

MEDT 7472 INTRODUCTION TO DISTANCE EDUCATION

Semester Hours: 3

Semester/Year: Fall 2012

Instructor: Dr. Jason Bond Huett
Associate Dean of Online Development and USG eCore
Associate Professor of Instructional Technology and Design
2012 President-elect of the Distance Learning Division of AECT

Email: jhuett@westga.edu

Fax: 678-839-6153

Office Telephone: Direct Line-678-839-6177
Office Line-678-839-6558

Cellular Telephone: 678-74HUETT (48388) You may text this number.

Home Telephone: 678-74HUETT (48388)

Office Hours: Online: Virtual office hours all semester. You can give me call, chat/IM with me, or use Skype. I am easy to locate ☺. I also hold F2F office hours on campus 11-4pm on Thursdays and others by appointment. My new office is on the ground floor of the "Old Auditorium" building.

Online Support:

CourseDen Home Page
<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

UWG On-Line Connection
<http://www.westga.edu/~online/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://westga.edu/~library/info/library.shtml>

University Bookstore
<http://www.bookstore.westga.edu>

COURSE DESCRIPTION

This course is a general introduction to conceptual, theoretical, and practical ideas concerning distance education, including the current status of distance learning and its impact on education. Students will become conversant in the terminology of the field of distance education, review its history, conduct research on specific areas of practice, investigate instructional and learning design strategies, explore the technologies commonly used, and understand the unique roles and responsibilities of the distance learner and the distance instructor.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme “Developing Educators for School Improvement,” the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will be delivered entirely at a distance with no face-to-face meetings (FTF). The following are the minimum requirements for completing this class successfully. You must meet these requirements to participate in the class.

- Access to a personal computer (PC or MAC) with speakers, a webcam, and a microphone to complete the course work (*Wimba Live Classroom*).
- High-speed internet service (DSL, Cable, etc.) is **strongly recommended**. If high-speed internet is not available in your area, contact your instructor immediately. Completion of course requirements will be very difficult and cumbersome without high-speed service.

- Software requirements: *Microsoft Office 2007* or higher (available for free at UWG), [Adobe Reader](#), *BlackBoard Collaborate*, *Wikispaces*, blogs, *Twitter*, *Jing* and other potentially required downloads listed in *WebCT CourseDen*.

This course will be delivered 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course (times are approximate):

Discussion posts/bloggging/tweeting	600 minutes
Audio/video instruction/MOOC instruction	600 minutes
Other online assignments/activities	1050 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities.

COURSE OBJECTIVES

Students will:

1. demonstrate knowledge, skills, and understanding of concepts related to distance education as they apply to instruction (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Lifelong Learners; Adaptive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-I.A.)
2. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging distance education technologies (Downs & Moller, 1999; Driscoll, 1998; Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Keegan, 1986; Palloff & Pratt, 1999, 2003; Porter, 1997; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-I.B.)
3. apply current research on teaching and learning with technology when planning instructional systems as they relate to distance education (Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Keller & Suzuki, 2004; Palloff, & Pratt, 1999, 2003; Sharp & Huett, 2006; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.B.)
4. identify and apply instructional design principles associated with the development of distance education systems (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight,

- 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.F.)
5. design distance education environments that meet the diverse needs of learners and instructors (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.A)
 6. identify and locate technology-based resources and evaluate them for accuracy and suitability for a distance education environment (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.C.)
 7. plan for the management of distance education instructional resources within the context of learning activities (Ashby, 2002; Huett, Moller, & Young, 2005; Keegan, 1986; Moore, 1989; Palloff & Pratt, 1999, 2003; Porter, 1997; Roblyer, 2001; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.D.)
 8. plan strategies to manage student learning in a distance education environment (Ashby, 2002; Downs & Moller, 1999; Huett, Moller, & Young, 2005; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Keegan, 1986; Keller & Suzuki, 2004; Moore, 1989; Schweizer, 1999; Sharp & Huett, 2006; Song, 2000; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-II.E.)
 9. apply multiple methods of evaluation to determine appropriate use of distance education systems (Hanna, Glowacki-Dudka, & Conceicao-Runlee, 2000; Huett, Moller, & Mortensen, 2005; Moore & Anderson, 2003; Moore & Kearsley, 2005; Roblyer, 2001; Schweizer, 1999; Weiss, Knowlton, & Speck, 2000; White & Weight, 2000; Williams, Paprock, & Covington, 2004). (Decision Makers; Leaders; Lifelong Learners; Adaptive; Collaborative; Culturally Sensitive; Empathetic; Knowledgeable; Proactive; and Reflective; NBPTS Propositions 1, 2, 3, 4, 5; ISTE/NETS-T F-IV.C.)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text:

