

**Rutgers, The State University of New Jersey**  
**15:255:506:90 Developing Digital eLearning Environments**

**Fall 2015**  
**Online Course**

Instructor: Dr. Sharla Sava	Email: <a href="mailto:sharla.sava@rutgers.edu">sharla.sava@rutgers.edu</a>
Phone Number : 848-932-4727	Location: Public Safety Building, Suite 215
Office Hours: By appointment	Prerequisites or other limitations: <b>15:255:503 or by instructor approval.</b>
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

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentations: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Description**

**Learning Goals**

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 an overview of an assigned course reading
- Conduct a critical analysis of an eLearning resource or tool, assessing its value, usefulness and application
- 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

**Course catalog description:**

Provides an in-depth overview of both theory and practice related to online distance 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 examines the theoretical framework, historical development, pedagogical issues, and practical applications of both online and hybrid elearning education.

**Other description of course purposes, context, methods, etc.:**

*Developing Digital eLearning Environments* is designed as an in-depth overview of both theory and practice related to distance, or, 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 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 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.

Students need to be active learners in this course in order to be successful. This includes participating actively and thoughtfully in regular online discussions (text-based and audio), communicating with the instructor and completing assignments on time. There are three major assignments, in addition to the regular online discussions: a multimedia presentation of a course reading, a written critical analysis of a technology tool and a final project. 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.

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.

### **Required Texts**

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. After signing on to the course site, learn more by clicking on the section called "Readings" in the left navigation menu.

### **Assignments and Evaluation of Work**

**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 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. The eLearning Project should demonstrate mastery of the course content and will present a framework for an entire online course (could be a short course or mini-course) as well as a completely built out lesson.

**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. Multimedia tools should be employed for this presentation, and some sort of video and audio must be included.

**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.

**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 LearningStudio (eCollege) course site.

## Course Policies

### Academic Integrity Policy

Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for a full explanation of policies.

### 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/pg66.html](http://catalogs.rutgers.edu/generated/gse_current/pg66.html) for the academic policies and at

[http://catalogs.rutgers.edu/generated/gse\\_current/pg69.html](http://catalogs.rutgers.edu/generated/gse_current/pg69.html) for the University Code of Conduct.

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 need 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)

There is a mobile app that will enable you to complete most, but not all, of the coursework on your mobile device. Additional technology details are provided in the Learning Studio (eCollege) site.

### 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.

**Web site:** This is an online course that uses the Pearson Learning Studio (eCollege) Learning Management System. Students will log in to the course with their Rutgers NetID and password at:

<http://ecollege.rutgers.edu>.

### Course Schedule by Week: Topics & Dates

MODULE	WEEK	TOPIC	DATES
<b>1 Overview</b>	1	Introduction	September 1-7, 2015
	2	History of Distance Education	September 8-13, 2015
	3	Overview & Major Concepts	September 14-20, 2015
<b>2 Context</b>	4	Learning Theories, Globalization, Community Context	September 21-27, 2015
	5	The Learners	September 28-October 4, 2015
	6	Faculty And Institutional Issues	October 5-11, 2015
<b>3 Design</b>	7	Planning for student success	October 12-18, 2015
	8	Developing effective communities of practice	October 19-25, 2015
	9	Tools that support and issues that confront communities of practice	October 26-November 1, 2015
<b>4 Assessment</b>	10	Assessment of eLearner performance	November 2-8, 2015
	11	The question of quality of eLearning	November 9-15, 2015
	12	Supporting quality, good practice and assessment	November 16-22, 2015
<b>5 The Future</b>	13	Emerging technologies and new models	November 23-29, 2015
	14	Leadership and Advocacy	November 30-December 6, 2015
	15	The future of eLearning	December 7-13, 2015

### Course Requirements

Students need to be active learners in this course in order to be successful. This includes participating actively and thoughtfully in regular online discussions (text-based and audio), communicating with the instructor and completing assignments on time. There are three major assignments, in addition to the regular online discussions: a multimedia presentation of a course reading, a written critical analysis of a technology tool and a final project.

