

**Topics in Learning and Teaching:  
Developing Digital eLearning Environments  
15:255:506  
Fall, 2014 Tentative Syllabus**

Instructor: Dr. Cynthia Pope	cindy.pope@gse.rutgers.edu
Phone Number 908-235-2986	Virtual Office
Office Hours: by appointment	Prerequisites or other limitations: Not Applicable
<a href="#">Google Calendar</a>	
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes  Directions about where to get permission numbers: from the instructor

A. OVERVIEW OF THE COURSE

*Developing Digital eLearning Environments* is designed as an in-depth overview of both theory and practice related to distance, eLearning education. The principles identified and the issues studied in the course are applicable across a variety of settings, including but not limited to: k-12 classrooms, universities, community colleges, business / industry and health care. This course will examine the theoretical framework, historical development, pedagogical issues and practical applications of distance and hybrid e-learning education. Online distance education as implemented in staff training and teacher professional development will also be reviewed in the course.

Students in the course will also have the opportunity to experience firsthand some of the online tools that are frequently used in distance education today. While students will review both synchronous and asynchronous models of distance education, emphasis will be on asynchronous online distance education. Moreover, most of the course will be spent on a variety of issues that are currently debated about eLearning and distance education, some related to student or learner concerns, some related to faculty or instructor concerns and some related to institution or provider concerns. Topics include instructional design issues for online teaching, assessment of student performance, learner perspectives, benchmarking quality in distance education, and new technologies to support learning.

In keeping with the philosophy that suggests it is only in doing distance, online learning that someone can fully develop an understanding of distance education, this course is taught fully online. Unlike a course where readings can be done the night before class, this course requires readings and reactions to be done over extended periods of time. The course includes the use of audio, video, web conferencing, webcasts, and other forms of online multimedia to create online eLearning environments where students are engaged with the course materials and content. Students are expected to engage in a variety of online interactions, including online threaded discussions that are thoughtful, well-composed and probe course materials and concepts at a deeper level. Any student that is not prepared to participate in this manner should consider not taking this course. Students who do the work in the course will be richly rewarded for their efforts.

This course will also consider other broad issues related to online and hybrid learning, such as those related to accessibility (Universal design and compliance with Section 508 of the ADA) as well as international/global

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considerations. Students will have the opportunity to explore in depth issues of personal interest, such as these, or other specialized areas, such as e-mentoring. Finally, through the use of the accompanying textbook, *Digital Habitats: Stewarding Technology for Communities*, students will be complementing their knowledge of eLearning and their practical development of an eLearning project with knowledge of *Digital Habitats*, learning together in communities of practice, and the role that they can take as stewards of such a community.

## **B. COURSE OBJECTIVES/LEARNING GOALS**

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At the end of this course, students will be able to:

- Identify major trends in the distance education movement & online professional development movement
- Describe the history and major theoretical perspectives of distance education and eLearning
- Create a multimedia presentation that offers a critical analysis of a core topic or assigned reading
- Conduct a critical analysis of an eLearning resource or tool
- Identify and evaluate current technologies used in online, distance education
- Identify major journals and other resources that support online, distance education and eLearning
- Identify standards and benchmarks in relevant fields and apply them to a sample eLearning project
- View and understand issues of eLearning from the perspective of the learner, instructor and providers and apply these understandings to an individualized course project
- Understand and apply the ADDIE model to a personalized course project
- Identify several potential funding sources to support an eLearning initiative
- Be able to create a persuasive argument that informs various stakeholders on the selection, purchase, creation and implementation of effective eLearning environments
- Using a variety of technology tools, demonstrate proficiency as an online learner through ongoing participation and collaboration

## **C. OVERVIEW OF THE LEARNING ACTIVITIES**

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If meaningful learning is to result from this course, all class members must share responsibility for the group's learning and participate actively in a spirit of self-directed inquiry. The instructor's main role is not to transmit information, but to serve as a resource person, guide, and facilitator to aid the class and individual students in achieving their learning objectives. Students will be expected to complete assignments/projects, assigned readings and background reading, various online learning exercises, as necessary, to be fully prepared for class.

Students will be actively engaged each week in online activities that go beyond the readings and project assignments. This course is built around an active learning model and various synchronous and asynchronous tools will be used throughout the course to support this activity.

