Course Description and Rationale:
Myths abound in the online learning world about the difficulty of teaching online, the available technologies, the support and compensation needed for high quality instructors, and the needs of students. Fortunately, there is a storm brewing that may soon wipe most of them away. Some have heard the thunder of numerous collaborative and learner-centered online technologies being developed over the past few years. Others have felt the brisk winds coming from another direction; winds brought about by innovative instructors experimenting with online pedagogy that better motivates online learners. Adding to this turbulence, bored online learners are pleading with the rest of us for more rich and engaging online experiences. As these three storms collide, they create the perfect storm linking pedagogy, technology, and learner needs. To navigate the upcoming monsoon of e-learning, this class will dispel some of the myths while highlighting technologies and instructional strategies currently emerging to meet diverse student needs.

Clearly, online learning is exploding in corporate, university, K-12, and military settings. However, few instructors or learners have been adequately trained for these environments. What can be done? There is a need for training in online pedagogy. In this course, we will demonstrate and discuss dozens of strategies (over 100) for teaching on the Web. There is also need for better understanding of the range of e-learning evaluation and assessment techniques. Near the end of the course, we will cover more than a dozen evaluation methods for online learning and also point to options in assessment strategies and creating electronic portfolios.

After the course, students should be able to (1) design pedagogical strategies for different types of online courses, (2) evaluate the effectiveness of e-learning courses, programs, and events; and (3) make recommendations regarding online learning initiatives.

Required Texts:
2. Various Online Articles (see below).
3. Note: We may also explore my upcoming Handbook of Blended Learning Environments (HOBLE).
Optional Texts (just a few that might interest students—no need to buy any):


Online Magazines, Journals, Newsletters, and Blogs (most are free!):

3. Distance Education Report: http://www.magnapubs.com/archive/der/
5. Innovate (Journal of Online Education): http://horizon.unc.edu/innovate/guidelines/
8. Journal of Interactive Media in Education: http://www-jime.open.ac.uk/
10. Instructional Journal of Instructional Technology & Distance Learning:
The International Review of Open and Distance Learning: http://www.irrodl.org
Learning and Training Innovations: http://www.ltimagazine.com/ltimagazine/
Online Learning Magazine (no longer published)
Pew Learning and Techn Program Newsletter: http://www.center.rpi.edu/PewNews1.html
(merged with the Learning MarketSpace: http://www.center.rpi.edu/LForum/LdfLM.html)
Stephen’s Web (Stephen Downes’ Blog): http://www.downes.ca/
Syllabus Magazine: http://www.syllabus.com/
T.H.E. (Technological Horizons in Education) http://www.thejournal.com/
The Technology Source (the Michigan Virtual University): http://ts.mivu.org/
Training Magazine: http://www.trainingsmag.com/training/index.jsp
(Still more links (Bonk, 2004): http://www.trainingshare.com/resources/links.htm)

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**Tentative Tasks and Grading:**

<table>
<thead>
<tr>
<th>Percentage/Points</th>
<th>Task Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% / 20 pts</td>
<td>A. Weekly Attendance and Live Participation (WALaP)</td>
<td>Each Week</td>
</tr>
<tr>
<td>30% / 60 pts</td>
<td>B. Online Learner Discussion, Blogging, or Mentoring (OLD-BlogM)</td>
<td>Dec. 10th</td>
</tr>
<tr>
<td>30% / 60 pts</td>
<td>C. E-Learning Interview and Visualization Experiment (E-LIVE)</td>
<td>Nov 5th</td>
</tr>
<tr>
<td>30% / 60 pts</td>
<td>D. E-learning Status Paper and Presentation (ESP-P)</td>
<td>Dec. 10th</td>
</tr>
<tr>
<td>200 pts</td>
<td>Total Points</td>
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We will use a point system for each project, evenly dividing points among aspects of each assignment. Total points will determine your final grade. I will use the following grading scale:

- A+ = high score: 180-200 points
- A  = 187-200 points
- A- = 180-186 points
- B+ = 174-179 points
- B  = 174-179 points
- B- = 140-146 points
- C+ = 154-159 points
- C  = 147-153 points
- C- = 140-146 points
- F/FN = no work rec'd or signif. inadequate/impaired

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**Projected Seminar Weekly Topics:**

