

## **Syllabus**

### **Course Overview**

This course will provide discussions and experiences leading to an understanding of the ever increasing complexity of the integration of a variety of distance education platforms, products, artifacts, and web tools in the general education and training worlds. "Distance education takes its place at center stage" and "many individuals and institutions have abandoned long-held prejudices against learning that occurs outside the campus and the classroom," which have catapulted distance education as a strong viable component of education at all levels, P-12, higher education, and corporate training (Moore & Kearsley, 2012, p. xv).

This course focuses on how distance education programs are delivered and how those delivery options are shaped and constrained by history, research and theory, instructional design, social and cultural influences, curriculum, teaching, administrative decisions, politics, policies, and learning practice. You will use traditional resources such as course texts and journal articles, access the web for information, and experience various media and web tools that augment distance education and learning. We will undertake this course of study by providing information about many aspects related to instructional design and distance education and by providing some learning venues for you to experience as you participate in learning about this exciting way of helping others learn. You will demonstrate your understanding and application of the course objectives through the creation of an implementation plan for a distance education opportunity you identify.

### **Anticipating Workload in This Course**

Your focus for the first half of this course will be more on learning information, with the opportunity to apply the information toward the end of the course. This means that the amount of reading you do for this course is higher at the beginning than at the end of the course. You will want to plan for additional time in the first half of the course to read and reflect.

Throughout the course, you will have the opportunity to experience some of the different technologies that are available for distance education today (for example, synchronous call and virtual reality tour), and these may take some time for you to become familiar with them.

### **Adobe Connect Activities**

This course requires learners to participate in synchronous online meetings or deliver asynchronous presentations using Adobe Connect. If you require the use of assistive technology or alternative communication methods to participate in these activities, please contact [Disability Services](#) to request accommodations.

#### Reference

Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Belmont, CA: Wadsworth.

### **Course Competencies**

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Communicate effectively, ethically, and legally in visual, oral, and written form.
- 2 Facilitate creation of instructional solutions.
- 3 Evaluate emerging delivery technologies for their potential use in an instructional environment.
- 4 Apply current research and theory to the delivery of distance education.
- 5 Analyze how delivery technologies inform and constrain design decisions.

### **Course Prerequisites**

*There are no prerequisites for this course.*

## **Syllabus >> Course Materials**

### **Required**

The materials listed below are required to complete the learning activities in this course.

#### **Integrated Materials**

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

#### Hardware

Capella University requires learners to meet certain minimum [computer requirements](#). The following hardware may go beyond those minimums and is required to complete learning activities in this course. **Note:** If you already have the following hardware, you do not need to purchase it. Visit the [Course Materials](#) page on Campus for more information.

#### Adobe Connect

- Headset with microphone
- External or built-in webcam
- Broadband Internet connection

#### Book

Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view of online learning* (3rd ed.). Belmont, CA: Wadsworth. ISBN: 9781111520991.

## Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Bonk, C. J., & Zhang, K. (2006). [Introducing the R2D2 Model: Online learning for the diverse learners of this world](#). *Distance Education*, 27(2), 249–264.
- Cassarino, C. (2003). [Instructional design principles for an elearning environment: A call for definitions in the field](#). *Quarterly Review of Distance Education*, 4(4), 455–461.
- Correia, A., & Davis, N. (2008). [Intersecting communities of practice in distance education: The program team and the online course community](#). *Distance Education*, 29(3), 289–306.
- Crawford, C. (2004). [Non-linear instructional design model: Eternal synergistic design and development](#). *British Journal of Educational Technology*, 35(4), 413–420.
- Dooley, K. E., Lindner, J. R., Telg, R. W., Irani, T., Moore, L., & Lundy, L. (2007). [Roadmap to measuring distance education instructional design competencies](#). *Quarterly Review of Distance Education*, 8(2), 151–159.
- Dunlap, J., & Lowenthal, P. (2009). [Tweeting the night away: Using Twitter to enhance social presence](#). *Journal of Information Systems Education*, 20(2), 129–135.
- Goh, J. W. P., Quek, C. J., & Lee, O. K. (2010). [An investigation of students' perceptions of learning benefits of weblogs in an East Asian context: A Rasch analysis](#). *Educational Technology & Society*, 13(2), 90–101.
- Greener, S. (2009). [Talking online: Reflecting on online communication tools](#). *Campus-Wide Information Systems*, 26(3), 178–190.
- Hirumi, A., Appelman, B., Rieber, L., & Van Eck, R. (2010). [Preparing instructional designers for game-based learning: Part 1](#). *TechTrends*, 54(3), 27–37.
- Hirumi, A., Appelman, B., Rieber, L., & Van Eck, R. (2010). [Preparing instructional designers for game-based learning: Part 2](#). *TechTrends*, 54(4), 19–27.
- Huett, J., Moller, L., Foshay, W. R., & Coleman, C. (2008). [The evolution of distance education: Implications for instructional design on the potential of the web \(Part 3: K-12\)](#). *TechTrends*, 52(5), 63–67.
- Moller, L., Foshay, W. R., & Huett, J. (2008). [The evolution of distance education: Implications for instructional design on the potential of the web](#). *TechTrends*, 52(3), 70–75.
- Moller, L., Robison, D., & Huett, J. (in press). [Unconstrained learning: Principles for the next generation of distance education](#). *The Next Generation of Distance Education: Unconstrained Learning*. Bloomington, IN: AECT.
- Rice, K. T. (2009). [Priorities in K-12 distance education: A Delphi study examining multiple perspectives on policy, practice, and research](#). *Educational Technology & Society*, 12(3), 163–177.
- Silber, K. H. (2007). [A principle-based model of instructional design: A new way of thinking about and teaching ID](#). *Educational Technology*, 47(5), 5–19.
- Simonson, M., Smaldino, S., & Zvacek, S. M. (2015). [Teaching and learning at a distance: Foundations of distance education](#) (6th ed.). Charlotte, NC: Information Age Publishing.
- Wassell, B., & Crouch, C. (2008). [Fostering connections between multicultural education and technology: Incorporating weblogs into preservice teacher education](#). *Journal of Technology and Teacher Education*, 16(2), 211–232.

## External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Armstrong, A. W. (2008). [Executive beliefs about the critical success factors in defining, designing, developing and deploying e-learning for adult professional development in corporations](#). *Proceedings: AHRD 2008 International Research Conference* (pp. 469–476). Retrieved from <http://www.eric.ed.gov/PDFS/ED501621.pdf>
- Bonk, C. J. (2009). [The world is open for a reason: Make that 30 reasons!](#) *eLearn Magazine*, 2009(7). Retrieved from <http://www.elearnmag.org/subpage.cfm?section=articles&&article=85-1>
- Distance education resources, links and contacts. (2007). [e-Learning Resources](#). Retrieved from <http://www2.plymouth.ac.uk/distancelearning/resources.html#Institutions>
- ibstpi. (2010). [ibstpi.org](#). Retrieved from <http://www.ibstpi.org>
- Linden Research. (n.d.). [Second Life](#). Retrieved from <http://secondlife.com/>
- [Part 1: What is copyright?](#) (n.d.). Retrieved from Kinobserver website: <http://www.kinobserver.com/>
- Prabhu, M. T. (2010). [Author: 'iGeneration' requires a different approach to instruction](#). *eSchool News*. Retrieved from <http://www.eschoolnews.com/2010/04/12/author-i-generation-requires-a-different-approach-to-instruction/?ast=56&astc=4628>
- Siemens, G. (2004). [Connectivism: A learning theory for the digital age](#). *eLearnSpace*. Retrieved from <http://www.elearnspace.org/Articles/connectivism.htm>

