S603: Teaching and Learning at a Distance
Indiana University Purdue University at Indianapolis
School of Library and Information Science
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An increasing number of public and school librarians are becoming involved in developing, supporting, and/or offering programs at a distance. From virtual book clubs to non-credit online courses on topics such as cooking to genealogy, public librarians are finding that virtual library activities can attract new patrons. Online high school courses, virtual test prep, and virtual reading programs are just a few of the ways that the virtual school library program can become the bridge between home and school.

Distance education is the process of connecting teachers and students with online resources, virtual communications, and remote activities as the primary means of instruction. This workshop was designed to help instructors, course developers, and others interested in distance education design and develop effective, efficient, and appealing online teaching and learning environments.

Learn to design and develop effective, efficient, and appealing online teaching and learning environments. This course was designed for academic, public, and school librarians. However other librarians involved with certification programs, professional development, and other virtual programs may also be interested. The course is also useful for university and K-12 educators, instructional designers, information scientists, and others interested in developing online courses.

This 1.5-credit hour course focuses on teaching and learning at a distance.

Instructor Content Information
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Voice Mail and Fax - 620 343 7989
Course Page – http://eduscapes.com/distance

Course Assumptions
The following entry skills are required for this course:

- demonstrate basic computer skills related to keyboarding, operating system, and disk management.
- identify, select, access, and evaluate information found on the Internet and in the library.
- use technology as a personal and professional productivity tool for activities such as word processing (Microsoft Word) and desktop presentations (Microsoft PowerPoint).
- use a word processor, web development tool, or raw HTML for simple web page development.
- download trial versions of software from the web for evaluation purposes such as educational software (i.e., Inspiration) - directions are provided in class.
- download drivers and plugins such as Real Media, Windows Media Player, and/or QuickTime to play audio and video from the web. - directions are provided in class.
- use Oncourse for forums and information sharing.

This course makes the assumption that you are able to work independently. There are no required face-to-face meetings. There are no required synchronous online meetings. However, feel free to email or arrange a chat with your instructor any time!

This workshop will expand your thinking about teaching and learning at a distance. This course will be taught entirely online including web-based readings and resources, threaded discussions, plus online presentations and activities. Choices allow participants with varied backgrounds and interests to select activities that meet their professional needs.

**Course Goals**
Participants will be able to:
- Identify elements of distance learning courses
- Design online materials to meet the needs of diverse learners
- Organize course materials based on structure, elements and formats
- Develop course guides containing a syllabus, calendar, guide, and scaffolds for learning
- Identify and create reception, transformation and production scaffolds
- Build course materials using web development tools such as Dreamweaver
- Select effective communication tools for particular course needs
- Establish and maintain a community of learners
- Identify the purpose and use of cohort groups
- Create cooperative and collaborative group assignments
- Design, develop, and facilitate engaging discussion activities
- Design, develop, and produce engaging learning activities
- Design, develop, and produce effective assessments
- Apply management strategies
- Identify issues in online teaching and learning

**Course Content and Topics**
The course is divided into three sections:

**Part 1 - Focus on Content, Organization, and Web Development**

- Identifying Elements of Effective Distance Learning Courses
- Designing for Diverse Learners and Patrons: Motivation, Self-Regulation, Learning Styles and Differentiation
- Organizing Content: Structure, Elements, and Formats
- Developing Course and Program Guides: Scaffolds for Learning
- Building Materials Using Dreamweaver

**Part 2 - Focus on Learning Communities and Communication**

- Using Communication Tools
• Establishing and Nurturing Community: Creating Cohort, Cooperative and Collaborative Activities
• Creating Discussion Activities

Part 3 - Focus on Practical, Engaging Learning Experiences

• Creating Alternative Activities
• Creating Alternative Assessments
• Managing Online Courses and Library Program: A Practical Approach
• Making it Work

For details related to specific readings and requirements, go to the Course Guide at http://www.eduscapes.com/distance/workshop_materials/guide.htm

**Online Course Materials**
Email Archives - http://eduscapes.com/distance/workshop_materials/archives.htm
Oncourse Sharing Area - http://oncourse.iu.edu

**Course Bibliography and Resources**
http://www.eduscapes.com/distance/the_resources/

**Course Requirements**
This course requires the completion of three types of assignments:

**Cohort Collaborations.** These small group assignments will ask you to solve a problem, discuss an issue, or create a product, then report back to the large group. The better you know your team members, the more fun you'll have with these assignments. It's up to you to decide how you'll delegate team member responsibilities and report back to the group. However be sure to check the activity requirements to be sure you get full credit for your participation. (3 Assignments with 2 Points Each)