- Week 0 Course Presession (Aug 27th) Introduction to Syllabus and Books
- Week 1. (Sept 3rd) Explosion of Programs, Universities, Courses, and Initiatives
- Week 2. (Sept. 10th) Explosion of Programs, Universities, Courses, and Initiatives (Continued)
- Week 3 (Sept 17th) Frameworks for Online Learning
- Week 4. (Sept. 24th) Online Teacher Roles, Expectations, and Supports
- Week 5. (Oct 1st) Online Teacher Incentives and Issues
- Week 6. (Oct. 8th) New Student Roles: Expectations, Issues, Dilemmas, and Resolutions
- Week 7. (Oct. 15th) Mentoring and Moderating Online Discussion and Blogging
- Week 8. (Oct. 22nd) E-Learning Environment: Motivation and Communities of Learning
- Week 9. (Oct. 29th) E-learning Pedagogical Strategies, Activities, and Web Resources
- Week 10. (Nov 5th) Online Learning Strategies for Thinking and Learning Styles
- Week 11. (Nov. 12th) Virtual Teams and Online Collaborative Activities
- Week 12. (Nov. 19th) Evaluating E-Learning Programs and Courses
- Week 13. (Nov. 26th) More E-Learning Evaluation Techniques (Holiday—No class)
- Week 14. (Dec 3rd) The Semantic Web, Learning Objects, and a Look to the Future
- Week 15. (Dec. 10th) Global Planning for E-Learning (and Student Presentations)
- Week 16. (Dec 17th) Optional Meeting
Class Tasks:

A. Weekly Attendance and Live Participation (WALaP). (10%--20 points = 10 pts for attendance; 10 pts for participation)
Besides reading 3 assigned articles each week, during the semester I want you to read 5 other articles from the Handbook of Distance Education and 5 more articles you find online. In terms of class attendance, it is your responsibility to come to class and experience the unique activities that will be incorporated into each class. A combination of readings, verbal and written reactions to ideas, observing demonstration tools or videos, and hands-on activities will be critical to your growth as a class. Keep in mind that I want to hear from you! Participation is encouraged at all times.

B. Online Blogging or Mentoring (O-BlogM) (30%--60 pts)
In terms of article reflections, we will have a choice this semester.

Option 1: Blogging. Instead of a large class discussion forum, we could have everyone create a Weblog (i.e., a blog) on his/her personal article reflections and ideas related to class. You might create a Blog using Pitas.com, Blogger.com, Free-Conversant, or some other blogging tool. A 2-4 page reflection paper on this activity is due December 10th with your blog postings attached.

Option 2: Online Mentoring. There is a second option to this assignment and that is to mentor one or more learners, instructors, designers, or evaluators online and write a reflection paper on it (also due Dec 10th). See me if you plan to do this option. A 2-4 page reflection paper on the online mentoring or moderation process is due December 10th with your online mentoring transcripts attached.

Sample Electronic Discussion Criteria (30%--60 Points; 10 points a piece):
1. Insightful/Relevancy: offering examples, relationships drawn, interlinkages, connecting weekly ideas.
2. Helpfulness/Responsive: prompt, encouraging, informative, numerous suggestions, advice, quick fdbk.
3. Completeness: thorough comments, detailed reflection, timely and consistent feedback.
4. Pushes Group: moves group to new heights, exploration is fostered, breadth & depth, fosters growth.
5. Diverse Feedback: many forms of learning assistance, response specific to activity and need.

C. E-Learning Interviews and Visualization Experiment (E-LIVE) (30%--60 points)
I want you to interview at least one instructor who is teaching or has taught online courses, workshops, or events. In addition, you are to interview one or more learners. Interviewees might come from corporate, K-12, military, government, or higher education settings. They must have completed at least one online course. Interviews can be live (face-to-face), via phone or videoconferencing, or conducted through email. You might also perform case studies, focus group sessions, or pilot observations of instructors or learners using online learning tools in a school, workplace, or informal learning setting. You are to document their life as an online learner or instructor (from one course or semester or over a longer period of time). In effect, I want you to gather their life histories as a learner or teacher and compare these to their online experiences. Then I want you to create a visual representation that compares or relates your stories from both the online instructors and students. The visual might be in the form of a timeline, model, figure, diagram, a comparative flowchart, a Venn Diagram, or a comparison and contrast table or matrix. We will share these with the class when done. Your written work will be a maximum of 15 double spaced pages. Please include your interview questions in an appendix. If possible, try to obtain human subjects approval on these in case you want to
publish your results or if we decide to do this as a class. In your report, I want you to reflect on what you learned about e-learning from this assignment. How might you put some of their ideas to use in training programs or in your own teaching? Have these interviews opened your eyes? What might you have done differently? How might your initial work here be extended? This is due Nov. 5th. (Examples will be available.)

