

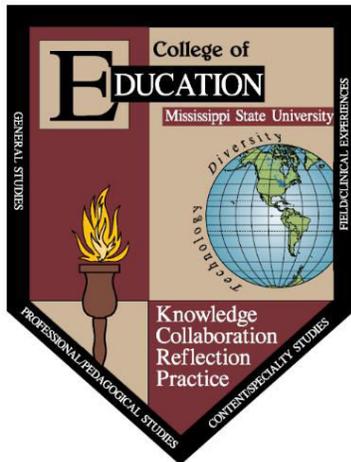
MISSISSIPPI STATE UNIVERSITY COLLEGE OF EDUCATION
DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT
COURSE SYLLABUS

Course Prefix and Number: TECH 8813
Course Title: Foundations of Distance Education
Credit Hours: 3 credit hours
Method of Instruction: *LECTURE = UCCC Code C*

Catalogue Description :

Three hours lecture. This course investigates foundation of distance education and trends and issues such as administration, design, development, implementation, instructional challenges, and evaluation in distance education.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Objectives:

Upon completion of this course, students will be able to:

1. Discuss what is meant by distance education. (CFPO #3, 6, 7, 11)
2. Identify the communication tools and the different learning styles of distance education students. (CFPO #1, 2)
3. Discuss the current state of online courses and the modes of interaction. (CFPO #3, 7)
4. Demonstrate understanding of the instructional design models used in developing distance learning courses. (CFPO #3, 5, 6, 10)
5. Examine the different communication tools available for distance learning. (CFPO #3, 5)
6. Identify the best practices in distance education. (CFPO #10, 11)
7. Evaluate distance education resources. (CFPO #4, 13)
8. Evaluate emerging web design tools. (CFPO #7, 13)

Detailed Course Outline:

1. Introduction to Distance Education (3 hours)
 - A definition and clarification of some terminology
 - Levels of distance education organization
 - Distinguishing technology and media
2. Components of a working distance education system: The Historical Context (3 hours)
 - First generation: A brief history of correspondence study
 - Second generation: The history of broadcasting
 - Third generation: a systems approach: AIM and the OU
 - Fourth generation: teleconferencing
 - Fifth generation: Computer-and Internet-based virtual classes
3. The Scope of Distance Education (3 hours)
 - Distance education in:
 - “for-profit” schools
 - Colleges and universities
 - Strategic alliances, consortia, and networks
 - K-12 schools
 - Corporate training
 - Military education
4. Technologies and Media (3 hours)
 - Print
 - Audio and video media
 - Podcasting: A new model for broadcasting
 - Computer-based learning
 - Classroom 2.0: A social network for educators
 - Media and technology: Selection and integration
 - Blended learning
 - Media standards

5. Components of Course Design and Development (3 hours)
 - Instructional systems design
 - Designing a web conference
 - Design and development of web-based/online courses
 - Designing and developing the asynchronous/synchronous courses
 - Designing student participation
 - Designing self-directed learning
 - Monitoring and evaluation
 - Copyright
 - General design principles
6. Teaching and the Roles of the Instructor (3 hours)
 - Some specific functions of the instructor
 - Professional development
 - Learner-content interaction, learner-instructor interaction, and learner-learner interaction
 - The instructor's role in web conferencing
 - Faculty perspectives: Some findings from research
7. The Distance Education Student (3 hours)
 - The nature of adult learning
 - Factors affecting student success
 - Kember's model of student completion
 - Cultural expectations in online learning
 - Student attitudes and support
8. Management, Administration, and Policy (3 hours)
 - Strategic planning
 - Administering the program
 - Learner support centers and libraries
 - Quality assessment
9. Theory and Research for Distance Education (3 hours)
 - History of scholarship
 - History of a theory of distance education
 - Theory of transactional distance
 - Learner autonomy
 - Theory and the student
 - Theory and the practitioner
 - Impact of theories of distance education on teaching learning process
10. Research and Studies of Effectiveness (3 hours)
 - The general situation regarding research
 - Practice before research or research before practice?
 - Effective teaching strategies
 - Cost-effectiveness

11. Emerging Trends and Issues in Distance Education (6 hours)
 - The Global Span of Distance Education
 - International Research: Responding to Global Needs (2 hours)
 - Trends and Issues Facing Distance Education (2 hours)
 - Access issues
 - Plagiarism
 - Security
 - Digital divide
 - MOOCs (Massive Open Online Courses)
 - Other issues
 - Obstacles and Opportunities of Distance Education (2 hours)
12. Distance Education is About Change (6 hours)
 - Changes access to information (1 hour)
 - Changes in technology and program design: learning objects (2 hours)
 - Organizational change (1 hours)
 - Globalization and commercialization (2 hours)
13. Distance Education in Formal and Non-Formal Settings (3 hours)
 - Distance Education Support Systems: Challenges and Opportunities
 - E-Learning at the Workplace
 - The Impact of Mobile Technologies on Distance Education
 - New Tools for Learning: The Use of Wikis
 - Web 2.0 Technologies for Classroom Instruction

Text(s):

Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Belmont, CA: Wadsworth Cengage Learning.

