

Cover Sheet: Request 11139

EME 4XXX Distance Education Research and Practice

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Ritzhaupt,Albert D aritzhaupt@coe.ufl.edu
Created	9/22/2016 11:28:49 PM
Updated	11/21/2016 2:01:12 PM
Description of request	This course examines the concepts, technologies, and issues related to the analysis, design, development, implementation, policy-making, and evaluation of distance education courses and programs. Students will create an online module based on design principles and quality guidelines.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	De Jong, Ester Johanna		9/25/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Comment	PV - University Curriculum Committee (UCC)	Case, Brandon	Added to the December agenda.	11/21/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/21/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 11139

Info

Request: EME 4XXX Distance Education Research and Practice

Description of request: This course examines the concepts, technologies, and issues related to the analysis, design, development, implementation, policy-making, and evaluation of distance education courses and programs. Students will create an online module based on design principles and quality guidelines.

Submitter: Ritzhaupt, Albert D aritzhaupt@coe.ufl.edu

Created: 12/8/2016 12:26:32 PM

Form version: 6

Responses

Recommended Prefix EME

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code None

Course Title Distance Education Research and Practice

Transcript Title Distance Education

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course examines the concepts, technologies, and issues related to the analysis, design, development, implementation, policy-making, and evaluation of distance education courses and programs. Students will create an online module based on design principles and quality guidelines.

Prerequisites EME 3XXX: Technology-Enhanced Learning Environments

Co-requisites None

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Educational Technology specialization. This course is designed to be completed in the senior year as it is expected that students will have both development skills and a strong working knowledge of the field.

Course Objectives At the completion of the course students will:

1. Demonstrate understanding of current practices and technologies in distance education.
2. Analyze online course design according to theories in online teaching and learning.
3. Apply quality frameworks to evaluate online course implementation.

4. Design and develop online instructional materials that are grounded in theories and research in online education.

Course Textbook(s) and/or Other Assigned Reading Moore, M. G., & Kearsley, G. (2012). Distance education: A systems view, 3rd ed. Belmont, CA: Thomson Wadsworth.

Weekly Schedule of Topics Week 1 Read: Chapter 1: Basic Concepts

Discussion 1

Week 2 Read: Chapter 2: The Historical Context

Week 3 Read: Chapter 3: The Scope of Distance Education

Discussion 2

Week 4 Read: Chapter 4: Technologies and Media

Week 5 Read: Chapter 5: Course Design and Development

Paper: Analysis and Design Assignment 1

Week 6 Read: Chapter 6: Teaching and the Roles of the Instructor

Discussion 3

Week 7 Read: Chapter 7: The Distance Education Student

1-page proposal for online course module

Week 8 Read: Chapter 8: Management, Administration and Policy

Artifact: Student Guide

Weeks 9 & 10 Read: Quality frameworks for online courses/teaching (Quality Matters

Rubric Standards and Standards for Quality Online Teaching)

Participate: In a MOOC of your choice

Paper: Analysis and Design Assignment 2

Week 11 Read: Chapter 9: The Theory and Scholarship of Distance Education

Week 12 Read: Chapter 10: Research and studies of effectiveness

Discussion 4

Week 13 Read: Chapter 11: The Global Span of Distance Education

Week 14 Read: Chapter 12: Distance Education is about change

Week 15 Read: Design principles and Quality frameworks for online courses/teaching
Online course module + Rationale paper

Week 16 Evaluation and Peer Review

Peer Review of 3 modules

Links and Policies 9a. Attendance, Make-Up Assignments

Students must log in to the class in the Learning Management System (LMS) during the first two days of the term in order to fulfill the attendance policy of attending the first class meeting. Students not logging in to the course during that period may be dropped from the class in order to permit access to those on the waiting list. This course will use LMS as a means of communication. All questions related to the course material should be submitted to the instructor using the LMS messaging service. Emails will also be accepted

for personal matters. When emailing the instructor, you must include your full name, the course you are enrolled in, and a clear description of the matter.

