

	<p align="center"> <b>University of South Dakota</b>  <b>School of Education</b>   <b>AHED 765/TET 755:</b>   <b>Distance Learning</b>  <b>Fall 2009</b> </p>
<p><i>Instructor:</i> <b>Susan A. Santo, Ph.D.</b></p>	<p><i>Email:</i>  <a href="mailto:ssanto@usd.edu">ssanto@usd.edu</a></p>
<p><i>Office:</i> 111C Delzell</p>	<p><i>Phone:</i> 605-677-5826</p>
<p><i>Office Hours:</i> By appointment</p>	<p><i>Classroom:</i> Online through Desire2Learn, Elluminate, &amp; Second Life</p>

Desire2Learn (D2L) discussions are asynchronous (not real time). Six class sessions/discussions will be synchronous (real time). Of these, three will take place in Elluminate and three in Second Life.

You will need a microphone (or headset) and speakers to participate by voice in Elluminate. There is a chat window if you do not have a microphone. A webcam is nice, but not necessary. The Elluminate URL for class sessions will be provided by the instructor in D2L.

Second Life is a virtual world that involves the use of an avatar (an animated figure that represents the self). We will be using text chat. The software is available free for download. You will be given instructions for how to download and install it.

***ALL TIMES ARE CENTRAL TIME.***

**Tentative DATES/TIMES for Elluminate Sessions:**

**Thurs., Sept. 10, 6:30 pm**  
**Thurs., Oct. 29, 6:30 pm**  
**Thurs., Dec. 3, 6:30 pm**

*Note: If you are unable to attend an Elluminate session, you will be able to view a recording and comment on it on D2L.*

**Tentative DATES/TIMES for Second Life Sessions:**

**Thurs., Sept. 24, 7:00 pm (Notice the change in starting time.)**  
**Thurs., Oct. 8, 7:00 pm**  
**Thurs., Nov. 12, 7:00 pm**

## Second Life Technical Requirements

Download at <http://www.secondlife.com>

*This system has intensive graphics card and Internet speed requirements. Students who used this system last semester were all able to run it, even when they lacked the recommended requirements. However, SL may run slowly or have fuzzy graphics.*

***Please let me know if you are unable to install or run the software.***

### Windows Requirements:

- Internet Connection: **Cable** or **DSL**
- Operating System: Windows XP (Service Pack 2)
  - **OR** Windows 2000 (Service Pack 4)
- Computer Processor: 800MHz Pentium III or Athlon, or more
- Computer Memory: 256 MB or more
- Video/Graphics Card:
  - nVidia GeForce 2, GeForce 4 MX, or more **OR** ATI Radeon 8500, 9250, or more

### Mac Requirements:

- Internet Connection: **Cable** or **DSL**
- Operating System: Mac OS X 10.3.9 or more
- Computer Processor: 1 GHz G4 or more
- Computer Memory: 512 MB or more
- Video/Graphics Card:
  - nVidia GeForce 2, GeForce 4 MX, or more  
**OR** ATI Radeon 8500, 9250, or more

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## I. Course Description

This course explores the nature and increase of distance education initiatives in the U.S. and worldwide and examines its fundamental components. It explores distance student characteristics, persistence and outcomes, technology and media considerations for instructional delivery, and administrative services. Students will examine regional distance learning initiatives to understand student support, faculty development, course design, and institutional policy in operating successful distance learning enterprises. Students will learn to use Elluminate web-based conferencing software and explore the educational uses of Second Life virtual worlds.

## II. Rationale

The purpose of this course is to prepare professionals for practice and decisions about distance education that integrate theory, research, and experience. The course examines the fundamental components and practices that have led to effective distance education. Learners will be challenged to decide upon appropriate distance education alternatives as they address contemporary student needs and use current and emerging instructional technologies. This

course can be used as an elective in both AHED doctoral and master’s level degree programs of study. Students in other programs are welcome.

