

Instructor

Thomas J. C. Smyth, Ph.D.
smyth@usca.edu
IM/Skype/Twitter: tsmythusca
M. Ed. in Educational Technology Program

Course Description:

The use of telecommunications tools to support research and instruction across the curriculum. Includes study of distance education and issues related to instructional delivery, connectivity, and distribution methods (from the USC and USCA *Bulletins*).

Course Credit

Three (3) semester hours graduate credit.

Intended Audience

Candidates for the M. Ed. in Educational Technology degree, and others.

Course Rationale, Goals and Objectives

The course provides an in-depth examination of distance education and issues related to instructional delivery, connectivity, and distribution methods. We will explore current thinking about the field and its significance, and review the research conducted by scholars in the field. We also will review and evaluate current practice in the field. Finally, using what we have learned from theory and practice, we will construct our own models of distance education.

Goals

1. To be knowledgeable about research in aspects of distance education and the use of telecommunications in educational and other settings.
2. To critically evaluate examples of distance education implementation in educational and business settings.
3. To construct effective delivery of courses, topics, or training by using existing course development and delivery tools.

Objectives

The candidate will

1. Create a plan for a topic of a content area (e.g., a thematic unit, a text chapter, an interdisciplinary unit) to demonstrate application of the principles of macro-level design. (1.1.2a)
2. Create instructional plans (micro-level design) that address the needs of all learners, including appropriate accommodations for learners with special needs. (1.1.2b)
3. Incorporate contemporary instructional technology processes in the development of interactive lessons that promote student learning. (1.1.2d)
4. Develop and prepare instructional materials and products for various distance education delivery technologies. (2.4.2)
5. Identify policies and regulations which apply to the utilization, application, and integration of distance delivery technologies. (3.4.5)
6. Demonstrate leadership attributes with individuals and groups (e.g., interpersonal skills, group dynamics, team building). (4.0.1)

(Refers to **AECT** accreditation standards for advanced programs.)

Required Readings

Corry, M. and Tu, C-H. (Eds.).(2003). Distance Education—What Works Well. New York: Haworth Press. (accessible online via USC/USCA Libraries)

USCA: (EBSCO Host) Computers in The Schools, Volume 20, Number 3 (2003), pp. 1 - 127

USC: (Informaworld via TDNet) Computers in the Schools, Volume 20 Issue 3 2003

Anderson, T. & Elloumi, F. (Eds.). (2008) Theory and Practice of Online Learning, 2nd edition, Athabasca, AB, Canada: Athabasca University.

<http://www.aupress.ca/index.php/books/120146> (select ebook)

Recommended Reading

Moore, M. and Anderson, W. G. Eds.(2003). Handbook of Distance Education. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Other Readings

[Design Considerations for Experiential Web-based Instruction](#)

[What is Driving Web-Based Distance Learning Environments?](#)

[Is "As Good as Face-to-Face" As Good As It Gets?](#)

[A Development Research Agenda for Online Collaborative Learning](#) (pdf)

[An Overview of Online Educational Delivery Applications](#)

[Understanding Participation in Online Courses:
A Case Study of Perceptions of Online Interaction](#)

Online Journals, and Other Publications

[Online Journal of Distance Learning Administration](#) - includes manuscripts based on original work of practitioners and researchers with specific focus on the management of distance education programs

[Journal of Asynchronous Learning Networks](#) - The aim of the Journal of Asynchronous Learning Networks is to describe original work in asynchronous learning networks (ALN), including experimental results. Our mission is to provide practitioners in online education with knowledge about the very best research in online learning.

[DEOSNEWS](#) - published monthly to promote distance education scholarship, research, and practice

Distance Education Resources

[Distance Education Clearinghouse](#) - a comprehensive and widely recognized Web site bringing together distance education information from Wisconsin, national, and international sources. New information and resources are being added to the Distance Education Clearinghouse on a continual basis.

[Distance Education at a Glance](#) - an excellent practical guide to strategies and tools for effective distance education design and development

[Distance Education, Issues in Depth](#) - The Chronicle of Higher Education

[World Lecture Hall](#) - Entry point to free online course materials from around the world.

Listservs

[WBTOLL-L](#) - Web Based Training/Online Learning Listserv - The WBTOLL discussion list was started to fill the need for an online discussion group that offered daily exchanges related to the development of Web-based training and online learning programs. BTOLL-L serves as a discussion area for developers, training managers, educators, students and others who are using (or considering) online mediums in the delivery of training and learning programs. You may also want to visit and search the [Archives](#).