- Simonson, M. (n.d.). [Distance education compendium: A baker's dozen of concept papers for the distance learning leader](#). Retrieved from Nova Southeastern University website: <http://www.nova.edu/~simsmich/pdf/a-bakers-dozen.pdf>. Learners using Firefox as their web browser may not be able to link to the article. If this is the case, try using Internet Explorer.
- Sloan Consortium. (2011). [SloanConsortium.org](#). Retrieved from <http://sloanconsortium.org/>
- TED Conferences. (Producer). (2010, April). [Derek Sivers: How to start a movement](#). Retrieved from [http://www.ted.com/talks/lang/eng/derek\\_sivers\\_how\\_to\\_start\\_a\\_movement.html](http://www.ted.com/talks/lang/eng/derek_sivers_how_to_start_a_movement.html)
- USDLA. (2010). [United States Distance Learning Association](#). Retrieved from <http://www.usdla.org>

### Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

#### Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool. If the full text is not available, you may be able to request a copy through the [Interlibrary Loan](#) service.

- Armstrong, A., Morris, M. R., & Solomita, D. (2008). Applying adult learning discussion and coaching pedagogies in a blended environment by leveraging virtual classroom using Adobe Connect. In C. Bonk et al. (Eds.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008* (pp. 3594–3599). Chesapeake, VA: AACE.
- Boyd, D. M., & Ellison, N. B. (2008). Social network sites: Definition, history, and scholarship. *Journal of Computer-Mediated Communication*, 13(1), 210–230.
- Moller, L., Foshay, W. R., & Huett, J. (2008). The evolution of distance education: Implications for instructional design on the potential of the web (Part 2: Higher education). *TechTrends*, 52(4), 66–70.

### Projects

#### Project » Distance Education Implementation Plan

##### Project Overview

In this course, all the assignments are steps toward the Distance Education Implementation Plan that you will submit in Unit 10. However, please do not just copy and paste each assignment to form your Distance Education Implementation Plan but instead use the content developed in each assignment to complete your final paper. You will receive feedback in each assignment, please review the feedback and incorporate it when appropriate into your final project. The course assignments that will contribute to your Distance Education Implementation Plan are:

1. **Unit 2:** Implementation Plan Topic Selection.
2. **Unit 4:** Technology, Global, and Cultural Dimensions in Distance Education.
3. **Unit 8:** Research-based Decisions.
4. **Unit 10:** Distance Education Implementation Plan.

## **Unit 1 >> Distance Education Yesterday and Today**

### **Introduction**

Distance education is a rapidly changing field, and one can anticipate that even more changes will emerge in coming years. Simonson, Smaldino, Albright, and Zvacek (2015) claim, "Distance education is one of the most dramatic of the recent technology-based innovations influencing education" (p. 3). As you complete this unit and this course, you may find that you agree wholeheartedly with these authors.

To begin the discussion of distance education, it helps to have a consistent definition of the term *distance learning*, as it has been redefined multiple times since its first appearance in the 19th century. Schlosser and Simonson (2009) have provided this definition, which is now a part of *Encyclopedia Britannica*: Distance learning is "institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors" (p. 1).

More and more educational institutions and businesses are offering courses and programs through one type of distance learning platform, Web tool, or another. Distance learning is expanding into all areas, including the following:

- P–12 education.
- Military.
- Government.
- Business and industry.

This growth translates into an increasing need for individuals to understand the field of distance education and the processes for designing, developing, and delivering high-quality distance education products. In this unit, we will review the foundations and definitions of distance education and explore a systems approach to distance education.

### **References**

- Schlosser, L., & Simonson, M. (2009). *Distance education: Definition and glossary of terms* (3rd ed.). Charlotte, NC: Information Age.
- Simonson, M., Smaldino, S., & Zvacek, S. M. (2015). *Teaching and learning at a distance: Foundations of distance education* (6th ed.). Charlotte, NC: Information Age Publishing.

### **Learning Activities**

#### **u01s1 - Studies**

### **Readings**

Use your texts and the Internet to complete the following:

- Read the Course Overview in the Syllabus.
- Read the Unit 1 Introduction.
- In *Teaching and Learning at a Distance*:
  - Read Chapter 1, "Foundations of Distance Education," pages 2–30.
  - Read Chapter 2, "Definitions, History, and Theories of Distance Education," pages 31–59.

These chapters will allow you to gain a sense of the change that has occurred in distance education since its beginnings in the 19th century.

- In *Distance Education: A Systems View*:
  - Read Chapter 2, "The Historical Context," pages 23–43.
  - Review Chapter 12, "Distance Education is about Change," pages 273–291.

These chapters will allow you to gain an understanding that the future of distance education is still embracing change.

- Read Huett, Moller, Foshay, and Coleman's 2008 article, "[The Evolution of Distance Education: Implications for Instructional Design on the Potential of the Web](#)," from *TechTrends*, volume 52, issue 5, pages, 63-67. This article will allow you to gain an understanding of distance education and instructional design.

- Read Bonk's 2009 article, "[The World is Open for a Reason: Make That 30 Reasons!](#)" This article appeared in ACM *e-Learn Magazine*, volume 2009, issue 7, 07-01-2009, DOI 0.1145/1595389.1595436. It is included here by permission.

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- Review the following websites to learn about organizations that promote and support distance education. Review the resource sections of the websites that are available to you as you are seeking information for your Unit 10 implementation plan.
  - [United States Distance Learning Association](#).
  - [The Sloan Consortium](#).

## Multimedia

- Listen to [Reflecting on History and Pondering the Future of Distance Education](#), a discussion between Dr. Anthony (Tony) Bates and Dr. Michael Simonson. This wide-ranging discussion will provide you with perspectives about the history and future of distance education.
- Study the events depicted on the [Distance Education and Instructional Design Timeline](#), including the evolution of distance education and the corresponding evolution and influence of instructional design. Information in the timeline will provide a context for the course and course assignments.

### **u01s2 - Using Adobe Connect**

In preparation for using Adobe Connect to conduct synchronous or asynchronous meetings in this course, complete the following:

- If you have not already done so, install your headset (and webcam, if required) on your computer, using the installation instructions included in the package.
- Create your meeting room from the [Using Adobe Connect](#) page on iGuide. (Explore the instructions and tutorials there if you need more information about using the software.)
- After your meeting room is set up, you can access it at any time from the My Meetings link in the courseroom.

Note: If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

### **u01d1 - The Past, Present, and Future of Distance Education**

From your readings listed in this unit's studies, comment on the different ways distance education has evolved from the earliest days of its existence. Respond to the following questions in your post:

- What differences did you learn about distance education in the 1920s, 1960s, and 2005? Include range of technologies and delivery technologies, and the effects of distance education on schools.
- How have instructional design processes affected the creation of distance education?

In Chapter 1 of *Distance Education: A Systems View*, Moore and Kearsley refer to distance education systems approaches.

- Provide at least three reasons that justify the use of a systems model for implementing distance education.
- Support your position with citations from the literature.

