

**EME 6458: Distance Teaching and Learning  
Spring 2017 | Instructor: Melissa Rizzuto, Ed.D.**

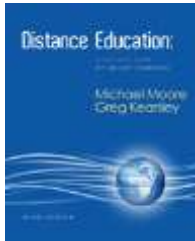


***The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.***

**Syllabus**

**Course Number:** EME 6458  
**Course Title:** Distance Teaching and Learning  
**Number of Credit Hours:** 3  
**Term:** February 27– April 23, 2017 (Spring II)  
**Day and Time:** Online  
**Course web site:** <http://ufl.instructure.com>  
**Instructor:** Dr. Melissa Rizzuto  
**Office Hours:** Virtual by appointment  
**Email Address:** [melrizzuto@ufl.edu](mailto:melrizzuto@ufl.edu)

**Required textbook:**



Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view*, 3<sup>rd</sup> ed. Belmont, CA: Thomson Wadsworth.

Additional resources are provided electronically via Canvas LMS.

**Course Description**

Designed for K-12 and higher education instructors and administrators as well as trainers and instructional designers from other professional settings, the course focuses on the interpretation and application of theory, research and standards-based effective practice to the design, development, and evaluation of distance education experiences.

## Course Goals

This course is about distance education. The history of distance education is closely related to the evolution of interactive technologies, but the study of distance education covers much more than technology. It focuses primarily on teaching, learning and all the pedagogical (or andragogical) issues, as well as administrative and policy issues, that are associated with teaching and learning at a distance. We will be discussing such questions as:

- What is distance education?
- How has distance education evolved over the years?
- What special needs does a distance learner have and how can a teacher meet those needs?
- What forms has distance education taken in different settings?

This course is paced, which means that there is an established start and end date, and it is a cohort based course, meaning you are one of a group that will proceed through the course at a similar pace. One of the benefits of this is that the course is designed to give you opportunity to have regular interaction with other students who are reading the same subject as you. Course resources include a textbook written specially to integrate with the course, and online readings. Additionally, the course web site contains a study guide (chapter scaffolds) together with supplementary resources as well as access to the discussion board.

The aims of this course are:

- to provide you with an overview of current practice, development tools, and technology in distance education
- to provide awareness of the context of emerging practice
- to provide an introduction to research and theory based on the literature of distance education
- to develop skills of learning at a distance.

This course is discussion-based and project-oriented: your design, development, and evaluation efforts will be reflected in 4 projects, including a proposal for an online course. However, the goal of the course is not to develop products per se, but to provide opportunities to practice disciplined and collaborative processes for inquiring about distance learning problems and opportunities, and for inquiring about the value of alternative strategies for addressing these problems and opportunities.

## Diversity Considerations and Accommodations

The course includes methods for designing instruction to meet the needs of all students. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

## About Online Learning

This online course is time and place-independent and incorporates a degree of individual choice in assignments and projects, to capitalize on the diversity of experience and prior knowledge of the students; but, is not entirely self-paced. Online discussions will be most productive if everyone completes the reading as assigned and posts well in advance of the deadline. Deadlines will be

imposed to keep us on track, but sufficient time should be available to complete the assignments in your own time frame. If you find yourself in a situation where you will not be able to meet a deadline for any reason (i.e. business trip, I was in the hospital, the dog ate my device, etc.) it is your responsibility to let me know, prior to the due date! Accommodations can be made if I am notified of the situation. Grades are deducted for each week your assignments are late. Discussions take place quickly and resubmission or late submissions of discussions will not be feasible or permitted, so please participate on time.

Although this course does not meet face-to-face, it still has a requirement for hours of instruction. For this reason, you should expect to spend the 6 hours you would normally spend in class plus the time you would normally spend studying on your own for a graduate level course on reading and participation in the discussions. This is just a guideline which relates to the more familiar example of face-to-face courses. You may need more or less time. You will also need time to accomplish the assignments and reflect on what you are learning. Please be sure you plan the time necessary for you to be successful in this course. I also encourage you to take the following self-assessment quiz if this is your first online course: [Is Online Learning for Me?](#)

This course meets the following International Society for Technology in Education standards: <http://www.iste.org/standards/iste-standards/standards-for-teachers>.