Visser, L. (2012). *Trends and issues in distance education: International perspectives*. Charlotte, NC: Information Age Publishing, Inc.

Description of Instruction:

(Campus 1 & 5) Lecture; class members will be exposed to lecture, class discussion, individual projects, group activities, exams and project presentations during this course. Student participation will play a large part in the success of instructional delivery herein.

(Campus 5 specifically) Lecture. The class will be taught by lecture and discussion method via CANVAS and WebEx. Class materials will include handouts, preparation guidelines, and supplementary materials. Special needs students will receive instruction to accommodate the individual learner's needs.

Honor Code:

(Campus 1 & 5) The honor code states: "As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the honor code, to accept responsibility for learning, and to follow the philosophy and rules of the honor code. Ignorance of the rules does not exclude any member of the MSU community from the requirements or consequences of the honor code.

For additional information please visit: <http://www.honorcode.msstate.edu>
(**Campus 5 specifically**) Online tests will be administered with random ordered questions. All written assignments must be submitted through Turnitin.

Technology:

Students use various application software programs to prepare materials for the course requirements, including papers and projects. They use other technologies in the preparation of their presentation. They also use the Web for research and for posting and retrieving information.

Technical Support Information
Information Technology Services: <http://www.its.msstate.edu/>

Report a Problem:

- a) Web - <http://www.its.msstate.edu/Services/report-problem.php>
- b) Phone – ITS is staffed to answer the phone 7:30 a.m. to 5:00 p.m., Monday through Friday. The number to call is (662) 325-0631. If you need to contact them from outside the Starkville area, you can call them toll-free at (888) 398-6394 for IT support requests only. If you need to fax them your ID or any other requests, their fax number is (662) 325-1832.
- c) In Person - If you have a computer problem and are on campus, come in to the Help Desk (8:00 A.M. to 5:00 P.M.) and they can assist you. They are located at 46 Magruder Street.

Diversity:

This course will comply with the Mississippi State University diversity policies, and diversity will be addressed in all content.

Accommodations for Students with Disabilities:

Students with disabilities in need of accommodations to meet the expectations of this course are encouraged to bring this need to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student & Disability Support Services is located in 01 Montgomery Hall, (662) 325-3335, and <http://www.sss.msstate.edu/>.

University Safety Statement:

Mississippi State University values the safety of all campus community members. Students are encouraged to register for Maroon Alert texts and to download the Everbridge App. Visit the Personal Information section in Banner on your mystate portal to register. To report suspicious activity or to request a courtesy escort via Safe Walk, call University Police at 662-325-2121, or in case of emergency, call 911. For more information regarding safety and to view available training resources, including helpful videos, visit ready.msstate.edu.

Field Component:

There is no field component in this course.

Evaluation of Student Progress:

- Student Participation: Students will attend the class synchronously and asynchronously (e.g., face-to-face or through WebEx and Discussion in Canvas) to share ideas of the subject matter being discussed and learn from each other (Objectives 1- 8).
- Exams: Students are required to review the course content and take exams for comprehension (Objective 1-8).
- International DE Research and Presentation: Students are required to research and present distance education in different countries (outside of U.S.) (Objective 2-8).
- Research Paper: Students are required to review related literature and write a research paper for trends and issues in distance education (Objective 1-8).
- Issue Presentation: Students are required to review related literature and make a PowerPoint presentation for various trends and issues in distance education (Objective 1-8).

Assignments/Projects	Points
Student Participation (10%)	100
Exams (30%)	300
International DE Research and Presentation (20%)	200
Research Paper: Literature Review of DE (20%)	200
Issue Presentation (20%)	200
Total:	1000

Grading Scale:

Points	Grade
900-1000	A
800-899	B
700-799	C
600-699	D
Below 600	F

Attendance Policy:

Campus 1 & 5: In accordance with university policy (AOP 12.09), students should attend all classes. When an absence from class is essential, the student must inform the instructor and provide appropriate documentation.

AOP 12.09 (<http://www.policies.msstate.edu/policypdfs/1209.pdf>)

Campus 5: Student participation in both chat room discussion and completion of discussion board will be used to determine attendance. Students are required to inform the instructor if they are not able to participate in chat room and discussion board activities.

Title IX Policy:

MSU is committed to complying with Title IX, a federal policy that prohibits discrimination, including violence and harassment, based on sex. This means that MSU's educational programs and activities must be free from sex discrimination, sexual harassment, and other forms of sexual misconduct. If you or someone you know has experienced sex discrimination, sexual violence and/or harassment by any member of the University community, you are encouraged to report the conduct to MSU's Director of Title IX IIEO Programs at 325-8124 or by e-mail to titleix@msstate.edu. Additional resources are available at <http://www.msstate.edu/web/security/title9-12.pdf>, or at <http://students.msstate.edu/sexualmisconduct/>.