The USD School of Education courses focus on preparing educational leaders with a “Reflective Decision Making” philosophy. Leaders completing courses and programs are expected to know a breadth of knowledge and skills in specific content areas, reflecting on theory, research and contemporary practices. Graduates are encouraged to reflect on the many-faceted challenges of learning in a complex world and yet to make professional decisions that are based on scientific research, tested theories, professional practices, and ethics. Excellent educational leaders seek balance in life—ideas/feelings, thought/action, productivity/integrity, theory/practice.

### III. Textbooks

Moore, Michael G., & Kearsley, Greg. (2005). *Distance education – A systems view* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth Publishing/Thomson Learning. ISBN: 0-534-50688-7.

Smith, Robin M. (2008). *Conquering the content: A step-by-step guide to online course design*. San Francisco: Jossey-Bass/Wiley. ISBN: 978-0-7879-9442-6.

Additional readings may be assigned online.

### IV. Course Objectives, Standards, Assessment:

Class readings, discussions, exercises, and a research paper will ensure that each student successfully completing the course will be able to show competency in the following objectives. These major course objectives are each matched to School of Education (SOE) Advanced (graduate) standards.

<i>Objective/Outcome</i>	<i>Standards Code</i>	<i>Assessment</i>
1. Describe the components of a distance education system and the roles of key individuals.	SoE-AD 1	Class discussion
2. Identify course design factors that lead to effective distance learning.	SoE-AD 1	Class discussion, online course design exercises
3. Identify the role of the instructor in distance education.	SoE-AD 1	Class discussion, online course design exercises
4. List considerations for choosing and implementing various technologies for distance delivery.	SoE-AD 7	Class discussion
5. Examine the academic policies made by distance programs.	SoE-AD 1	Class discussion

<i>Objective/Outcome</i>	<i>Standards Code</i>	<i>Assessment</i>
6. Experience and comment on the role of distance learner and student support factors that increase the likelihood of student success.	SoE-AD 1	Class discussion, research paper
7. Analyze the potential of virtual worlds for distance education.	SoE-AD 7	Second Life Commentary Essay, class trips to Second Life
8. Research in-depth issues of building effective online learning environments.	SoE-AD 5	Research paper
9. Present using Elluminate software.	SoE-AD 7	Presentation of research paper

### **Detailed Objectives**

After completing this course, learners will be able to:

1. Define distance education.
2. Explain the importance of a systems approach to distance education.
3. Summarize the historical background of distance education.
4. Describe the scope of distance education.
5. Identify delivery systems and media used in distance education.
6. Determine appropriate content and teaching strategies for distance courses.
7. Identify characteristics of distance learning students and how to help them succeed.
8. Describe activities for managing distance education programs.
9. Describe transactional distance theory.
10. Identify examples of research on distance learning.
11. Describe the worldwide scope of distance education.
12. Identify new trends in distance learning.
13. Develop skills in the virtual world Second Life for exploration.
14. Describe the advantages and disadvantages of Second Life for distance education.

The methods of evaluation and the criteria for grade assignment for this course are:

- Traditional Assessment

<i>Assignment</i>	<i>Percentage of Grade</i>
<b>Discussion Participation</b> The quality of the class depends on developing a learning community. You are expected to contribute to discussions during our D2L and Elluminate sessions.	20%

<i>Assignment</i>	<i>Percentage of Grade</i>
<b>Second Life Commentary Essay</b> As many universities are purchasing virtual “islands” in Second Life, it is important for you to keep informed about this new technology for distance education. This should be an essay (4-6 pages) about the potential of using virtual worlds for education and other purposes such as marketing.	20%
<b>Online Course Design Exercises</b> Students will complete exercises related to online course design from Smith’s <i>Conquering the Content</i> book.	20%

