/10</p>	<p>Topic: <i>Virtual environments</i></p> <p>What to read? Bonk, Chapter 9 (pp. 275-291); check "Course Content" for possible supplemental readings and activities.</p>

Date(s)	Topics and Assignments
	<p>What is due? Post response to “Bonk Chapter 9 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board” button in Blackboard. You will also need to respond to two (2) of your peers’ postings. Your responses (your personal post and both response posts) must be made no later than midnight on 11/13/10.</p>
<p>Week 13 11/15/10 – 11/19/10</p>	<p>Topic: <i>Mobile technologies for teaching and learning</i></p> <p>What to read? Bonk, Chapter 10 (pp. 293-326); check “Course Content” for possible supplemental readings and activities.</p> <p>What is due? Post response to “Bonk Chapter 10 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board” button in Blackboard. You will also need to respond to two (2) of your peers’ postings. Your responses (your personal post and both response posts) must be made no later than midnight on 11/20/10.</p>
<p>Week 14 11/22/10 – 11/23/10</p>	<p>We will have no new content or requirements this week. Have a safe and happy holiday!</p> <p>11/24/10-11/26/10 – Thanksgiving holidays, no classes</p>
<p>Week 15 11/29/10 – 12/3/10</p>	<p>Topic: <i>One size fits all?</i></p> <p>What to read? Bonk, Chapter 11 (pp. 327-354); check “Course Content” for possible supplemental readings and activities.</p> <p>What is due? Post response to “Bonk Chapter 11 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board” button in Blackboard. You will also need to respond to two (2) of your peers’ postings. Your responses (your personal post and both response posts) must be made no later than midnight on 12/4/10.</p>
<p>Week 16 12/6/10 – 12/10/10</p>	<p>Topic: <i>Tying it all together</i></p> <p>What to read? Bonk, Chapter 12 (pp. 355-407); check “Course Content” for possible supplemental readings and activities.</p> <p>What is due? Post response to “Bonk Chapter 12 Discussion” located in course discussion forum; you can access the course discussion forums by clicking the “Discussion Board” button in Blackboard. You will also need to respond to two (2) of your peers’ postings. Your responses (your personal post and both response posts) must be made no later than midnight on 12/11/10.</p>
<p>Week 17 12/13/10 – 12/17/10</p>	<p>Topic: <i>Finals week! We should be all wrapped up...</i></p> <p>What to read? Nothing for our course, but study hard for your other classes!</p> <p>What is due? Nothing because you’ll already have completed all course assignments and your final exam – right?</p>