The primary entry to the course and repository for readings and assignments will be a course shell that is supported by Pearson Learning Studio (a.k.a. eCollege). For ease of description, henceforth we will refer to this online course shell as our **eCourse**. Students will access this **eCourse** shell at [ecollege.rutgers.edu](http://ecollege.rutgers.edu) and will log in with a Rutgers NetID and password.

There are several writing assignments for this course. Students should take care reviewing any written product before it is turned in for a grade. This includes written postings that are completed for written online threaded

discussions. Points are deducted in the grading process for misspellings, grammatical mistakes and unclear writing. In addition to writing assignments, we will have many other student contributions that will go beyond writing and will include multimedia, such as audio responses to online discussion using VoiceThread and screencasts that include audio and visual elements.

As noted above, this course is taught in an online format. It can be considered a demonstration course in that it will demonstrate, and students will practice, using a variety of methods that are currently in use for online courses around the world. This is also a project-based course in that students will use some of the tools employed in the course, as well as others, to create a digital eLearning project. Students will experience different strategies for online learning and will be required to identify those skills needed by the successful online learner. Likewise, students will be reflecting on practice and will identify those online learning strategies that are most effective.

#### **D. Format of the Course**

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This course is taught as an online course where all of the learning takes place online instead of in the face-to-face classroom. The online format allows for convenience and anytime/anyplace learning in online sessions. More importantly, the online format allows students to experience a variety of teaching/learning strategies and activities that are regularly found in fully online courses. A variety of tools will be used to support the course learning activity and several tools will be introduced to students, to provide a more complete orientation to the wide variety of technological tools available to the online instructor and online students. The course is organized into **four** modules. Each module includes several **sections** of material, organized around a particular major theme. Students will read the readings assigned for a particular week and will participate in some active learning exercise. At the same time, students will be working on their various graded assignments as the semester progresses.

There is no final exam in this course. The class project will be due at the end of the course, on the last day of class. There are additional enrichment activities that you may read at your option to further your knowledge.

As noted above, regular attendance is expected, participation in class discussion is expected and participation in the eCourse (and in other sites) component and online discussion is required. Attendance will not be graded, participation will. However, unexcused absences or excessive absence will lower your grade by a half-grade for the semester. One of the more challenging concepts for first time online learners is that an online course requires regular, nearly daily, participation, although not necessarily for extended periods of time. **Participation in the required online activities and conversations will be graded according to the level of participation with the minimum (completion of required threaded discussion items, online readings) needed to maintain your grade.**

#### **E. Assignments**

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**eLearning Project (35%)** - Each student will prepare a complete eLearning project that will be due by the end of the course. This project will be one of personal interest, and hopefully, personal application. Students may work individually or in groups. Students will submit a project proposal and must receive instructor approval before beginning their projects. Some examples of past projects include: an online or hybrid unit for school, an online/hybrid professional development workshop that can be presented to other teachers and education professionals, and an online learning opportunity that is created for parents of your students. Full citations are required.

**eLearning Multimedia Presentation (15%)** - Each student will take responsibility for one of the required class readings that is of personal interest. He/she will read all of the required readings for a particular topic. Then she/he will prepare a multimedia presentation on the readings. This presentation should speak to the value of this reading – why is it important, how can it be applied, why others should read it – and so forth. All multimedia tools can be employed for this presentation, but some sort of video and audio must be included. Full citations are required.

**Critical Analysis of an eLearning Resource/Tool (20%)** - Each student will choose an eLearning resource or tool related to some aspect of online education that is of personal interest and will present a critical analysis/critique of the resource or tool. The instructor must approve the resource or tool to be reviewed, beforehand. This critical analysis/critique will be in written form and submitted to the course Dropbox. Suggested length is 3-5 pages, double-spaced, one inch margins, 11 or 12 point type. Full citations are required.

**Participation (30%)** - Students are expected to participate in a variety of ways throughout the semester, and their various assignments and projects will incorporate participation as part of their grade. Students will be graded for their online participation in terms of quantity (frequency, not just length in postings and responses) and quality. Participation activities can include such things as engaging in online threaded discussions, posting reflective blog entries, providing online feedback to classmates' projects, and so on. Details about each of the participation assignments are provided in the eCourse course shell.

