



EDU303 – Distance Education Course Syllabus

Course Name	Distance Education
Course Code	EDU303
Course Type	Compulsory
Course Level	Undergraduate
ECTS Credit	5
Weekly Theory Hour	2
Weekly Practice Hour	2
Academic Semester	2013 Fall
Course coordinator(s)	Assist. Prof. Dr. Seren Başaran
Instruction system	
Medium language	English
Prerequisite	-
Suggestions related to course	N/A
Training status	Lecturing; This course utilizes the Moodle course management system to share information and resources. To access the course site, log on to this link: http://elearning.gau.edu.tr and select the course from list of courses. All course materials will be posted here.
Aim of the course	The major goals of this course are: <ul style="list-style-type: none">• to address the fundamental concepts of distance education in theory, principle and in instructional practice.• to develop a conceptual understanding of distance education programs as systems with closely interwoven elements• to develop a conceptual framework for evaluating pedagogical issues in distance education• to address the structural features, recent technologies shaping distance education.• to be able to prescribe appropriate instructional strategies for different DE learning situations.

Learning outcomes	<ol style="list-style-type: none"> 1. To develop an understanding of what is meant by distance education. 2. To enhance students understanding of the communication tools and the characteristics of distance education users. 3. To discover the current state of online courses and the modes of interaction. 4. To develop students' understanding of the instructional design models used in developing distance learning courses. 5. To discover the different communication tools available for distance learning. 6. To develop an understanding of the constructivist model of online teaching. 7. To determine the issues for online learners 8. To determine the best practices in distance education. 9. To evaluate distance education resources. 10. To discover emerging web design tools. 11. To learn methods for assessing efficiency of distance education 12. To be able to use interactive media and e-learning tools. 		
Course Content	Foundations of DE, Research and Evaluation in DE, technologies used in DE, instruction in DE, assessment and management in DE		
Course content per week	Week	Topics	
		Theory	Practice
	1	Overview of DE <ul style="list-style-type: none"> • History • Terminology • Scope • Future trends and issues 	
	2	Theories and Frameworks in DE <ul style="list-style-type: none"> • Types of Instruction • Framework of e-learning • Collaborative and Transformative Learning 	
	3	Technologies in Distance Education I <ul style="list-style-type: none"> • Web 2.0&3.0 Tools • Net & Web based learning • Learning Management Systems 	Assignment 1 Due
	4	Technologies in Distance Education II <ul style="list-style-type: none"> • Learning Tools and Objects 	
	5	Issues for DE Community <ul style="list-style-type: none"> • Learning Communities • Characteristics • Social Networking 	Assignment 2 Due
	6	Design and Development of Interactive Distance Learning Media I <ul style="list-style-type: none"> • Standards and Principles 	

		<ul style="list-style-type: none"> • Accessibility issues • Universal Design 	
	7	Design and Development of Interactive Distance Learning Media II <ul style="list-style-type: none"> • Ethics • Copyright • Cultural Challenges 	Assignments 3 Due
	8	Midterm	
	9	Web-based Course Design and Development I <ul style="list-style-type: none"> • Phases of Web based course design 	
	10	Management of DE Technologies I <ul style="list-style-type: none"> • Administration and Policy • Quality • PDA Model 	Assignment4 Due
	11	Management of DE Technologies II <ul style="list-style-type: none"> • Evaluation • Educational efficiency • Action Matrix 	
	12	E-research I <ul style="list-style-type: none"> • Scope • Using Educational Media in Research and Practice 	
	13	E-research II <ul style="list-style-type: none"> • Data Collection through Internet 	
		Revision	
	15	Final Exam	
Course book and references :	Course book: <ul style="list-style-type: none"> • Simonson, M., Smaldino, S., Albright, M., and Zvacek. (2009). Teaching and learning at a distance: Foundation of distance education. Upper Saddle River , NJ : Prentice Hall. 4th Edition. • Moore, M.,G., Anderson, W., G. (Ed.) (2003) The Handbook of Distance Education. Mahwah, N.J. Lawrence Erlbaum Associates • Roblyer, M., D. (2005) Integrating Educational Technology into Teaching. Allyn & Bacon; 4 edition 		
Evaluation			
Assignment1: 7%			
Assignment1: 7%			
Assignment1: 7%			
Assignment4: 24%			
Midterm exam: 20%			
Final exam: 35%			
Semester	Number	Contribution percentage to course mark %	
Activities			
Assignments	4	45	
Midterm Exam	1	20	
Final Exam	1	35	

