

COURSE TITLE BLACKBOARD SITE	MET 6243 – Distance Learning Through Technology Fall 2012 – http://my.ltu.edu and select CRN 1929
INSTRUCTOR	Dr. Pam Lowry Co-Director, Master of Educational Technology Program Associate Professor, Mathematics/Computer Science E-mail: plowry@ltu.edu Office: S121D Office Phone: 248.204.3653 Cell Phone: 248.943.3733 Office hours by appointment (in person or online)
SCHEDULE	September 11 – December 11, 2012 Refer to http://www.ltu.edu/registrars_office/calendar_final_exam.index.asp for the last date to withdraw and other important registration related information.
LEVEL/HOURS PREREQUISITE	Graduate or Undergraduate Degree / 03 credit hours Admission / prerequisite requirements
REQUIRED TEXT (See Blackboard for additional resources)	The Power of eLearning: The Essential Build for Teaching in the Digital Age Author: Shirley Waterhouse Publisher: Allyn & Bacon Year: 2005 ISBN #0-205-37564-2 Available for online purchase through LTU Bookstore at: http://lawrence-tech1.bkstore.com/bkstore/TextbookSelection.do?st=489
ADDITIONAL RESOURCES	LTU Online student resources: http://www.ltu.edu/ltuonline/
TECHNICAL SUPPORT	Technical support for using Blackboard is provided by the Helpdesk, 248.204.2330 or helpdesk@ltu.edu . Send the Help Desk a form detailing any issues by clicking here http://tinyurl.com/3yqrvne .

COURSE SCHEDULE FOR MET SEMESTER COURSES

This fully online course begins with a partial week online course orientation period to familiarize yourself with the online learning environment and to meet online or via the phone with your instructor. Each subsequent week starts on a Monday and ends on a Sunday.

Dates	Modules	Topics / Readings	Assignments Due
Prior to Semester Start	Module 0	Overview of textbook Online Learning Orientation Course Orientation	Course orientation Bb Discussion Board 0 Read Syllabus
Week of Sep 11 – Sep 16	Module 1	Chapter 1 – eLearning Fundamentals	Bb Discussion Board 1 Evaluate eLearning Product Assignment
Week of Sep 17 – Sept 23	Module 2	Chapter 2 – eLearning Pedagogy	Bb Discussion Board 2 Research Assignment 1 Quiz 1
Week of Sept 24 – Sept 30	Module 3	Chapter 3 – The eLearning Planning Process	Bb Discussion Board 3 Design Online Syllabus Assignment
Week of Oct 1 – Oct 7	Module 4	Chapter 4 – eLearning Tools	Bb Discussion Board 4 Bb Course Unit Assignment 1 Quiz 2
Week of Oct 8 – Oct 14	Module 5	Chapter 5 – One-Way Communication: Distributing Information Electronically	Bb Discussion Board 5 Bb Course Unit Assignment 2
Week of Oct 15 – Oct 21	Module 6	Chapter 6 – Two-Way Communication: Electronic Discussions	Bb Discussion Board 6 Reflection Journal Assignment 1 Quiz 3
Week of Oct 22 – Oct 28	Module 7	Chapter 7 – External Resources	Bb Discussion Board 7 Compare/Contrast Technologies Assignment
Week of Oct 29 – Nov 4	Module 8	Chapter 8 – Coursesite Design and Maintenance	Bb Discussion Board 8 Research Assignment 2 Quiz 4
Week of Nov 5 – Nov 11	Module 9	Chapter 9 – Intellectual Property Rights and Course Policies	Bb Discussion Board 9 Evaluate Online Courses Assignment
Week of Nov 12 – Nov 18	Module 10	Chapter 10 – Course Delivery	Bb Discussion Board 10 ePortfolio Assignment Quiz 5

Dates	Modules	Topics / Readings	Assignments Due
Week of Nov 19 – Nov 25	Module 11	Articles Light Week – Thanksgiving Break	Bb Discussion Board 11 Reflection Journal Assignment 2
Week of Nov 26 – Dec 2	Module 12	Chapter 11 – eLearning Assessment Articles	Bb Discussion Board 12 Reflection Journal Assignment 3 Quiz 6
Week of Dec 3 – Dec 11	Module 13	Articles	Bb Discussion Board 13 Research Assignment 3

STUDENT EVALUATION

The course has assignments totaling **500** points. Letter grades are awarded based on the total number of points achieved. Points are deducted for late assignments.

