

**MIT 514 – Foundations of Distance Education**  
Summer II, 2014  
**Course Syllabus**

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<b>Course Description</b>	<p>Examine the concepts, technologies, and issues related to the design, development, delivery, policy-making, and evaluation of distance education courses and programs. Provide an overview of distance education technologies; and focus on effective delivery techniques for teaching and learning within a distance education system.</p> <p><b>MIT 514</b> is a Focus course for Instructional Technology Master's and Instructional Technology Certificate programs and a required Focus course for Online Teaching and Learning Certificate. The course is also open to any graduate student and other professionals who want to have a good understanding and hands-on experience in designing, developing and delivering high quality distance education courses using evidence-based approaches and high-end technology tools.</p>		
<b>Instructor</b>	<table><tr><td style="vertical-align: top;">Dr. Mahnaz Moallem, Professor Instructional Technology Program 349 Education Building UNCW</td><td style="vertical-align: top;"><b>Office Phone:</b> 962-4183 <b>Office Fax:</b> 962-3609 <b>E-mail:</b> <a href="mailto:moallemm@uncw.edu">moallemm@uncw.edu</a> <b>Skype:</b> Mahnaz91  <b>Course Web on Blackboard Vista:</b> <a href="https://learn.uncw.edu/webapps/porta/frameset.jsp">https://learn.uncw.edu/webapps/porta/frameset.jsp</a></td></tr></table>	Dr. Mahnaz Moallem, Professor Instructional Technology Program 349 Education Building UNCW	<b>Office Phone:</b> 962-4183 <b>Office Fax:</b> 962-3609 <b>E-mail:</b> <a href="mailto:moallemm@uncw.edu">moallemm@uncw.edu</a> <b>Skype:</b> Mahnaz91  <b>Course Web on Blackboard Vista:</b> <a href="https://learn.uncw.edu/webapps/porta/frameset.jsp">https://learn.uncw.edu/webapps/porta/frameset.jsp</a>
Dr. Mahnaz Moallem, Professor Instructional Technology Program 349 Education Building UNCW	<b>Office Phone:</b> 962-4183 <b>Office Fax:</b> 962-3609 <b>E-mail:</b> <a href="mailto:moallemm@uncw.edu">moallemm@uncw.edu</a> <b>Skype:</b> Mahnaz91  <b>Course Web on Blackboard Vista:</b> <a href="https://learn.uncw.edu/webapps/porta/frameset.jsp">https://learn.uncw.edu/webapps/porta/frameset.jsp</a>		
<b>Course Readings</b>	<p>Simonson, M., Smaldino, S., Albright, A., &amp; Zvacek, S. (2012-5<sup>th</sup> edition). Teaching &amp; Learning at a Distance: Foundations of Distance education. NY, Allyn &amp; Bacon, Pearson Pub.</p> <p><b>You can order Kindle version as well as print version.</b> [<a href="http://www.amazon.com/Teaching-Learning-Distance-Foundations-Education/dp/0132487314#reader_B004TND5BU">http://www.amazon.com/Teaching-Learning-Distance-Foundations-Education/dp/0132487314#reader_B004TND5BU</a> ]</p> <p><b>Smart Course link</b> [<a href="http://www.coursesmart.com/IR/1247536/9780132487764?__hdv=6.8">http://www.coursesmart.com/IR/1247536/9780132487764?__hdv=6.8</a>]</p> <p><b>Authors</b> [<a href="http://wps.prenhall.com/chet_simonson_foundations_2/6/1745/446777.cw/index.html">http://wps.prenhall.com/chet_simonson_foundations_2/6/1745/446777.cw/index.html</a>]</p> <p><b>Technology Tools</b> You will have an option of selecting one of the following Learning Management Systems for creating and delivering your final training workshop project. <b>Blackboard Learn</b> shell is provided us with a trial site for each team. <b>Sakai</b>, <b>e-Front</b>, <b>Moodle</b> and <b>Edmodo</b> are open source software and you can use them for free. See instruction for “Selecting Learning Management Systems” for more information.</p>		

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Blackboard Learn course shell

(<https://learn.uncw.edu/webapps/login/>)

Sakai (<http://www.sakaiproject.org/try-sakai-cle>)

e-Front (<http://www.efrontlearning.net/open-source>)

Moodle (<https://moodle.org/>)

Edmodo (<http://wse-mit.edmodo.com>)

**Other Readings.** All other readings contained in the reading list below and listed in *Course Schedule* are available electronically on the Journals' Websites & Blackboard Website under "Course Readings & Resources."