## **F. Course Readings and Policies**

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### **Course Readings**

Required Text: Wenger, E., White, N., & Smith, J. (2009). [\*Digital Habitats: Stewarding Technology for Communities\*](#). Portland, OR: CPsquare.

\* Additional required readings, in the form of websites and PDF files, will be supplied by the course instructor. Most will be accessed through the eCourse course shell. Some will be external websites. Some full text articles will be accessed through the Rutgers Library, using a log in procedure with a Rutgers NetID and password.

Grading: The course grade weighting is described above under "Assignments." Details on the grading rubrics for each of the graded items will be explained and posted.

### **Academic Policies and Procedures**

The Academic Policies and Procedures of the Rutgers University Graduate School of Education apply to this course. Students are responsible for reading and complying. Details can be found at: [http://catalogs.rutgers.edu/generated/gse\\_current/pg32.html](http://catalogs.rutgers.edu/generated/gse_current/pg32.html).

Likewise, student conduct is also governed by the University Policy on Academic Integrity for Undergraduate and Graduate Students. Details can be found at: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>. All students are responsible for reading and complying with the University's Academic Integrity Policy.

### **Technology Policies**

You will want to obtain the following to participate in the course fully:

- Robust internet access on a regular basis
- Headset with built-in microphone
- Webcam for your computer
- Gmail account and access to the google collaboration tools (recommended for small group work)
- USB flash drive and/or external hard drive (recommended – for safe backup storage of your work)

Additional technology details are provided in the eCourse shell.

### **Communication and Participation Policies**

This course only works as an online course if everyone participates fully. Unlike a graduate course that meets once per week, this course “meets” regularly, but not with everyone at the same time. You will be checking in with your course multiple times per week, but not necessarily for extended periods of times. You will be accessing readings through the course shell, mitigating the high cost of additional texts. You will be working in small groups throughout the course and will be participating in online discussions. Your thoughtful and full participation is required.

There are announcements posted every week and they are accessed through the course shell. This is done instead of sending regular emails. There will be very few emails sent during the semester; most communication will be done through the announcements. In addition to the announcements and the syllabus, there is much information that has been posted in the eCourse shell for which you are responsible. This includes detailed information about Academic Integrity, Technology, the Assignments, and so forth. The expectation is that you will thoroughly read this material and refer to it as the semester progresses.

Finally, you may note redundancy in the information provided by the instructor. This is intentional and one of the practices adopted as an online learning best practice. It is meant to ensure that the information has been seen and read. Please note that there are various examples of presenting information in multiple formats, such as print, audio and audio/video. Again, this is intentional modeling behavior, something that you should keep in mind as you design your final eLearning project.

## **G. Outline of Course With Reading Assignments**

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### **Module 1 – Introduction & Overview of eLearning (Sept 2-14)**

#### **Week 1 – Introduction**

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The assignments for Week 1-Introduction are outlined in the class eCourse site. Follow the directions and readings indicated there.

#### **Optional**

This is a conference video presented by the authors of the *Digital Habitats* book. It's a long 63 minute video.  
<http://www.ustream.tv/recorded/1543953>

#### **Week 2 – History of Distance Education**

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**History of Distance Learning.** This video contextualizes online learning in a larger historical narrative: <http://www.youtube.com/watch?v=SbdR3FtjLPw>

**Digital Habitats**, Chapter 2

McKee, T: [Thirty Years of Distance Education: Personal Reflections](#). International Review of Research in Open and Distance Learning, v11 n2 p100-109 May 2010. 10 pp. (Click on link above, login to ERIC, and click on "Full Text From ERIC".)

The Historical Development of Distance Education through Technology by Casey (TechTrends)

**Optional:**

The History of Distance Education – Michael Jeffries  
[http://www.digitalschool.net/edu/DL\\_history\\_mJeffries.html](http://www.digitalschool.net/edu/DL_history_mJeffries.html)

## **2 – Understanding the eLearning Context and Participants (Sep 15-Oct 12)**

### **Week 3 – Introduction to Major Concepts**

Going the Distance with Online Education by Larreamendy-Joerns & Leinhardt (Rev. of Ed Research)

Moore, M. (1997). Theory of transactional distance. In Keegan, D. (ed.), *Theoretical Principles of Distance Education* (pp. 22-38), Routledge. <http://itidjournal.org/itid/article/viewFile/618/258>