## Response Guidelines

Read the posts and respond to at least two learners. Provide a substantive response that references the assigned readings or scholarly literature to support your views and writings. In your response, do at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.

- Provide an alternative perspective.

## Course Resources

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### Graduate Discussion Participation Scoring Guide

## Unit 2 >> Instructional Design Competencies That Support Distance Education

### Introduction

The field of distance education began in the late 1800s. It has a long history when compared to that of instructional design, which began to be recognized as a field in the 1940s. Distance education has been shaped by its history, and instructional design and emerging technologies are bringing about even greater changes and opportunities to create high-quality educational opportunities.

In this unit, you will have an opportunity to see the importance of instructional design in the creation of distance education. You will also have a chance to assess your own skills as they relate to instructional design and distance education. You will explore key challenges, issues, and decisions faced by those involved with delivering education via distance education venues. This information will help you to understand how distance education can be delivered and to analyze current issues faced by those involved with distance education today. Given this information, you will propose an educational or organizational institution or venue to investigate, as well as an instructional delivery platform and a distance learning solution. You will use this information as the foundation of your reporting in upcoming units.

### Learning Activities

#### u02s1 - Studies

### Readings

Use your texts and the Internet to complete the following:

- Read the Unit 2 Introduction.
- In *Teaching and Learning at a Distance*:
  - Read Chapter 5, "Instructional Design for Distance Education," pages 126–165, to learn about course design and development and its close kinship with distance education.
- In *Distance Education: A Systems View*:
  - Read Chapter 5, "Course Design and Development," pages 97–122, to learn about course design and development and its close kinship with distance education.
- Review Dooley, Lindner, Telg, Irani, Moore, and Lundy's 2007 article, "[Roadmap to Measuring Distance Education Instructional Design Competencies](#)," from *Quarterly Review of Distance Education*, volume 8, issue, 2, pages 151–159. This study was conducted to determine instructional design competencies needed for faculty members to develop distance education courses. Pay particular attention to page 155, Table 1, as you will use this information in the second discussion in this unit.
- Review the website for International Board of Standards for Training, Performance and Instruction, commonly known as [ibsti](#). Familiarize yourself with competencies for instructional design, which can be accessed using the menu at the top of the page. This is a valuable resource for you as an instructional designer, so wander through the site and investigate the variety of resources available.

### Multimedia

Complete the [DE and ID Competency Self-Assessment](#).

- Assess your skill level against the competencies for distance education administrators by selecting the level at which you feel you are proficient in the skills. Reflect on the results of this self-assessment by identifying your areas of strength and the areas you need to improve.

#### u02a1 - Implementation Plan Topic Selection

For this assignment, select a topic for your implementation plan, which is due in Unit 10. Your topic must include one each of the following four components:

- A distance education learning solution. Examples include:
  - Rolling out an e-learning platform for your organization.
  - Providing web courses for faculty development.
  - Creating a model and process for developing e-learning courses.
  - Enhancing existing distance learning for students by using new technologies.
- An existing or emerging web-based instructional delivery technology to distribute your learning solution. Examples include:
  - Learning management system.
  - Content management system.
  - Virtual classroom.
  - Virtual world.
- An organization that will be the setting for your learning solution. Examples include:
  - A company.
  - A government.
  - A higher education institution.
  - A P–12 environment.
  - The military.
- Scope of solution. The scope can be as small or large as needed. It all depends on the situation you are investigating. Examples include:
  - Global.
  - Local to a specific country.

Use the matrix below to assist in the selection of your topic elements. Choose one item from each column for a combined topic. For example, your topic could focus on implementation of a distance education program using mobile technology for a nonprofit government agency working in developing countries.

**Topic Selection Matrix**

eLearning Solution	Instructional Delivery Technology	Organization	Environment
Company-wide learning management system (LMS) implementation	Learning management system	For-profit corporation	Global, regional
Company-wide content management system (CMS)/authoring tool implementation	Content management system	Nonprofit corporation	Country, regional
Faculty distance education course development	Virtual classroom	Government	Regional
Technology enhancements to existing distance education curriculum	Virtual world	Military	Multisite
Distance education course development	Multiuser Game	Higher Education	Single-site
Implementing an online community of practice	Real time mobility network	P-12 Education	Virtual

Write a short paper about your choice of a distance education learning solution pertaining to a specific organization using the instructional delivery technology of your choice. Identify the strengths and limitations of your topic and the reason for your selection. Once approved by your instructor, the instructional technology solution, delivery technology, and organization you select will be the components used in your distance education implementation plan for the Unit 10 assignment. Content from assignments throughout the course can be repurposed for submission in your final assignment.

Complete the following in your paper:

- Provide an overview of your instructional delivery technology choice supported by 2–4 journal articles or scholarly resources.
- Identify strengths and limitations of the selected technology.
- Justify your implementation plan components.

- Include a reference list.

## Additional Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements:

- **Written communication:** Written communication is free of grammatical, punctuation, and typographical errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 2–4 resources.
- **Length of paper:** 1–3 typed, double-spaced pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

**Submit** your paper in the assignment area as an attachment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

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[APA Style and Format](#)

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[Capella Writing Center](#)

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[Capella University Library](#)

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[Writing Feedback Tool](#)

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## u02d1 - The Importance of Instructional Design Processes

Supporting your decisions with citations from the literature, describe why planning is critical for the design and development of distance learning. Include the following in your description:

- Stages of the design process.
- Issues that must be addressed.
- Composition of the instructional design and development team that may be a part of the organization you are proposing to investigate during this course.

## Response Guidelines

Read the posts and respond at least two learners. With support from the literature, analyze the posts of your classmates, agree or disagree with their positions, and provide suggestions for consideration about the process and the team they have described.

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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## Unit 3 >> Technologies and Media for Distance Education

### Introduction

Without a doubt, the Internet and wide variety of other technologies available have introduced vast changes in the world of distance education. There are many different current and emerging technologies that can be used to deliver distance education, from traditional print to Web 2.0 capabilities.

In this unit, you will study the variety of ways distance education can be delivered and how different distance education systems function. This information will help you to make key decisions about the technologies and media that would be most beneficial when creating, delivering, or administering high-quality distance education courses or programs. This unit will help you to become conversant in the terminology used to describe the various technologies and media in the field of distance education.

Schlosser and Simonson (2006) provide the following definition for technology as it relates to distance education:

This is the hardware or physical delivery system by which messages are transmitted and distributed. The technology is the pipeline through which message are sent in a variety of media. Technologies include such things as radio broadcasting, television broadcasting, telephone companies, cable television companies, and so forth. Technology is different from media. The media, or messages, are in the form of books, graphics, video or audio. (p. 140)

In this unit, you will examine the range of possible technologies and media used in distance education. We will compare the use of these technologies and media in distance education environments. You will report on how the educational or organizational institution you chose in for your implementation plan implements a learning solution and delivers it by distance education. You will begin to explore different issues related to distance education in preparation for your implementation plan.

#### Reference

Schlosser, L. A., & Simonson, M. (2006). *Distance education: Definition and glossary of terms* (2nd ed.). Greenwich, CT: Information Age.

