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Rutgers, The State University of New Jersey

15:255:506:90 Developing Digital eLearning Environments

Spring 2015
Online Course

Instructor: Dr. Richard Novak	Email: rnovak@docs.rutgers.edu
Phone Number : 848-932-0613	Location: Geology Hall, Room 300, CAC
Office Hours: By appointment	Prerequisites or other limitations: ***15:255:503 or by instructor approval.***
Mode of Instruction: ___ Lecture ___ Seminar ___ Hybrid _X_ Online ___ Other	Permission required: _X_ No __Yes Directions about where to get permission numbers:

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: hhttps://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.

Grading policy:

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 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. 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. All multimedia tools can be employed for this presentation, but 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 eCourse course shell.

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 for the academic policies and at 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 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.

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 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 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.**

Course Schedule by Week

WEEK	TOPIC	DATES
Week 1	Introduction	January 20-26, 2015
Week 2	History of Distance Education	January 27-February 2, 2015
Week 3	Continued Overview and Introduction to Major Concepts	February 3-February 9, 2015
Week 4	Context, part 1 – learning theories, globalization, community context	February 10-16, 2015
Week 5	Context, part 2 – the learners	February 17-23, 2015
Week 6	Context, part 3 – faculty and institutional issues	February 24-March 2, 2015
Week 7	Planning for student success	March 3-9, 2015
Week 8	Developing effective communities of practice	March 10-14 and 22-23, 2015
Spring Break	Spring Break	March 14-22, 2015
Week 9	Tools that support and issues that confront communities of practice	March 24-30, 2015
Week 10	Assessment of learner performance in elearning environments	March 31-April 6, 2015
Week 11	The question of quality of elearning	April 7-13, 2015
Week 12	Supporting quality, good practice and assessment	April 14-20, 2015
Week 13	The future – emerging technologies and new models	April 21-27, 2015
Week 14	The future – leadership and advocacy	April 28-May 4, 2015
Week 15	The future – the future of elearning	May 5-8, 2015

Module 1 – Introduction and Overview to eLearning		
Weeks 1-3	**Readings**	**Activities**
Introduction and overview of distance education and eLearning from local & global perspectives Overview of the history of distance education and eLearning Introduction to theoretical perspectives regarding distance education and eLearning Introduction to current eLearning concepts, tools, and online environments (including virtual worlds, augmented reality, and use of mobile devices)	## Week 1 – Introduction 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 **History of Distance Learning.** This video contextualizes online learning in a larger historical narrative: http://www.youtube.com/watch?v=SbdR3FtjLPw **Digital Habitats**, 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.computerschool.net/edu/DL_history_mJeffries.html	*eLearning Project*: proposal due *eLearning Multimedia Presentation:*selection of topic and relevant readings *Critical Analysis of eLearning Tool:*selection of tool/s to critique

Week 3 – Continued Overview and 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://www.c3l.uni-oldenburg.de/cde/support/readings/moore93.pdf

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/jNVPalNZD_I&hl=en&fs=1&

What MOOCs Teach us (Daphne Koller, December 18, 2014): http://www.technologyreview.com/view/533361/what-moocs-teach-us/

Optional:

iNACOL (North American Council for Online Learning): A National Primer on K-12 Online Learning http://www.inacol.org/cms/wp-content/uploads/2012/11/iNCL_NationalPrimerv22010-web1.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)

Perkins, R. A. (2011). A brief review of international eLearning standards. *TechTrends, 55*(4), 11-12. Retrieved from https://login.proxy.libraries.rutgers.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=60840774&site=eds-live

Module 2 – Understanding the eLearning Context and Participants

Weeks 4-6	Readings	Activities
Exploration of local & global contextual issues surrounding distance education and eLearning Study of issues related to equity, access, 508 compliance, and the "digital divide" as they relate to technology's role in learning Exploration of online learning from faculty, student, and	**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. http://www.mendeley.com/catalog/insights-research-distance-education-learners-learning-learner-support/ 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)	*eLearning Project*: Analysis & Design Phase *eLearning Multimedia Presentation:*ongoing presentations given by students *Critical Analysis of eLearning Tool:*critique of

| administrator/institutional perspectives

    Investigation of tools that can be used to collect data on learners and conduct research on online education | 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-lE7EjChU

Optional:

    Al-Harthi, 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.