**Digital Habitats**, Chapter 1 and Chapter 3

**The power of music and images together.** Wired editor and author Jonah Lehrer says this about the video: "At first glance, it's a mere collection of ordinary moments - a falling teardrop, an escaped balloon, a dive into a pool - but I think it's also evidence that the things we see everyday, when carefully framed, can ache with ignored beauty." Watch for yourself, then you decide:

[http://www.youtube.com/v/jNVPaINZD\\_I&hl=en&fs=1&](http://www.youtube.com/v/jNVPaINZD_I&hl=en&fs=1&)

**Optional:**

iNACOL (North American Council for Online Learning): A National Primer on K-12 Online Learning  
[http://www.inacol.org/research/docs/national\\_report.pdf](http://www.inacol.org/research/docs/national_report.pdf)

K-12 Distance Educators at Work: Who's Teaching Online Across the US? By Archambault & Crippen (JRTE)

An International Perspective on K-12 Online Learning: A Summary of the 2006 NACOL International E-Learning Survey by Allison Powell & Susan Patrick (N. American Council for Online Learning)

TechTrends Megabits: Distance Education Courses for Public Elementary & Secondary Schools

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Perkins, R. A. (2011). A brief review of international eLearning standards. *TechTrends*, 55(4), 11-12. Retrieved from <http://search.proquest.com/docview/870633532?accountid=13626>

### **Week 4 – context part 1 – learning theories, globalization, community context**

Hung, D: [\*Theories of Learning and Computer-Mediated Instructional Technologies\*](#). Educational Media International, v38 p281-87 Dec 2001. (Click on link above, login to ERIC, and click on “PDF Full Text”.)

West, Richard E. (2011). Insights from research on distance education learners, learning, and learner support. *American Journal of Distance Education*, 25(3), p. 135-151.

#### [Implications of Globalization for Distance Education in the United States](#)

As published in Distances et Savoirs (D & S—7/2009. À la croisée des recherches, pages 699 to 712)

Ouanessa Boubsil

University of Maryland University College

Kayleigh Carabajal

The University of New Mexico

(Click on link above, login to ERIC, and click on “PDF Full Text”.)

#### **Digital Habitats**, Chapter 7

**Bridging the Digital Divide.** Short film about Uganda which gives perspective to our global component: <http://www.youtube.com/watch?v=qt1rdqf6mHA>

This is a short video from an organization called The Uncultured Project. It features an interview with an officer from a communications company that works with the UN to bridge the digital divide.

<http://www.youtube.com/watch?v=uk-IE7EjChU>

#### **Optional:**

Al-Harhi, Aisha S. (2010). Learner self-regulation in distance education: A cross-cultural study. *American Journal of Distance Education*, 24(3), p. 135-150.

### **Week 5 – Context, part 2 – the Learners**

Student Barriers to Online Learning by Muilenburg (Distance Education)

Characteristics of adult learners with implications for online learning design (Cercone – author, AACE Journal

Puzziferro, M. (2008). Online technologies self-efficacy and self-regulated learning as predictors of final grade and satisfaction in college-level online course. *The American Journal of Distance Education*, 22, 72-89.

Additional materials to be assigned.

### **Week 6 – Context, part 3 – Faculty and institutional issues**

Challenging Our Assumptions About Online Learning: A Vision for the Next Generation of Online Higher Education

Puzziferro, Maria; Shelton, Kaye. *Distance Learning* 6. 4 (2009): 9-20.

Institutional Perspectives: The Challenges of e-Learning Diffusion by Nichols (British Journal of Ed Technology)

Tarman, B: [\*The Digital Divide in Education\*](#). Paper presented at the Annual International Standing Conference for the History of Education. (Sao Palo, Brazil, Jul 2003).

And Never the Two Shall Meet?: Student vs. Faculty Perceptions of Online Courses. Osborne, Randall E., Kriese, Paul, Tobey, Heather Johnson, Emily; *Journal of Educational Computing Research*, 2009, Vol. 40 Issue 2, p171-182, 12p

Online Learning as a Strategic Asset. Volume II: The Paradox of Faculty Voices: Views and Experiences with Online Learning. Association of Public and Land-Grant Universities and Babson Survey Research Group. August 2009.