#### Learning Activities

##### u03s1 - Studies

#### Readings

Use your texts and the Internet to complete the following:

- Read the Unit 3 Introduction.
- In *Teaching and Learning at a Distance*:
  - Read Chapter 4, "Technologies, the Internet and Distance Education," pages 77–124, to become acquainted with the vast possibilities that make up technologies and distance education.
- In *Distance Education: A Systems View*:
  - Read Chapter 4, "Technologies and Media," pages 72–96.
- Review Hirumi, Appelman, Rieber, and Van Eck's 2010 article, "[Preparing Instructional Designers for Game-Based Learning: Part 1](#)," from *TechTrends*, volume 54, issue, 3, pages 27–34. This article describes specific skills and strategies associated with instructional design and simulations and game-based learning.

#### Optional Readings

Use the Internet to complete the following:

- Locate and read Boyd and Ellison's 2008 article, " Social Network Sites: Definition, History, and Scholarship," from *Journal of Computer-Mediated Communication*, volume 13, issue 1, pages 210–230.

This is an optional activity. Though not required, you are encouraged to complete it.

##### u03d1 - Factors for Choosing Technology

Technology related to distance education has a very broad definition, as described in the unit introduction. Based on readings and other resources listed in this unit's studies, write 200–250 words comparing and contrasting at least five current technologies used for online distance education. Address the following factors:

- Type of technology.
- Potential use in the organization you are evaluating for your implementation plan.
- Benefits of this technology to learners.
- Drawbacks of this technology to learners.

- Rationale for its use—link to learner characteristics, theory, pedagogy, or best practice.

## Response Guidelines

Read the posts and respond to at least two learners. Using evidence from the readings and literature, provide suggestions for consideration about the technologies and rationale your classmates described. Do you agree or disagree with the mentioned benefits and drawbacks to the learners? Why?

Course Resources

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Graduate Discussion Participation Scoring Guide

### Unit 4 >> Social and Cultural Influences on Distance Education

#### Introduction

The reach and influence of distance education today is worldwide. While it has always had an international perspective, today, with technology and the Internet, the impact of distance education, particularly distance education distributed over the Internet, is becoming profound. The increasing number of programs being implemented to provide education in developing countries, to underserved regions of the United States, and to at-risk populations portends greater and greater growth of education as economies of scale are recognized. The potential for distance education via online learning to help reinvent the public school system and other learning venues is exciting to contemplate.

Distance education programs, technologies, and the implementation of various distance education solutions are changing how we perceive education. By gaining a sense of the wide variety of possibilities for education throughout the world and in your own locale, you will be able to reflect on various perspectives as you create your own implementation plan.

#### Learning Activities

##### u04s1 - Studies

#### Readings

Use your text and the Internet to complete the following:

- Read the Unit 4 Introduction.
- In *Distance Education: A Systems View*:
  - Read Chapter 11, "The Global Span of Distance Education," pages 242–272.
  - Review the appendix, "Sources of Further Information," pages 293–304. Select one resource that addresses the social and cultural influences in distance education. You will use it to help you complete the assignment in this unit and later in Unit 10.
- Review Wassell and Crouch's 2008 article, "[Fostering Connections Between Multicultural Education and Technology: Incorporating Weblogs into Preservice Teacher Education](#)," from *Journal of Technology and Teacher Education*, volume 16, issue, 2, pages 211–232.
- Review Bonk's 2009 article, "[The World is Open for a Reason: Make That 30 Reasons!](#)"

##### u04a1 - Technology, Global, and Cultural Dimensions in Distance Education

The options available for designing and developing impactful distance education opportunities are vast, continuing to emerge, and range from the tried and true, such as text and synchronous meetings, to mobile learning opportunities. The affordability and flexibility that distance education facilitates add global perspectives to distance education. Christensen, Horn, and Johnson (2011) demonstrate how this phenomenon is disrupting class in multiple ways, including the ways we teach and learn, as well as disrupting social class for good and for ill. Bonk (2009) described the world as open by providing global citizens products such as open courseware, open source, and free e-books.

In this unit's studies, you read about Bonk's 10 openers from WE-ALL-LEARN. Bonk's openers include technology, learning trends, and a description of how each opener, isolated and in combination, can play a role in educating the citizens of the globe and as well as learners in your selected delivery environment. Bonk's 10 technology trend openers include the following:

1. Web searching in the world of e-books.
2. E-learning and blended learning.
3. Availability of open source and free software.
4. Leveraged resources and OpenCourseWare.
5. Learning object repositories and portals.
6. Learner participation in open information communities.
7. Electronic collaboration.
8. Alternate reality learning.
9. Real-time mobility and portability.
10. Networks of personalized learning.

As previously mentioned, all assignments in this course are building blocks toward the final assignment, the Distance Education Implementation Plan. To this end, in your Unit 2 assignment, you selected the topic for your Distance Education Implementation Plan. In this assignment, you will continue the development by discussing:

1. The technology resource to be adopted, such as the learning management system (LMS), web tool, MP3 player, tablet computer, wiki, podcast, blog, RSS feed, listserv you will use to implement the selected topic in the organization of your choice.
2. The physical, environmental, and cultural factors that influence student learning, attitudes, and performance in your selected distance education delivery environment.
3. At least one of the 10 openers from Bonk's WE-ALL-LEARN, considering the selected environment for the organization you are working with.

Support your analysis with scholarly resources such as peer-reviewed journal articles or textbooks.

Specifically, you should focus on:

1. Evaluate emerging delivery technologies for potential use in an instructional environment.
2. Identify the benefits and constraints of an existing or emerging technology.
3. Identify aspects of physical and social environments that affect delivery of distance education across the globe.
4. Explain environmental and cultural factors that influence student learning, attitudes, and performance in the selected delivery environment.

## Additional Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements:

- **Written communication:** Written communication is free of grammatical, punctuation, and typographical errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of five resources.
- **Length of paper:** 4–6 typed, double-spaced pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

**Submit** your full paper, including abstract and annotated bibliography, in the assignment area as an attachment.

Content from this assignment can be repurposed for the assignment in Unit 10.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

### References

Bonk, C. J. (2009). The world is open for a reason: Make that 30 reasons! *eLearn Magazine*, 2009(7). Retrieved from <http://www.elearnmag.org/subpage.cfm?section=articles&&article=85-1>

Bonk, C. J. (2009). *The world is open: How web technology is revolutionizing education*. San Francisco, CA: Jossey-Bass.

Christensen, C. M., Horn, M. B., & Johnson, C. W. (2011). *Disrupting class: How disruptive innovation will change the way the world learns*. New York, NY: McGraw-Hill.

### Course Resources

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[Capella University Library](#)

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[Capella Writing Center](#)

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

## **u04d1 - Technology Trends and Global Distance Education**

Using Bonk's 2009 article, *The World is Open for a Reason: Make That 30 Reasons!* and other readings listed in the studies, choose one of Bonk's 10 openers about technology trends, known as WE-ALL-LEARN, and describe:

- What role it can play in educating the citizens of the globe.
  1. **Web** searching in the world of e-books.
  2. **E**-learning and blended learning.
  3. **Availability** of open source and free software.
  4. **Leveraged** resources and OpenCourseWare.
  5. **Learning object** repositories and portals.
  6. **Learner participation** in open information communities.
  7. **Electronic** collaboration.
  8. **Alternate reality** learning.
  9. **Real-time** mobility and portability.
  10. **Networks** of personalized learning.