Cleveland-Innes, M. & Garrison, R. (eds.) (2010). *An Introduction to Distance Education: Understanding Teaching and Learning in a New Era*. New York/Abingdon UK: Routledge

Amazon link: http://www.amazon.com/Introduction-Distance-Education-Understanding-Teaching/dp/041599599X/ref=sr_1_1?ie=UTF8&qid=1313423663&sr=8-1

FALL GALILEO PASSWORD: travel

Required Instructional Resource:

(I do not work with Tk20 and cannot answer questions about it. As far as I know, there are no TK20 requirements in this class for IT/SLM students. For others, please consult your advisor. Please note the following):

Tk20 Subscription

These are available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

References

- Ashby, C. (2002). Growth in distance education programs and implications for federal education policy. *Testimony before The United States General Accounting Office*. Retrieved February 2, 2007, from <http://www.gao.gov/new.items/d021125t.pdf>
- Chyung, S. Y. (2001). Systematic and systemic approaches to reducing attrition rates in online higher education. *American Journal of Distance Education*, 15(3), 36-49.
- Collison, G., Elbaum, B., Haavind, S., & Tinker, R. (2000). *Facilitating online learning: Effective strategies for moderators*. Madison, WI: Atwood Publishing.
- Cyrs, T. E. (Ed.). (1997). *Teaching and learning at a distance: What it takes to effectively design, deliver, and evaluate Programs*. New York, NY: Jossey-Bass.
- Diamond, R. M. (1998). *Designing and assessing courses and curricula: A practical guide* (2nd ed.). San Francisco, CA: Jossey-Bass.
- Distance Education and Training Council (DETC). (2004). *Distance education survey [report online]*. Washington, DC: Author. Retrieved March 1, 2007, from <http://www.detc.org/downloads/2004%20DE%20Survey.pdf>

- Downs, M., & Moller, L. (1999). Experiences of students, teachers, and administrators in a distance education course. *International Journal of Educational Technology*, 1(2).
- Driscoll, M. (1998). *Web-based training: Using technology to design adult learning experiences*. San Francisco, CA: Jossey-Bass.
- Friedman, T.H. (2006). *The world is flat*. New York: Farrar, Straus, and Giroux.
- Gibson, C. (Ed.). (1998). *Distance learners in higher education: Institutional responses for quality outcomes*. Madison, WI: Atwood Publishing.
- Hanna, D.E., Glowacki-Dudka, M., & Conceicao-Runlee, S. (2000). *147 practical tips for teaching online groups: Essentials of web-based education*. Madison, WI: Atwood Publishing.
- Huba, M.E., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham Heights, MA: Allyn & Bacon.
- Huett, K., Huett, J., & Ringlaben, R. (2011). From bricks to clicks: Building quality K-12 online classes through an innovative course review partnership. *Online Journal of Distance Learning Administration*.
- Huett, J., Huett, K., & Bennett, E. (2010). The Way of the wiki: Using a wiki as a management tool for online programs. *Online Journal of Distance Learning Administration*, 8(3).
- Huett, J., Sharp, J., & Huett, K. (2010). What's all the FOSS? How freedom and openness are changing the face of our educational landscape. *International Journal of Open Source Software and Processes*, 1(2), 1-14.
- Huett, J. (2004). Email as an educational feedback tool: Relative advantages and implementation guidelines. *International Journal of Instructional Technology and Distance Learning*, 1(6). Available from: http://www.itdl.org/Journal/Jun_04/index.htm
- Huett, J., Moller, L., Young, J. (2005). Case study: Building support for online classes from faculty and students. *Quarterly Review of Distance Education*, 5(4), 253-264.
- Huett, J., Moller, L., & Mortensen, M. (2005). A call for a clear reward system to improve faculty performance with distance education courses. *The Journal of Instruction Delivery Systems*, 19(1): Winter.
- Keegan, D. (1986). *The foundations of distance education*. London: Croom-Helm.
- Keller, J. M. (1999). Motivation in cyber learning environments. *International Journal of Educational Technology*, 1(1), 7-30.
- Keller, J. M., & Suzuki, K. (2004). Learner motivation and e-learning design: A multinationally validated process. *Journal of Educational Media*, 29(3), 229-239.
- Kember, D., Lai, T., Murphy, D., Siaw, I., & Yuen, K. (1994). Student progress in distance education courses: A replication study. *Adult Education Quarterly*, 45(1), 286-301.
- Knowles, M. S., Holton, E.F., & Swanson, R. (1998). *The adult learner*, (5th ed.). Houston, TX: Gulf Publishing Co.
- Moller, L., & Huett, J. (Eds.). (2012). *The next generation of distance education: Unconstrained learning*. New York: Springer Press.
- Moller, L., Huett, J., Harvey, D. (Eds.). (2008). *Learning and instructional technologies for the 21 century: Visions of the future*. New York: Springer Press.
- Moller, L. (1998). Designing communities of learners for asynchronous distance education. *Educational Technology and Research Development Journal*, 46(4), 115-122.
- Moller, L., Huett, J., Holder, D., Young, J., Harvey, D., & Godshalk, V. (2005). Examining the impact of motivation on learning communities. *Quarterly Review of Distance Education*, 6(2), 137-143.