Regular attendance online is expected every week, participation in class discussion is expected and participation, including 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.**

**Course Schedule by Module & Week: Assigned Readings**

<b>Module 1 – Introduction and Overview to eLearning (Weeks 1-3)</b>		
<b>Weeks 1-3 (Summary Of Topics)</b>	<b>Readings</b>	<b>Activities (see course site for specific dates)</b>
<p>Introduction and history of distance education and eLearning from local &amp; global perspectives</p> <p>Introduction to theoretical perspectives regarding distance education and eLearning</p> <p>Introduction to current eLearning concepts, tools, and online environments (including virtual worlds, augmented reality, and use of mobile devices)</p>	<p><b>Week 1 – Introduction</b></p> <p>The assignments for Week 1-Introduction are outlined in the class eCourse site. Follow the directions and readings indicated there.</p> <p><b>Optional</b> This is a conference video presented by the authors of the <i>Digital Habitats</i> book. It's a long 63 minute video. <a href="http://www.ustream.tv/recorded/1543953">http://www.ustream.tv/recorded/1543953</a></p> <p><b>Week 2 – History of Distance Education</b></p> <p><b>History of Distance Learning.</b> This video contextualizes online learning in a larger historical narrative: <a href="http://www.youtube.com/watch?v=SbdR3FtjLPw">http://www.youtube.com/watch?v=SbdR3FtjLPw</a></p> <p><b>Digital Habitats</b>, <a href="#">Digital Habitats Chapter 2</a> McKee, T: <a href="#">Thirty Years of Distance Education: Personal Reflections</a>. 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".) <a href="#">The Historical Development of Distance Education through Technology</a> by Casey (TechTrends)</p> <p><b>Week 3 – Continued Overview and Introduction to Major Concepts</b></p> <p><a href="#">Going the Distance with Online Education</a> by Larreamendy-Joerns &amp; Leinhardt (Rev. of Ed Research) Moore, M. (1997). Theory of transactional distance. In Keegan, D. (ed.), <i>Theoretical Principles of Distance Education</i> (pp. 22-38), Routledge. <a href="http://www.c3l.uni-oldenburg.de/cde/support/readings/moore93.pdf">http://www.c3l.uni-oldenburg.de/cde/support/readings/moore93.pdf</a></p> <p><b>Digital Habitats</b>, Chapter 1 and Chapter 3</p> <p>The power of music and images together. <a href="http://www.youtube.com/v/jNVPaINZD_I&amp;hl=en&amp;a">http://www.youtube.com/v/jNVPaINZD_I&amp;hl=en&amp;a</a></p>	<p>Online Participation (Discussions, etc.) - Ongoing all Semester</p>

	<a href="#">mp;fs=1&amp;mp:</a> What MOOCs Teach us (Daphne Koller, December 18, 2014): <a href="http://www.technologyreview.com/view/533361/what-moocs-teach-us/">http://www.technologyreview.com/view/533361/what-moocs-teach-us/</a>	
--	--	--