In addition, using the readings as support, address the following in your post:

- How you have witnessed or experienced distance education in your own learning and work.
- Describe one distance education example that has resonated for you.
  - Describe the focus of the program.
  - List the types of technologies used.

## **Response Guidelines**

Read the posts and respond to at least two learners. Provide a substantive response that addresses the three parts of your colleagues' postings, using references from the assigned readings or scholarly literature to support your views and writings. In your response, do at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative perspective.

### **Reference**

Bonk, C. J. (2009). The world is open for a reason: Make that 30 reasons! *eLearn Magazine*, 2009(7). Retrieved from <http://www.elearnmag.org/subpage.cfm?section=articles&&article=85-1>

### **Course Resources**

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[Graduate Discussion Participation Scoring Guide](#)

## **Unit 5 >> Applying Instructional Design Principles to Distance Education**

### **Introduction**

An important concept for you to learn is how instructional design principles are applied in a distance learning environment so you are prepared to plan, design, and develop quality modules, courses, and programs, and to help others do the same. Designing instruction for distance education requires a thorough understanding of a variety of issues, including the following:

- Environment.
- Learners.
- Assessment strategies.
- Content.
- Methods.
- Materials.
- Evaluation—formative and summative.
- Project management.

The elements in the above list influence how distance education is shaped and constrained by instructional design. In this unit, you will study principles of instructional design, principles about instruction design systems, the relationship instruction design has with teaching and learning, models and processes used for designing courses, and how to build into your course design a consistent consideration for evaluation and assessment.

## Learning Activities

### **u05s1 - Studies**

#### **Readings**

Use your texts and the Internet to complete the following:

- Read the Unit 5 Introduction.
- In *Teaching and Learning at a Distance*:
  - Read Chapter 6, "Teaching and Distance Education," pages 166–187.
  - Read Chapter 7, "The Student and Distance Education," pages 188–203.
- In *Distance Education: A Systems View*:
  - Read Chapter 7, "The Distance Education Student," pages 150–174.

#### **Optional Readings**

Use the Internet to complete the following

- Locate and read Armstrong, Morris, and Solomita's 2008 article, "Applying Adult Learning Discussion and Coaching Pedagogies in a Blended Environment by Leveraging Virtual Classroom using Adobe Connect," from *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2008*, pages 3594–3599.

This is an optional activity. Though not required, you are encouraged to complete it.

### **u05s2 - Assignment Preparation**

While you do not have an assignment due in this unit, continue to work on components of your implementation plan, which you will submit in Unit 10. Each of the units leading up to Unit 10 will help you gather information to complete the final assignment. Review the Distance Education Implementation Plan Scoring Guide to make preliminary decisions about how the information in this unit will help you with your plan and how your instructor will assess the assignment.

### **u05s3 - Synchronous Web Conference Preparation**

In this unit, you will have the opportunity to attend a synchronous learning session in the Adobe Connect Meeting Room for a discussion on a course-related topic with your instructor and fellow learners. Your instructor will set up an Adobe Connect room and provide conference call access information for the session. **Attendance is required for this web conference. If you are unable to attend, contact your instructor for an alternative discussion question.**

Before the first web conference session, become familiar with Adobe Connect and the procedure for accessing the meeting room. This is also a good opportunity to test your webcam, if you have one. Begin by reviewing the installation instructions that came with your webcam and headset and completing the Audio Setup and Use tutorial on [Using Adobe Connect](#), the Adobe Connect tutorials page on iGuide.

Adobe Connect is one of many web conferencing tools. The tool is built into the Capella courserooms.

**Note:** If you require the use of assistive technology or alternative communication methods to participate in this activity, please contact [Disability Services](#) to request accommodations.

### **u05d1 - Synchronous Web Conference Experience**

A synchronous web conference will be scheduled by your instructor to orient you to one form of synchronous meeting tool. **Attendance is required for this web conference. If you are unable to attend, contact your instructor for an alternative discussion question.**

Your instructor will post access information prior to the web conference. After taking part in the synchronous event or viewing the archived version, respond to the following questions:

- How was your experience using this technology?
- When during the conference did you feel most engaged?
- When during the conference did you feel most distanced?
- What action did a fellow learner or the instructor take that you found most affirming during the conference?
- Was there anything a learner or instructor did during the conference that you found puzzling or confusing?
- What surprised you most about your experience?
- What are some of the advantages and disadvantages of using this technology in distance learning?
- What did you find most valuable about the synchronous meeting tool?
- What are instructional design considerations regarding use of synchronous web conferencing?
- How might or does your organization use this technology?

### **Response Guidelines**

Read the posts and respond to at least one learner. Share an insight you learned from reading his or her reflection about synchronous technologies.

#### Reference

Brookfield, S. (n.d.). *The classroom critical incident questionnaire*. Retrieved from [http://www.stephenbrookfield.com/Dr.\\_Stephen\\_D.\\_Brookfield/Critical\\_Incident\\_Questionnaire\\_files/CIQ.pdf](http://www.stephenbrookfield.com/Dr._Stephen_D._Brookfield/Critical_Incident_Questionnaire_files/CIQ.pdf)

#### Course Resources

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#### Graduate Discussion Participation Scoring Guide

### **u05d2 - Instructional Design Considerations for Implementation Plan**

Based on the readings for this unit, post 200–250 words about the use of instructional design and development processes anticipated for your implementation plan. Provide the context for your situation and then address at least two issues of most importance to you in relation to teaching and learning. The issues can include the following:

- Best practices.

- Distribution of materials.
- Teacher or facilitator interface.
- Information gathering about learner characteristics.

For your selected issues, consider the interdependence between the design and delivery of a course that affects both sides of the equation. Describe the instructor's responsibilities for the situation addressed in your implementation plan. Describe the types of delivery technologies your selected institution uses to deliver its distance education and the constraints this may impose for your plan.

## Response Guidelines

Read the posts and respond to at least one learner. For your response, imagine that you and your classmate are working together for this activity. What additional suggestions would you propose? Provide and cite evidence to show that your suggestions could be successful in addressing this situation. Make your response substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 6 >> Planning, Organizing, and Implementing Distance Education

### Introduction

This unit moves you beyond the ideas of creating a course or one component of a distance education program to thinking about the skills required to manage an overall distance education program. Managing and administering a program committed to delivering high-quality, meaningful distance education requires careful, thoughtful leadership. Many fundamental administrative and support issues must be addressed for teaching and learning to occur successfully at a distance. The functions and roles of distance education administrators are diverse and include the following:

- Strategic planning.
- Resource management.
- Staffing.
- Policy development.
- Learner support.
- Quality assurance.
- Project management.
- Change management.

It is vital for all those involved with distance education to learn about the tasks and challenges faced by administrators when planning, organizing, and implementing distance education programs. In this unit, you will explore different approaches to distance education course administration and management.

### Learning Activities

#### u06s1 - Studies

### Readings

Use your texts and the Internet to complete the following:

- Read the Unit 6 Introduction.
- In *Teaching and Learning at a Distance*:
  - Read Chapter 11, "Managing and Leading a Distance Education Organization," pages 279–305.
- In *Distance Education: A Systems View*:
  - Read Chapter 8, "Management, Administration, and Policy," pages 175–204.
- Review Hirumi, Appelman, Rieber, and Van Eck's 2010 article, "[Preparing Instructional Designers for Game-Based Learning: Part 2](#)," from *TechTrends*, volume 54, issue, 4, pages 19–27. This is the second part of the article from Unit 3 and describes specific skills and strategies associated with instructional design and simulations and game-based learning.