- Performance Assessment

<i>Assignment</i>	<i>Percentage of Grade</i>
<b>Distance Education Research Paper &amp; Presentation</b> This should be a 10-12 page paper on some aspect of distance education with at least <b>8 scholarly references</b> (e.g., journal articles) in APA style. The assignment allows students to explore some issue in greater depth. Students should identify the topic early in the course.  Near the end of the course, students will give a 10-minute presentation about their topic through Elluminate. ( <i>If unable to attend on the class day, an alternate date may be assigned.</i> )	40%

**Grading Scale:**

- A 90-100
- B 80-89
- C 70-79
- D 60-69
- F 0-68
- I Incomplete

**V. Instructional Methods and Activities**

Methods and activities for instruction include:

**A. Traditional Experiences**

1. Discussion/readings
2. Research paper

**B. Clinical Experiences**

1. Second Life tours

## VII. Bibliography

The knowledge base that supports course content includes:

### A. Contemporary References (1990 and beyond)

- Bell, L., & Trueman, R.B. (Eds.) (2008). *Virtual worlds, real libraries: Librarians and educators in Second Life and other multi-user virtual environments*. Medford, NJ: Information Today, Inc.
- Discenza, R., Howard, C., & Schenk, K. (2002). *The design and management of effective distance learning programs*. Hershey: IRM Press.
- Murphy, D., Walker, R., & Webb, G. (Eds.) (2001). *Online learning and teaching with technology: Case studies, experience, and practice*.
- Palloff, R.M. & Pratt, K. (1999). *Building learning communities in cyberspace*. San Francisco: Jossey-Bass.
- Robbins, S., & Bell, M. (2008). *Second Life for dummies*. Indianapolis: Wiley.
- Rymaszewski, M., Au, W.J., Wallace, M., Winters, C., Ondrejka, C., & Batstone-Cunningham, B. (2007). *Second Life: The official guide*. Hoboken, New Jersey: Wiley.
- Salmon, G. (2002). *Eivities: The key to active online learning*. Sterling, VA: Stylus Publishing.
- Simonson, M.R., Smaldino, S., Albright, M., & Zvacek, S. (2003). *Teaching and learning at a distance: Foundations of distance education*, 2<sup>nd</sup> ed. Upper Saddle River, NJ: Prentice Hall.
- Weber, A., Rufer-Bach, K., & Platel, R. (2008). *Creating your world: The official guide to advanced content creation for Second Life*. Indianapolis: Wiley.
- Wheeler, S., (Ed.) (2009). *Connected minds, emerging cultures: Cybercultures in online learning*. Charlotte, NC: Information Age Publishing, Inc.
- White, B. (2008). *Second Life: A guide to your virtual world*. Indianapolis: Que Publishing.

### B. Key Journals

*American Journal of Distance Education*  
*Distance Education (Australia)*  
*International Journal of E-Learning (AACE journal)*  
*Journal of Computer-Mediated Communication* at <http://jcmc.indiana.edu/>  
*Journal of Distance Education (Canada)*  
*Journal of Virtual Worlds Research* at <http://jvwresearch.org>  
*Online Journal of Distance Learning Administration* at <http://www.westga.edu/~distance/jmain11.html>

