

**College of Education and Human Development
Department of Educational Administration and Human Research Development**

**EHRD 473-502
Introduction to Distance Education
Spring 07**

Class Information:

Day: Tuesday

Time: 9:35 a.m. – 12:35 p.m.

Location: CDLR

Credit Hours: 3 hours

Instructor Information:

Jim Woosley

Texas A&M University

College Station, Texas 77843-1588

979.862.6560

979.862.7127 (Fax CDLR)

jwoosley@tamu.edu

Office Hours:

Tuesday after class at the CDLR as needed until 5 pm

Other office hours by appointment

Course Description and Purpose:

This course is required at the undergraduate level for both the technology management and the human resource development strand of the Bachelor of Science Degree in Human Resource Development in the Department of Educational Administration and Human Resource Development, College of Education.

In addition, it may be taken as an elective or support field course by undergraduate students in other programs upon approval by professor and based on available space.

This course is designed to introduce the student to the field of distance learning. We will examine the application of distance learning principles to educational and training settings via a variety of distance learning modalities. Specifically, we will examine the concepts surrounding distance learning, the theories that underpin the field, and the impact that they have on practice. We will define the characteristics and needs of the adult distance learner and determine effective ways to meet those needs through distance learning organization and management, and through design, development, delivery, and evaluation of instruction.

Since the class is Intro to Distance Learning, a large portion of our class work will be using a distance learning format. However, we will meet face to face once a week in

order to accomplish all that we have planned this semester. Class attendance is required.

Our class will use various formats.

1. You will be assigned weekly readings from your book throughout the semester. You will have two tests on the information from your readings in the required book. Your first test will be near the middle of the semester and the second test will be near the end of the semester. These tests will be taken in class at the Center for Distance Learning Research. I will not lecture on the information from your book, but will be available for individual and group discussions about the material online via email.
2. You will log into a portal developed for our class. In this portal will be all the related information needed for our class. You will find our syllabus, online course content, quizzes, discussion software and folders assigned to you where you will upload material. Also in this portal you will find information regarding your readings, assignments, and quizzes to be completed online. The assignments and quizzes will be dated and will have a deadline that must be adhered to.
3. Although much of our work is done online and in a "distance education" format we also will meet once a week "face to face". You will be assigned small group and large group presentations. You will be afforded time in class to develop your presentations. You will present your topic using two-way videoconferencing equipment and will be given in class time to learn how to operate this equipment.
4. Lastly, and also very important, during our "face to face" meetings there will be guest speakers that are "content experts" related to relevant topics in the Distance Education world. These speakers will cover topics that are timely and very important in the field. The content experts will be available to you for questions and discussion at the conclusion of their presentations.

Course Objectives and/or Competencies:

As an introduction to distance learning, this course will ground the student in the history, methodology, technology, and management of distance learning. The course will work toward the accomplishment of several objectives:

By the conclusion of the course the participants will:

1. Review the development of distance learning from its inception to its current state and to project the applicability of distance learning for future educational needs
2. Evaluate the various modes of distance learning in reference to educational implications, cost effectiveness, applicability to task, and implementation
3. Develop an understanding of the impact of distance learning on instructional strategies, methodologies, and students
4. Experience the various modes of distance learning from both the instructor and student perspectives

Prerequisite:

Junior or Senior Classification or approval of departmental advisor.

Required Texts:

Michael R. Simonson, Sharon Smaldino, Michael Albright, Susan Zvacek (2006). Teaching and Learning at a Distance: Foundations of Distance Education, Third Edition, Upper Saddle River, New Jersey: Prentice Hall; ISBN: 0131196308

This syllabus and its contents may change during the course of this semester as deemed necessary by the instructor for unforeseen circumstances.

