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# EME6457 Distance Education: Technology, Products and Processes

## *Spring 2006 Travel Guide*

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## The Journey

Advances in telecommunication technologies, changing student demographics and the need for ongoing professional development have renewed interest in distance education and training. The problem is that many still mimic correspondence mail or are direct descendants of teacher-directed models of distance education. Students are often presented with reading assignments, PowerPoint slides and links to alternative Websites and receive credit for completing on-line activities and exams. An electronic bulletin board and chat may be added to call such experiences "interactive."



However, little is really done to promote truly meaningful interactions that help participants clarify expectations, explore alternative perspectives and construct knowledge within a social context based on their prior skills and interests. Advances in technology are increasing access to educational opportunities, but are not necessarily increasing the quality of the educational experience. EME6457 is designed as a journey through various aspects of interactive distance learning. Participants will explore various DE technologies; systematically design, develop and formatively evaluate a unit of distance instruction; identify management issues; and examine distance education

research and theory. The journey is designed for educators, administrators and instructional designers in K-12 and higher education as well as trainers, managers and instructional designers in business and industry who are interested in interactive distance learning/training (aka. e-learning). Focus will be placed on the design, development and delivery of Web-based instruction (for either totally online or mix mode delivery).

**NOTE:** EME6613 is a required pre-requisite for this journey. If you haven't taken EME6613, you either reconsider taking this course, or discuss your situation with the Tour Guide as soon as possible.

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## Your Tour Guide

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## Travel Metaphor

You may have already noticed the travel metaphor being used to facilitate your progress through EME6457. Table 1 compares traditional terms associated with a course to the terms used to apply the travel metaphor. The metaphor is meant to communicate the idea that learning about distance education (aka. distance education training) is not an event, rather an on-going process (or journey). We also hope the metaphor makes your journey fun

Table 1. A comparison of traditional course and travel metaphor terms

<b>Traditional Terms</b>	<b>Travel Metaphor</b>
Course	Journey
Units	Treks
Instructor	Tour Guide
Students	Travel Companions
Syllabus	Travel Guide
Instructional Strategy/Events	Itinerary
Prerequisites	Required Supplies
Calendar	Star Dates

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## Designer's Perspective

At the foundation of this journey is the belief that distance educators may find it difficult to design innovative distance learning environments if they have not experienced one for themselves. To address this concern, we've developed eight different treks throughout the journey and each trek is based on an alternative instructional approach, including teacher-directed, learner-centered, performance-support, problem-based, experiential and constructivist methods. In this manner, participants will gain experience with differing approaches to teaching and learning as they explore various aspects of DE covered in the journey. Participants may also read about the developers' thought processes as they created the journey by selecting a link (titled "Designer's Perspective") that is provided at the beginning of each trek.

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## Required Supplies

### Readings

- Simonson, M., Smaldino, S., Albright, M. and Zvacek, S. (2006). Teaching and Learning at a Distance: Foundations of Distance Education (3rd Ed.). Upper Saddle River, NJ: Prentice Hall, Inc.
- Professional journals, textbooks, and articles available through the Internet, AskERIC, on-line databases (e.g., ERIC, PsychLit), libraries and bookstores.

### Minimum Hardware Requirements\*

PLATFORM	PC	Macintosh
CPU	486/33+	68040+
RAM	24MB	16MB
MONITOR	15 inch (800 X 600)	15 inch (800 X 600)
INPUT	Mouse and Keyboard	Mouse and Keyboard
NETWORK	Ethernet or 28.8 Dialup	Ethernet or 28.8 Dialup

\* These are the **minimum** hardware requirements as suggested by the University. Although it may be possible to use older hardware browsers as old as versions 4.0, there will be a **significant decrease** in performance. Similarly, if a student has a CPU with more RAM and a faster processor, they will experience smoother performance and in turn have a more enriching experience.

### Software Requirements (Download if required)

PLATFORM	PC	Macintosh
OPERATING SYSTEM	Win 95 or higher	System 7.5 or higher
BROWSER	Netscape 4.0 or higher	Netscape 4.0 or higher
AUDIO/VIDEO PLAYER	RealMedia for Windows	RealMedia for Mac
MULTI-MEDIA PLAYER	Flash for Windows	Flash for Mac
PRODUCTIVITY TOOLS	Word Processor and Graphics Application	Word Processor and Graphics Application

Check your CacheTo ensure that your web browser is accessing the most current and up to date WebCT information, it is suggested that you modify your browser's cache setting. This is so that each time you access a WebCT page, the browser makes sure that it is viewing the latest version of that page. This can easily be done in either Netscape or Internet Explorer. The following instructions are more or less platform independent.

- For Internet Explorer: Go to "Internet Options" under the "View " toolbar menu. Under the "General Tab" locate the Settings Button for the "Temporary Internet Files" section. Under the settings section locate the "Check for newer versions of stored pages:" option and make sure that the "Every visit to the page" option is clicked. Click OK until you have returned back to the initial web page.
- For Netscape: Go to the "Preferences" under the "Edit" toolbar menu. Under the category menu tree select the advanced option-this will reveal a "cache" option. Select the Cache option and then locate the "Document in cache is compared to document on network:" option to the right of the category tree. Make sure that the "once per session" option is checked. Then click the "OK" button.