Requirements for class attendance and make-up quizzes, assignments, and other work in this course is consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>. In order to receive full credit for work, students must turn in required deliverables on the specified due date. No late work will be accepted in this course unless there are documented extenuating circumstances.

9b. Accommodations for Students with Disabilities

Students requesting accommodation for disabilities must first register with the Disability Resource Center - www.dso.ufl.edu/drc/. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

9c. UF Student Honor Code

UF students are bound by the Honor Pledge which states, "We, the members of the UF community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at UF, the following pledge is either required or implied, "On my honor, I have neither given nor received unauthorized aid in doing this assignment."

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

9d. Online Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

9e. Student Assistance and Emergencies

University support services are available to students who are experiencing significant distress and/or personal emergencies. As appropriate please contact:

UF Counseling & Wellness Center: www.counseling.ufl.edu or 352-392-1575

University Police Department: 352-392-1111 or 9-1-1 for emergencies

Grading Scheme Online Course Module (30% of the final grade)

Students will create an online course module that represents one week of work within an online course. It should include all content, interactions, and activities/assignments for students. A design rationale document (maximum 5 pages, double spaced, 12 size font, 1 inch margins) should be submitted along with the module to explain the context, theory/principles informing design decisions, and any details of how the module will be implemented and assessed by the course instructor.

Analysis and Design Paper 1 (15% of the final grade)

Chapter 4 describes the technologies and media that have been used in distance education. Choose two Massively Open Online Courses (MOOCs from links: Udacity, Coursera, EdX) and sign up for them. You do not have to participate in the activities. Focus on the technologies used in the course. What technologies and media are used in the course? How do they correspond to the technologies that you read about? How are they used? How could the course be improved – either using the technologies already

present or other technologies? Write a 5-7 page paper, (excluding screen shots of any examples you refer to), 12 size font, double spaced, 1 inch margins.

Student Guide Artifact (10% of the final grade)

You have taken online courses in this program and read Chapter 7: The Distance Education Student. Create a 5 minute video or audio-visual guide for online students who are enrolled in this program. What advice would you give them to help them become effective online learners?

Analysis and Design Paper 2 (20% of the final grade)

Enroll in a MOOC (e.g., via Udacity, Coursera, EdX etc.) and analyze it using the Quality Matters Rubric Standards. Keep in mind that some MOOCs have strict deadlines for course enrollment, so look into the possibility of enrolling in a MOOC as you are reading this syllabus! Provide a description of the MOOC including the purpose and nature of the course, the audience the course is designed to attract, and an overview of the course structure (content presentations, resources, activities/assignments/exams, and community-building features). Provide an analysis of the MOOC design using ratings within the Quality Matters Rubric Standards and any additional criteria you find appropriate. Paper should not exceed 15 pages (12 size font, double spaced, 1 inch margins).

Discussions (25% of the final grade)

Discussion 1: Myths, misconceptions, or opinions about distance education

Discussion 2: Historical development of distance education.

Discussion 3: Role of the instructor.

Discussion 4: Research on Distance Education

Discussion 5: Peer review of 3 online modules

The discussions are designed to connect the content, distance education, to the world in which we live in. Each discussion will be evaluated on adequate response to the prompt, grammar, posting one original thread with about 300+ words, and posting two meaningful responses to your peers' posts. Discussions are student-to-student interactions.

Massively Open Online Courses (MOOCs) are typically offered free of cost. Learners are not required to spend money to access course content, participate, or learn, unless they would like to take the course for credit, receive a course certificate, take certain examinations, etc. Enrolling in a MOOC requires creating a login using an email id and sometimes providing basic demographic information. A list of portal links will be provided to students in EME 4XXX Distance Education Research and Practice, from which they can peruse and choose courses. Students are expected to log into a course of their choice in order to analyze its design, audience, and interactions according to the Quality Matters rubric. Given the increasing popularity of MOOCs in distance education, it is important for students to experience how such courses are designed and to assess their quality.

Final Grade Scale

93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
60% - 62%	D-
0% - 59%	

E

Instructor(s) Name: Swapna Kumar, Ed.D.