Course Outline:

| <i>EHRD 473 – 502 Spring 2007 Woosley Tentative Schedule – may change as necessary to facilitate needs</i> | | |
|--|---|--|
| Date | Class Assignment | Online Assignment |
| Week 1 January 16 CANCELLED DUE TO WEATHER | <i>Reading/Chapter assignment from text: <u>Teaching and Learning at a Distance: Foundations of Distance Education</u>, Third Edition</i> <i>Chapter 1 – Foundations of Distance Education</i> <i>Chapter 2 – Definitions, History, and Theories of Distance Education</i> Class Bios due January 31 | <i>The URL is</i> <i>http://165.95.168.5/portals/introde</i> |
| Week 2 January 23 | <i>Reading/Chapter outline assignment from <u>Teaching and Learning at a Distance: Foundations of Distance Education</u>, Third Edition</i> <i>Chapter 3 – Research and Distance Education</i> | <i>Introduction and Collaboration Online Learning</i> <i>Online Interaction</i> <i>Quiz 1- Introduction and Collaboration, Online Learning and Online Interaction”</i> <i>The URL is</i> <i>http://165.95.168.5/portals/introde</i> |
| Week 3 January 30 | <i>Reading/Chapter outline assignment from <u>Teaching and Learning at a Distance: Foundations of Distance Education</u>, Third Edition</i> <i>Chapter 10 – Assessment for Distance Education</i> | <i>Online Assessments</i> <i>The URL is</i> <i>http://165.95.168.5/portals/introde</i> |

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| | Class Bios Due | |
| Week 4 February 6 | <i>Reading/Chapter outline assignment from <u>Teaching and Learning at a Distance: Foundations of Distance Education</u>, Third Edition Chapter 4 – Technologies for Distance Education</i> | <i>Keys to Successful Videoconferencing</i> <i>Quiz 2 - Keys to Successful Videoconferencing</i> <i>The URL is</i> <i>http://165.95.168.5/portals/introde</i> |

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| Week 5 February 13 | <p>Reading/Chapter outline assignment from <u>Teaching and Learning at a Distance: Foundations of Distance Education</u>, Third Edition Chapter 8 – Handouts, Study Guides, and Visuals</p> <p><u>Note: next class</u> STUDY for Exam next week over Chapters 1, 2, 3, 4, 8, and 10 from your textbook and notes,</p> | <p><i>Keys to Successful Videoconferencing</i></p> <p>Quiz 2 - Keys to Successful Videoconferencing</p> |
| Week 6 February 20 | <p>Exam 1 covers Chapters 1, 2, 3, 4, 8, and 10</p> | <p><i>Dealing with Change</i></p> <p>The URL is http://165.95.168.5/portals/introde</p> |
| Week 7 February 27 | <p>Reading/Chapter outline assignment from <u>Teaching and Learning at a Distance: Foundations of Distance Education</u>, Third Edition Chapter 6 – The Student and Distance Education</p> | <p><i>Train the Trainer</i></p> <p>Quiz 3 – Dealing with change and Train the Trainer</p> <p>The URL is http://165.95.168.5/portals/introde</p> |
| Week 8 March 6 | <p>Reading/Chapter outline assignment from <u>Teaching and Learning at a Distance: Foundations of Distance Education</u>, Third Edition Chapter 9 – Internet-Based Distance Education</p> | <p><i>Supporting Networks</i></p> <p>Quiz 4 - Supporting Networks</p> <p>The URL is http://165.95.168.5/portals/introde</p> |
| Week 9 March 13 | <p>SPRING BREAK No Class</p> | <p>SPRING BREAK No Class</p> |
| Week 10 March 20 | <p>Reading/Chapter outline assignment from <u>Teaching and Learning at a Distance: Foundations of Distance Education</u>, Third Edition Chapter 11 – Copyright and Distance Education</p> | <p><i>Copyright and Distance Education</i></p> <p>Quiz 5 - Copyright and Distance Education</p> <p>The URL is http://165.95.168.5/portals/introde</p> |
| Week 11 March 27 | <p>Reading/Chapter outline assignment from <u>Teaching and Learning at a</u></p> | <p><i>Program Evaluation</i></p> |

