

R685: Topical Seminar -- Instructional Strategies for Distance Education

Spring 2002

Course Syllabus

Logistics

Credit Hours: 3
Section Numbers: 5702
Room: Education 2275
Meeting Time: Thursdays, 9:00 a.m. to 12 noon

Instructor

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Course Description

The focus of this course is on issues of teaching and learning. The exact scope and content of the seminar will be determined by the interests of those who enroll, but I expect that we will address questions such as:

- What instructional strategies (methods) ARE BEING USED in distance education?
 - in correspondence courses
 - in video-based courses
 - in Web-based courses
 - in hybrids

 - in Higher Ed
 - in Corporate Training
 - in Military/Government training
 - in K-12 education

- What instructional strategies are POSSIBLE?
 - Some possible categories:
 - Cooperative/collaborative learning
 - Critical thinking
 - Creative thinking
 - Interpersonal skills
 - Simulation/game/role-playing

- What instructional strategies are DESIRABLE?
 - at different costs
 - for different learning tasks

- What (research) questions should we be asking about instructional strategies in DE?

Previous students have been primarily interested in the Higher Education sector, and there is more literature devoted to that sector than to others; however, other sectors – K-12 and corporate education – will be considered to the extent that there are groups interested in those sectors.

Objectives

Knowledge. There are some general “knowledge” objectives for all:

- to understand key concepts of DE and the issues surrounding those concepts
- to develop a conceptual framework for the topic of distance education—to view DE programs as systems with closely interwoven elements
- to develop a conceptual framework for examining pedagogical issues in DE
- to be able to prescribe appropriate instructional strategies for different DE learning situations.

Professional Development. Beyond the basic “knowledge” objectives is a larger practical objective: that each of us leave this course with a concrete, high-quality accomplishment—a publishable paper, a topic for a thesis, a conference presentation, or the like. The accomplishments will be different, but should be appropriate to each person’s academic and career goals.

Organization of the Course

The class will meet regularly as a group to discuss common readings, to hear presentations and see demonstrations, to hear or participate in panel discussions, to take advantage of visiting speakers or distance education-related programs sponsored by IU or the School of Education, and to report progress on projects.

The specific material to be discussed in common will be determined in large part by student interest. We will decide on “scope and sequence” in the first couple weeks of the semester.

The larger part of the work, though, will be accomplished in teams outside of class. Teams will be organized during the first weeks of the semester, according to the interests of students. The size of teams should be proportional to the type and scope of work being done.

It is expected that some of the class members will be interested in applying what they learn directly to the distance education program being developed in IST... studying the issues and coming up with answers. Others may have other practical applications in mind. Participants will have broad latitude in choosing specific goals.

Required Activities

The class activities will be weighted as follows:

Project team reports, written and oral.....	50%
-this consists of quality of group output and quality of individual input, including individual reflections on the work	
Team in-class facilitation.....	30%
-the quality of learning experience that your team provides in the class session(s) for which you are responsible	
Overall participation in and contribution to seminar.....	20%
-to be successful, the seminar needs your energy, your creativity, and your support of others	

Grading Criteria

Assessment criteria: coming to meetings prepared, making creative contributions, completing writing tasks well and on time, taking initiative, assuming responsibility, final product of good professional quality.

B = Meeting basic criteria in a more-or-less satisfactory manner

B+ = Meeting basic criteria and exceeding some of them some of the time

A- = Exceeding many basic criteria much of the time

A = Exceeding basic criteria consistently and performing in an exemplary manner

Reserve Readings (In Education Library paper reserves, these are arranged alphabetically by title.)

Documents that are smaller than a whole book can be found on the Education Library Electronic Reserves:

<http://129.79.35.24/coursepage.asp?cid=54>

The password is: **[removed by editor]**

Distance Education, in general

Bates, A. W. (Tony). *Technology, Open Learning and Distance Education*. London and New York, Routledge, 1995.

Daniel, John. *Mega-Universities & Knowledge Media*. Sterling : USA Stylus Publishing, LLC; April 1998

Daniel, John. The Vice-Chancellor's Speeches and Newspaper Columns. Website of The Open University. See <http://www.open.ac.uk/vcs-speeches/> [Not on Reserve]

Harry, Keith; John, Magnus; and Keegan, Desmond (ed's). *Distance Education: New Perspectives*. NY: Routledge, 1993.

Heinich, Molenda, Russell, & Smaldino. "Distance Learning" In *Instructional Media and Technologies for Learning*. 6th ed. Columbus, OH: Merrill, 1999.