Optional: | tool/s |

Virtually the Same?: Student Perceptions of the Equivalence of Online Classes to Face-to-Face Classes. http://jolt.merlot.org/vol10no3/Platt_0914.pdf
MERLOT Journal of Online Learning and Teaching Vol. 10, No. 3, December 2014

U.S. Department of Education issues competency based education guidance (December 2014) :
Short overview: http://www.educationdive.com/news/ed-dept-issues-competency-based-education-guidance/346462/
Dear Colleague Letter: http://ifap.ed.gov/dpcletters/GEN1423.html

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 Learning6. 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 school . *Distance Education, 31(1),*p. 55-75.

Faculty and Student Use of Technologies, User Productivity, and User Preference in Distance Education (link: https://login.proxy.libraries.rutgers.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=36593432&site=eds-live) https://login.proxy.libraries.rutgers.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=buh&AN=36593432&site=eds-live 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 is a term that refers to the gap between demographics and regions that have access to modern information and communications technology and those that don't have full access or have restricted access. This technology can include the telephone, television, personal computers, mobile devices, and access to the Internet, including broadband.)
- The Digital Divide and the Cognitive Dividehttp://itidjournal.org/itid/article/viewFile/618/258
- Exploring the Digital Nation: Embracing the Mobile Internet (October 16, 2014): The latest edition of the Digital Nation series of research reports about technology, internet access, and broadband adoption by the U.S. Department of Commerce, National Telecommunications and Information Administration:http://www.ntia.doc.gov/report/2014/exploring-digital-

nation-embracing-mobile-internet. These reports raise a range of significant policy issues, including questions about spectrum use, universal service, copyright, privacy, security, and the economy itself.

- Multiple reports from the Pew Research Internet Project that include reports and presentations on a wide variety of digital divide issues, such as broadband adoption, technology adoption, how teachers are using technology at home and in their schools, and much more. There are a dozen resources to review from 2013 alone. See:http://www.pewinternet.org/topics/digital-divide/pages/3/
- Will the Digital Divide Close by Itself?http://bits.blogs.nytimes.com/2009/10/30/will-the-digital-divide-close-by-itself/
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Module 3 – The Successful Development and Implementation of eLearning Environments

Weeks 7-9	Readings	Activities
Investigation into aspects of distance education and online learning that contribute to student success Exploration into how to develop effective online communities of practice and the various online tools that support this development	Week 7 – Planning for student success 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,	*eLearning Project*: Design & Development Phase *eLearning Multimedia Presentation*:ongoing presentations given by students

Understanding issues of copyright & intellectual property in relation to online, distance learning Examination of the connections between online educational tools / learning environments and their relationship to instructional objectives, purposes and goals Understanding Universal Design, "the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design"	55(2), p. 197-217. **Digital Habitats**, Chapter 8 Distance Education Readiness Assessments: An Overview and Application. Online Journal of Distance Learning Administration, Volume XVII, Number IV, Winter 2014: http://www.westga.edu/~distance/ojdla/winter174/gascoigne_parnell174.html *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 ## Week 8 – Developing effective communities of practice **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:	*Critical Analysis of eLearning Tool:* critique of tool/s

http://youtu.be/Q7VrfzxLxuk

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. http://vrasidas.com/wp-content/uploads/2007/07/communityemi.pdf

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

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

Copyright and Intellectual Property:

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

University of North Carolina copyright primer:

http://help.unc.edu/help/unc-chapel-hill-copyright-information-and-policies/

Class Size:

The issue of class size is a hot button issue, from K-12 education through college and graduate studies. Questions abound such as: what is the optimum class size for effective learning, how does class size impact teacher workload, how does changing class size affect pedagogical strategies and course design, and more.

Class size in online courses has been debated, researched and reported. Unfortunately, this is a complex issue with no single right answer or prescriptive number to follow. Rather, there are multiple considerations to take into account. The following research study reports reflect the diversity of findings and considerations with respect to class size. Perhaps most controversial is the recent study by Bettinger, Doss, Loeb and Taylor that was the result of a unique partnership between DeVry University and Stanford University and reports that increases in online class size have no impact on student grades, student persistence in the course or the likelihood of students enrolling in future courses.

Inside Higher Ed news article on Bettinger study
PDF document of Bettinger study

The Impact of Online Teaching on Faculty Load - Computing Ideal Class Size for Online Courses - study by Lawrence Tomei in the January 2004 issue of the International Journal of Instructional Technology and Distance Learning. While somewhat dated, it has interesting findings, makes some interesting observations and has been the basis for several successive studies.