### **Other Readings (Other Than Textbook)**

#### **Required:**

- Zawacki-Richter, O, Bäcker, E. M. & Vogt, S. (2009). Review of Distance Education Research (2000 to 2008): Analysis of Research Areas, Methods, and Authorship Patterns, *International Review of Research in Open and Distance Learning, Vol 10 (6)*.
  - Queen, B., Lewis, L., & Coopersmith, J. (2011). Distance education in public elementary and secondary school students 2009-2010. National Center for Education.
  - Zawacki-Richter, O. (2009). *Research Areas in Distance Education: A Delphi Study, International Review of Research in Open and Distance Learning, Vol 10 (3)*.
  - Shachar, M. (2008). Meta-Analysis: The preferred method of choice for the assessment of distance learning quality factors, *International Review of Research in Open and Distance Learning, Vol 9 (3)*.
  - Deimann, M. & Bastiaens, T. (2010). The Role of Volition in Distance Education: An Exploration of its Capacities. *International Review of International Research in Open and Distance Learning, Vol 11 (1)*.
  - Parrish, P. & Linder-VanBerschot, J. A. (2010). *Cultural Dimensions of Learning: Addressing the Challenges of Multicultural Instruction, International Review of Research in Open and Distance Learning, Vol 11 (2)*.
  - Uzuner, S. (2009). Questions of Culture in Distance Learning: A Research Review, *International Review of Research in Open and Distance Learning, Vol 10 (3)*.
  - Anderson, M. H. (2010). Tips for effective Webinar. Available at [http://www.elearnmag.org/subpage.cfm?section=best\\_practices&ar](http://www.elearnmag.org/subpage.cfm?section=best_practices&ar)
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- Holden, J. T. & Westfall, P. J.-L. (2010). An Instructional Media Selection Guide for Distance Learning—Implications for Blended Learning-Featuring an Introduction to Virtual World (2<sup>nd</sup> Edition). Available online at [http://usdla.org/v/assets/pdf\_files/AIMSGDL%202nd%20Ed.\_styl ed\_010311.pdf]

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**Course Goals**

Students are expected to:

- Describe historical development of distance education, the definition of distance education and telecommunications technologies and their impact on education.
- Summarize research findings on distance education and apply them in formulating a series of theories and research questions.
- Explain the required hardware for a typical two-way interactive distance education and how synchronous and asynchronous distance education systems operate.
- Explain and give examples of the procedures to be followed when courses or components of courses are designed for distance delivery.
- Use the Unit-Module-Topic approach to prepare and deliver a unit of instruction in which unique characteristics of the learner and instructor involved in distance education are considered and proper handouts, guides, visuals and other tools and techniques are used.
- Apply various learning, assessment, grading and monitoring techniques for distance education to critic real case studies.

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**Course Project / Assignments**

**Design & Delivery of A Learning / Training Seminar / Workshop Using Distance Education Technologies (40 points)**

Working individually or in a team of two or three, you will design a learning / training seminar / workshop using the Unit-Module-Topic approach and your selected learning management system (choose Blackboard Learn (if your focus is on higher education) or Sakai or e-Front (if your focus is on business and industry) or Edmodo (if your focus is public education). The seminar / workshop should directly address the needs and situation of a particular professional group or organization and most importantly apply the best practices principles. You will deliver (with your team members/partners) the seminar / workshop using available distance education technologies. The delivery of the seminar must be based on unique characteristics of the targeted learner and instructor involved in distance education. The seminar should also include proper handouts, guides, visuals and other distance education tools and techniques. Assessment of learning and evaluation of the seminar / workshop should also be

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conducted. While the seminar materials should be delivered completely online, the actual training session must be facilitated synchronously through a chosen video-conferencing system (you may choose our Webex account or adopt a free video conferencing system such as Go to Meeting”. Practice using the system before implementing the training.