- Moore, M. G. (1989). Three types of interaction. *The American Journal of Distance Education*, 3(2), 1-6.
- Moore, M., & Anderson, W. (Eds.). (2003). *Handbook of distance education*. Mahwah, NJ: Earlbaum Associates.
- Moore, M.G., & Kearsley, G. (2005). *Distance education: A systems view* (2nd ed.). Belmont, CA: Wadsworth Publishing Company.
- Palloff, R.M., & Pratt, K. (1999). *Building learning communities in cyberspace: Effective strategies for the online classroom*. San Francisco, CA: Jossey-Bass.
- Palloff, R.M., & Pratt, K. (2003). *The virtual student: A profile and guide to working with online learners*. San Francisco, CA: Jossey-Bass.
- Porter, L. R. (1997). *Creating the virtual classroom: Distance learning with the internet*. New York, NY: John Wiley & Sons.
- Roblyer, M. D. (1999). Is choice important in distance learning? A study of student motives for taking internet-based courses at the high school and community college levels. *Journal of Research on Computing in Education*, 32 (1), 157-171.
- Roblyer, M. D. (2001). *Ten first steps on the Internet: A learning journey for teachers*. Upper Saddle River, NJ: Merrill.
- Schweizer, H. (1999). *Designing and teaching an on-line course: Spinning your web classroom*. Needham Heights, MA: Allyn & Bacon.
- Sharp, J., & Huett, J. (2006). Importance of learner-learner interaction in distance education. *Information Systems Education Journal*, 4(46).
- Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2006). *Teaching and learning at a distance: Foundations of distance education* (3rd ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Song, S. H. (2000). Research issues of motivation in web-based instruction. *Quarterly Review of Distance Education*. 1(3), 225-229.
- Tapscott, D. (1998) *Growing up digital: The rise of the net generation*. New York, NY: McGraw-Hill.
- Visser, L. (1998). *The development of motivational communication in distance education support*. Den Haag: CIP- Gegevens Koninklijke Bibliotheek.
- Visser, L., Plomp, T., & Kuiper, W. (1999). *Development research applied to improve motivation in distance education*. Paper presented at the Association for Educational Communications and Technology, Houston, TX.
- Visser, L., Plomp, T., Arimault, R., & Kuiper, W. (2002). Motivating students at a distance: The case of an international audience. *Educational Technology Research & Development*, 50(2), 94-110.
- Weiss, R. E., Knowlton, D. S., & Speck, B. W. (Eds.). (2000). *Principles of effective teaching in the online classroom*. San Francisco, CA: Jossey-Bass.
- White, K. W., & Weight, B. H. (2000). *The online teaching guide: A handbook of attitudes, strategies, and teaching for the virtual classroom*. Needham Heights, MA: Allyn & Bacon.
- Williams, M. L., Paprock, K., & Covington, B. (2004). *Distance learning: The essential guide*. Thousand Oaks, CA: SAGE Publications.