Bibliography:

- Allen, I. E., & Seaman, J. (2007). *Online nation: Five years of growth in online learning*. Needham, MA: The Sloan consortium (Sloan-C).
- Beard, L. A., Harper, C., & Riley, G. (2004). Online versus on-campus instruction: Student attitudes & perceptions. *TechTrends*, 48(6), 29-31.
- Bridges, B. R., Baily, M. C., Hiatt, M, Timmerman, D., & Gibson, S. (2002). A blended technologies learning community – From theory to practice. In Patricia L. Rogers (Ed.), *Designing instruction for technology-enhanced learning* (pp. 209-227). Hershey, PA: Idea Group Publishing.
- Bullen, M. (1999). What's the difference: A review of contemporary research on the effectiveness of distance learning in higher education. *Journal of Distance Education*, 14(1), 102-114.
- Buzzetto-More, N. A., & Alde, A. J. (2006). Best practices in e-assessment. *Journal of Information Technology Education*, 5, 252-269.
- Duffy, P. (2008). Engaging the YouTube Google-eyed generation: Strategies for using Web 2.0 in teaching and learning. *Electronic Journal e-learning*, 6(2), 119-130.

- Floyd, D. L. (2003). Distance learning in community colleges: Leadership challenges for change and development. *Community College Journal of Research and Practice*, 27, 337-347.
- Georgiev, T., Georgieva, E., & Smrikarov, A. (2004). *M-learning-A new stage of e-learning*. International Conference on Computer Systems & Technologies – CompSysTech'2004. Retrieved from <http://ecet.ecs.ru.acad.bg/cst04/Docs/sIV/428.pdf>
- Harasim, L. M. (1998). The Internet and intranets for education and training: A framework for action. In C. de Moura Castro (Ed.), *Education in the information age* (pp. 181-201). New York: Inter-American Development Bank.
- Jennings, N., & Collins C. (2007). Virtual or virtually u: Educational institutions in Second Life. *International Journal of Social Science*, 2(3), 180-186.
- Jereb, E., & Smitek, B. (2006). Applying multimedia instruction in e-learning. *Innovations in Education and Teaching International*, 43(1), 15-27.
- Jonassen, D. H., Davidson, M., Collins, M., Campbell, J., & Haag, B. B. (1995). Constructivism and computer-mediated communication in distance education. *The American Journal of Distance Education*, 9(2), 7-26.
- Kelton, A.J. (2007). Second Life: Reaching into the virtual world for real-world learning. *EDUCAUSE Center for Applied Research*, 17, 1-11.
- Morse, K. (2003). Does one size fit all? Exploring asynchronous learning in a multicultural environment. *Journal of Asynchronous Learning Networks*, 7(1), 37-55.
- Richardson, J. C., & Swan, K. (2003). Examining social presence in online course in relation to students' perceived learning and satisfaction. *Journal of Asynchronous Learning Networks*, 7(1), 68-88.
- Rudestam, K. E., & Schoenholtz-Read, J. (2002). The coming of age of adult online education. In Kjell Erik Rudestam & Judith Schoenholtz-Read (Eds.), *Handbook of online learning: Innovations in higher education and corporate training* (pp. 3-28). Thousand Oak, California: Sage Publications, Inc.
- Russell, J., Elton, L., Swinglehurst, D., & Greenhalgh T. (2006). Using the online environment in assessment for learning: A case-study of a web-based course in primary care. *Assessment & Evaluation in Higher Education*, 31(4), 465-478.
- Santoro, G. (1995). What is computer-mediated communication? In Z. L. Berg & M. P. Collins (Eds.), *Computer-mediated communication and the online classroom, Vol. 1*, (pp. 11-27). Cresskill, NJ: Hampton Press.

- Schreiber, D. A. (1998). Instructional design of distance training. In D. A. Schreiber & Z. L. Berge (Eds.), *Distance training - how innovative organizations are using technology to maximize learning and meet business objectives* (pp. 37-65). San Francisco: Jossey-Bass.
- Summers, J. J., Waigandt, A., & Whittaker, T. A. (2005). A comparison of student achievement and satisfaction in an online versus a traditional face-to-face statistics course. *Innovative Higher Education*, 29(3), 233-250.
- Taylor, J. C. (2001). *Fifth generation distance education*. Paper presented at the 20th ICDE World Conference on Open Learning and Distance Education, Düsseldorf, Germany.
- Tutty, J. I., & Klein, J. D. (2008). Computer-mediated instruction: A comparison of online and face-to-face collaboration. *Education Tech Research Development*, 56, 101-124.
- Wang, T. (2008). Web-based quiz-game-like formative assessment: Development and evaluation. *Computers & Education*, 51, 1247-1263.
- Wells, R. (1992). A review of computer-mediated communication for distance education: Teaching and design. (ERIC Document Reproduction Service No. ED 386162).
- Zemsky, R., & Massy, W. F. (2004). *Thwarted innovation: What happened to e-learning and why?* PA: University of Pennsylvania: The Learning Alliance.