

ITED 7050
Distance Education
Three (3) Semester Hours

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Dewar College of Education
Valdosta State University
Department of Curriculum, Leadership, and Technology
Conceptual Framework: Guiding Principles (DEPOSITS)
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

REQUIRED TEXTBOOKS

Cleveland-Innes, M. F., & Garrison, D. R. (Eds.) (2010). *An introduction to distance education: Understanding teaching and learning in a new era*. New York, NY: Routledge. (ISBN-13: 978-0415995993)

Required Technology: This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word and Adobe Acrobat. These individual requirements are not

fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

COURSE DESCRIPTION

The purpose of this course is to address historical background, theories and emerging trends of Distance Education. All candidates are expected to utilize current technologies to design, develop and deliver distance instructions effectively. Methods for evaluating distance instructions are included.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS) (as part of the COE CFS programs also align with the professional organizations that set the standards for their fields, consequently those standards are included in this section as well)

- I. **CONTENT AND CURRICULUM:** Educators demonstrate a strong content knowledge of content area(s) that is appropriate for their certification levels.
- II. **KNOWLEDGE OF STUDENTS AND THEIR LEARNING:** Educators support the intellectual, social, physical, and personal development of all students.
- III. **LEARNING ENVIRONMENTS:** Educators create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.
- IV. **ASSESSMENT:** Educators understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.
- V. **PLANNING AND INSTRUCTION:** Educators design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.
- VI. **PROFESSIONALISM:** Educators recognize, participate in, and contribute to teaching and learning as a profession.

- **Department of Curriculum, Leadership, and Technology Program Standards**

The Department of Curriculum, Leadership, and Technology recognizes the College of Education Conceptual Framework Standards (CFS) as a guide to the education of teachers and other school service personnel as they seek certification. The Curriculum and Instructional Technology (C & IT) programs serve some who are teachers; some who are media specialists, technology supervisors, and trainers; and some who are not affiliated with P-12 education learning environments. Candidates in the program who aspire to be media specialists and seek certification follow program requirements that are aligned with standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. Candidates in the program who seek certification in instructional technology and those who seek an advanced degree in instructional technology follow program requirements

that are aligned with standards that were published by the Georgia Professional Standards Commission (GA PSC) in 2011 for the field of Instructional Technology.

This syllabus contains alignment of College of Education CFS and the course-related educational outcomes to GaPSC standards for Instructional Technology.

- **Instructional Technology GaPSC Certification Standards cross-referenced to COE CFS**

(1.0000) VISIONARY LEADERSHIP. Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization. (CFS IV, V, VI)

(2.0000) TEACHING, LEARNING, & ASSESSMENT. Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. (CFS I-VI)

(3.0000) DIGITAL LEARNING ENVIRONMENTS. Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments. (CFS I-VI)

(4.0000) DIGITAL CITIZENSHIP & RESPONSIBILITY. Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility. (CFS I-VI)

(5.0000) PROFESSIONAL LEARNING & PROGRAM EVALUATION. Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning. (CFS I, II, VI)

(6.0000) CANDIDATE PROFESSIONAL GROWTH & DEVELOPMENT. Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences. (CFS IV, V, VI)

NOTE: VSU's Department of Curriculum and Instructional Technology uses the definition that the Association for Educational Communications and Technology (AECT) published in 1994 for the term instructional technology: *Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning* (AECT, 1994).

- **Key GaPSC Elements at the core of ITED 7050 are related to Standards ii, iii, iv and vi**

(2.0000) TEACHING, LEARNING, & ASSESSMENT. Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment. (CFS I-VI)

- (2.0100) Candidates model & facilitate the design and implementation of technology-enhanced learning experiences aligned with student content standards and student technology standards;
- (2.0200) Candidates model and facilitate the use of research-based, learner-centered strategies addressing the diversity of all students;
- (2.0300) Candidates model and facilitate the use of digital tools and resources to engage students in authentic learning experiences;
- (2.0400) Candidates model and facilitate the effective use of digital tools and resources to support and enhance higher order thinking skills; processes; and mental habits of mind;
- (2.0500) Candidates model and facilitate the design and implementation of technology-enhanced learning experiences making appropriate use of differentiation, including adjusting content, process, product, and learning environment based upon an analysis of learner characteristics, including readiness levels, interests, & personal goals;
- (2.0600) Candidates model and facilitate the effective use of research based best practices in instructional design when designing and developing digital tools, resources, and technology-enhanced learning experiences.
- (3.0000) **DIGITAL LEARNING ENVIRONMENTS.** Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments. (CFS I-VI)
- (3.0200) Candidates effectively manage digital tools and resources within the context of student learning experiences;
- (3.0300) Candidates develop, model, and facilitate the use of online and blended learning, digital content, and learning networks to support and extend student learning and expand opportunities and choices for professional learning for teachers and administrators;
- (3.0400) Candidates facilitate the use of adaptive and assistive technologies to support individual student learning needs;
- (3.0700) Candidates utilize digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.
- (4.0000) **DIGITAL CITIZENSHIP & RESPONSIBILITY.** Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility. (CFS I-VI)
- (4.0100) Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers;
- (4.0200) Candidates model and facilitate the safe, healthy, legal, and ethical uses of digital information and technologies;
- (6.0000) **CANDIDATE PROFESSIONAL GROWTH & DEVELOPMENT.** Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences. (CFS I-VI)

(6.0100) Candidates demonstrate continual growth in knowledge and skills of current and emerging technologies and apply them to improve personal productivity and professional practice;

(6.0200) Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.