EXAMPLES:

Assignments	Points
Discussion Board Participation <ul style="list-style-type: none"> 12 weeks @ 9 pts each= 108 pts 1 week @ 13 pts = 13 pts 	121
Evaluate eLearning Product Assignment	25
3 Research Assignments	75
Design Online Syllabus Assignment	25
2 Bb Course Unit Assignments	50
3 Reflection Journal Assignments	75
Compare/Contrast Technologies Assignment	25
Evaluate Online Courses Assignment	25
ePortfolio Assignment	25
Chapter Quizzes <ul style="list-style-type: none"> 6 weeks @ 9 pts each=54 pts 	54
Total Points	500

Class Points	Letter Grade
96 and above	A
90 – 95	A-
87 – 89	B+
83 – 86	B
80 – 82	B-
77 – 79	C+
73 – 76	C
70 – 72	C-
61 – 70	D (Undergrad Only)
60 and below	E

Note: Grades lower than a "B" fall below the LTU graduate standard

COURSE DESCRIPTION

- This course is designed to assist learners in identifying successful distance learning strategies through the examination of best practices, relevant case studies, and practical activities
- The course emphasizes the use of online teaching and learning in distance education and how to identify, implement, and utilize the various tools to enhance teaching and learning processes online
- The course will utilize independent and collaborative strategies to analyze online courses and to design and develop successful online learning experiences

EDUCATIONAL GOALS

- To increase awareness and knowledge of distance learning in as many ways as possible
- To increase awareness of research-based e-learning strategies that increase learning
- To increase skills and competencies related to distance learning as students, teachers, evaluators, designers and developers
- To analyze the structure, interaction, and components of a distance learning lesson
- To describe current issues and predict future trends in distance learning

STUDENT LEARNING OBJECTIVES / OUTCOMES

Upon successful completion of this course, you will be able to:

- Identify your own ideas about learning and teaching
- Define and describe the basic attributes of distance learning
- Identify benefits and challenges to distance learning
- Discuss future trends in distance learning
- Compare and contrast asynchronous and synchronous delivery
- Compare and contrast a classroom instructor with a distance education instructor
- Evaluate e-learning Web sites or computer-based instructional programs
- Identify success and failure factors for online courses
- Analyze learner characteristics and explain their implications to the design of distance learning
- Identify key research-based design strategies for online or computer course materials that increase learning
- Select appropriate strategies for a design
- Design and develop an online course using available technologies
- Identify and develop selected assessment components

COURSE OBJECTIVES BASED ON CONCEPTUAL FRAMEWORK FOR TEACHERS

- Understand how educational pedagogy applied to online teaching and learning course design (NP 5.1)
- Design the online course to facilitate the learning of state content standards and benchmarks (NP 5.2)
- Foster communication and interaction in the online environment to ensure continuous communication directly related to learning (NP 5.4)
- Understand best practices for course design for the online environment in order to be able to develop and nurture an effective online community of learners (NP 5.5)
- Demonstrate knowledge and understanding of issues related to accessibility and adaptive technology (NP 5.6)
- Be mindful of the human issues involved in online teaching and learning and be able to use design principles to be proactive against potential issues (NP 5.7)

- Demonstrate knowledge and understanding of online delivery instructional strategies and best practice (NP 6.1)
- Manage an online course using the available online course tools and functions to ensure effective and efficient learning (NP 6.2)
- Understand how to use educationally sound online measurement instruments and create assessments that are valid and reliable for content learning consistency (NP 6.3)
- Use appropriate and consistent communication tools and methods and be able to provide timely feedback for a successful online experience (NP 6.4, NP 6.5)
- Be aware of a students' ability to be successful in the online environment, including technological, emotional, social, intellectual, or physical factors (NP 6.6)
- Demonstrate ability to plan and provide opportunities for students to learn collaboratively (NP 6.7)
- Understand the issues involved in delivering responsible online teaching and learning opportunities (NP 6.8)

PREREQUISITE SKILLS

Students should have the ability to:

- Use Bb functions, including discussion forums and Wimba Live Classroom
- Think and write at the masters' graduate-level
- Produce documents in Microsoft or PowerPoint
- Conduct searches on the Internet
- Use LTU and other available library resources

INSTRUCTIONAL METHODS AND COURSE ORGANIZATION

Blackboard Learning Environment – Blackboard at my.ltu.edu contains the syllabus, all assignments, reading materials, streaming videos, narrated PowerPoint mini-lectures, podcasts, chapter quizzes, links to Web resources, and discussion forums. You will submit all assignments via Blackboard, and are expected to participate regularly in discussion topics. Please take time to familiarize yourself with the organization of the Blackboard site. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Wimba Live Classroom – The instructor and students will be presenting in Wimba.