**Independent Short Papers (30 points)**

**1. Analysis of Research on Distance Education and Future Research Paper (15 points.)**

5 to 6 page double-spaced paper (plus reference pages) in which you review and analyze the literature in distance education to identify a set of research-based best practices that you could use for designing, developing and delivering distance education. In your conclusion section you should also describe future research on the bases of the gaps in the literature and your identified best practices.

**2. Analysis and Evaluation of Various Delivery Systems Paper (15 points) or Analysis and Evaluation of a Distance Education University ((15 points)**

Choose one of the above topics.

For “Analysis and Evaluation of Various Delivery Systems (could include various synchronous and asynchronous Learning Management Systems)” write 5 to 6 page double-spaced paper (plus reference pages). For this paper you will select s specific classroom setting for distance education and then explain and give examples of various modern technology tools that you would use to deliver instruction at distance. You would also compare, analyze and evaluate the selected technology tools for their specific implications for distance education and their effectiveness.

For “Analysis and Evaluation of a Distance Education University / High school” write 5 to 6 page double-spaced paper (plus reference pages). For this paper you will select a Distance Education University and then analyze it to explain and give examples of various components of the distance education system, technology tools and pedagogical approaches that are used to deliver instruction at distance. You would also need to analyze and evaluate the effectiveness of the system using a set of self-generated criteria derived from the readings.

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**Active Reading & Participation**

Building foundational knowledge is one of the major objectives of this course. This objective requires that you actively read and reflect on the book chapters and reading materials. Active reading and reflecting mean that you: (1) keep a personal journal for the reading assignments in the course (your personal area). In your journal you should reflect on the readings considering ideas that are most valuable or interesting to you and how you can use the ideas. (2) joining forum discussion for each

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topic, (2) facilitate and participate in the discussion by asking questions, reflecting and offering your insights and comments, and by critically analyzing and synthesizing the results of the discussion, and (3) participate in virtual class discussions and offer your thoughts and ideas.

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**Course  
Grading**

The final course grade will be based upon the percentage of the total points accumulated (100 pts). There will be no midterm or final exam. Grades will be criterion-based. Assignments are graded on a basis of fixed criteria, quality, and creativity. Fulfilling the fixed criteria is necessary for a score in the A- or B range, but is not sufficient for an A. **An A results from a level of quality or creativity that goes beyond the fixed criteria** that define satisfactory achievement. Excessive and unexcused absences and/or lack of active participation will negatively influence course grade.

The following scale will be used to assign the letter grades.

**A, A- = 90-100** means outstanding achievement; available only for the highest accomplishment.

**B+, B, B- = 80- 89** means praiseworthy performance; definitely above average.

**C+, C, C- = 70- 79** means average, awarded for satisfactory performance.

Individual grades in MIT 514 are based on the following activities:

<b>Regular attendance and active participation</b>	10 pts (10%)
<b>Design &amp; Delivery of A Learning / Training Seminar / Workshop</b>	40 pts (40%)
<b>Independent Short Papers</b>	30 pts (20%)
<b>Completion of Quizzes</b>	20 pts (30%)

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**Course  
Policies**

**Special Needs:** If for any reason you have needs for special accommodations to fulfill class requirements and succeed in this class, contact me between the first class and second class by phone or e-mail. Your special needs may be related to physical disabilities, learning disabilities (see additional information—Disabilities on UNCW website), or lacking prerequisite knowledge and skills for the course. If you would need special accommodations due to unexpected events in your personal life during the course of the semester, please contact me as soon as possible.

**Disabilities:** If you have a disability and need reasonable accommodation in this course, you should inform me of this fact in writing within the first week of class or as soon as possible. If you have not already done so, you must register with the Office of Disability

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Services in Westside Hall (**extension 7555**) and obtain a copy of your Accommodation Letter. You should then meet with me to make mutually agreeable arrangements based on the recommendations of the Accommodation Letter.

**Academic Honor Code:** The UNCW Provost has asked all UNCW faculty to make reference -- in course syllabi -- to the 'Academic Honor Code' which can be found in the 2013-2014 Student Handbook and Code of Student Life, Section V. -- Academic Honor Code. Please regard this as a reminder that all UNCW students and faculty are held to the terms of the Academic Honor Code.

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