Course Information

Course Code: 4300521
Course Title: **DISTANCE EDUCATION: THEORY RESEARCH AND PRACTICE**
Course Credit: 3.0
Course ECTS: 8.0

Course Catalog Description

This course aims to explore the current research and development in distributed learning environments. This course also aims to discuss and evaluate the distance education landscape, success factors in distance education, and the future of distance education.

Schedule: Mondays, 16:40 - 19:30, Office Hours: Tuesdays 16:30-17:30

Instructor Information

Assoc.Prof.Dr. Tarkan GÜRBÜZ Office Address: EFC 117 Email: tarkan@metu.edu.tr Office Phone: 210 4012

Course Objectives

The objectives of this course are to:

- Identify major trends in the distance education movement;
- Describe issues of particular importance to distance educators;
- Identify educators who have made important contributions to the field;
- Synthesize the use of various technologies used in distance education;
- Discuss the success factors in e-learning business, and the future of distance education.

Course Learning Outcomes

Student, who passed the course satisfactorily, will be able to:

- Tell the impact of digital transformation in distance education.
- Explain the key concepts of distance education and the issues surrounding those concepts
- Identify educational, organizational and strategic issues associated with developing and delivering distance learning
- Describe current leading-edge work in distance education in K-12, higher education, business, government, and other organizational settings.
- Depict the ways in which learning and teaching across barriers of distance and time are similar to -- and different from -- face-to-face instruction.
- Gain fluency in using various interactive media (asynchronous threaded discussion sites, synchronous multi-user virtual environments, groupware, interactive presentational media, and video-conferencing), instructional frameworks (e.g., Moodle) and e-learning applications (e.g., tele mentoring).
- Apply effective instructional design for various interactive media, instructional frameworks, and applications.
- Experience how each medium for interacting across distance shapes the cognitive, affective, and social dimensions of learning and indicate the range of individual responses to these media.
- Describe methods for evaluating the effectiveness of distance education and distributed learning approaches.
- List the synchronous and asynchronous desktop conferencing systems for distance education.
- Discuss how innovations such as multi-user virtual environments, collaborative learning environments, tele mentoring, and online communities are shaping the evolution of distance education and distributed learning.
- List the professional journals and resources in the area of distance education.
- Develop a conceptual framework for the topic of distance education–to view distance education programs as systems with closely interwoven elements
- Develop a conceptual framework for examining pedagogical issues in distance education
- Prescribe appropriate instructional strategies for different distance education learning situations.
- Write a concrete, high-quality accomplishment—a publishable paper, a topic for a thesis, a conference presentation, or the like.

Instructional Methods

Instructional methods to be used, teaching-learning activities, and flow of the lessons can be summarized as follows:

- Lecture by teacher, units of instruction organized by topics
- Use of technology and instructional resources
- Class discussion conducted by teacher
- Presentations by students
- Student reports
- Online course discussion forum and online learning activities
- Preparing assignments
- Use of slides, pictures, videos, internet sources
- Use of whiteboard by instructor in teaching
- Use of diagrams, tables, graphs, and charts by instructor in teaching
- Group project
- Coaching: assistance provided for students having difficulty in the course

Tentative Weekly Outline

Week	Topic	Readings	Assignments
1	Introduction and overview		
2	Foundations of Distance Education	Reading 1	Reflection Paper
3	Technologies and Distance Education	Reading 2	Reflection Paper
4	The impact of digital transformation in distance education.	Reading 3	Reflection Paper
5	Key concepts of distance education and the issues	Reading 4	Reflection Paper
6	Teaching and Learning at a Distance	Reading 5	Reflection Paper
7	Instructional Design for Distance Education	Reading 6	Reflection Paper
8	Materials and Visualization for Distance Education	Reading 7	Reflection Paper
9	Copyright and Distance Education.	Reading 8	Reflection Paper
10	Assessment and Evaluation in Distance Education	Reading 9	Reflection Paper
11	Managing and Leading a Distance Education Organization	Reading 10	Reflection Paper
12	Research and Distance Education	Reading 11	Reflection Paper
13	The Future of Distance Education	Reading 12	Reflection Paper
14	Review		

Course Textbooks

- Zawacki-Richter, E.O., & Jung, I. Handbook of Open, Distance and Digital Education: Parts I and II (2023).
- Michael Simonson, Sharon Smaldino, Susan M. Zvacek - Teaching and Learning at a Distance_ Foundations of Distance Education, 6th Edition-Information Age Publishing (2014)
- Additional readings and learning resources will be assigned and provided for the course in class.

Assessment of Student Learning

Homeworks and Assignments, Active participation and Presentations, Individual Project, Group Project, Midterm and final exams.