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| | <p><u>Distance: Foundations of Distance Education, Third Edition</u> Chapter 13 – Evaluating Teaching and Learning at a Distance <u>Note: next class</u> STUDY for Exam II next week over Chapters 6,9,11, and 13 from your textbook and notes.</p> | <p>Quiz 6 - Program Evaluation The URL is http://165.95.168.5/portals/introde</p> |
| Week 12 April 3 | STUDY for Exam next week over Chapters 6, 9, 11, and 13 from your textbook and notes, | |
| Week 13 April 10 | Exam II covers Chapters 6, 9, 11, and 13 | |
| Week 14 April 17 | Group Project updates and Practice | |
| Week 15 April 24 | Group Project Presentations <u>MUST ATTEND all presentations.</u> The class will probably <u>be 3 hours.</u> Be prepared to attend the entire time. <u>Points will be deducted from your presentation points if you miss any.</u> | |
| Week 16 May 1 | Group Project Presentations <u>MUST ATTEND all presentations.</u> The class will probably <u>be 3 hours.</u> Be prepared to attend the entire time. <u>Points will be deducted from your presentation points if you miss any.</u> | |
| Week 17 May 4 | <u>Final</u> Note: <u>Day and Time Change – Friday 12:30 – 2:30</u> at CDLR | |
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Evaluation:

The total points available will be 165

Exam I (30 points)

Exam II (30 points)

Quizzes (60 points) – There will be 6 on-line quizzes (10 points each).

Group Project (20 points)

Students will be divided into groups to develop a module of instruction or information to be distributed and delivered over a distance. Each group must present its idea to the instructor for prior approval. The project is worth 20 points. Points will be divided between group presentation and individual effort and work within the group.

Maximum length: 20 – 30 minutes presentation time.

Individual Group Presentation (5 points)

5 – 10 minute presentation over distance education topic (face to face presentation to class or Voice over PowerPoint to be turned into your folder on the portal depending on time limits)

Class Participation (10 points)

Class attendance will be based both on participation in class and the quality of that participation. Students should be prepared to participate fully in all class activities. Applied learning, student presentations and presentations by guest experts from the field will be the basis of in class meetings.

Online Participation (10 points)

Participation of each student in online portions of the class will be evaluated on the basis of frequent and relevant contributions to the conferences. Comments will be expected to reflect knowledge of the assigned reading and should contribute additional information from other sources the student encounters during their extended research of the topics under discussion. Comments should refer to sources and include citations that will permit other class members to consult the cited sources. Entries will be expected to be substantive.

Extra Credit (5 points)

Students may choose one of the following 2 choices: Up to 5 points may be awarded for presentation to the class of a website developed this semester by the student using multiple media and principles of good website development.

OR

Extra credit on-line assignment to be completed prior to the April 24th class (up to 5 points may be awarded if assignments are completed and uploaded to your folder)
Website Design
Student Support Services

Attendance

In order to benefit at the highest level from this course it is organized as a web-assisted course. This means that a percentage of the course is on-line and a percentage of the course is face to face. Considering this, it is essential that the student participate in order for the individual and the class as a whole to benefit from each individual's participation.

You are expected to attend class. University Rules apply concerning attendance and approved absences. An absence will be excused if the absence is documented and falls within the university accepted excuses. If the absence is to be excused the documentation must be turned into the instructor at the class meeting following the absence. **3 points will be deducted from the students' final total for each unexcused absence.**

SEE APPENDIX regarding attendance!

Cell Phones etc.

As a courtesy to your instructor and classmates, cell phones and other communication devices must be turned off during class hours.

Grading scale

| | |
|------------------|---|
| 149 – 165 Points | A |
| 132 – 148 Points | B |
| 115 – 131 Points | C |
| 99 – 114 Points | D |
| 0 – 98 Points | F |

Bring your textbook to class and be sure to read your assignments.

Web Support:

Instruction for this class will be supported by resources available on the class educational portal website, <http://portals.cdlr.tamu.edu/portals/>. The website is password protected. Each student will receive instructions on the log-on procedure. Only university neo email accounts will be used.

Late Work Policy:

All online assignments will be submitted electronically via the class educational portal at <http://portals.cdlr.tamu.edu/portals/>. All assignments are expected to be posted by the appropriate deadlines. Late assignments will lose a letter grade for each day the work is late.

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Americans with Disabilities Act (ADA) Information

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the

Department of Student Life, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at <http://disability.tamu.edu>

Due to emergency evacuation requirements, if you feel accommodations will be needed, the department requires you to fill out a disability information form and provide a class schedule for the current semester. This form will be supplied to the instructor and placed in the students file for easy accessibility in case an emergency should arise. The forms are available in the academic advising office, 511 Harrington Tower.