Required Reading: Executive Summary and Summary of Findings, Pages 3-8. Optional: remainder of document.

**Optional:**

Oliver, K., Kellogg, S., Townsensend, L., & Brady, K. (2010). Needs of elementary & middle school teachers developing online courses for a virtual schools. *Distance Education*, 31(1), p. 55-75.

Faculty and Student Use of Technologies, User Productivity, and User Preference in Distance Education  
Zhao, Jensen J.; Alexander, Melody W.; Perreault, Heidi; Waldman, Lila; Truell, Allen D.; *Journal of Education for Business* v. 84 no. 4 (March/April 2009) p. 206-12

Models of eLearning: Technology Promise vs Learner Needs Literature Review by Meredith & Newton (Int. Journal of Management Education)

**Digital Divide Readings**

- The Digital Divide and the Cognitive Divide <http://itidjournal.org/itid/article/viewFile/618/258>
- The Digital Divide: Where We Are <http://www.edutopia.org/digital-divide-where-we-are-today>
- Falling Through the Net: Towards Digital inclusion. This is the latest government report on the digital divide. It is dated 2000. <http://search.ntia.doc.gov/pdf/fttn00.pdf>
- Without Ready Access to Computers, Students Struggle <http://www.washingtonpost.com/wp-dyn/content/article/2009/12/05/AR2009120501746.html>
- Digital Divide 2.0 <http://www.edweek.org/dd/articles/2007/09/12/02divide.h01.html>
- Will the Digital Divide Close by Itself? <http://bits.blogs.nytimes.com/2009/10/30/will-the-digital-divide-close-by-itself/>

**Module 3 – The Successful Development and Implementation  
of eLearning Environments (Oct 13-Nov 2)**

**Week 7 – Planning for student success**

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Bernard, R. M. et al. (2009). A meta-analysis of three types of interaction treatments in distance education. *Review of Educational Research*, 79(3), pp. 1243-1289.

Employing Universal Design for Instruction. Shaw, Robert A. *New Directions for Student Services* no. 134 (Summer 2011) p. 21-33

Rogers, P., Graham, Charles, & Mayes, Clifford. (2007). Cultural competence and instructional design: Exploration research into the delivery of online instruction cross-culturally. *Educational Technology Research & Development*, 55(2), p. 197-217.

**Digital Habitats**, Chapter 8

**Optional:**

Barriers to Innovation in Online Pedagogy by Christie & Jurado (*European Journal of Engineering Education*)

Would You Recognize Universal Design for Learning if You Saw It? Ten Propositions for New Directions for the Second Decade of UDL. Edyburn, Dave L. *Learning Disability Quarterly* v. 33 no. 1 (Winter 2010) p. 33-41

Equal Access: Universal Design of Distance Learning. Sheryl Burgstahler:

[http://www.washington.edu/doit/Brochures/Technology/equal\\_access\\_uddl.html](http://www.washington.edu/doit/Brochures/Technology/equal_access_uddl.html)

**Week 8 – Developing effective communities of practice**

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**Digital Habitats**, Chapters 4, 5, 6

**The Khan Academy** is sure to turn education on its head. This resource can be placed in so many different parts of this course, as it impacts student and faculty roles, instructional design, institutional issues, assessment and evaluation and even the future of eLearning.

Take a look:

<http://www.youtube.com/user/khanacademy?blend=1&ob=4>

**Optional**

Charalambos, V., et. al., [The Design of Online Learning Communities: Critical Issues](#). *Educational Media International* v. 41 no. 2 (June 2004) p. 135-43

iTeach – Collaborative Professional Development Network <http://iteach.ning.com/>

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## **Week 9 – Tools That Support and Issues that Confront Communities of practice**

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Videoconferencing and web conferencing tools. Elluminate (Blackboard Collaborate), Adobe Connect, Skype, DimDim, and more. Readings to be assigned.

