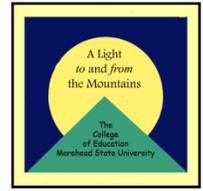




## Professional Education Unit

### Department of Foundational and Graduate Studies in Education



Principles of Distance Education Delivery (Online)  
EDUC 685 (301)  
Fall 2011

**Instructor:** John H. Curry, Ph.D.  
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**Office Hours:** Online 1:00-2:30 pm EST and by appointment

**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 may be provided through our Blackboard classroom environment.

***All students in this course are required to purchase a Folio 180 account.***

To purchase Folio180 online or through the MSU Bookstore:

1. Purchase Folio180 at the MSU Bookstore and follow the instructions included with that purchase.
2. To purchase online, go to [www.folio180.com/msuky/coe](http://www.folio180.com/msuky/coe)
3. Complete registration and payment information. Your login information will be emailed to you.
4. Note: if you have a Tk20 account, you will NOT need to purchase Folio180--we will provide your Folio180 account information to you via email. Announcements and instructions will also be made on the CoE Facebook page.

5. You will be able to continue using your Folio180 account through any graduate programs you might enroll in through MSU.
6. NOTE: students must have purchased or activated their Folio180 account by midterm or they will receive an "E" at midterm per TEP policy.

**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. Discuss 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.

**Program: Educational Technology - Principles of Distance Education Delivery**

<p><b>Aligned with</b> →</p> <p>↓ <b>Assessment (final grade percentage)</b></p>	<p><b>Kentucky Teacher Standards (KYS)</b></p>	<p><b>Kentucky Education Reform Act (KERA)</b></p>	<p><b>Education Professional Standards Board (EPSB)</b></p>	<p><b>International Society for Technology in Education (ISTE) Standards</b></p>	<p><b>NCATE</b></p>
<p><b>Readings and forum postings (30%)</b></p> <p>CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4, 5</p>	<p>I, VI, VII</p>	<p>Students shall develop their abilities to connect and integrate experiences and new knowledge for all subject matter fields with that have previously learned and build on past learning experiences to acquire new information through various media sources.</p>	<p>Diversity, Assessment, Closing the Achievement Gap</p>	<p>2, 3, 4, 5</p>	<p>1a, 1b, 1c, 1d, 4a, 4c</p>
<p><b>Synchronous Collaboration (10%)</b></p> <p>CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5</p>	<p>I, II, VI, VII, VIII</p>	<p>Students shall develop their abilities to connect and integrate experiences and new knowledge for all subject matter fields with that have previously learned and build on past learning experiences to acquire new information through various media sources.</p>	<p>Diversity, Assessment, Closing the Achievement Gap</p>	<p>2, 3, 4, 5</p>	<p>1a, 1b, 1c, 1d, 4a, 4c</p>
<p><b>Weekly Assignments (20%)</b></p> <p>CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5</p>	<p>II, IV, VI, VIII, IX</p>	<p>Students shall develop their abilities to connect and integrate experiences and new knowledge for all subject matter fields with that have previously learned and build on past learning experiences to acquire new information through various media sources.</p>	<p>Diversity, Assessment, Closing the Achievement Gap</p>	<p>2, 3, 4, 5</p>	<p>1a, 1b, 1c, 1d, 4a, 4c</p>
<p><b>Personalized RLO repository (40%)</b></p> <p>CFO: 1, 2, 3, 4, 5 SLO: 1, 2, 3, 4, 5</p>	<p>I, II, III, IV, VI, VIII</p>	<p>Students shall develop their abilities to connect and integrate experiences and new knowledge for all subject matter fields with that have previously learned and build on past learning experiences to acquire new information through various media sources.</p>	<p>Diversity, Assessment, Closing the Achievement Gap</p>	<p>1, 2, 3, 4, 5</p>	<p>1a, 1b, 1c, 1d, 4a</p>

## Assignment Descriptions:

Program: Educational Technology - Principles of Distance Education Delivery	
Assessment (percent value)	Description
<b>Readings and forum postings</b> (Discussions, 5 pts each, 30% of final grade)	<p><b>MANIC Discussion Postings</b></p> <p>Discussions in this course will be important. By responding online to course readings, students will discuss and analyze important concepts. Since this is a graduate level course, there is a lot of content to get through. The MANIC discussion posting strategy is one that we will use to try and get a better grasp on the course content.</p> <p>Your MANIC responses are designed to promote a flurry of activity in the discussion boards. Here's how they work: for each week's assigned readings, you will answer five questions:</p> <ul style="list-style-type: none"><li>• What was the <b>M</b>ost important thing in the reading?</li><li>• What was something you <b>A</b>gree with in the reading?</li><li>• What was something you do <b>N</b>ot agree with in the reading?</li><li>• What was something you found <b>I</b>nteresting in the reading?</li><li>• What was something you found <b>C</b>onfusing in the reading?</li></ul> <p>As you answer these questions, you should quote directly from the text and follow it up with a detailed, well thought out explanation of why you feel the way you do. For example, I expect something like this:</p> <p style="padding-left: 40px;">“AGREE: Yang and Tang (2003) found that those networks which “consist of relations through which individuals share resources such as information, assistance, and guidance” are “positively related to student performance” both in face to face and online settings.</p> <p style="padding-left: 40px;"><i>Well, this just makes *sense*, doesn't it? In an environment where students (learners) are working together, helping each other, and providing guidance, wouldn't there be better student performance? I don't know how it couldn't be negatively correlated. Where there's a real learning community, there are more meaningful interactions, both student/student and student/content. And those will obviously lead to higher performance.”</i></p> <p>For each week's assigned readings, you will be responsible for two things: 1) Your own MANIC responses (and you <b>MUST</b> answer all five questions), and 2) at least five (5) <i>meaningful, graduate level</i>, responses to your classmates. When you respond to a classmate, you do not have to respond to each of their MANIC comments; you may select one thought only to comment on. However, you may only get credit for two responses to any one particular classmate. In other words, if you respond to all five thoughts of one classmate (all of their MANIC responses), you will only get credit for two responses. This should encourage you to “spread the wealth” and read what each classmate responded.</p> <p>Graduate level reading responses are sometimes difficult to quantify, especially to new graduate students. As you can see in the above example, the response included the writer's thoughts about what was written as well as insight into the implications of what was written. I will never count words, but you should take note that your instructor would take somewhere between 60 and 100 words <i>*at a minimum*</i> to meaningfully respond to each of the five questions as well as respond to the classmate responses.</p>