### **Hardware and Software requirements**

Students' knowledge of and operation of their own computer is their personal responsibility when taking an online course. You will need:

- A computer connected to the Internet
- A web browser capable of running JavaScript (a recent version of Firefox, Google Chrome, Internet Explorer etc.)
- A media player (e.g., QuickTime, VideoLan Player, Windows Media Player)
- Adobe Acrobat Reader (downloadable free from [www.adobe.com](http://www.adobe.com))
- Web 2.0 software accessible via the Internet

### **Course Expectations**

The course is 8 weeks in length and is segmented into 8 units of study as follows:

1. Overview and historical context
2. Organizational structures and agencies
3. Technologies and media
4. Designing distance education courses
5. Learning and teaching in distance education
6. Management, administration and policy issues
7. Theory and research on distance education
8. Global impact and future developments

The beginning of each week/unit is devoted to reading the texts (textbook chapter or two and sometimes an additional resource); then the main focus is participation in that week's online discussion and individual or collaborative work on projects. In general, you should plan on spending 6-10 hours per week on the course.

## Grading Procedures

Course grades are based on your discussion participation and performance on projects. All assignments, deadlines, and grades are accessible via Canvas (<http://online.education.ufl.edu>). University of Florida's grading policies can be accessed here: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Activity	Point Value
Discussions (4 @ 15 points each)	60
Projects 1, 2, and 3 (3 @ 30 points each)	90
Project 4: Online Course Proposal	90
<b>Total points for course</b>	<b>240</b>

All assignments have a 10% penalty per week for lateness, with no work accepted two weeks after the due date. Discussion posts will not be accepted after the discussion week has passed (i.e., after the Sunday midnight deadline).

## Grading Scale

A	93+	Excellent performance
A-	90-92	
B+	87-89	
B	83-86	Good performance
B-	80-82	
C+	77-79	
C	73-76	Fair performance
C-	70-72	
D+	67-69	
D	63-66	Poor performance
D-	60-62	

## Professional conduct

Read assignment descriptions and engage in a positive way in all class discussions and activities. Know and follow university policy regarding academic honesty. In your online work, follow standards of netiquette: be accountable for what you send, acknowledge online sources you reference.

## Assignments

The two main types of assignments in this course are Discussions and Projects. Assignment descriptions are located in Canvas (<http://online.education.ufl.edu>), and are based on the tasks in each weekly unit. Take notes to track your thoughts and reactions as you progress through the readings and tasks. All assignments in this course are submitted/shared via the Discussion Forum to facilitate social construction of knowledge. This also means that you will need to exercise

academic honesty and be careful not to plagiarize your peers' work. Cite your peers' projects or discussions where appropriate.

### **Discussions**

Discussions will use the asynchronous discussion board in the Canvas learning environment. As part of this course, we will engage in 4 discussions:

Discussion Topic	Initial Post Due	Final Due Date
1. The Role of Distance Education in Educational System	03/02	03/05
2. The Changing Role of Schools and Universities	03/09	03/12
3. Evaluating the Quality of Online Courses	03/23	03/26
4. Academic Analytics	04/06	04/09

Your initial discussion posts (i.e., your main response to the discussion prompt) are always due at 11:55 p.m. on the *Thursday* of the week and follow-up posts (i.e., comments, responses, questions) are due at 11:55 p.m. on the *Sunday* of the week. Your discussions will be graded using the rubric in Appendix A.

**Active participation** is the most critical component of building an effective online learning community. You are expected to be a regular and active participant in online discussions! This means you will post original material and thoughts as well as reply to posts submitted by others. The quality of online asynchronous discussion will be driven by the extent of your preparation and participation. The discussion prompts have been specifically designed to encourage critical thinking and collaborative knowledge building and you are encouraged to play an integral role in this process.

### **Project 1: Your Web 2.0 Tool Kit**

**Due: 11:55 p.m. on 03/19**

Analyze existing Web 2.0 tools (database example [Web 2.0 for 2014](#)) and populate the table in Appendix B of the syllabus to indicate which 5 tools you would use in your online courses and what they would bring into the learning environment that you are designing. You will select one tool for each of the following categories: a) content presentation, b) community building, c) creative expression, d) collaborative design, and e) assessment. Once you complete the table (Appendix B), you will need to design a sample activity or a unit of learning content using one of these tools and share it via this week's discussion forum together with the table.

*The rubric for this project is provided in Appendix C (available in the Canvas course).*

### **Project 2: MOOC Exploration and Analysis**

**Due: 11:55 p.m. on 04/02**

Enroll in a MOOC (e.g., via Udacity, Coursera, EdX etc.) and analyze it using the Quality Matters Rubric Standards 9link is posted in Canvas) and iNACOL's [Standards for Quality Online Teaching](#). Keep in mind that some MOOCs have strict deadlines for course enrollment, so look into the possibility of enrolling in a MOOC as you are reading this syllabus! Provide a comprehensive evaluation of this MOOC to reflect the following aspects:

- 1) Description of the MOOC including the purpose and nature of the course, the audience the course is designed to attract, and an overview of the course structure (content presentations, resources, activities/assignments/exams, and community-building features).

