

ACE 617 Distance Education Technology

Spring 2018

Class Meeting Times

Wednesday's 6-9 PM Davis Hall, Room 127 or by Zoom at the following link:

Join from PC, Mac, iOS or Android: <https://iupvideo.zoom.us/j/619553415>

Instructor Information

Dr. Jacqueline M. McGinty

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*Please note, the quickest way to reach me is by email at jmcginty@iup.edu

Teaching Philosophy

My teaching practice follows a humanistic approach that values the unlimited potential that people have for growth and development. I believe that the teacher serves as a guide for students and presents opportunities for learning and growth. With the proper support and mentoring, adult learners can achieve their goals. In my practice, I encourage learners to critically examine their ideas and assumptions. I strive to offer diverse content in a real world context, to encourage internal motivation, and to acknowledge structural issues that may affect student learning.

Course Overview

Explores the use of the computer software to enhance effectiveness and efficiency in developing teaching and training via distance education. Learners explore the use of the various software used in school and non-school teaching or training settings, conduct critical evaluation of software currently used in industry (both educational and corporate), and integrate these software products into the teaching/training and development environment. Current research in the area of instructional computing and its practical implications for teaching and training and development are also discussed.

Student Learning Outcomes

Upon completing this course each student will be able to:

1. Develop an understanding of various software, including production software, used to create interactive educational and training materials.
2. Analyze, evaluate, and implement the use of industry standard software used in collaborative learning, including virtual education environments.

3. Utilize cloud computing abilities to design, develop, implement, and disseminate learning materials.
4. Apply best practices to instructional events which are rooted in theory and research to develop training and education components for online environments.
5. Utilize relevant technology applications to create and manage a technologically-mediated course.
6. Apply instructional principles to produce and execute technology-mediated courseware for teaching and training purposes.

Brief Course Outline

The topics covered in this course are:

- Introduction to various production software used to create interactive educational and training materials.
- Overview of industry standard software used in collaborative learning, including virtual education environments.
- Use of cloud computing applications to design, develop, implement, and disseminate learning materials. (Adobe cloud, Articulate, G Suite)
- Identification and application of best practices to develop training and education components for online environments.
- Use of technology applications to create and manage a technologically-mediated course.
- Application of instructional design principles to produce and execute technology-mediated course ware for teaching and training purposes.

Course Text

Simonson, M., Smaldino, S., & Zvacek, S.M. (2015). Teaching and Learning at a Distance: Foundations of Distance Education, 6th ed.

Course Resources

Course resources can be accessed online and through the IUP library:

International Journal of Distance Education Technologies
Online Learning Journal: <https://onlinelearningconsortium.org/read/journal-issues/>

Assignments-additional assignment details & rubrics will be posted to D2L

1. **Case Studies**--Complete two case studies- group assignment (In class).

2. **Distance Education Technology Research Article Analysis & Application**—Select an article about research on a distance education technology or process and write a summary and analysis paper that includes information on how to apply the technology in practice—minimum 5 pages, double spaced.
3. **Learning Object**—Create a learning object using a web authoring tool. Details on learning object categories and guidelines will be posted to D2L.
4. **Conference Proposal & Presentation Outline** Write a conference proposal and presentation outline about an application for a distance education technology. You will select a conference to submit the proposal to and follow their guidelines for the proposal. You do not have to actually submit your proposal but I encourage you to do so.

Grading

Assessment	Points
Class Participation	20
Case Studies 2 @ 10 Points Each	20
Distance Education Technology-Article Analysis	10
Conference Proposal & Presentation Outline	20
Learning Object	30
Total Points	100

The facilitator assigns grades based on the following criteria:

91% or more (91-100 points) = A

81% or more (81-90 points) = B

71% or more (71-80 points) = C

70% or less (69 or fewer points) = F

Accommodations Statement:

Indiana University of Pennsylvania, in compliance with state and federal laws and regulations, does not discriminate based on disability in administration of its education-related programs and activities. We have an institutional commitment to provide equal educational opportunities for disabled students who are otherwise qualified. Students with documented disabilities should contact Disability Support Services, p | 724-357-4067, to arrange for class accommodations. For more information about disability support services at IUP, you can view their website at the following address: <http://www.iup.edu/disabilitysupport/>

Academic Integrity Policy

Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. This syllabus represents a contract between you and the instructor of this course and by enrolling; you agree to follow the rules and expectations therein. The following instances are violations of academic integrity:

- Providing or receiving unauthorized assistance in coursework, lab work, theses, dissertations, or examinations.
- Using unauthorized materials and resources during examinations or quizzes.
- Plagiarism, which is the use of papers, dissertations, essays, reports, speeches or oral presentations, take-home examinations, computer projects, and other academic exercises or the use of ideas or facts beyond common knowledge without attribution to their originators.
- Using the same paper or presenting work more than once without instructor authorization.
- Possessing course examination materials without the prior knowledge and consent of the instructor.
- Engaging in disruptive or threatening behavior towards others.
- Using computer technology in any way other than for the purposes intended for the course.

Please note that IUP faculty members use a variety of technologies to check for authenticity of student work. Violations of academic integrity per IUP's Academic Integrity Policy and Procedures. Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's Academic Integrity Policy and Procedures are available in the Graduate Catalog at <http://www.iup.edu/graduatestudies/catalog>

_____Course Calendar on Following Page_____

Course Calendar

Week	Topics and Readings	Assignments & Notes
1 January 24	Introduction, Course Overview	
2 January 31	Distance Education Theories and Concepts Simonson, Chapters 1 & 2	
3 February 7	Research & Trends in Distance Education Simonson, Chapter 3	
4 February 14	Distance Education Technologies Simonson, Chapter 4	Distance Education Technology Research Article Analysis Due
5 February 21	Distance Education Technologies-Tools for course design & Delivery	
6 February 28	Online Course Design & Quality Rubrics Simonson, Chapter 5	Case Study 1—Quality Rubrics-In class group activity
7 March 7	Teaching with Technology, Online Teaching. Learning Online, Distance Education— Student Experience. Simonson, Chapters 6 & 7	Case Study 1 Due
8 March 14	Spring Break	No Classes
9 March 21	Digital Content for Distance Education Simonson, Chapter 8	
10 March 28	Trends & Developments in Distance Education Technologies Readings TBD	Conference Proposal & Presentation Outline Due
11 April 4	Assessing Learning in Distance Education Environments Simonson, Chapter 9	
12 April 11	Copyright, Accessibility Simonson, Chapter 10	Case Study 2-In class group activity
13 April 18	Policy & Organizational Context Simonson, Chapter 11 Evaluating Distance Learning Programs Simonson, Chapter 12	Case Study 2 due
14 April 25		Learning Object Due—Final Project Presentations
15 May 2	Review of Distance Education Technologies	Learning Object Final Presentations, continued
16 May 9	Finals Week-No classes	Culminating Activity-Online