### Note to AOL Users

The Internet browser provided by America On-Line (AOL) does not work well with WebCT. If you use AOL, we highly recommended that you download and use Netscape to access this course. If you have trouble downloading Netscape Navigator from AOL, call their customer service line. They are open 24/7. Once you have finished downloading, minimize your page to display your desktop. Run the setup.exe by double clicking on the icon. This will start Navigator.

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## Preparation

### Prerequisite Course work

- EME6613 Instructional Systems Design

If, for any reason, you have not completed all prerequisite course work, be sure to contact your Tour Guide immediately.

### Prerequisite Skills And Knowledge

#### Required

- Perform basic computer operations;
- Apply learning theories;
- Conduct goal, instructional, learner and context analyses;
- Generate, cluster and sequence objectives;
- Determine assessment method;
- Generate instructional treatment plan; and
- Generate formative evaluation plan.

#### Recommended

- Generate Web pages using HTML or an HTML editor;

- Generate audio, video, text and graphics and include them in Web pages;
- Link Web pages and FTP files to a server;
- Other Web development skills will help you create advanced WBI but again, are recommended not required.

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## Travel Objectives

The primary goal is to systematically design, development and formatively evaluation one unit of Web-based education or training (often referred to as e-learning).

To achieve this goal, we will:

- explore alternative DE delivery systems and theories;
- examine DE development and delivery tools;
- define quality design standards and certification process;
- generate an instructional treatment plan;
- develop and formatively evaluate a unit of Web-based instruction;
- identify and address management issues; and
- locate, interpret and apply DE research.

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## Assignments

To successfully complete your journey, you must complete a series of assignments. Due dates for assignments are posted in the travel schedule and in the online WebCT calendar (star dates). The following provides a listing of each assignment. Additional details, including examples and assessment rubrics are accesible by selecting "Assignments" under the Course Menu.

- **Assignment 1: DE Interests and Background (50pts)** - Introduce yourself to other travel companions by generating a one page autobiography that describes your current knowledge of and interests in distance education based on past experiences and the information contained in Trek 1.
- **Assignment #2: Development and Delivery Tools (100pts)** - Post a 2-3 page paper that demonstrates your knowledge distance education/training development and delivery tools.
- **Assignment #3: Quality Standards (100pts)** - Define standards for assessing the quality of your instruction and plan a process for implementing your standards.
- **Assignment #4: Instructional Treatment Plan (100pts)** - You (as an individual or in a group) are to prepare an instructional treatment plan that contains (a) a set of learning objectives, (b) a learner evaluation chart, (c) an instructional strategy, and (d) media selection.
- **Assignment #5: Development (100pts)** - Develop the instructional unit designed during Trek 4. Post link to your unit in WebCT or use a Learning or Content Management System that is relevant to your interests or work.
- **Assignment #6 Formative Evaluation (Cancelled)** - Formatively evaluate your instructional unit, applying your standards when appropriate.
- **Assignment #7: Management Issues (100pts)** - Submit a 4-5 page paper addressing questions posed in case study and summarizing and reflecting on what you learned (and still need to learn) about DE management and logistical issues.

- **Assignment #8: Debates (100pts)** - Debate key issues related to eLearning and Distance Education. Review topics, pick a side, research and debate a topic. Review and evaluate debates conducted by other travel companions.
- **Teamwork Evaluations (2 x 50pts = 100pts)** - If you work in a team, you must assess each members contribution to required assignments. Students working individually on A3-7 will automatically receive 50pts. All students must work in team on A8.
- **Bulletin Board Discussion (100pts)** - For each trek (modules) contained in this course, you are responsible participating actively in the online discussion (posting at least 3 messages).

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## Performance Assessment

### Grading Criteria

GRADE	PERCENTAGES
A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C	70-79%
D	60-69%
F	<60%
I	

Assessment rubrics that define performance criteria for each course activity and assignment are provided online along with directions for completing each activity and assignment.

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## Travel Schedule

Dates for key course events are listed below. Scheduled face-to-face (f2f) meetings for the Mixed Mode section of the course are shaded in grey. Student registered for both the totally online **Web** and the **Mixed** mode sections of the course should follow the same courses schedule. The only difference is the students will have the opportunity to ask questions, receive feedback and work on course assignments and activities in person if they attend the f2f sessions.

**BE SURE** to review the online WebCT course calendar for specific completion and **due** dates. If, for any reason, you find a discrepancies between the dates and events listed in the table (below) and presented in online WebCT course calendar, please follow what's on the online WebCT course calendar. All dates and times are based on USA Eastern Standard Time (EST).