**Module 2 – Understanding the eLearning Context and Participants (Weeks 4-6)**

Weeks 4-6 (Summary Of Topics)	Readings	Activities (see course site for specific dates)
<p>Exploration of local &amp; global contextual issues surrounding distance education and eLearning</p> <p>Study of issues related to equity, access, 508 compliance, and the “digital divide” as they relate to technology’s role in learning</p> <p>Exploration of online learning from faculty, student, and administrator/institutional perspectives</p> <p>Investigation of tools that can be used to collect data on learners and conduct research on online education</p>	<p><b>Week 4 – context part 1 – learning theories, globalization, community context</b></p> <p>Hung, D: <i>Theories of Learning and Computer-Mediated Instructional Technologies</i>. Educational Media International, v38 p281-87 Dec 2001. (Click on link above, login to ERIC, and click on “PDF Full Text”.)</p> <p>West, Richard E. (2011). <a href="#">Insights from research on distance education learners, learning, and learner support</a>. <i>American Journal of Distance Education</i>, 25(3), p. 135-151. <a href="http://www.mendeley.com/catalog/insights-research-distance-education-learners-learning-learner-support/">http://www.mendeley.com/catalog/insights-research-distance-education-learners-learning-learner-support/</a></p> <p><a href="#">Implications of Globalization for Distance Education in the United States</a> As published in <i>Distances et Savoirs</i> (D &amp; S—7/2009. À la croisée des recherches, pages 699 to 712)</p> <p>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”.)</p> <p><b>Digital Habitats</b>, Chapter 7</p> <p><b>Bridging the Digital Divide</b>. Short film about Uganda which gives perspective to our global component: <a href="http://www.youtube.com/watch?v=qt1rdqf6mHA">http://www.youtube.com/watch?v=qt1rdqf6mHA</a></p> <p>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. <a href="http://www.youtube.com/watch?v=uk-">http://www.youtube.com/watch?v=uk-</a></p>	<p>Online Participation (Discussions, etc.) - Ongoing all Semester</p>

[IE7EjChU](#)

### **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.

### **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.

<b>Module 3 – The Successful Development &amp; Implementation of eL Environments (Weeks 7-9)</b>		
<b>Weeks 7-9 (Summary Of Topics)</b>	<b>Readings</b>	<b>Activities (see course site for specific dates)</b>
<p>Investigation into aspects of distance education and online learning that contribute to student success</p> <p>Exploration into how to develop effective online communities of practice and the various online tools that support this development</p> <p>Understanding issues of copyright &amp; intellectual property in relation to online, distance learning</p> <p>Examination of the connections between online educational tools / learning environments and their relationship to instructional objectives, purposes and goals</p> <p>Understanding Universal Design, "the design of</p>	<p><b>Week 7 – Planning for student success</b></p> <p>Bernard, R. M. et al. (2009). <a href="#">A meta-analysis of three types of interaction treatments in distance education</a> . Review of Educational Research, 79(3), pp. 1243-1289.</p> <p><a href="#">Employing Universal Design for Instruction</a>. Shaw, Robert A. New Directions for Student Services no. 134 (Summer 2011) p. 21-33</p> <p>Rogers, P., Graham, Charles, &amp; Mayes, Clifford. (2007). <a href="#">Cultural competence and instructional design: Exploration research into the delivery of online instruction cross-culturally</a>. Educational Technology Research &amp; Development, 55(2), p. 197-217.</p> <p><b>Digital Habitats</b>, Chapter 8</p> <p>Distance Education Readiness Assessments: An Overview and Application. Online Journal of Distance Learning Administration, Volume XVII, Number IV, Winter 2014: <a href="http://www.westga.edu/~distance/ojdl/winter174/gascoigne_parnell174.html">http://www.westga.edu/~distance/ojdl/winter174/gascoigne_parnell174.html</a></p> <p><b>Week 8 – Developing effective communities of practice</b></p> <p><b>Digital Habitats</b>, Chapters 4, 5, 6</p> <p><b>The Khan Academy</b> 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: <a href="http://youtu.be/Q7VrfzxLxuk">http://youtu.be/Q7VrfzxLxuk</a></p> <p><b>Week 9 – Tools That Support and Issues that Confront Communities of practice</b></p> <p><b>Copyright and Intellectual Property:</b> The Rutgers University Libraries copyright information Research Guide. Review the Copyright and Distance Education resources: <a href="http://www.libraries.rutgers.edu/rul/rr_gateway">http://www.libraries.rutgers.edu/rul/rr_gateway</a></p>	<p>Final Version: Critical Analysis of an eLearning Resource/Tool (20%) due Module 3</p> <p>Online Participation (Discussions, etc.) - Ongoing all Semester</p>