D. E-learning Status Paper and Presentation (ESP-P) (30%--60 points)

Here, I want you to find a strategic plan or initiative related to e-learning for a company, university, non-profit or government organization, school, state/province, country, or region. For instance, you might pick the state or country where you were born or perhaps where you plan to live after graduation. You might find the strategic plan online or request a hardcopy version. I want you to not simply read and critique the report but to also interview someone who created or is/was affected by that report. You might discuss and critique the online learning technologies highlighted, proposed pedagogical plans, intended training methods, targeted skills or competencies, or evaluation methods detailed. You might visit the institution or organization or write someone an email. What might this organization do differently in planning for e-learning? What are its competitors doing, for instance? In addition, you might include an e-learning report addendum or modification to the plan that you found. (Note: I may have access to a couple reports from different countries that I can share as examples.)

You are encouraged to work in teams on this report. When done, you will present an overview of the report to the class on Week 15. Testimonials, graphs and trends indicated growth, comparisons, and other data or handouts are welcome.

My preference is for you to focus on how their plan might improve online pedagogy or evaluation or what they might include in follow-up reports. I am slightly vague here since I have not tried this assignment before. When done, I want you to present these strategic document and program reviews to the class in a 15-20 minute presentations during the final week of the course. You are also encouraged to directly contact the organization that developed the report or plan and receive additional product information (e.g., CDs, brochures, white papers, technical reports, product comparison sheets, videotapes, company annual report, customer testimonies, data sheets, Web site information, etc.). Your final paper will be no longer than 10 single spaced pages (excluding references, appendices, tables of contents, key personnel resumes, pictures of your grandmother, etc.). This project is to be completed by either December 3rd.

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Sample Grading of Paper (40 Total Points or 10 pts each dimension):

1. Review of the Plan or Document (clarity, related to class, organized, facts, data, relevant, style)
2. Relevant Resources and Digging (citations/refs, linkages to class concepts, completeness)
3. Soundness of Critique (clear, complete, practical, detailed, important, implications, coherence)
4. Creativity and Richness of Ideas (richness of information, elaboration, originality, unique)

Presentation Points: (20 Points or 5 pts for each dimension)

1. Organization: good pace, flow, coherent, and transitions
2. Creative/Interesting: audience engaged, presenters showcase their creative ideas
3. Completeness: thorough presentation without going beyond time limits
4. Informative: Handout(s), relevance, practical, helps make connections

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E. Options to one of the above assignments:
In place of task C or D, you might volunteer to create a usable class product (e.g., an online glossary, a Web site for the class, a database of articles on different class themes, organize a class mini-conference or real conference symposium, review a key journal in the field for major themes or trends and share that research with the class, etc.) or you might demonstrate an e-learning tool to the class. Such a tool may have relevance in K-12, military, corporate, or higher education settings or perhaps in more informal settings such as a museum, zoo, or computer club. See the instructor about the possibilities of demonstrating a particularly interesting e-learning tool you have found. You might have other task option preferences.

F. Option to all Assignments:
You can trade all the above tasks or assignments for a major problem-based learning project related to this class with a company, organization, or institution. You make the contact and find out what needs to be resolved and then get it approved by the instructor. It might be an e-learning evaluation project. It might involve the design of e-learning tools and resources. It might entail the creation of a strategic plan, white paper, or vision statement. It might involve the creation of an e-learning conference or journal. Whatever the problem or task, it must be an authentic activity. You will present the final project at the end of the semester.

Weekly Reading (we will read 3-4 articles per week—it is your choice. You can substitute any chapter from Bonk and Graham’s upcoming Handbook of Blended Learning: Global Perspectives, Local Designs for any article below.)

Projected Seminar Weekly Topics:

Week 0 (August 27th) Introduction to Class Syllabus and Books
3. Various Free Online Articles

Week 1. (Sept 3rd) Explosion of Programs, Universities, Courses, and Initiatives
affecting distance education: An informed foundation for strategic planning. *Online Journal of Distance Learning Administration, 6*(3).
http://www.westga.edu/%7Edistance/ojdla/fall63/howell63.html


Note: Remember you can substitute an article in the Handbook of Blended Learning Environments (HOBLE) book any week.