Online Class Size, Note Reading, Note Writing and Collaborative Discourse - 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.

Module 4 – Assessment and Evaluation of eLearning Environments		
Weeks 10-12	**Readings**	**Activities**
Assessment of learner performance in eLearning environments Evaluation of online and hybrid eLearning environments and programs Exploration and analysis of tools used to support the assessment and evaluation of eLearning environments Benchmarking quality in distance education and the role and impact of state/national standards Piloting and evaluation of students' individual eLearning projects	***Module 4 – Assessment and Evaluation of eLearning Environments (Weeks 10-12)*** ## Week 10 – Assessment of Learner Performance in eLearning Environments Watson, G., et. al., <u>Cheating in the Digital Age: Do students cheat more in online courses?.</u> Online Journal of Distance Learning Administration v. 13 no. 1 (Spring 2010) Harmon, O. R., et. al., <u>Assessment Design and Cheating Risk in Online Instruction</u>. Online Journal of Distance Learning Administration v. 13 no. 3 (Fall 2010) Nichols, T. <u>Ensuring Higher Order Thinking Skills Development in Distance Learning</u> . Distance Learning v. 7 no. 3 (2010) p. 69-71 Gikandi, J. W., et. al., <u>Online formative assessment in higher education: A review of the literature</u>. Computers & Education v. 57 no. 4 (December 2011) p. 2333-51 ***Optional:*** 7 Questions to ask about educational technology, online learning<u>http://goo.gl/1YEFq</u>	*eLearning Project*: Implementation & Evaluation Phase (piloting of project) *eLearning Multimedia Presentation:*ongoing presentations given by students *Critical Analysis of eLearning Tool:* critique and showcase of various eLearning tools

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

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

Sturgis, Chris. Progress and Proficiency: Redesigning Grading for Competency Education. iNACOL CompetencyWorks, January 2014.

Week 11 – The Question of Quality of eLearning

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). http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf

Optional:

Reid, K., Aqui, 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:

Offering Preservice Teachers Field Experiences in K-12 Online Learning

Journal of Teacher Education**May/June 2012** vol. 63 no. 3 **185-200**

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

Website: http://transformingassessment.com/

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)

Weeks 13-15	Readings	Activities
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 Using research and theory to explore the decision making process related to the selection and purchase of eLearning tools and environments	***Module 5 – The Future of eLearning, Promotion and Advocacy (Weeks 13-15)*** Week 13 – The Future – Emerging Technologies and New Models **Digital Habitats**, Chapter 9 and Chapter 11 The Future of the University in the Digital Age by Duderstadt Virtual worlds for learning. Clive Shepherd. Saffron 100 Advance Programme.	***eLearning Project***: Final revisions and showcase of projects ***eLearning Multimedia Presentation:***ongoing presentations given by students

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	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. 2014 Horizon Report: http://www.nmc.org/publications/2014-horizon-report-higher-ed What are some of the technologies under development? Exist today? How might this impact daily living and personal encounters? Take a look: Top 5 Futuristic Technologies That Exist Today 15 Futuristic Technologies You'll See in Your Lifetime A Futuristic Short Film ***Optional*** 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.** **13 Higher Education Technology Tools and Approaches to Watch in 2015: http://www.educationdive.com/news/13-higher-ed-tech-tools-and-approaches-to-watch-in-2015/336102/** 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 - 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](#)

Required reading - **Executive Summary, Foreward, 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

The Internet of Things (IoT) is being viewed as the next big disruptor that would change the way business is transacted. This brief article from the January 5, 2015 issue of the The Financial Express provides a high level summary and suggests ways that this technology may impact all of

us: http://www.financialexpress.com/article/industry/tech/internet-of-things-impact-on-learning-and-knowledge-management/21816/

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/OdIZpCMXsIo

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

Optional

VisTACO: Visualizing Tabletop Collaboration, Buxton, Bill. November 2010.

A Touching Story: A Personal Perspective on the History of Touch Interfaces

	Past and Future, Buxton, Bill, May 2010. Entering the Shift Age with David Houle - David Houle is a futurist, speaker and author, son of Cy Houle, one of the founding scholars of adult education and lifelong learning. In this podcast interview, David discusses his vision of the future and predictions for education and business.	