ACTIVITIES AND ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework

The focus of this course is on a general introduction to many conceptual, theoretical, and practical concepts concerning distance education. In addition to distance education theory, students will create a distance education instructional design plan, use the plan to build a distance learning module, and conduct research on current distance education topics and/or design an interactive tutorial for the distant classroom. The overall evaluation for this course is structured on completing individual readings as well as the quizzes and assignments detailed below. Due to the broad nature of the course, each conceptual framework descriptor is covered in the various course assignments. As students complete their assignments, they will have demonstrated achievement in the areas of *decision making*: selecting topic areas in the student's field of study to design and develop an online learning module and interactive tutorial (**course activities 1.0, 2.1-2.2, 3.1-3.4b**); *leadership*: enhancing his/her knowledge and skills in distance education in order to integrate technology more extensively on the job, at a distance, and to assist others as needed (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *lifelong learning*: studying how to integrate technology into the work place and distant environment (**course course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *being adaptive*: changing educational practices to meet the needs of distance learners (**course activities 2.1-2.2, 3.1-3.4a-c**); *collaboration*: working with colleagues and stakeholders to plan and carry out school improvements in technology (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *cultural sensitivity*: adapting interventions and technology innovations to meet the needs of diverse distance learners (**course activities 2.1-2.2, 3.1-3.4a-c**); *empathy*: demonstrating sensitivity to the needs of individual, family, and community needs (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *knowledge*: drawing on pedagogical, content, and professional knowledge, including knowledge from others' postings in the online bulletin board when developing distance education systems(**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**); *being proactive*: implementing new interventions and innovations in technology to better serve distance learners (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**) and *reflection*: engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are needed to more effectively integrate technology into the curriculum both local and distant (**course activities 1.0, 2.1-2.2, 3.1-3.4a-c**).

Activities and Assessments:

Class Participation

This course lives or dies by YOUR participation and participation is just expected. Students will participate in the course regularly and will attend any *Wimba Live Classroom* or other virtual session(s) scheduled in *WebCT CourseDen (if applicable)* and generally be prepared for the class. Absence from *Wimba* session(s), lack of participation in the wiki or MOOC, failure to complete group work in a timely manner, or other noted absence of participation may lower a student's cumulative point total by **20 points**. Virtual conference sessions with outside experts/teachers in the field of distance education may be scheduled. If these conferences are scheduled, it is expected that students will prepare, attend, and ask questions. Scheduling and requirements will be posted in *WebCT CourseDen*. (Objectives 1, 2, 3, 4, 5, 6, 7; disposition; teacher observation)

Weekly Work

Discussions (30 points)

The student will respond to a discussion prompts provided by the instructor. With a few exceptions, the student is expected to make an initial posting on or before Wednesday of the week the discussion posting is first available and follow up with remaining postings during the week. Students are expected to read and participate in ALL online discussions. **You are required to post your initial thoughts and respond to AT LEAST two other postings in order for a discussion to be considered complete.** Video posting of discussion responses is encouraged. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue. It goes beyond simple agreement with or endorsement of responses that have already been posted. (Course Objectives 1, 2, 3, 4; Teacher Observation, *WebCT CourseDen* DB postings, Online discussions)

Student Work

All student work submitted during the course is required to be original. All projects must be completed to be graded. It is strongly recommended that you begin work on ALL of the projects (except the MOOC) as soon as they are made available and where you can work ahead. Do not rely solely on the suggested schedule to tell you when to start and finish these projects. Please work early and often!

Project 1: Virtual School MOOC - Introduction to K-12 Online Learning Research from 10 September-07 October 2012. (40pts. You may get bonus points as well for extra badges)

This semester you will be participating in a massive online open course (MOOC) for about 4 weeks. To my knowledge, no one has ever attempted to integrate a MOOC into an online course at UWG before. This means you will be pioneers, and we will be adjusting as we go along. The main goal of this MOOC is to give you a broad grounding in the research related to the field of K-12 online learning. Various sections of the MOOC will be facilitated by K-12 online experts from across the country. The timeline for this project is NOT flexible so if you plan to be out of town during this time or cannot participate for whatever reason, you need to drop the course and find another class. Participation in this project constitutes a large portion of your grade. For information about the expectations and requirements for this project, please see *WebCT CourseDen* and <http://virtualschoolmooc.wikispaces.com/> (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; badges).