**Deep Discussions.** Throughout the course, you'll be asked to post discussion assignments as well as reply to your peers. Keep in mind that participating in a discussion involves much more than a simple comment or kudos to your friends. Specific posting (2 Points) and response (1 Point) criteria are listed with each assignment. (8 Assignments with 3 Points Each)

**Powerful Projects.** You'll share what you've learned through two course projects.
• **Content Project.** Design the structure, selected content, and a course guide for an online course or library program. (10 Points)
• **Technology Project.** Focus on some aspect of technology that you’d like to explore. For instance, you might want to create a WebQuest, record podcasts, build a course wiki, or
produce a Flash tutorial. Learn the technology and build a module, lesson, or element for your online course. (10 Points)

Points Distribution (50 Points)
- Cohort Collaborations - 6 Points
- Deep Discussions – 24 Points
- Powerful Projects – 20 Points

For a complete description of the requirements, go to the Workshop Requirements page at http://eduscapes.com/distance/workshop_materials/requirements.htm

Assignment Submission Guidelines
All assignments are due by MIDNIGHT on the dates listed. One advantage of this type of course is flexibility. However based on my experiences teaching online, it’s important to establish due dates. The due dates are provided to ensure that all students are successful in this course. Please let me know if you need to change these dates because of personal or professional responsibilities. A two-day grace period will be provided when the instructor is notified ahead of the due date. Further extensions can be made in special circumstances with prior notice.

Course Grades
The points awarded for each activity are indicated on the Course Requirements page at http://www.eduscapes.com/distance/workshop_materials/guide.htm

High expectations have been set for this course. Please notice that outstanding achievement will require careful attention to course criteria and exceptional quality in course assignments.

Final grades are based on the following range within the total 50 points possible:
A 48-50
A- 46-47
B+ 44-45
B 42-43
B- 40-41
C 38-39
F below 38

The meaning of the letter grades follows the SLIS Grading Policy:
A: Outstanding achievement. Student performance demonstrates full command of the course materials and evinces a high level of originality and/or creativity that far surpasses course expectations. The grade of A+ is not granted in SLIS, except in very exceptional cases.
A-: Excellent achievement. Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner.
B+: Very good work. Student performance demonstrates above-average comprehension of the course materials and exceeds course expectations on all tasks defined in the course syllabus.
B: Good work. Student performance meets designated course expectations, demonstrates understanding of the course materials, and has performed at an acceptable level.
B-: Marginal work. Student performance demonstrates incomplete understanding of course materials.
C+, C, C-: Unsatisfactory work and inadequate understanding of course materials.
D+, D, D-: Unacceptable work; course work completed at this level will not count toward the MLS degree.
F: Failing. May result in an overall grade point average below 3.0 and possible removal from the program.

A final grade of "I" or "Incomplete" will NOT be given except in extreme situations. Please let me know if you're having difficulty completing the requirements of this course.

**Accommodations**
Students needing accommodations because of disability must register with Adaptive Educational Services and complete the appropriate form before accommodations will be given. The AES office is located at

Joseph T. Taylor Hall (UC), Room 127
815 W. Michigan St.
Indianapolis, IN 46202
Phone: 317/274-3241
TDD/TTY: 317/278-2052
Fax: 317/274-2051
Email aes@iupui.edu

For more information go to http://diversity.iupui.edu/aes/

**Academic Misconduct**
Students should be sure to read the Academic Handbook for the Code of Student Rights, Responsibilities, and Conduct. This code is intended to identify the basic rights, responsibilities, and expectations of all students and student groups, to serve as a guide for the overall student experience at Indiana University at Indianapolis (IUPUI).

IUPUI strives to “foster the best possible environment for teaching and learning, one that is based upon mutual respect and upon clear expectations of one another within the community of teachers and learners.” Should the faculty member detect signs of plagiarism or cheating, it is his or her most serious obligation to investigate these thoroughly, to take appropriate action with respect to the grades of students, and in any event to report the matter to the Dean of Students. The necessity to report every case of cheating, whether or not further action is desirable, arises particularly because of the possibility that this is not the student’s first offense, or that other offenses may follow it. Equity also demands that a uniform reporting practice be enforced; otherwise, some students will be penalized while others guilty of the same actions will go free.

For more information, go to:
Student Code of Conduct http://www.iupui.edu/code/

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