- Read Prabhu's article, "[Author: 'iGeneration' Requires a Different Approach to Instruction](#)," from *eSchool News*, to learn about technology and today's learners, and to review the use of a blog to respond to the ideas presented in the article.
- Review at least one paper of your choosing from Simonson's paper, "[Distance Education Compendium: A Baker's Dozen of Concept Papers for the Distance Learning Leader](#)." In these brief papers, Simonson presents various aspects of managing, administering and policy making for distance education. You will report on the article you studied in this unit's first discussion. If you use Firefox as your web browser, you may have trouble accessing the article. If this is the case, try using Internet Explorer.
- Explore what a virtual world may be like using Linden Research's [Second Life](#). From the menu at the top of the screen, select **What Is Second Life?** Next, select **Intro** and **Welcome**, both of which are in the navigation on the right side of the What Is Second Life? page. You will reflect on this experience in this unit's third discussion.

#### **u06s2 - Assignment Preparation**

While you do not have an assignment due in this unit, continue to work on components of your implementation plan, which you will submit in Unit 10. Each of the units leading up to Unit 10 will help you gather information to complete the final assignment. Review the Distance Education Implementation Plan Scoring Guide to help you with your plan and how your instructor will assess the assignment. Continue working on elements of your implementation plan.

#### **u06d1 - Aspects of Managing Distance Education**

Reflect on this week's readings, paying special attention to Simonson's "Distance Education Compendium: A Baker's Dozen of Concept Papers for the Distance." How did the information from the readings help inform decisions about the selected situation for your implementation plan? From the following list of management components, choose one that is applicable to your implementation plan and your situation's readiness for adopting distance education:

- Strategic planning.
- Resource management.
- Staffing.
- Policy development.
- Learner support.
- Budgeting.
- Technology readiness.
- Project management.
- Change management.
- Quality assurance.

Discuss the component you selected regarding the readiness of your chosen situation's implementation of distance education. Describe an area of weakness, why you think it is weak, and what you should consider to help build strength in that area.

#### **Response Guidelines**

Read the posts and respond to at least two learners. Please choose a learner's posting who has selected a different management component than yours. What additional points would you offer to your classmates' discussion on their select management components? Do you agree or disagree with the stated pros and cons? Make your response substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 7 >> Application of Theories and Research

### Introduction

The distance education research agenda has evolved over several decades. This research is grounded in distance education theory and instructional design theory. For many years, distance education research focused on effectiveness and demonstrated that distance education is an effective method of teaching and learning. Hundreds of studies conducted over the years continue to indicate that there are no significant differences in learner outcomes between a face-to-face learning experience and a distance learning experience. Indeed, in most situations, the Internet and distance learning experience have resulted in great understanding and greater performance improvement. Recently, research in distance education has focused on a variety of issues, including the following:

- Effective media selection.
- Effective technology delivery selection.
- Effective course design.
- Effective teaching strategies.
- Effective instructional design strategies and processes.
- Effective cost strategies.
- Effective policies.
- Effective scaling of successful educational innovations.
- Conditions of success for enabling technology innovations to go to scale.
- Benefits and limitations of the global span of distance education.

As a scholar-practitioner, it is vital to have a firm understanding of theoretical underpinnings and research that relate to distance education. During this unit, we will explore theories that form the foundation for research in the field of distance education. We will also examine scholarship in the field of distance education. As you complete the readings, think about the direction you think distance education research should take over the next few decades.

### Learning Activities

#### u07s1 - Studies

### Readings

Use your text and the Internet to complete the following:

- Read the Unit 7 Introduction.
- In *Distance Education: A Systems View*:
- Read Chapter 10, "Research and Studies of Effectiveness," pages 221–241.
- Review Chapter 5, "Course Design and Development," pages 97–121.
- Read two of the following articles or find other professional writing that focuses on application of theory and research:
  - Bonk and Zhang's 2006 article, "[Introducing the R2D2 Model: Online Learning for the Diverse Learners of this World](#)," from *Distance Education*, volume 27, issue 2, pages 249–264.
  - Correia and Davis' 2008 article, "[Intersecting Communities of Practice in Distance Education: The Program Team and the Online Course Community](#)," from *Distance Education*, volume 29, issue 3, pages 289–306.
  - Dunlap and Lowenthal's 2009 article, "[Tweeting the Night Away: Using Twitter to Enhance Social Presence](#)," from *Journal of Information Systems Education*, volume 20, issue 2, pages 129–135.
  - Goh, Quek, and Lee's 2010 article, "[An Investigation of Student's Perceptions of Learning Benefits of Weblogs in an East Asian Context: A Rasch Analysis](#)," from *Educational Technology & Society*, volume 13, issue 2, pages 90–101.
  - Greener's 2009 article, "[Talking Online: Reflecting on Online Communication Tools](#)," from *Campus-Wide Information Systems*, volume 26, issue 3, pages 178–190.
  - Moller, Foshay, and Huett's 2008 article "[The Evolution of Distance Education: Implications for Instructional Design on the Potential of the Web](#)," from *TechTrends*, volume 52, issue 3, pages 70–75.
  - Rice's 2009 article, "[Priorities in K-12 Distance Education: A Delphi Study Examining Multiple Perspectives on Policy, Practice, and Research](#)," from *Educational Technology & Society*, volume 12, issue 3, pages 163–177.
  - Siemans' 2004 article, "[Connectivism: A Learning Theory for the Digital Age](#)," from *eLearnSpace*.

#### u07s2 - Assignment Preparation

While you do not have an assignment due in this unit, continue to work on components of your implementation plan, which you will submit in Unit 10. Each of the units leading up to Unit 10 will help you gather information to complete the final assignment. Review the Distance Education Implementation Plan Scoring Guide to help you with your plan and how your instructor will assess the assignment. Continue working on elements of your implementation plan.

#### **u07d1 - Current and Future Distance Education Research**

Based on your textbook readings and the two articles you selected in this unit's studies:

- Write a summary of research currently being conducted in distance education. Include details on technologies, research methods, target audience, research purpose, and findings.
- Describe your ideas about the direction you predict the research on distance education is headed in the next five years.
  - What research topics would be most useful to the instructional design field?

Limit your post to 250 words. Provide rationale for your views and support them from the literature.

#### **Response Guidelines**

Respond to the post of one other learner. What additional considerations could you add to the current and future research presented by your classmate? Please provide examples to substantiate your points. Make your response substantive and reference the assigned readings and/or other professional literature to support your views.

Course Resources

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Graduate Discussion Participation Scoring Guide

### **Unit 8 >> Instructional Design Models and Theories of Distance Education**

#### **Introduction**

This unit brings together much of the learning that has gone on in previous units, including instructional design and development principles, research related to instructional design and distance education, how instructional design and teaching and learning inform one another in decisions about the distance education offering. In your course textbooks, you will find confirmation of the importance of rigorous scientific inquiry (that is, research) to help develop theories and principles that help guide the field.

Distance education will benefit from a purposeful, systematic approach—beginning with ideas about implementing a distance education program and carrying out the systems approach and instructional design principles all the way down to the course or learning solution level. The creation of a strong high-quality program will happen when you plan for it, share the work with other team members, and refer to the research findings as you work with others to make decisions about the program.