**With Special guests:** Vance Stevens: Lecturer, Petroleum Institute, Abu Dhabi (former CALL (computer-assisted language learning) coordinator at the Military Language Institute) and 20 years experience as EFL/ESL teacher. Vance’s Bio http://www.vancestevens.com/vance.htm
And Paul Mace, Abu Dhabi Men’s College

### Week 2. (Sept 10th) Explosion of Programs, Universities, Courses, & Initiatives (Continued)

1. HoDE Book (2003). Diane Oblinger & Sean Rush, The Involvement of Corporations in Distance Education.


Note: Links to additional online reports are available at the course Web site in SSF.

### Week 3. (Sept 17th) Frameworks for Online Learning

2. HoDE Book (2003). Chapter 8 Randy Garrison, Terry Anderson, & Walter Archer, A Theory of Critical Inquiry in Online Distance Education

3. HoDE Book (2003). Chapter 9 Terry Andersen, Modes of Interaction in Distance Education: Recent Developments and Research Questions

4. Harvard Business School (December 16, 2002). Moving Beyond the Classroom With Executive Education: Distance Learning: What the Experts Think (view 2-3 of the videos) http://hbswk.hbs.edu/pubitem.jhtml?id=3217&sid=0&pid=0&t=innovation


Week 4. (Sept. 24th) Online Teacher Roles, Expectations, and Supports

1. HoDE Book (2003). Chapter 27 Morris Sammons, Exploring the New Conception of Teaching and Learning in Distance Education


3. Sue Bennett & Lori Lockyer (2004). Becoming an online teacher: Adopting to a changed environment for teaching and learning in higher education. Educational Media International, 213-244. (see the course web site in SSF for a copy)


Resources:
   b. E-learning Center: The Roles and Skills of the Online Tutor: http://www.e-learningcentre.co.uk/eclipse/Resources/teach.htm

Week 5 (Oct 1st) Online Teacher Incentives and Issues

1. HoDE Book (2003). Chapter 37 Linda Wolcott, Dynamics of Faculty Participation in Distance Education: Motivations, Incentives, and Rewards
2. Angie Parker (2003, Fall). Motivation and Incentives for Distance Faculty. *Online Journal of Distance Learning Administration, 6*(3), 
   [http://www.westga.edu/~distance/ojdla/fall63/parker63.htm](http://www.westga.edu/~distance/ojdla/fall63/parker63.htm)


   [http://www.center.rpi.edu/PewSym/mono2.html](http://www.center.rpi.edu/PewSym/mono2.html).

**Week 6. (Oct 8th) New Student Roles: Expectations, Issues, Dilemmas, and Resolutions**


2. HoDE Book (2003). Chapter 11 Randy Garrison, Self-Directed Learning in Distance Education


4. HoDE Book (2003). Chapter 13 Robert Curry, Academic Advising in Distance Education Degree Programs


Guest Speaker: Jeff Relue, Senior Account Executive, WebCT.

Course Management Resources:

**Week 7. (Oct 15th) Mentoring and Moderating Online Discussion and Blogging**

2. Phillipa Sturgess & Mark Kennedy. (2003). Telementoring and WebCT: Supporting Students at a Distance. 16th ODLAA (Online Open and Distance Learning Association of Australia) Biennial Forum Conference Proceedings. (see course Web site in SSF for a copy).


4. The Technology Source Special Issue in 2003 on Blogging and RSS


**Online Discussion and Blogging Web Resources:**

   j. Pitas: http://pitats.com/
   m. Thiagi’s Interactive Fiction Site: http://www.learningpeaks.com/interactions_research/Thiagi3.php
   o. I*EARN: http://www.iearn.org/

Guest Subude, IST Doctoral Candidate to show and discuss I*EARN network (she coordinated in China)

**Week 8. (Oct. 22nd) E-learning Environment: Motivation and Communities of Learning**


3. Alfred Rovai (2002, April). Building Sense of Community at a Distance. *International Review*
   http://inkido.indiana.edu/research/onlinemanu/papers/cot.pdf

   http://www.aln.org/publications/jaln/v5n2/v5n2_brown.asp

**Learning Community Web Resources**

a. Tapped-IN: http://www.tappedin.org/


**Week 9. (Oct. 29th) E-learning Pedagogical Strategies, Activities, and Web Resources**


4. Ron Oliver, Edith Cowan University, Australia, Homepage: Find and download one or more of his papers and presentations: http://elrond.scam.ecu.edu.au/oliver/