Keegan, Desmond. *Foundations of Distance Education*. 2nd edition. NY: Routledge, 1990.

Keegan, Desmond (ed.) *Theoretical Principles of Distance Education*. NY: Routledge, 1993.

Moore, Michael G. (ed.) *Contemporary Issues in American Distance Education*. New York: Pergamon, 1990.

Moore, Michael G. and Kearsley, Greg. *Distance Education: A Systems View*. Belmont, CA: Wadsworth Publishing, 1996.

Willis, Barry. *Distance Education: A Practical Guide*. Englewood Cliffs, NJ: Educational Technology Publications, 1993.

Willis, Barry (ed.). *Distance Education: Strategies and Tools*. Englewood Cliffs, NJ: Educational Technology Publications, 1994.

Instructional Design for DE

Cyrs, Thomas E. *Teaching at a Distance with the Merging Technologies: An Instructional Systems Approach*. Las Cruces, NM: New Mexico State University, 1997.

Eisley. "Computer Conferencing Discussions" In *Notes on Instructional and Performance Technology*. Nampa, ID: Solnote Publishing, 1995.

An Emerging Set of Guiding Principles and Practices for the Design and Development of Distance Education. Outreach Marketing Communications, Pennsylvania State University, 1998. See http://www.worldcampus.psu.edu/ide/docs/guiding_principles.pdf [Not on Reserve]

Reviews of Research on DE

Institute for Higher Education Policy. *What's the Difference? A Review of Contemporary Research on the Effectiveness of Distance Learning in Higher Education.* April 1999. See <http://www.ihep.com/difference.pdf> [Not on Reserve]

Moore, Michael G. and Thompson, Melody M. *The Effects of Distance Learning: A Summary of the Literature.* ACSCE Research Monograph No. 2. University Park, PA: The Pennsylvania State University, 1990.

Schlosser, Charles A. and Anderson, Mary L. *Distance Education: A Review of the Literature.* Ames, IA: Iowa State University, 1994.

Online DE, Issues

e-Learning: Putting a World-Class Education at the Fingertips of All Children. U.S. Department of Education, December 2000. See <http://ed.gov/Technology/elearning/e-learning.pdf> [Not on Reserve]

Noble, David F. *Digital Diploma Mills: The Automation of Higher Education.* Published by *First Monday*, 1998; originally self-published October 1997. See http://www.firstmonday.dk/issues/issue3_1/noble/index.html [Not on Reserve]

Noble, David F. *Digital Diploma Mills, Part II: The Coming Battle over Online Instruction.* Published by Ontario Confederation of University Faculty Associations. Copyright by author, March 1998. See http://www.uwo.ca/uwofa/articles/di_dip_2.html [Not on Reserve]

The Power of the Internet for Learning. Report of the Web-based Education Commission. December 2000. See <http://ed.gov/offices/AC/WBEC/FinalReport/> [Not on Reserve]

Institute for Higher Education Policy. *Quality on the Line: Benchmarks for Success in Internet-Based Distance Education.* April 2000. See <http://www.ihep.com/quality.pdf> [Not on Reserve]

Teaching at an Internet Distance: The Pedagogy of Online Teaching and Learning. University of Illinois, December 1999. See <http://www.vpaa.uillinois.edu/tid/report/tid-final-12-5.pdf>

Class Schedule

Week	Date	Topic	Reading
1	Jan. 10	Course introduction. Begin to explore topics	--
2	Jan. 17	Basic Definition and Concepts of Distance Ed. Instructional Issues	<ul style="list-style-type: none"> •Clark “Four Architectures of Instruction •Keegan “Definition of Distance Education •Simonson et al. “History of Distance Education”
3	Jan. 24	Lecture/panel/discussion?	
4	Jan. 31	Lecture/panel/discussion?	
5	Feb. 7	Team Presentations of proposals *Submit final project proposals	
6	Feb. 14	Team Meetings	
7	Feb. 21	Topic 1	(Readings will be recommended by presenting teams)
8	Feb. 28	Topic 2	
9	Mar. 7	Topic 3	
10	Mar. 14	<i>No class – Spring Break</i>	
11	Mar. 21	Topic 4	
12	Mar. 28	Topic 5	
13	Apr. 4	Topic 6	
14	Apr. 11	Topic 7	
15	Apr. 18	* Presentation of project reports to class	
16	Apr. 25	*Continue presentations . *Submit individual reflections .	
	May 2	Project reports due	