Selected Program-level Educational Outcomes (EO) addressed in this course:

1. Candidates will demonstrate an adequate understanding of the knowledge expected in their fields and delineated in professional, state, and institutional standards while simultaneously demonstrating professional growth and development. (GaPSC 6.0000)
2. Candidates will use data and current research to inform their practices and enhance their leadership role in designing, developing, utilizing, managing, and evaluating instructional technology. (GaPSC 1.0000; 4.0000)
3. Candidates will demonstrate the knowledge, skills, and dispositions to create positive environments for teaching and learning. (GaPSC 2.0000; 3.0000; 5.0000)
4. Candidates will understand and build upon the developmental levels of students with whom they work; the diversity of students, families, and communities; and the policy contexts within which they work as they model and facilitate best practices, digital citizenship, and informative program evaluation. (GaPSC 4.0000; 5.0000)

COURSE OBJECTIVES (CO)

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Identify the theories and historical background of analysis as a component of Distance Education. (GaPSC 2.0100; CFS I-VI)
2. Identify learning theories from which a variety of DE models are derived and the consequent implications. (GaPSC 2.0100-2.0200; CFS I-VI)
3. Recognize and articulate current trends in the development of theory and emerging practice related to Distance Education and Blended Learning. (GaPSC 2.0100-2.0400; CFS I-VI)
4. Create instructional products using technology applications and resources. (GaPSC 2.0100-2.0600; 3.0200-3.0400; CFS I-VI)
5. Demonstrate personal skill development with two or more: computer authoring application, web authoring tool, video tool, electronic communication application, or other tool approved by professor. (GaPSC 2.0400; 3.0200; CFS I-VI)
6. Articulate the relationships within the discipline between theory, research, and practice as well as the inter-relationships between people, processes, and devices. (GaPSC 2.0100; 2.0500; CFS I-VI)
7. Analyze the effectiveness of macro- and micro-level design efforts by considering the interactions of learner characteristics, instructional strategies, nature of content, and the learning situation. (GaPSC 2.0500; 3.0400; 4.0100; CFS I-VI)

8. Identify ethnic, gender, age, ability, and motivational similarities and differences with the students in the learning environment in which you work, then design and develop the content, process, and product of the instructional design project to support those similarities and differences. (GaPSC 2.0100-2.0600; CFS I-VI)
9. Recognize and adhere to ethical guidelines in IT contexts. (GaPSC 4.0200; CFS I-VI)
10. Demonstrate competence in oral, graphic and written communication and comprehension. (GaPSC 3.0700; CFS I-VI)
11. Demonstrate competence in organizing, documenting and reflecting upon assigned and self-generated activities. (GaPSC 6.0100-6.0200; CFS IV, V, VI)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products described in the Course Evaluation methods generally described below (more detailed descriptions of each Course Evaluation can be found on the course website). These activities include: Reading and Online Discussion (Course objectives 1-11); Review/Revision by Expert, Peer & Self (Course objectives 1-11); Mini-Projects (Course objectives 4-11) and Distance Education Project (Course objectives 4-11).

COURSE EVALUATION

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own will result in failure of the course.

1. Online Discussions (40% of course grade)

You will be required throughout the semester to review weekly instructor posted discussion threads, the statements and questions will be based on required readings, previous discussions, and prerequisite knowledge. Various online group strategies including discussion, chats, and Wimba Classroom will be employed. Throughout the term you will be asked to actively search for resources beyond the required readings, cite these resources in the online discussions, and use the knowledge gained from these resources to stimulate further discussion and debates related to specific topics related to Distance Education. The criteria for evaluation are as follows: 1) You should use references in the discussions to provide a basis and source for the information shared. 2) You should offer something substantive and valuable to the discussion (offer a different perspective or viewpoint or point of reference), 3) You should participate in each online discussion according to the specific instructions given for that discussion. (Course Objectives 1-11)

2. Mini-Projects (30% of course grade)

You will be required to complete THREE mini projects to demonstrate your skills in current technologies used in Distance Education, including PowerPoint Mini-Project, Audacity Mini-Project and Movie Maker Mini-Project. The skill development of these mini-projects will contribute to the success of the Distance Education Project (see below). (Course Objectives 4-11)

3. Distance Education Project (DEP) (30% of course grade)

The purpose of this project is to explore the value of Web 2.0 technologies in enhancing learning opportunities for Distance Education. You will be required to design, develop and deliver an online instruction using Web 2.0 technologies. The project is counted for 30% of the course grade. (Course Objectives 4-11)

Grading Scale

Quality is expected in all products and performances. Given the percentage totals above, final grades will be assigned accordingly.

90-100=A 80-89=B 70-79=C 60-69=D Below 60=F

Assignments are due at the time and date designated on the Course Schedule unless otherwise announced by the instructor, or changed through prior arrangements made between instructor and student. A lateness penalty, consisting of 10% of the available assignment points for each 24-hour period the assignment is late, may be imposed by the instructor on all assignments for which no prior permission for late submission was obtained. Any assignment five or more days late will not be accepted and a “0” will be assigned as the grade.

ATTENDANCE POLICY / PARTICIPATION POLICY

Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion groups. It is the responsibility of the student to make sure that they have adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

PROFESSIONALISM

Within the coursework and fieldwork, educators expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of work, display courtesy in written and oral communications, and exhibit

cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

General rule: In all cases, consider what the actions of a responsible professional would be; then practice those actions.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/colleges/education/advising/documents/concern-form.pdf>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://ww2.valdosta.edu/academic/documents/AcademicDishonesty.pdf>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/colleges/education/advising/documents/concern-form.pdf>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://ww2.valdosta.edu/academic/documents/AcademicDishonesty.pdf>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

ACCESSIBILITY STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

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