Organizations

[American Distance Education Consortium](#)

ADEC is an international consortium of state universities and land grant institutions providing high quality and economic distance education programs and services via the latest and most appropriate information technologies.

[United States Distance Learning Association](#)

"...provides advocacy, information, networking, and opportunity."

[International Centre for Distance Learning](#)

Lists distance education courses and institutions, journals, conferences, literature database and library on distance education, and more.

[The Sloan Consortium](#)

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines.

Other Useful Publications

[AAACE Digital Library](#) - an online resource of peer-reviewed and published international journal articles and proceedings papers on the latest research, developments, and applications related to all aspects of Educational Technology and E-Learning

[Online Journal Links from CARET](#)

[EDUCAUSE Review](#) - The mission of EDUCAUSE is to advance higher education by promoting the intelligent use of information technology.

[Technology Source Archives](#) - A peer-reviewed journal about Information Technology in the context of Education and educational organizations.

[Innovate: Journal of Online Education](#) - The journal focuses on the creative use of information technology (IT) to enhance educational processes in academic, commercial, and governmental settings

[Journal of Technology Education](#) - provides a forum for scholarly discussion on topics relating to technology education.

[Contemporary Issues in Technology and Teacher Education \(CITE\)](#) - a publication of the Society for Information Technology and Teacher Education (SITE).

[The AAACE Journal \(AAACEJ\)](#) - international forum on educational technology issues and applications

[Journal of Educational Technology & Society](#) - issues affecting the developers of educational systems and educators who implement and manage such systems.

[Listfile](#) list of educational technology journals

Search for journal articles online at:

[USC Aiken Gregg-Graniteville Library](#)

[USC Columbia Thomas Cooper Library](#)

Additional Resources

[OpenSource CMS](#)

[National Educational Technology Standards \(NETS\)](#)

[South Carolina State Technology Plan](#)

[South Carolina SDE Office of Technology](#)

South Carolina K-12 Curriculum Standards

M. Ed. in Educational Technology Web Site

CARET - CARET bridges education technology research to practice by offering research-based answers to critical questions; includes "Questions and Answers" and a very good search tool.

Educause Resources Center - "... a repository for information concerning use and management of information technology (IT) in higher education...Resources include articles, books, conference sessions, contracts, effective practices, plans, policies, position descriptions and blog content."

Tech Learning - A Resource for Technology Leaders



Academic and Course Requirements

This course requires extensive interaction with your classmates and with your professor via the Internet. We will use various Internet tools to communicate with each other, including **email** (and email attachments), a class discussion board. We will post completed assignments on our Blackboard site (see "Our Work") for sharing with the class.

Additionally, we will explore and use a variety of new tools for enhancing online communication and course delivery. For example, you should go ahead and become familiar with the following tools (we will use these and others):

jing
wiziQ
authorstream

You will note that this course uses a project-based model. I expect each of you to participate actively in the course, and there will be opportunities for collaboration. Students in this course have a variety of backgrounds and experiences with educational technology, some in the K-12 environment, some in higher education, and several outside the field of education. We will learn much from each other.

We will read several articles as a class and respond to them in a structured setting (focusing on specific questions and reflections about the articles).

Based upon knowledge gained through our readings and discussion, we will critically evaluate instructional courses and training offered via the web. Building upon that knowledge, we then will develop our own individual training or instructional sites using Blackboard.

Finally, you will synthesize your experiences in this course by developing a course portfolio.

Administrative Course Requirements

1. You must have access to a computer which is connected to the Internet. There are many such computers available to you on the respective campuses.

2. All documents should be saved and submitted to your instructor as directed (normally via "Our Work" on the course Blackboard site).

Please follow the naming convention as directed for each assignment!

3. All assignments should be turned in **on time**; there is a penalty for each day an assignment is late. Assignments are due by midnight of the due date. At times you may be asked to revise and resubmit an assignment; these too must be resubmitted by the assigned deadline.

4. If you have a physical, psychological, and/or learning disability which might affect your performance in this class, please contact the Office of Disability Services, 126A B&E, (803) 641-3609, as soon as possible. The Disability Services Office will determine appropriate accommodations based on medical documentation.

Evaluation

Evaluation of your performance in this course is holistic. "A" represents superior, exceptional work; "B" represents very good performance in completing all assignments; "C" represents average work overall; "D" represents below average performance. Your written assignments will be evaluated on their overall quality and thoroughness.