**NOTE:** Trek 6 as been cancelled for Spring 2006 (and is not listed in the Travel Schedule).

Week	Date	Topics	Assignments
1	01/09	Orientation Trek 1: Delivery Systems	DUE: Travel Preparation Checklist

2	01/16	MLK Holiday (No f2f Meeting)	
3	01/23	Trek 2 - Development & Delivery Tools Initial F2F meeting in TA room 321	DUE: A1 Autobiography
4	01/30	F2F meeting	
5	02/06	Trek 3: Standards	DUE: A2 Tool Descriptions
6	02/13	F2F meeting	
7	02/20	Trek 4: Design	DUE: A3 Standards
8	02/27	F2F meeting	
9	03/06	Trek 5: Development	DUE: A4 Instructional Treatment Plan
10	03/13	Spring Brek (No f2f Meeting)	
11	03/20	Trek 7: Management & Logistics	DUE: A5 Prototype
12	03/27	F2F meeting	
13	04/03	Trek 8: DE Research	DUE: A7 Case Study Report
14	04/10	F2F meeting	
15	04/17		DUE: Course Evaluations
Finals	04/24	End of Journey	DUE: A8 Debate DUE: Team Evaluations

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## Travel Policies

### Grading

An "A" represents truly exemplary performance. Work represents a high conceptual level of understanding and content, over and above stated requirements. Breadth and depth of coverage, comprehensiveness, and accuracy of direct applications are outstanding, including new perspectives and original thought. Work consistently meets or exceeds "Distinguished" levels of performance as defined by the assessment rubrics for each assignment.

A "B" represents proficient or sufficient performance on stated performance criteria. A "C" or below represents work that falls short of meeting minimal requirements. The student is usually given an opportunity for a rewrite. Please note that revising work is a "given" in professional writing for anybody, no matter how experienced. Students should not feel that they have failed if they are asked to rewrite; rather they should view this as an opportunity for professional growth.

### Working in Teams

You may work individual, in pairs or in teams of three-four to complete the assignments and activities included in your journey. You may decide how you would like to take your journey prior to or during the orientation, during or shortly after the completion of Trek 1, or during Trek 2. Your choice **must** be made by the time you complete Trek 2. Specifically, Treks 1-2 are to be completed individually. Treks 3-7 may be individually or completed with companions of your choosing. Groups, if formed, should be retained through Treks 3-6. Groups may reform for Treks 7 and 8 based on interest. Trek 8

requires group work.

- Trek 1: Individual
- Trek 2: Individual
- Trek 3: Individual or Group
- Trek 4: Individual or Group
- Trek 5: Individual or Group
- Trek 6: Individual or Group (Cancelled Spring 06)
- Trek 7: Individual or Group
- Trek 8: Group

A "Travel Board" will be posted in the course bulletin board system, plus participants will be posting autobiographies of their DE interests and backgrounds to help you select a partner, a team or to decide if you would like to travel alone. Your intentions should be posted on the Travel Board and confirmed with your Travel Guide.

Developing (virtual) teamwork skills is one of the goals for this course. If you decide to travel with a companion or in a small group, be sure to note that all team members are responsible for completing assignments and contributing equitably to the course project. During the journey, each team member will be asked to complete a team evaluation form for each group member (including themselves). Evaluations of an individual team member will be averaged to determine his/her score for this component of the course. All efforts should be made to address issues or problems that may occur within a team before contacting the instructor. It is recommended that for each assignment, each team member be assigned specific tasks and due dates. Methods for contacting team members will be supplied during the course.

### Guidelines for Submitting Assignments

We are moving to the development of electronic student portfolios. Soon, all Instructional Technology students will be given Web space to create their portfolio. For this semester, you have several options:

- The preferred method is to post your assignments to the Student Presentation portion of WebCT;
- A second way to submit an assignment is to send it to your instructor as an e-mail attachment;
- A third way is to fax it to your instructor;
- The fourth method is to mail it to your instructor via regular post (aka. snail-mail); and
- You may submit a hardcopy to your instructor in person on the designated due date.

BE SURE to keep a backup copy of all of your assignments. Also keep a copy of everything that you submit to faculty and staff.

### Due Dates

Specific due dates for all course assignments are posted on the online WebCT calendar. Assignments will **NOT** be accepted after the due date for any reason.

### Rewrite of Assignments

A student may be permitted to rewrite one unacceptable assignment (< B-) at the instructor's discretion. The highest possible score following a rewrite is B+.

### Student-Faculty Conferences and Advising

The preferred way to reach a faculty member is through WebCT e-mail. You may also chat with the

tour guide or set an appointment to meet your tour guide at UCF to discuss assignments, academic matters or schedule a face-to-face meeting.

## Academic Honesty

Academic honesty is the cornerstone of the academic integrity of the university. It is the foundation upon which the student builds personal integrity and establishes a standard of personal behavior. Because honesty and integrity are such important factors, you should be aware that failure to perform within the bounds of these ethical standards is sufficient grounds to receive a grade of "F" in this course and be recommended for suspension from UCF.

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