Student/Instructor Conversations – Students keep in touch with the instructor via e-mail messages, telephone calls, and Wimba.

Required Reading – Textbook chapters should be read according to the schedule outlined in the syllabus. Chapters will be discussed online. Articles will be assigned periodically during the course.

Assignments – Discussion boards, Evaluate e-Learning Product Assignment, Design Online Syllabus Assignment, Blackboard Course Unit Assignments, 2 Research Assignments, Compare/Contrast Technologies Assignment, Evaluate Online Courses Assignment, ePortfolio Assignment, 3 Reflection Journal Assignments, and chapter quizzes.

CLASS POLICIES AND EXPECTATIONS

I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

Each student has a LTU email account. If you wish to use a different email address for this course, please **change your email address in Blackboard under "Blackboard Tools", then "Personal Information"** and send an email to me to store your email address in my email directory.

Readings, discussion forum participation, and written assignments must be completed according to the class schedule. It is important to contact the instructor as needed to discuss personal needs regarding course requirements and assignments.

It is essential that all students actively contribute to the course objectives through their experiences and working knowledge.

All assignments must be submitted on schedule, via Blackboard, and using Microsoft Office compatible software. If you need to submit an assignment via email, contact the instructor in advance.

Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in this syllabus.

Be prepared to log into Blackboard at least once each day. Please focus your online correspondence within the appropriate Blackboard discussion forums, so that your colleagues may learn from you.

At midterm and at the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University, to LTU Online, and to me as an instructor, and I strongly encourage your participation in the evaluation process.

It is important for you as students to know what to expect from me as your instructor:

- I will be available to you via e-mail and phone, and will promptly reply to your messages.
- I will be available to you for face-to-face appointments as requested.
- I will maintain the Blackboard web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- I will return all assignments to you promptly, and will include individualized comments and suggestions with each assignment.
- I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.
- If any of these points need clarification, or should special circumstances arise that require my assistance, please contact me so that we may discuss and resolve the matter.

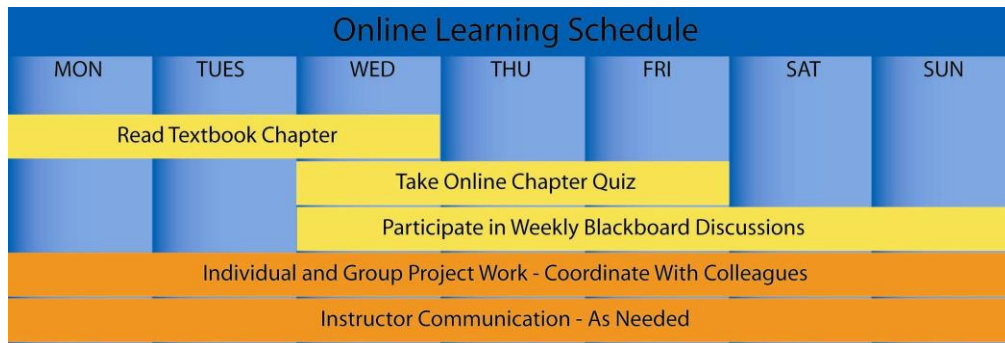
PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- A 14-week semester (the Summer semester is compressed into 10 weeks) would require at least 126 hours of time commitment to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- You should reserve at least 6 hours per week to read the required textbook chapters and resources, participate in online discussions, review presentation materials, and work through online quizzes. This effort will total at least 84 hours over the course of the semester.
- You should organize your remaining time to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours

each week will vary based on assignment due dates, so please plan ahead to insure that you schedule your academic, work, and personal time effectively. The following graphic may be used to guide you in planning your weekly course work to remain on schedule:



ASSIGNMENT DETAILS

Course assignments and evaluation criteria are explained in each Module. Please review these requirements carefully. See the section Academic Resources / Assessment Guidelines for information about assessment of written and oral presentations.

Please note that all assignments are submitted using the Blackboard “Assignments” function. Some assignments are also posted to the Blackboard Discussion Forum for student comments.

SYLLABUS ADDENDA

Please see the LTU Online “Current Students” web site <http://www.ltu.edu/ltuonline/> for comprehensive information about Lawrence Tech’s academic services, library services, student services, and academic integrity standards. The content of this web site is explicitly included in these syllabus requirements.

The LTU Online “Current Students” web site also includes grading rubrics used by your instructor to evaluate written assignments, discussion forum participation, and group assignments. Please note that the SafeAssign anti-plagiarism product will be used for written assignments submitted for this course. Please see the instructions included on the [eHelp web site](#) regarding the use of the SafeAssign product.