**Copyright and Intellectual Property:**

University of North Carolina copyright primer:

[http://www.unc.edu/policy/copyright\\_primer.html](http://www.unc.edu/policy/copyright_primer.html)

The Rutgers University Libraries copyright information Research Guide. Review the Copyright and Distance Education resources:

[http://www.libraries.rutgers.edu/rul/rr\\_gateway/research\\_guides/copyright/copyright.shtml](http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/copyright/copyright.shtml)

**Module 4 – Assessment and Evaluation of eLearning  
Environments (Nov 3-23)**

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## **Week 10 – Assessment of Learner Performance in eLearning Environments**

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Watson, G., et. al., [Cheating in the Digital Age: Do students cheat more in online courses?](#). Online Journal of Distance Learning Administration v. 13 no. 1 (Spring 2010)

Harmon, O. R., et. al., [Assessment Design and Cheating Risk in Online Instruction](#). Online Journal of Distance Learning Administration v. 13 no. 3 (Fall 2010)

Nichols, T. Ensuring Higher Order Thinking Skills Development in Distance Learning. Distance Learning v. 7 no. 3 (2010) p. 69-71

Gikandi, J. W., et. al., [Online formative assessment in higher education: A review of the literature](#). Computers & Education v. 57 no. 4 (December 2011) p. 2333-51

**Optional:**

7 Questions to ask about educational technology, online learning <http://goo.gl/1YEFq>

Wouters, P., et. al., [Measuring learning in serious games: a case study with structural assessment](#). Educational Technology Research and Development v. 59 no. 6 (December 2011) p. 741-63

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Hura, G. [A student perspective on how online discussions should be graded](#). Journal of Educational Technology Systems v. 39 no. 2 (2010/2011) p. 163-72

## **Week 11 - The Question of Quality of eLearning**

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US Dept. of Ed: **Evaluation of Evidence-Based Practices in Online Learning (Meta-Analysis and Review of Online Learning Studies)** Required reading: Executive Summary; Optional reading: remainder of document.

**Distance Education Programs: Interregional Guidelines for the Evaluation of Distance Education (Online Learning)** – Middle States Commission on Higher Education

The Interregional Guidelines for the Evaluation of Distance Education Programs (Online Learning) were developed by the Council of Regional Accrediting Commissions (C-RAC) and are based on two documents: a 2006 report prepared by the U.S. General Accounting Office, Evidence of Quality in Distance Education Drawn from Interviews with the Accreditation Community, and Best Practice Strategies to promote Academic Integrity in Online Education, prepared by the Western Interstate Commission for Higher Education Cooperative for Educational Technologies (WCET).

**Quality on the Line: Benchmarks for Success in Internet-Based Distance Education.** This report identifies quality benchmarks considered critical to ensuring quality Internet-based distance learning. The report, supported by NEA and Blackboard, was prepared by the Institute for Higher Education Policy.

<http://www.nea.org/assets/docs/HE/QualityOnTheLine.pdf>

**Benchmarking Quality in Online Degree Programs: Status and Prospects** (2006)

Mariasingam and Hanna

<http://www.westga.edu/~distance/ojdla/fall93/mariasingam93.htm>

**Digital Habitats**, Chapter 10

### **Quality Matters**

Quality Matters (QM) is a faculty-centered, peer review process that is designed to certify the quality of online and blended courses. QM is a leader in quality assurance for online education and has received national recognition for its peer-based approach and continuous improvement in online education and student learning. QM subscribers include community and technical colleges, colleges and universities, K-12 schools and systems, and other academic institutions. Review the presentation about QM and the rubric standards.

**National Standards for Quality Online Teaching**. International Association for K-12 Online Learning (iNACOL).

### ***Optional:***

Reid, K., Aqai, Y., & Putney, L. (2009). Evaluation of an evolving virtual high school. Educational Media International, 46(4), p. 281-294.

Analyzing Online Teacher Networks by Schlager et al. (Journal of Teacher Education)

A Virtual Revolution: Trends in the Expansion of Distance Education (2001)

This document from the American Federation of Teachers reflects some of the early concerns, as well as some continuing concerns, expressed over the expansion of distance education. These include: the diminution of the

"faculty" role due to the "unbundling" of roles in the creation of teams to produce online learning; standardization or homogenization of curriculum; and, increased class sizes. In the extreme, it also raises the alert about potential elimination of jobs.

Distance education: Guidelines for good practice (2000)

This second document from the AFT raises issues of quality from the perspective of the AFT, which includes a strong undercurrent of the retention of faculty control. Several good points are made however that transcend this provincial concern.