**E-Learning Pedagogy Web Resources**

a. Explorers Web: http://www.explorersweb.com/
c. ExploreCornell Beetle Science:
   http://explore.cornell.edu/scene.cfm?scene=Beetle%20Science
d. The Museum of Unworkable Devices:
   http://www.lhup.edu/~dsimanek/museum/unwork.htm
e. LibraryShare (digital libraries): http://www.libraryshare.com/

**Week 10. (Nov 5th) Online Learning Strategies for Thinking and Learning Styles**


Web Resources for Learning Styles/Preferences
   a. IMHC CMapping tool: http://www.coginst.uwf.edu/CmapV2/Download.html
   c. Videopaper: http://brp.terc.edu/VPB/vpb.html
   d. Virtual Tour of Oxford: http://www.chem.ox.ac.uk/oxfordtour/
   e. CyberFashion Show: http://www.sfu.ca/sfufit/

Week 11. (Nov 12th) Virtual Teams and Online Collaborative Activities


   http://www.byu.edu/ipt/faculty/documents/charles_graham_dissertation.doc


   http://www.virtualteams.com/library/Publications/download_vt2.htm

Virtual Teams Web Resources:
   b. Groove: http://www.groove.net/
   e. Virtual Edge for Teams: http://www.virtualteams.com/
Week 12. (Nov. 19th) Evaluating E-Learning Programs and Courses


2. Carol Twigg (2003). Improving Learning and Reducing Costs: Lessons Learned from Round I of the Pew Grant Program in Course Redesign. [http://center.rpi.edu/PewGrant/Rd1intro.html](http://center.rpi.edu/PewGrant/Rd1intro.html)


**Evaluation Web Resources:**


   [http://teleeducation.nb.ca/significantdifference/](http://teleeducation.nb.ca/significantdifference/)


Week 13. (Nov. 26th) More E-Learning Evaluation Techniques

1. HoDE Book (2003). Chapter 31 Annette Sherry, Quality and Its Measurement in Distance Education

2. HoDE Book (2003). Chapter 38 Melody Thompson & Modupe Irele, Evaluating Distance Education Programs


4. HoDE Book (2003). Chapter 49 Alistair Inglis, A Comparison of Online Delivery Costs with Some Alternative Distance Delivery Methods

E-Portfolio Web Resources (from Educational Pathways, 2002, May, Lorenzo Associates)

http://aahe.ital.utexas.edu/electronicportfolios/TOC.html

b. College and University ePortfolio Web sites: Alverno College (http://ddp.alverno.edu); IUPUI Institutional ePortfolio (www.iport.iupui.edu); University of Minnesota (http://eportfolio.d.umn.edu)

c. Organizations & Associations: efolio Minnesota (www.efoliomn.com); ePortConsortium (http://eportconsortium.org); Helen Barrett, internationally known expert on ePortfolios (www.electronicportfolios.com)

d. Vendors: Avenet Web Solutions (www.avenet.net); ePortaro (www.eportaro.com); McGraw-Hill’s Folio Live (www.foliolive.com)


http://www-jime.open.ac.uk/2004/1/ (Articles from Terry Anderson, Diane Oblinger, Stephen Downes, Betty Collis, etc; with comments from Robin Mason, David Wiley, Greg Kearsley, Tom Carey, etc.).

   b. Feasibility of Course Development Based on Learning Objects: Research Analysis of Three Case Studies Jo-An Christiansen and Terry Anderson


http://ecolecon.missouri.edu/globalresearch/index.html


Guest Speaker: John Paolillo, SLIS, The Semantic Web
Semantic Web and Learning Object Resources:
1. W3C: http://www.w3.org/2001/sw/
2. IU Course on Semantic Web (SLIS, L597 John Paolillo): http://ella.slis.indiana.edu/~paolillo/courses/L597f04/
3. RDF (Resource Description Framework): http://www.w3.org/TR/rdf-primer/

Week 15. (Dec 10th) Global Planning for E-Learning (and Student Presentations)

1. HoDE Book (2003). Chapter 32 Peter Dirr, Distance Education Policy Issues: Towards 2010
2. HoDE Book (2003). Chapter 34 Ryan Watkins & Roger Kaufman, Strategic Planning for Distance Education

Other recommended chapters from the HoDE book you might read:

Week 16. Optional Meeting