<p>products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design"</p>	<p><a href="#">/research_guides/copyright/copyright.shtml</a>  University of North Carolina copyright primer:  <a href="http://help.unc.edu/help/unc-chapel-hill-copyright-information-and-policies/">http://help.unc.edu/help/unc-chapel-hill-copyright-information-and-policies/</a></p> <p><b>Class Size:</b>  <a href="#">Inside Higher Ed news article on Bettinger study</a>  <a href="#">PDF document of Bettinger study</a></p> <p><a href="#">The Impact of Online Teaching on Faculty Load - Computing Ideal Class Size for Online Courses</a> - study by Lawrence Tomei in the January 2004 issue of the International Journal of Instructional Technology and Distance Learning.</p> <p><a href="#">Online Class Size, Note Reading, Note Writing and Collaborative Discourse</a> - This study published in the September 2012 International Journal of Computer-Supported Collaborative Learning looks at the effects of class size on exact reading and writing loads in online graduate level courses.</p>	
--	---	--

<b>Module 4 – Assessment and Evaluation of eLearning Environments (Weeks 10-12)</b>		
<b>Weeks 10-12 (Summary Of Topics)</b>	<b>Readings</b>	<b>Activities (see course site for specific dates)</b>
<p>Assessment of learner performance in eLearning environments</p> <p>Evaluation of online and hybrid eLearning environments and programs</p> <p>Exploration and analysis of tools used to support the assessment and evaluation of</p>	<p><b>Week 10 – Assessment of Learner Performance in eLearning Environments</b></p> <p>Watson, G., et. al., <a href="#">Cheating in the Digital Age: Do students cheat more in online courses?</a>. Online Journal of Distance Learning Administration v. 13 no. 1 (Spring 2010)</p> <p>Harmon, O. R., et. al., <a href="#">Assessment Design and Cheating Risk in Online Instruction</a>. Online Journal of Distance Learning Administration v. 13 no. 3 (Fall 2010)</p> <p>Nichols, T. <a href="#">Ensuring Higher Order Thinking Skills Development in Distance Learning</a> . Distance Learning v. 7 no. 3 (2010) p. 69-71</p> <p>Gikandi, J. W., et. al., <a href="#">Online formative assessment in higher education: A review of the literature</a>. Computers &amp; Education v. 57 no. 4 (December 2011) p. 2333-51</p>	<p>Final Version: eLearning Multimedia Presentation (15%) due Module 4</p> <p>Online Participation (Discussions, etc.) - Ongoing all Semester</p>

<p>eLearning environments</p> <p>Benchmarking quality in distance education and the role and impact of state/national standards</p> <p>Piloting and evaluation of students' individual eLearning projects</p>	<p><b>Week 11 – The Question of Quality of eLearning</b></p> <p>US Dept. of Ed: <a href="#">Evaluation of Evidence-Based Practices in Online Learning (Meta-Analysis and Review of Online Learning Studies)</a> Required reading: Executive Summary; Optional reading: remainder of document.</p> <p><b><a href="#">Distance Education Programs: Interregional Guidelines for the Evaluation of Distance Education (Online Learning)</a></b> – 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).</p> <p><b>Quality on the Line: Benchmarks for Success in Internet-Based Distance Education.</b> 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: <a href="http://www.nea.org/assets/docs/HE/QualityOnTheLine.pdf">http://www.nea.org/assets/docs/HE/QualityOnTheLine.pdf</a></p> <p><b>Benchmarking Quality in Online Degree Programs: Status and Prospects</b> (2006) Mariasingam and Hanna: <a href="http://www.westga.edu/~distance/ojdl/fall93/mariasingam93.htm">http://www.westga.edu/~distance/ojdl/fall93/mariasingam93.htm</a></p> <p><b>Digital Habitats</b>, Chapter 10</p> <p><b><a href="#">Quality Matters</a></b>  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.</p> <p><b><a href="#">National Standards for Quality Online Teaching.</a></b>  International Association for K-12 Online Learning (INACOL). <a href="http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2">http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2</a></p>
---	---