TOTAL		100
Percentage of Classroom Activities		45
Percentage of Final Activities		55
	TOTAL	100
Calculation work load within the framework of learning, teaching and evaluation activities		
Activities	Number	Time (Hour)
Weekly Theory Hour	14	2
Weekly Practice Hour	14	2
Assignment1	1	20
Assignment2	1	10
Assignment3	1	15
Assignment4	1	28
Midterm	1	9
Final	1	12
TOTAL WORKLOAD (hour)= 150		
COURSE ECTS CREDIT=Total Work Load (hour) / (30 hour/ECTS)= 150 / 30 = 5		

Additional Information on Assignments:

Assignment 1: Creating Glossary of Distance Education related Terms

Assignment 2 & 3: Power Point Presentations of two selected journals

Assignment 4: Web-based Expository Instruction Module

students will use the tool defined by the instructor to design, develop, and facilitate an online module of expository instruction on a thought-provoking topic related to a given topic. The module should take no more than one (1) hour of instructional time.

Programme and learning outcomes

Learning Outcomes (LO)	Programme Outcomes (PO)																
	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PO 11	PO 12	PO 13	PO 14	PO 15	PO 16	PO 17
LO1	5		3	4	4	5					5	5	5	5			
LO2	5		3	4	4	5	3					5	5	5			
LO3	5		3	4	4	5	3				5	5	5	5			
LO4	5		3	4	4	5						5	5	5			
LO5	5		3	4	4	5						5	5	5			
LO6	5		3	4	4	5						5	5	5			
LO7	5		3	4	4	5						5	5	5			
LO8	5		3	4	4	5	4				5	5	5	5			
LO9	5		3	4	4	5					5	5	5	5			
LO10	5		3	4	4	5						5	5	5			
LO11	5		3	4	4	5						5	5	5			
LO12	5		3	4	4	5						5	5	5			

*Contribution Level:

1 very low 2 low 3 medium 4 high 5 very high

CITT Department Programme Outcomes

- 1.** Having adequate level of knowledge and skills in current/new computing and educational technologies.
- 2.** Having sufficient communication and teaching skills in teaching profession.
- 3.** Being able to teach updated computing technologies efficiently in English.
- 4.** Being able to identify information technology problems through using various analysis and synthesis.
- 5.** Being pragmatic to develop and apply persistent information technology solutions to educational and business problems.
- 6.** Being able to use critical and computational thinking skills to produce alternative solutions at every level of project development life-cycle.
- 7.** Being capable to work in disciplinary and interdisciplinary teamwork.
- 8.** Being sensitive, reactive and responsive to professional, social and ethical issues. Having social and ethical awareness in teaching and in providing solutions to problems.
- 9.** Having adequate level of knowledge and skills in current/new computer hardware, operating systems and computer networks.
- 10.** Adequate level of knowledge and skills in current/new programming languages, programming paradigms (procedural and object-oriented) and programming environments (visual, console-based programming).
- 11.** Being able to analyse, plan and manage educational software design and project development.
- 12.** Having the capability of evaluating and criticising educational software design and development.
- 13.** Adequate level of knowledge in using and integrating current/new e-learning and distance education systems such as learning management systems (LMS).
- 14.** Having sufficient skills and knowledge in using instructional technology and material design.
- 15.** Having skills to apply and use special teaching approaches, theories, teaching strategies, methods and techniques (such as to those people with disabilities).
- 16.** Using appropriate measurement and evaluation techniques to assess students' learning and development in addition to supporting them with good level of feedback.
- 17.** Having sufficient knowledge in the process of establishment of Republic of Turkey. Identifying social, cultural, political and economic problems through understanding Ataturk's principles and revolution.