Project 2: Henry County Cooperative Online Course Review Project (45pts)

This semester we are continuing an exciting online course review project in partnership with Henry County. This is an authentic, field-based, online learning experience that should prove to be very valuable and enlightening. Your grade for the project will be based on completing specific readings, discussions, review instruments, virtual meetings, and other requirements as outlined in *CourseDen*. Participation in this project constitutes a large portion of your grade.

Project 3: Distance Education Instructional Design Plan (20 points)

The student will create an instructional design plan for one module of online instruction concerning the topic of the student's choosing. The module is to consist of at least one week of instruction, to be delivered entirely online, and to address five major components: module design, interactivity and collaboration, use of technology, assessment, and learner support. Additional guidelines for this assignment are posted in *WebCT CourseDen* (Course Objectives 1, 3, 4, 7, 8; rubric).

Project 4: Hands-on Creation of Learning Module in *WebCT CourseDen* (30 Points)

The student will create a learning module in *WebCT CourseDen* following the design plan developed for Project 2. Upon completion of the module, the student will also review *at least* one other student's module, complete the work in the module (where appropriate), and offer suggestions for improving the content. The student will post a review in the appropriate forum in *WebCT CourseDen* (Course Objectives 1, 2, 3, 4, 5, 6, 7, 8; rubric).

***If you desire, you may work in teams of no more than 3 for the design and development components of **projects 3 and 4**(the review aspect of project 4 must be completed individually). If you choose to do this, you must inform me beforehand, and you may be required to complete a confidential analysis of each group member's level of participation.*

Evaluation Procedures

Students are evaluated in the following areas:

Activity	Total Points	Type of Assessment	Due Dates/Location See CourseDen
Class Participation	Consistent non-participation results in up to 20 pts lost.	Teacher Observations	On-going
Course Discussions	30	Teacher Observations	On-going
Project 1: Virtual School MOOC	40	Badges	See schedule on wiki
Project 2: Henry CO.	45	Rubric	at 11:59 PM
Project 3: Instructional Design Plan	20	Rubric	at 11:59 PM
Project 4: <i>WebCT CourseDen</i> Learning Module	30	Rubric	at 11:59 PM

GRADING SCALE:

A =	165-148	Points
B =	147-131	Points
C =	130-115	Points
F =	Below 114	Points

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. Submitting Assignments

Students are expected to submit assignments on time. All components must be completed to receive a grade. In most cases, projects are graded as a complete whole and partial credit is not awarded. Valid reasons for submitting work late must be cleared by the professor **in advance**. It is the student's responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for each day an assignment is late. Late online assignments such as discussion board postings will also result in grade reduction. All CourseDen assignments are due by midnight on the date due. Any assignments posted after midnight are considered late. Each assignment in *WebCT CourseDen* has a **due date** and a **cut-off** date. The cut-off date is one week after the due date. For instance, if an assignment is due January 22nd, the final cut-off date is January 29th. After January 22nd, the assignment is "late." After January 29th, the assignment is GONE. No assignments more than 1 week late will be accepted. For MOOC assignments, follow the schedule in the MOOC.

2. Professionalism

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled *Wimba Live Classroom* and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.
- Eliminating interruptions in class.

Students who display a lack of professionalism will be contacted by the instructor immediately when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so

that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

STUDENT EMAIL POLICY

University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in *WebCT CourseDen*.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.

IMPORTANT DATES TO REMEMBER FOR FALL 2012

The new calendar can be accessed at:

<http://events.westga.edu/EventList.aspx?fromdate=8/20/2012&todate=12/31/2012&display=Month&view=Category>

CLASS OUTLINE

This class is delivered using *WebCT CourseDen* at <http://webct.westga.edu/>

There will be NO face-to-face meetings in which students are expected to be participants. Students are expected to use *WebCT CourseDen* for corresponding with each other and the instructor.

Assignments: Work will be submitted using the assignments feature, discussion board, or testing feature of *WebCT CourseDen*. Please follow the directions in *WebCT CourseDen*.

CLASS SCHEDULE

The class schedule can be accessed at:

<https://docs.google.com/document/d/1BckYalh7gV0F9nClbxZ1gSnXx9-IFgNbtFQKSeKs1gA/edit>