- 2) Analysis of the instructional design behind this MOOC using the Quality Matters Rubric Standards and any additional criteria you find appropriate.
- 3) Analysis of online instruction in this MOOC using iNACOL's Standards for Quality Online Teaching (as applicable) and any additional criteria you find appropriate.
- 4) Recommendations for improving the design of this MOOC.

Share your analysis via this week's discussion forum.

*The rubric for this project is provided in Appendix D (available in the Canvas course).*

### **Project 3: Infographic on Distance Education Research (collaborative)**

**Due: 11:55 p.m. on 04/16**

For this project, you will need to work collaboratively with two/three of your peers and analyze a relevant aspect of distance education research reported in the most recent Online Learning Consortium (Sloan C) Conference proceedings. Several links to these are posted in Canvas. You can also suggest another conference and review its proceedings if you propose it to the instructor first. Your team will be assigned in Canvas. OLC/Sloan C proceedings papers may be organized based on the following categories:

- Open, global, mobile
- K-12
- Leadership, values, and society
- Technology and emerging learning environments
- Faculty and professional development/support
- Learning effectiveness

Each team will analyze the papers in one of these categories based on your interests (it's Ok if we have more than one team focusing on any one category). You can use a collaborative document design application (e.g., Google Docs) and video conferencing (e.g., Google Hangouts) to support your teamwork. The team must analyze the research and determine key trends and patterns. Then you should present these trends using an effective infographic. If you have never created an infographic, you can browse the [top five infographics on how to create an effective Infographic](#) or [this resource](#). You can use any tool you are comfortable with (e.g., Illustrator, Photoshop, Publisher etc.) Or you can use one of the many tools created specifically for infographic design: [Infogr.am](#), [Visual.ly](#), [Piktochart](#), and [Easel.ly](#). Start planning early and allow sufficient time for tool exploration! Share your infographic AND a narrative describing your collaborative practices via this week's discussion forum.

*The rubric for this project is provided in Appendix E (available in the Canvas course).*

### **Project 4: Online Course Proposal**

**Due: 11:55 p.m. on 04/23**

This project focuses on online course design. It could be an adult education or a lifelong learning course for a community center or an informal learning organization, a corporate training course, or it could focus on a specific K-12/university age group and content area. Think of this project as a proposal to a private foundation whose reviewers will decide whether the project deserves to get funding. Projects will be evaluated on the depth of analysis and the application of knowledge you have gained in this course. The document should be somewhere in the area of 10-20 pages double-spaced. A template is provided for your use in Appendix E. You will share your project in

the forum to get feedback on your ideas.

*The rubric for this project is provided in Appendix F (available in the Canvas course).*

**NOTE:** This is the culminating project to allow you to reflect on and demonstrate what you have learned in this class, so take this project very seriously. It accounts for 1/3 of your grade in the course. I suggest you start working on the design of your course early – as we begin discussing the standards for quality of online courses and teaching.

### EME 6458 Course Schedule (Spring II 2017)

Dates	Topic	Reading	Assignment(s)
<b>Week 01:</b> 2/27 – 3/5	Overview and historical context	Chs. 1, 2	Introductions Discussion 1
<b>Week 02:</b> 3/6 – 3/12	Organizational structures and agencies	Ch. 3	Discussion 2
<b>Week 03:</b> 3/13 – 3/19	Technologies and media	Ch. 4	Project 1
<b>Week 04:</b> 3/20 – 3/26	Designing distance education courses	Ch. 5	Discussion 3
<b>Week 05:</b> 3/27 – 4/2	Learning and teaching in distance education	Chs. 6, 7	Project 2 (MOOC)
<b>Week 06:</b> 4/3 – 4/9	Management, administration and policy issues	Ch. 8	Discussion 4
<b>Week 07:</b> 4/10 – 4/16	Theory and research on distance education	Chs. 9, 10	Project 3 (Infographic)
<b>Week 08:</b> 4/17 – 4/23	Global impact and future developments	Chs. 11,12	Project 4 (Course)

\* All assignments are due before midnight on the Sunday of the week. For example, Week 3 assignment (i.e., Project 1) is due at 11:55 p.m. on 3/19.

\*\* Discussion participation involves two deadlines: your initial post addressing the prompt is due before midnight on the *Thursday* of the week and comments/responses to your peers' posts are due on *Sunday*. Contact the instructor if you are unclear about the deadlines.

Canvas course website: <http://ufl.instructure.com>