<b>Me in Four Slides</b> (Assignment, 5 pts)	For this assignment, you have four slides in PowerPoint to introduce yourself to the rest of your classmates and Dr. Curry. The catch? You can only do it graphically--NO WORDS. Let us know what is important to you and what makes you unique.
<b>Google + Account</b> (Assignment, 5 pts)	Students will be required to create and <i>ACTIVELY USE</i> a Google + account. Resources found, articles read, and anything else pertaining to the course should be shared with the rest of the class in a Google + circle.
<b>Tool Reviews</b> (Assignment, 5 pts each)	Students will be required to review at least two (2) different web-based Web 2.0 tools and two (2) different Open Source tools. These reviews are meant to be the beginning of the research done for the Reusable Learning Object Repository.
<b>Google + Hangout</b> (Assignment, 5 pts each)	Students will be required to participate in <i>AT LEAST</i> two (2) Google + hangout discussions over the course of the semester. Participation in these discussions is essential to being able to write your position statement.
<b>Position Statement</b> (Assignment, 5 pts)	Students will write a position statement on the benefits and/or weaknesses of synchronous versus asynchronous interactions in an online environment.
<b>Reusable Learning Object Repository</b> (Homework, 5 pts)	Students will be required to create a Reusable Learning Object Repository that should be a resource beyond this scope of this course. It will consist not only of a wiki repository, but also setting up a Personal Learning Network (PLN) and a wiki repository.

### **Grading Scale:**

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

### **Course Evaluation:**

Evaluation of student performance will be determined by totaling all points earned on class projects, homework assignments, and reading responses/discussion board postings and dividing the earned total by the maximum number of points possible. Next, it should be noted that each assignment type (i.e., discussions or weekly assignments) has a specific weight towards the final grade. Grade weights for assignment types are listed above.

### **Attendance Policy:**

This course is an online course and students will be expected to attend at their convenience, but assigned work must be completed on the due dates listed. One attribute of professionalism is turning in work on time. Therefore, no late work will be accepted.

**EDUC 605 (301)**  
**Fall 2011 Tentative Weekly Schedule**

Date	Topic	Readings	Assignments Due
Week One	<b>Course Introduction</b>	Bonk, Introduction	MANIC discussions Me in Four Slides
Week Two	<b>We all learn</b>	Bonk, Ch. 1	MANIC discussions Google + setup
Week Three	<b>Google is also a verb</b>	Bonk, Ch. 2	MANIC discussions Tool Review #1
Week Four	<b>Distance, hybrid, blended: which and when?</b>	Bonk, Ch. 3	MANIC discussions iGoogle PLN setup
Week Five	<b>Technology on the cheap . . .</b>	Bonk, Ch. 4	MANIC discussions Wiki setup
Week Six	<b>Yeah, I studied at MIT!</b>	Bonk, Ch. 5	MANIC discussions Tool Review #2
Week Seven	<b>No need to reinvent the wheel</b>	Bonk, Ch. 6	MANIC discussions
Week Eight	<b>Citizenship in the Digital Age</b>	Bonk, Ch. 7	Tool Review #3
Week Nine	“	“	MANIC discussions
Week Ten	<b>For every action . . .</b>	Bonk, Ch. 8	Tool Review #4
Week Eleven	“	“	MANIC discussions
Week Twelve	<b>Virtual environments</b>	Bonk, Ch. 9	MANIC discussions
Week Thirteen	<b>Mobile technologies</b>	Bonk, Ch. 10	MANIC discussions Position Statement
Week Fourteen	<b>Thanksgiving Break</b>		
Week Fifteen	<b>One size fits all?</b>	Bonk, Ch. 11	MANIC discussions
Week Sixteen	<b>Bringing it home</b>	Bonk, Ch. 12	MANIC discussions
Week Seventeen	<b>Get ‘er done!</b>		Final PLN/RLOR

## **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, they are best applied when requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator at: 204-E ADUC, 606-783-5188, or

[e.day@moreheadstate.edu](mailto:e.day@moreheadstate.edu)

## **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>