This unit explores ways research is taken into consideration as one applies principles for designing and developing distance education. You will have an opportunity to consider research related to distance education and how it may be translated to the implementation plan you are creating.

#### **Learning Activities**

##### **u08s1 - Studies**

#### **Readings**

Use your textbooks and the Internet to complete the following:

- Read the Unit 8 Introduction.
- In *Teaching and Learning at a Distance*:
  - Read Chapter 2, "Definitions, History, and Theories of Distance Education," pages 31–59.
  - Review Chapter 5, "Instructional Design for Distance Education," pages 126–165.
- In *Distance Education: A Systems View*:
  - Review Chapter 5, "Course Design and Development," pages 97–121.
- Read two of the following articles:
  - Cassarino's 2003 article, "[Instructional Design Principles for an eLearning Environment: A Call for Definitions in the Field](#)," from *Quarterly Review of Distance Education*, volume, 4, issue 4, pages 455–461.
  - Crawford's 2004 article, "[Non-linear Instructional Design Model: Eternal, Synergistic Design and Development](#)," from *British Journal of Educational Technology*, volume 35, issue 4, pages 413–420.
  - Irlbeck, Kays, Jones, and Sims's 2006 article, "[The Phoenix Rising: Emergent Models of Instructional Design](#)," from *Distance Education*, issue 27, issue 2, pages 171–185.
  - Silber's 2007 article, "[A Principle-Based Model of Instructional Design: A New Way of Thinking About and Teaching ID](#)," from *Educational Technology*, volume 47, issue 5, pages 5–19.

## Optional Readings

Use the Capella University Library to complete the following:

- Read Moller, Foshay, and Huett's 2008 article "[The Evolution of Distance Education: Implications for Instructional Design on the Potential of the Web](#)," from *TechTrends*, volume 52, issue 3, pages 70–75. This was one of the articles you could choose to read in Unit 7.
- Read Moller, Foshay, and Huett's 2008 article, J. (2008). [The Evolution of Distance Education: Implications for Instructional Design on the Potential of the Web \(Part 2: Higher Education\)](#)", from *TechTrends*, volume 52, issue 4, pages 66–70.
- Review Huett, Moller, Foshay, and Coleman's 2008 article, "[The Evolution of Distance Education: Implications for Instructional Design on the Potential of the Web \(Part 3: K-12\)](#)", from *TechTrends*, volume 52, issue 5, pages, 63–67. You read this article in Unit 1.

This is an optional activity. Though not required, you are encouraged to complete it.

### u08a1 - Research-Based Decisions

Simonson, Smaldino, Albright, and Zvacek (2015) emphasize that teaching at a distance requires significantly more planning and organization than any other kind of teaching. Typically, distance education programs, whether delivered synchronously or asynchronously, require a collaborative team for both technology implementation and course design. These teams should always include an instructional designer. Special attention must be paid to the instructional environment, which should be viewed as a complex system composed of faculty, learners, administrators, content, and technology. Instructional designers typically use a process of systematic planning and development for instruction based on years of research to create processes and models. An example of a well-known model is the Dick and Carey model, which is featured in Figure 5-1 on page 129 of the Simonson et al. text (linked in Resources).

For this assignment, write a paper explaining how an instructional design model or process aligns with the implementation plan you are creating. Select a model or process from the research literature as a framework or guide for your explanation. Be sure to consider each component of a successful distance learning system. This paper requires scholarly research using peer-reviewed articles and resources, the use of good grammar, and adherence to current APA standards. You need to ensure that your writing adheres to ethical guidelines concerning intellectual property and copyright.

The following questions may guide you as you complete your assignment:

- Which model did you choose, and why did you choose it?
- How is a systematic approach evident in your approach to your situation?
- What is the learning environment?
- Who are your learners?
- What is the essential content?
- What teaching strategies and media may be used?
- How do you plan to evaluate for quality?

Include the following elements in your paper:

- Align an instructional design model with the needs of the distance education implementation plan.
- Analyze the technological factors that inform design decisions in the delivery of distance education.
- Describe theoretical underpinnings of decisions related to distance education

- Explain the role of research in shaping a distance education implementation plan.
- Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics.
- Follow current APA style for in-text citation, quotes, and references.

## Additional Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements:

- **Written communication:** Written communication is free of grammatical, punctuation, and typographical errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 3–5 resources.
- **Length of paper:** 2–4 typed, double-spaced pages, excluding title and reference pages.
- **Font and font size:** Times New Roman, 12 point.

**Submit** your paper in the assignment area as an attachment.

Content from this assignment may be repurposed for the Unit 10 assignment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

### References

Moore, M., & Kearsley, G. (2012). *Distance education: A systems view* (2nd ed.). Belmont, CA: Wadsworth.

Simonson, M., Smaldino, S., & Zvacek, S. M. (2015). *Teaching and learning at a distance: Foundations of distance education* (6th ed.). Charlotte, NC: Information Age Publishing.

### Course Resources

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[Capella University Library](#)

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[Capella Writing Center](#)

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

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[Teaching and Learning at a Distance](#)

### **u08d1 - Integrating Instructional Design Practices and Distance Education**

This is a two-part discussion. First, describe the instructional design methods or processes used by your selected institution's implementation plan to design and develop distance education offerings. Second, reflect on the connection, or interrelationship, that exists between instructional design and distance education. Using your course readings, respond to two questions from the following list:

- How does the distance delivery technology influence the choice of instructional materials that can be delivered?
- How do learner characteristics such as location and number of learners, program content, learning environment, and resources affect the design and delivery of distance education?
- How do culture and social issues affect the design and delivery of distance education?
- How might constraints such as delivery technology, social issues, culture, or program content be abated by future research and technological developments?
- How would implementing system-wide instructional development practices affect the quality of distance education?

Provide support for your statements with citations from the research literature

## Response Guidelines

Read the posts and respond to one learner. Agree with or challenge the ideas presented and provide support for your opinions with scholarly literature. Make your responses substantive.

Course Resources

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Graduate Discussion Participation Scoring Guide

## Unit 9 >> Managing and Leading Distance Education

### Introduction

This unit brings together many of the elements you have been exploring separately in earlier units. The focus is on a systems approach to distance education combining a variety of communications technologies and media, course design and a course design team (that is, content subject matter experts, instructional designers, educational technology specialists, and developers), organizational readiness (that is, leadership, faculty, support, and student), and student achievement. How does one consider establishing the sense of community, emerging technologies, changing infrastructure, personnel, and other elements when making decisions about system-wide distance education questions and around how to effectively scale successful technology innovations?

Earlier, you considered these elements in relation to course development for distance education, or in relation to teaching and learning with distance education. In this unit, you will reflect on the bigger picture—the systems view. Moore and Kearsley (2012) remind us that "systems exist at different levels of complexity" (p. 8) and go on to emphasize that "a distance education system consists of all the component processes that operate when teaching and learning at a distance . . . It includes learning, teaching, communication, design, and management" (p. 9). As a teacher, one has the responsibility to manage and lead the course. As a program director, one has the responsibility to manage and lead the program. As an instructional designer, one has the responsibility to manage and lead the instructional design processes that then are carried forward and implemented by the teacher and the program manager. That is what you will explore further in this unit.

