

INST 6105:: Teaching & Learning @ a Distance

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Summer 2008, 3 credits
Monday, Tuesday, Wednesday, Thursday, & Friday, 9:00-4:00 pm
6.16.08 – 6.20.08

Welcome to all 6105/5105 students

Hello, my name is Dr Sandie Waters (Doc Waters). I will teach INST 6105/5105:: Teaching & Learning @ a Distance this summer. This course serves to fulfill the first requirement for the Distance Learning Endorsement, or as an elective. As the DLE Coordinator, I can answer questions about the program and the endorsement. Requirements will be equitable for undergrads and graduate students alike.

Time and Location

The course will be held June 16 – June 20 from 9 am to 4:00 pm. Your prompt arrival is required and tardies will affect your participation grade. We will meet in EDUC 282.

Office hours

I am available by email (sandie.waters@gmail.com), gmail chat, and after class.

Course Description

The course is designed to provide students with a foundation in Distance Education. This course examines foundational readings and brings technology into the classroom in order to expose students to some of the technology available to them.

In this course, students:

- Develop an understanding of distance education with the review of foundational literature.
- Will be educated in the pros and cons of DE technologies as applied to their current employment.
- Understand the implications of various approaches on instructional design process.
- Will become conversational in DE tools and develop of understanding regarding their application.

Deliverables

The workshop will be an intensive one-week experience but the reading load will equal a semester's worth. This is a 3-credit course and therefore the reading will be heavy. For the pre-work reading assignment please see below.

You will decide on your area of interest and submit an electronic copy of your paper to sandie.waters@gmail.com by Friday July 9, 2005 midnight. I will have all papers graded by Friday July 23, 2005 and grades submitted by 5pm.

Course requirements and grading

It is expected that students will come to class prepared to participate in class discussions. Preparation includes reading assigned material prior to class and attending all meeting sessions with questions and comments on the readings. Late assignments will not be accepted and will result in a 0 for the assignment. The final grade is computed as follows.

- *Prepare for class and in-class participation (30%):* It is important that students read assignments prior to each class meeting. The energy of class discussions is dependant and the amount of preparation of students. Participation is not only expected, but is a large part of your final grade.
- *Final Summative Paper (50%)—A* (10 double-spaced pages maximum not including references) paper is due after the last class meeting (Friday July 9, 2005 midnight). Papers are to be done on an individual basis and reflective of the material covered in the workshop. I expect you to reflect on the material and give real-world experiences of its application. References will be required in correct APA formatting. For formatting guidelines, please refer to the APA manual 5th edition (available in the IT office, bookstore, Borders, online bookstores, etc...).
- *Moderator (20%)* – You will choose one content area and one tool to introduce to the class and perform as moderator. There will be two moderators per content area and one moderator per tool content area. You are not expected to be an expert in this content area but you should be able to introduce the topic, answer basic questions, explain the uses (tools), and begin the description on how to integrate this tool into the classroom/training venue. Please email your choices to me ASAP as this process if first come first served. If someone has already claimed your content area you will be asked to choose something else. Please email your choices to sandie.waters@gmail.com.

A grade of incomplete may be given in accordance with university policy as outlined in the General Catalog. In coordination with the Disability Resource Center (TSC 104), reasonable accommodations will be provided for qualified students with disabilities. Please meet with the instructor to make arrangements.

Fees

There is a \$30 lab fee for use of the IT lab and additional copy materials. You are required to bring copies of your articles to class everyday, as we will discuss them all at some point during the workshop.

Refreshment Breaks

If students are interested, you may organize taking turns at bringing in refreshments otherwise, I encourage you to bring in a morning and afternoon snack at we have long days ahead of us.

Content Areas

You are required to research distance education before your arrival to class. You will be asked to lead discussions in various research areas so please come prepared with a few questions and discussion topics for each content area. Please find at least 2 readings (2005 to present) on the following topics:

- Gender in DE
- International issues in DE
- Current issues in DE
- Cost effectiveness of DE
- Evaluation of DE
- Copyright issues in DE
- Intellectual property and DE
- Faculty effectiveness in DE
- Open Courseware in DE

In addition I would like you to work with the following sites/tools. Please choose one tool that you would like to present to the class:

- Breeze (<http://www.adobe.com/products/acrobatconnectpro/?sdid=CUFRN>)
- Camtasia (<http://www.techsmith.com/camtasia.asp?CMP=KgoogleCStmhome>)
- Captivate (<http://tryit.adobe.com/us/captivate/winner/?sdid=CZSGU>)
- Wikis (various sites + <http://en.wikipedia.org/wiki/Wiki>, wikipedia, wikispaces, pb wiki, zoho wiki, etc)
- Blogs (various sites, <http://www.blogger.com/home>, blogger, movable type, etc)
- Facebook (<http://www.facebook.com/home.php...create site and network with class>)
- MySpace (<http://www.myspace.com>)
- Instructional Architect (<http://ia.usu.edu/>)
- Instant Messaging (various sites, AIM, MSN, google talk, iChat, etc)
- Gmail (<http://mail.google.com/> or the gmail account through aggie mail...either will work)
- Google Documents (you will need to get a gmail account... <http://mail.google.com/>). I would like you to investigate documents, spreadsheets, the wiki aspect, photos, etc)
- Picasa (<http://picasa.google.com/>)
- YouTube (<http://youtube.com/iyt>)
- TeacherTube (<http://www.teachertube.com/>)
- Second Life (<http://secondlife.com/>)
- Skype (<http://www.skype.com/>)
- MIT Open CourseWare (<http://ocw.mit.edu/OcwWeb/web/home/home/index.htm>)
- Podcasting
- Web 2.0
- Mobile Technology (various sites)

I would like you to explore how you could integrate the aforementioned technology into your teaching/training.

Grading Scale for Course

A	94 - 100	C	74 - 76
A-	90 - 93	C-	70 - 73
B+	86 - 89	D+	66 - 69
B	84 - 86	D	64 - 66
B-	80 - 83	D-	60 - 63
C+	76 - 79	F	0 - 59

Assessment rubric for paper

Score		Quality
	Topic	Overview of material with application to real world instructional situation. Supports personal stand with research/practical information. Completely covers topic/assignment.
	Writing	Paper should be well organized, concise, fluent, with real world examples articulated clearly. Paper is to be no more than 10 double-spaced pages maximum.
	Formatting	Follows APA 5 th edition guidelines and includes sufficient resources to support stand
	Overall	

100-Point assessment scale

100	--	Excellent: greatly exceeds expectations
90	--	Very good: exceeds expectations
80	--	Good: meets expectations
70	--	Satisfactory: below expectations
10/60	--	Unsatisfactory
0	--	Not completed

Readings

All students will be required to find readings pertaining to the aforementioned research areas. The cited readings should be from 2005 to present. Nothing earlier than 2005 should be used for a "current" resource. Seminal works written prior to 2000 may be used in conjunction with additional readings.

I look forward to meeting and working with you all of you.

Doc Waters