## VIII. Course Schedule and Policies

### A. Tentative Course Schedule

*Discussions and assignments are due on the date given (Tuesdays).*

Date Due	Module	Assignments
Week 1 - Sept. 3	Course Introductions	Introduce yourself on D2L Discussion board. Tell us about any distance education experiences you have had as a learner or instructor.
<b>Week 2 - Sept. 10 Elluminate</b>	Basic Concepts; Designing an Online Course	Moore Chapter 1; Smith Chapter 1.  <b>Take the Felder Learning Styles Inventory:</b> <a href="http://www.engr.ncsu.edu/learningstyles/ilsweb.html">http://www.engr.ncsu.edu/learningstyles/ilsweb.html</a> <b>Copy your results into a Word document and send them to the instructor (e.g., through the Dropbox).</b>  Complete Form A: My Favorite Teacher in Appendix A (Smith, p. 104). We will discuss Form A during the Elluminate session.
Week 3 - Sept. 17	Historical Context; Scope of Distance Education	Moore Chapters 2 & 3.
<b>Week 4 - Sept. 24 Second Life</b>	Technologies & Media – <i>discuss in SL</i>	Moore Chapter 4.  <b>Download and install Second Life before class. Enter the software and choose an avatar name. Tell us in D2L the name of your avatar.</b> <i>The instructor will let you know where we will meet in SL and how to get there.</i>
Week 5 – Oct. 1	Course Design & Development; Design with the Future in Mind	Moore Chapter 5; Smith Chapter 2.  <b>Choose a course name for a hypothetical (or real) online course you would like to design or revise. Post this information in D2L Discussion.</b>  <b>Visit one of the websites listed in Smith, p. 18 and 19. Comment on its usefulness for instruction in D2L Discussion.</b>
<b>Week 6 - Oct. 8 Second Life</b>	Teaching & Roles of the Instructor	Moore Chapter 6.  <b>Complete Smith Forms 5 &amp; 6 (p. 112-113) for two modules of your course. (i.e., Module =major topic.) Include 4-5 competencies per module. Submit through the Dropbox.</b>

Date Due	Module	Assignments
Week 7 - Oct. 15	The Distance Education Student	Moore Chapter 7.  <b>Submit idea for Distance Ed Research Paper in D2L Discussion.</b>  <b>Complete Smith Form 8 to indicate major points for each competency. Submit through the Dropbox.</b>
Week 8 Oct. 22	Management, Administration & Policy; Design with Assessment in Mind	Moore Chapter 8; Smith Chapter 3.  <b>Assume that your niece or nephew is taking your course. Complete Smith Form 7 on p. 117 for each competency that you listed in Form 6. Submit through the Dropbox.</b>
<b>Week 9 - Oct. 29 Elluminate</b>	Theory & Scholarship; Research & Studies of Effectiveness	Moore Chapters 9& 10.
Week 10 - Nov. 5	The Global Span of Distance Education; Design with Organization in Mind	Moore Chapter 11; Smith Chapter 4.  <b>Fill out Smith Form 9 on p. 120-121 for each module. Submit through the Dropbox.</b>
<b>Week 11 - Nov. 12 - Second Life</b>	Change & Distance Education; Design with Content in Mind	Moore 12; Smith Chapter 5.
Week 12 - Nov. 19	Design with Process in Mind	Smith Chapter 6.  <b>Use Smith Form 10 (p. 122) to create three short chunks of content for your course. Include a reinforcement activity, introduction to the chunk, and transition. Submit in the Dropbox.</b>
<b>Nov. 26 – HAPPY THANKSGIVING! – NO CLASS</b>		
Week 13 – Dec. 3	Design with Navigation in Mind	Smith Chapter 7.  <b>Second Life commentary essay due</b>
<b>Week 14 – Dec. 10 - Elluminate</b>		<b>Students will give brief presentations on their research papers.</b>
Week 16 - Dec. 17	Final Exam Week – No final exam	<b>Distance Ed Research Paper due Dec. 16</b>

## B. Class Policies

1. *Turnaround time:* Students who email a problem to the instructor will be answered as soon as possible, usually within 48 hours.

2. *Assignment policy:* Assignments are due on the date specified. ***Submitting late may cause a reduction in grade.*** In the case of mitigating circumstances, please see the instructor. The instructor will return assignments with a grade as soon as she has read them. She will read them in the order received. Assignments may be revised by students following comments and an initial grade by the instructor.

3. *Paper style:* All papers should be typed double-spaced using a 12-point font with 1-inch margins. ***Use APA style to cite sources within the text and provide a complete reference list. Points will be deducted if APA style is not used.*** For web sources, include the URL and the date on which you retrieved the document, as well as when it was created (if available).

4. *Freedom in learning.* Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.

5. *Students with disabilities:* If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center 199; 677-6389) as early as possible in the semester.

6. *Academic honesty:* No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.