## **Week 12 - Supporting Quality, Good Practice and Assessment**

[Podcasting: A new technological tool to facilitate good practice in higher education](#). Fernandez, Vicenc; Simo, Pep; Sallan, Jose M. Computers & Education v. 53 no. 2 (September 2009) p. 385-92

[Increasing validity in the evaluation of new distance learning technologies](#). Feldon, David F.; Yates, Kenneth A. Computers in Human Behavior v. 23 no. 5 (September 2007) p. 2355-66

Kawka, M., et. al., [Emergent Learning and Interactive Media Artworks: Parameters of Interaction for Novice Groups](#). International Review of Research in Open and Distance Learning v. 12 no. 7 (November 2011) p. 40-55

Kim, N., et. al., [Assessment in Online Distance Education: A Comparison of Three Online Programs at a University](#). Online Journal of Distance Learning Administration v. 11 no. 1 (Spring 2008)

Optional:

For the adventurous, assessment of eLearning in virtual worlds (Second Life), work done by the University of Adelaide in Australia.

Website: <http://transformingassessment.com/>

Video: [http://www.youtube.com/watch?v=oq\\_DdIu8Ko4&feature=player\\_embedded](http://www.youtube.com/watch?v=oq_DdIu8Ko4&feature=player_embedded)

[Development and evaluation of a virtual campus on Second Life: The case of SecondDMI](#). De Lucia, Andrea; Francese, Rita; Passero, Ignazio; Tortora, Genoveffa. Computers & Education v. 52 no. 1 (January 2009) p. 220-33

**Module 5 - The Future of eLearning, Promotion and Advocacy  
(Nov 24- December 19) Thanksgiving Break No Class Nov 26-28**

## **Week 13 - The Future - Emerging Technologies and New Models**

**Digital Habitats**, Chapter 9 and Chapter 11

Each year, the Horizon Report describes six areas of emerging technology that will have significant impact on higher education and creative expression over the next one to five years.

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<http://net.educause.edu/ir/library/pdf/HR2011.pdf>

Compton, L., Davis, N., & Correia, A. (2010). Preservice teachers' preconceptions, misconceptions, and concerns about virtual schooling. *Distance Education*, 31(1), p. 37-54.

Minocha, Shailey (2010). [Introducing Second Life, a 3D virtual world, to students and educators](#). In: 2010 International Conference on Technology for Education (T4E 2010), 1-3 July 2010, IIT, Bombay, Mumbai, India.

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## **Week 14 - The Future - Leadership and Advocacy: Personal, Institutional, Global**

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### **Digital Habitats**, Chapter 12

[The Leadership Roles of Distance Learning Administrators \(DLAs\) in Increasing Educational Value and Quality Perceptions](#). Donovan A. McFarlane Ed.D. *Online Journal of Distance Learning Administration*, Volume IV, Number I, Spring 2011

**A Blueprint for Big Broadband** - The future technologies outlined throughout the course hold out promise, opportunity and excitement for the future. However, so much of the technology depends upon robust Internet connectivity, broadband connectivity. But the United States is facing a crisis in broadband connectivity. The demand for bandwidth is accelerating well beyond the capacity of our current broadband networks, especially as video traffic and home-based businesses become more prevalent.

While other nations are preparing for the future, the United States is not. Most developed nations are deploying "big broadband" networks (100 Mbps) that provide faster connections at cheaper prices than those available in the United States. With this document, EDUCAUSE offers the outlines of a comprehensive broadband policy and recommends specific steps for policymakers to bring our nation's broadband market into the 21st century. [Blueprint for Big Broadband - Educause White Paper](#)

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## **Week 15 - The Future - The Future of eLearning;**

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### **The Future of e-Learning:**

What the past/traditional method of teaching? What is the present/virtual method of teaching? What is the future of e-Learning? Cloud, Social, & Mobile:

<http://www.youtube.com/watch?v=8GnDDZEUKf0&feature=related>

Penn State World Campus

Video: <http://youtu.be/TMqUzo7Bsl8>

Welcome Video: <http://youtu.be/HVji4KvBDYk>

A futuristic world – both in terms of technology and pedagogy. What might teaching in the near future look like? <http://youtu.be/6cJsSjPvjig>

**August 4, 2014**

**This syllabus is proposed and subject to change.**