Reference

Moore, M. G., & Kearsley, G. (2012). *Distance education: A systems view* (2nd ed.). Belmont, CA: Wadsworth.

### Learning Activities

#### u09s1 - Studies

## Readings

Use your texts and the Internet to complete the following:

- Read the Unit 9 Introduction.
- In [Teaching and Learning at a Distance](#):
  - Review Chapter 11, "Managing and Leading a Distance Education Organization," pages 279–305, to become familiar with the various aspects of managing distance education.
- In [Distance Education: A Systems View](#):
  - Read Chapter 3, "The Scope of Distance Education," pages 45–70, to become familiar with several options for distance education offerings.
- Read Armstrong's 2008 article, "[Executive Beliefs About the Critical Success Factors in Defining, Designing, Developing and Deploying e-Learning for Adult Professional Development in Corporations](#)," from *Proceedings: AHRD 2008 International Research Conference*, pages 469–476.
- Read Moller, Robison, and Huett's article, "[Unconstrained Learning: Principles for the Next Generation of Distance Education](#)," from *The Next Generation of Distance Education: Unconstrained Learning* (in press).

## Internet Resources

View [Part 1: What is Copyright?](#) on the Kiobserver website. Legal, ethical, and copyright considerations are constant companions when working to design, develop, and teach in a distance education environment. Reflect on issues of copyright and how they affect your work as an instructional designer. You will discuss issues of copyright in this unit's third discussion. You may need to download or enable the QuickTime player to access the video clip.

## **u09s2 - Assignment Preparation**

Continue to work on your implementation plan, which is due in the next unit. You have received feedback on assignments submitted in previous units. Make sure you have incorporated the feedback and improved your previous submissions. Use the revised content to complete the parts of the final course assignment, Distance Education Implementation Plan, which is due next week.

## **u09d1 - Administrative, Social, Cultural, and Legal Issues**

Using your readings to support your ideas, discuss how the institution you selected for your implementation plan addresses the following:

- Administrative issues such as accreditation, learner support, and accessibility and accommodations for students with disabilities.
- Social and cultural limits on the development and use of distance learning technologies. How can the limits be reduced or constrained?
- Legal issues, such as disability accommodation, copyright, and content ownership in the context of distance education

Keep you post 200–250 words long.

## **Response Guidelines**

Read the posts and respond to at least two learners. Compare your examples with those of your fellow learners. Do you agree with their choices? Share feedback, including any suggestions you may have for additional ways to reduce mentioned limits.

Course Resources

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Graduate Discussion Participation Scoring Guide

## **Unit 10 >> Your Future in Distance Education**

### **Introduction**

The future is here! Over the past decade, we have seen extraordinary changes in the field of distance education in both academic and corporate training environments. We have seen changes in distance education technologies and also in the supply of and access to information, improved program design, and distance education organizations.

In this unit, you will explore some of the distance education trends. As you complete the reading for this unit, think about where you think the field of distance education is headed. You will have the opportunity to speculate about the future of distance education and think about how you fit into the future of distance education, along with strategies for shaping the future of distance education. How can you start a movement—how can you influence the future of distance education?

In this unit, you will finalize and submit your project implementation plan for the scenario you chose in Unit 2, including an e-learning solution using a specific distance education instructional delivery technology for a local or global organization of your choice. This plan can become part of your personal portfolio. You can use it as a template for designing future plans or as an exhibit for a job interview or promotion. The knowledge and skills you develop through this assignment will help you achieve the competencies needed for instructional design for online learning with distance education opportunities.

### **Learning Activities**

#### **u10s1 - Studies**

## Readings

Use your textbook and the Internet to complete the following:

- Read the Unit 10 Introduction.
- In *Distance Education: A Systems View*:
  - Review Chapter 12, "Distance Education is about Change," pages 273–289.
  - Skim the appendix, "Sources of Further Information," pages 293–304.
- Review Moller, Robison, and Huett's chapter, "Unconstrained Learning: Principles for the Next Generation of Distance Education," from *Unconstrained Learning* (in press). You read this chapter in Unit 9.

## Multimedia

- View the video *Derek Sivers: How to Start a Movement*. As you watch this short video, think about elements that influence instructional design processes and how they can affect your future with distance education. You will apply your reflections to this unit's second discussion.

### **u10a1 - Distance Education Implementation Plan**

This assignment is a culmination of all course assignments. Write an implementation plan that includes the following information:

- The instructional delivery technology selected in the Unit 2 assignment.
- The delivery environment selected in the Unit 4 assignment that applied one of Bonk's 10 technology trend openers to that environment.
- The rationale for your implementation decisions from your Unit 8 assignment paper.

In each of the previous assignments, there was a statement indicating you could **repurpose** the content from the assignments for your implementation plan. This does **not** mean that you merely copy and paste material from earlier assignments into a new document and consider it the assignment. It **does** mean that the content and the learning you derived from your earlier assignments can inform what you include and how you frame it for this assignment. This is a skill often used by instructional designers—not to copy, but to find ways to reuse, build upon, and add to previous material and learning to create a document.

For this assignment, create a distance education implementation plan for the environment you selected in the Unit 2 assignment. Make sure your paper includes the following elements:

- Title page.
- Abstract.
- Executive summary.
  - Vision and mission.
  - Executive sponsorship.
- Analysis of environment.
  - Learners.
  - Faculty.
  - Physical.
  - Social.
  - Cultural.
  - Political.
  - Policy.
- Resources requirements and constraints.
  - Staffing.
  - Learner support.
  - Faculty support.
  - Administrative and technology support.
- Analysis of selected technologies.
  - Selected Instructional delivery technology.
  - Selected web tool.
  - Selected Bonk's openers.
  - Organization, country, or global Infrastructure, or infrastructures.
- Communications plan.

- Change management plan.
- Funding sources (that is, budget).
- Evaluation plan.
  - Formative.
  - Summative.
- Plan summary.
  - Rationale for the approach based on research.
  - Benefits of the approach based on research.
- Reference list.

## Additional Requirements

To achieve a successful project experience and outcome, you are expected to meet the following requirements:

- **Written communication:** Written communication is free of grammatical, punctuation, and typographical errors that detract from the overall message.
- **APA formatting:** Resources and citations are formatted according to current APA style and formatting.
- **Number of resources:** Minimum of 15 resources.
- **Length of paper:** 15–20 typed, double-spaced pages, excluding title page, abstract, and reference list.
- **Font and font size:** Times New Roman, 12 point.

**Submit** your paper in the assignment area as an attachment.

**Note:** Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click on the linked resources for helpful writing information.

Course Resources

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[Capella University Library](#)

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[Capella Writing Center](#)

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[APA Style and Format](#)

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[Writing Feedback Tool](#)

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## u10d1 - Distance Education Trends

Based on the readings in this unit's studies and throughout the course, develop a chart that lists at least five current trends related to distance education. Next to each trend, describe the following:

- How instructional design theories play a role in this trend.
- The juxtaposition of Moore and Kearsley's five generations and Moller and others' three generations.
- The principle, or principles, that could guide instructional design decisions.
- How the trend affects teaching and learning in a distance learning environment.

Include APA-formatted references to support your ideas.

## Response Guidelines

Read the posts and respond to at least one learner. What new insights did you glean from his or her post? How does the learner's chart compare to yours?

Course Resources

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[Graduate Discussion Participation Scoring Guide](#)

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