	<p><a href="#">.pdf</a></p> <p><b>Week 12 – Supporting Quality, Good Practice and Assessment</b></p> <p><a href="#">Podcasting: A new technological tool to facilitate good practice in higher education</a>. Fernandez, Vicenc; Simo, Pep; Sallan, Jose M. Computers &amp; Education v. 53 no. 2 (September 2009) p. 385-92</p> <p><a href="#">Increasing validity in the evaluation of new distance learning technologies</a>.Feldon, David F.; Yates, Kenneth A. Computers in Human Behavior v. 23 no. 5 (September 2007) p. 2355-66</p> <p>Kawka, M., et. al., <a href="#">Emergent Learning and Interactive Media Artworks: Parameters of Interaction for Novice Groups</a>. International Review of Research in Open and Distance Learning v. 12 no. 7 (November 2011) p. 40-55</p> <p>Kim, N., et. al., <a href="#">Assessment in Online Distance Education: A Comparison of Three Online Programs at a University</a>. Online Journal of Distance Learning Administration v. 11 no. 1 (Spring 2008)</p>	
--	---	--

<b>Module 5 – The Future of eLearning (Promotion and Advocacy) (Weeks 13-15)</b>		
<b>Weeks 13-15 (Summary Of Topics)</b>	<b>Readings</b>	<b>Activities (see course site for specific dates)</b>
<p>Understanding the role of leadership and advocacy when educating outside stakeholders (e.g., parents, administrators, etc.) about issues surrounding online, distance education and eLearning environments</p> <p>Using research</p>	<p><b>Week 13 – The Future – Emerging Technologies and New Models</b></p> <p><b>Digital Habitats</b>, Chapter 9 and Chapter 11 <a href="#">The Future of the University in the Digital Age</a> by Duderstadt</p> <p><a href="#">Virtual worlds for learning</a>. Clive Shepherd. Saffron 100 Advance Programme.</p> <p>2014 Horizon Report: <a href="http://www.nmc.org/publications/2014-horizon-report-higher-ed">http://www.nmc.org/publications/2014-horizon-report-higher-ed</a></p> <p><a href="#">Top 5 Futuristic Technologies That Exist Today</a> <a href="#">15 Futuristic Technologies You'll See in Your Lifetime</a> <a href="#">A Futuristic Short Film</a></p>	<p>Final Version: eLearning Project (35%) due Module 5</p> <p>Online Participation (Discussions, etc.) - Ongoing all Semester</p>

and theory to explore the decision making process related to the selection and purchase of eLearning tools and environments

Pursuing alternate funding sources such as grants, gifts, donations, etc. to support eLearning  
Introduction and discussion of emerging technologies and their potential role in online, distance education

## **Week 14 – The Future - Leadership and Advocacy: Personal, Institutional, Global; Student Presentations Showcase, Part one**

**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 -**  
. [Blueprint for Big Broadband - Educause White Paper](#)

*Required reading* - Executive Summary, Foreword, Introduction (I), Blueprint (IX) and Conclusion  
*Optional reading* – remainder of document  
Against this backdrop, an optional reading is the following report from the FCC in 2014 on consumer wireline broadband performance in the U.S.: <http://www.fcc.gov/reports/measuring-broadband-america-2014>

## **Week 15 – The Future - The Future of eLearning; Student Presentations Showcase, Part two**

[Media Spaces: Past Visions, Current Realities, Future Promise](#) . Baecker, Ron (University of Toronto), Buxton, Bill (Microsoft Research), Churchill, Elizabeth (Yahoo Research), Harrison, Steve (Virginia Tech), Poltrock, Steve (The Boeing Company), April 2008.

### **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:**

PSU World Campus Faculty  
Development: <http://youtu.be/OdIZpCMXslo>

A futuristic world – both in terms of technology and pedagogy. What might teaching in the near future look like?  
[A Futuristic View of Learning](#)  
[Are Video Games the Future of Education](#)