SCHOLASTIC MISCONDUCT/ACADEMIC DISHONESTY

Academic Integrity Statement

“An Aggie does not lie, cheat, or steal or tolerate those who do.”

Honor Council Rules and Procedures are on the web at <http://www.tamu.edu/aggiehonor>

Scholastic misconduct is defined broadly as any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another); submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Students who participate in any of these activities will receive a "no pass" grade in this class and will be subject to University disciplinary action.

Faculty Senate Statement on Plagiarism

The handouts used in this course are copyrighted. All materials generated for this class are considered “handouts,” including, but not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless expressly granted permission to do so by the instructor. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic violations, for the plagiarist destroys trust among colleagues without whom the research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest edition of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.

Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.

20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

From <http://student-rules.tamu.edu/>

Sexual Harassment

Texas A & M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at <http://www.coe.tamu.edu/COEguidelines/I.Administration/I62-64/I62-64.pdf> Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources.

Inclusive Language

It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward of one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s) he, s/he, he/she or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white U. S. citizens. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected.

EHRD COURSE EVALUATION

All students will be expected and requested to complete an EHRD course evaluation near the end of the semester. The hard copy evaluation forms are anonymous and data is compiled and reported in aggregate format.

APPENDIX:

Attendance (Revised: 2006)

Introduction

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. This information should be provided on the course syllabus, which should be

distributed at the first class meeting. Graduate students are expected to attend all examinations required by departments or advisory committees as scheduled formally.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24).

Excused Absences

7.1 The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Among the reasons absences are considered excused by the university are the following: (1 Muster)

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)

7.1.2 Death or major illness in a student's immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, stepmother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic dean.

7.1.3 Illness of a dependent family member.

7.1.4 Participation in legal proceedings or administrative procedures that require a student's presence.

7.1.5 Religious holy day. (See Appendix IV.)

7.1.6 Injury or illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more university business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three university business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the

course syllabus, illness confirmation may be obtained by one or both of the following methods:

- a. Texas A&M University Explanatory Statement for Absence from Class form available at <http://shs.tamu.edu/forms.htm>
- b. Confirmation of visit to a health care professional affirming date and time of visit.

7.1.6.3 An absence for a non acute medical service does not constitute an excused absence.

7.1.7 Required participation in military duties.

7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

7.2 The associate dean for undergraduate programs, or the dean's designee, of the student's college may provide a letter for the student to take to the instructor stating that the dean has verified the student's absence as excused.

7.3 Students may be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Section 7.1, or other reason deemed appropriate by the student's instructor. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.

If needed, the student must provide additional documentation substantiating the reason for the absence that is satisfactory to the instructor, within one week of the last date of the absence.

If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

7.4 The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

7.5 See Part III, Grievance Procedures: 45. Unexcused Absences, for information on appealing an instructor's decision.

7.6 If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic dean of the student's college may consider giving the student a grade of W during the semester enrolled or a NG (no grade) following posting of final grades.

7.7 Whenever a student is absent for unknown reasons for an extended period of time, the instructor should initiate a check on the welfare of the student by reporting through the head of the student's major department to the dean of the student's college.

Texas A&M University
Explanatory Statement for Absence from Class

As identified in the instructor's course syllabus, this form is accepted as documentation for injury or illness related class absences for a period less than three business days (to include classes on Saturday). This form is NOT accepted for injury or illness related to class absences for a period of more than three business days. Please refer to Texas A&M Student Rule #7 for guidance on class attendance and absences.

1. Student name: _____
2. Student UIN: _____
3. Contact information (phone and email address): _____

4. Department, course, and section: _____

5. Name of instructor: _____
6. Date(s) of absence: _____
7. Please give, if possible, the name of someone who can vouch for your illness. This need not be a health care professional.
 - a. Name: _____
 - b. Address: _____
 - c. Telephone: _____
8. Missed coursework: _____

9. Reason for missed coursework: _____

10. Desired course of action (example: rescheduled exam, extended deadline): _____

I certify that the above statements are true to the best of my knowledge and belief, and that I understand that I will be in violation of the Aggie Honor Code and may be subject to student disciplinary action if the above statements are found to be falsified and/or if I am found responsible for abusing the excused student absence process.

Signature: _____
Date: _____