Course Grading

Evaluation and Grading	Percentage %
Midterm Exam 1	10%
Midterm Exam 2	10%
Final Exam	15%
Attendance (4)+Active Participation (6)	4+6 %
Homework (5)+ Assignments (10)	15 %
Reflection papers	10 %
Individual Project (Report (4) + Presentation (6))	10%
Group Project (Proposal Report (3)+Final Report (7)+Presentation (10))	3+7+10%
Total	100 %

The grades that are earned during the semester will not be curved. That is:
90-100: AA; 85-89.9: BA; 80-84.9: BB; 75-79.9: CB; 70-74.9: CC; 65-69.9: DC; 60-64.9: DD; 50-59.9: FD; 0-49.9: FF

Course Policies

Class Attendance

You should attend all classes on a regular basis so that you can benefit from the course at maximum level. Attendance will be taken in each class. If you are not able to attend the class due to some important reasons, then inform me certainly before the class via e-mail. Do not forget to compensate for notes, assignments, or tasks. If you are ill, report it to me officially.

Class Participation

Active participation in class is strongly encouraged and you should keep in mind that the definition of participation includes relevant contributions to class discussion, and participation in-class activities

Late Submission of Assignments

Late assignments cannot be accepted without penalty. 20% per day late will be docked from late assignment submissions. Extensions without penalty will only be provided in the medical circumstances in case a medical note is provided within one week of the absence. Medical notes will not be accepted after the course has concluded.

Make up for Exams

No make-up exam is possible.

Communication

Main communication channel is e-mail. Please use the following phrase for the *Subject* line of your e-mail while sending e-mails related to the course.

CEIT521_your name_the subject of your email

Program Outcomes Matrix

Master's (with thesis)

		Level of Contribution			
	Program Outcomes	**0**	**1**	**2**	**3**
1	Design, run and report scientific research.				X
2	Publish research findings in national and international conferences and scientific journals.				X
3	Design, develop, implement and evaluate instructional systems.			x	
4	Explain and use the theories, concepts and terminology of the instructional technology field in place.				X
5	Use the literature in accordance with the ethical rules.				X
6	Collect quantitative and qualitative data by using the appropriate methods.				x
7	Analyze quantitative and qualitative data by using appropriate tools.				x
8	Design, develop, implement and evaluate educational software.			x	
9	Design, develop, implement and evaluate technology enhanced learning environments.			x	
10	Design, implement and evaluate the process of integration of technology in education.			x	
11	Develop and implement creative and innovative theories and concepts in the instructional technology field.		x		
12	Share the theories, concepts, processes and research findings with the national and international community.				x
13	Leads the improvements in the instructional technology field.			x	
14	Entrepreneur and innovative.			x	
15	Contribute to the development of relationship with other disciplines related to the field.			x	
16	Develop self-regulation skills in the learning process and use them effectively.				x

Doctoral

		Level of Contribution			
	Program Outcomes	0	1	2	3
1	Design, run and report scientific research.				x
2	Publish research findings in national and international conferences and scientific journals.				x
3	Design, develop, implement and evaluate instructional systems.				x
4	Explain and use the theories, concepts and terminology of the instructional technology field in place.				x
5	Use the literature in accordance with the ethical rules.				x
6	Collect quantitative and qualitative data by using the appropriate methods.				x
7	Analyze quantitative and qualitative data by using appropriate tools.				x
8	Design, develop, implement and evaluate educational software.				x
9	Design, develop, implement and evaluate technology enhanced learning environments.			x	
10	Design, implement and evaluate the process of integration of technology in education.			x	
11	Develop and implement creative and innovative theories and concepts in the instructional technology field.		x		
12	Share the theories, concepts, processes and research findings with the national and international community.				x
13	Leads the improvements in the instructional technology field.			x	
14	Entrepreneur and innovative.			x	
15	Contribute to the development of relationship with other disciplines related to the field.			x	
16	Develop self-regulation skills in the learning process and use effectively.				x

Information for Students with Disabilities

To obtain disability related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the ODTÜ Disability Support Office as soon as possible. If you need any accommodation for this course because of your disabling condition, please contact me. For detailed information, please visit the website of Disability Support Office: http://engelsiz.metu.edu.tr/

Academic Honesty

The METU Honour Code is as follows: *"Every member of METU community adopts the following honour code as one of the core principles of academic life and strives to develop an academic environment where continuous adherence to this code is promoted. The members of the METU community are reliable, responsible and honourable people who embrace only the success and recognition they deserve, and act with integrity in their use, evaluation and presentation of facts, data and documents."*