



Sultan Qaboos University
College of Education
Department of Instructional & Learning Technologies

SYLLABUS

TECH4101: Distance Education & the Internet

Course Type	Department Requirement
Prerequisite	None
Credit Hours	3
Contact Hours	4 hours (2 hours lecture + 2 hours lab)
Location	EDU 0033
Time	Monday, Wednesday 8:00 : 9:50 AM
Instructor	Dr. Alaa Sadik Ph.D., University of Hull, UK, 2002 E-mail: alaasadik@squ.edu.om Web Site: www.alaasadik.net Ext. 2414 3988 Office: College of Education, ILT Department, Room 1078

Course Description

This course is designed for ILT students and focuses on the design, development, management and evaluation of distance education programs. This practical course balances fact, theory and application as it examines the advantages of telecommunications (e-mail, WWW...) in distance education. It presents theories and models relating to distance education and discusses strategies for using it, demonstrates practical applications and closes with a discussion of the value of web-based distance education.

Course Objectives

By the end of this course, the student will be able to:

1. Identify distance education.
2. Show awareness of the different uses of distance education programs.
3. Explain the different relationships in distance education programs .
4. Identify and implement strategies for using distance education.
5. Conduct cost-analysis of a distance education program.
6. Compare between distance education technologies according ACTIONS Model.
7. Conduct a literature review of the critical points of distance education.
8. Subscribe and use services that support learners at a distance.
9. Establish a web-based learning for distance education.

Course Activities

- Lecture and discussions
- Mediated presentations
- Hardware and software demonstrations
- Lab activities - hands-on distance education software and services.















Expectations





















- Attend all of the course classes. Attendance will be taken every class. Absent student is responsible for obtaining the information covered in lecture from other students or through an out-of-class appointment with Dr. Alaa Sadik.
- Complete all of the reading and review other resources as required.
- Complete all assignments to the best of your ability
- Submit assignments ON TIME.
- Participate in class through discussions and presentations.






- Participate asynchronously through email, forum discussions and blogs.
- Cooperate with other students through face-to-face or some sort of informal assignments.
- Contact Dr. Alaa Sadik if any question arise about what is expected or about how to use technology that is necessary to complete assignment

Course Content and Schedule *

Fall Semester 2008/2009

Week	Date	Topic and Activity
1	6/9/2008	 Defining distance education  Searching & reporting earlier and recent definitions of DE
2	13/9/2008	KEY ISSUES IN DISTANCE EDUCATION  The educational relationship in distance education  Interaction at a distance  Finding examples of different types of interaction in DE
3	20/9/2008	 The effectiveness of distance education  Costs of distance education technology  Preparing research-based presentations on the effectiveness of DE programs  Creating a cost-analysis of a distance education program using spreadsheet
4	27/9/2008	Eid AlFitr
5	4/10/2008	MEDIA AND TECHNOLOGIES USED IN DISTANCE EDUCATION: ADVANTAGES AND LIMITATIONS  Radio and television  Telephone and audio conferencing  Providing examples of universities that use broadcasting and telephone in DE, with real radio/television lessons for class analysis.
6	11/10/2008	 Audio-video teleconferencing systems  Computers and networks

Week	Date	Topic and Activity
		 Instructional capabilities of the Web (ch 4)  Models of using the Web in education (ch4)  Analyzing the capabilities and features of video-conferencing systems, such as IVli [www.ivci.com] and Polycom [www.fvc.com]  A visit to CET video-conferencing system  Subscribing to a web-based video-conferencing service.
7	18/10/2008	 Media and technology in distance education: ACTIONS Model  Applying ACTIONS Model to different types of technologies (printed materials, CDs, TV, Internet...)
8	25/10/2008	 A theory of development and evaluation of distance education technologies  Using spreadsheets to apply the theory to different types of technologies.
9	1/11/2008	 Research in Web-based distance education (ch4)  Conducting literature review for research in DE and preparing a summary
10	8/11/2008	 Theories of on-line learning  Interaction via the Web  Cost-benefit analysis of Web-based education  Contacting one of the universities/institutes that provide DE programs and requesting more info about the program (regulations, policy, support, library and resources, costs...). Use www.directdegree.com for more information
11	15/11/2008	DESIGNING FOR VIRTUAL CLASSROOMS  Design elements of Web-based learning environments  Establishing a web portal as a point of access to various elements of web-based DE courses, with subscription to these services.
12	22/11/2008	 Instructional design tasks and sub-tasks of the Web-based learning environments Part I ch5  Establishing a web-based distance education program
13	29/11/2008	 Instructional design tasks and sub-tasks of the Web-based

Week	Date	Topic and Activity
		learning environments Part II  Establishing a web-based distance education program
14	6/12/2008	 Final project presentations  Reviewing and presenting the web-based distance education program
15	13/12/2008	Revision and discussions
		 Theoretical section/lecture  Practical section/lab

* These activities are subject to change depending on class interest and progression

Course Assessment

Student work will be evaluated based upon the assignments and digital artifacts submitted. This course will involve both individual and group assignments. Rubrics will be used to provide students with an understanding of teacher expectations for each assignment. It is the student's responsibility to refer to the rubric as well as the assignment explanation to best understand teacher expectations. While the course instructor does his best to make the rubrics and assignment descriptions understandable, sometimes the words don't convey the intended information and a misunderstanding may occur. Please contact Dr. Alaa Sadik about any questions you may have.

1. Group-based presentation (*on one of the topics mentioned above to be developed and presented by students during the course from week 3 to week 13*).
(5%)
2. Mid term exam (*written exam including short answer, multiple-choice, true/false questions, week 7*).
(20%)
3. Web-based portfolio *to be developed throughout the course and evaluated by the end of week 14. Late portfolios will lose 5% of the final grade for each day late including weekends. A student who is found using materials or tools produced by others*

improperly will be penalized.

(25%)

4. Short assignment (*printed assignment on one of the classroom applications of the computer, submitted by the end of week 12. Late assignments will lose 5% of the final grade for each day late including weekends. A student who is found using scholarly work improperly will be penalized.*) (10%)

5. Final exam (*written exam including short answer, multiple-choice, true/false questions.*) (40%)

Required Textbook

Porter, L. (1997). *Creating the Virtual Classr.* New York: John Wiley & Sons, Inc.

Suggested Resources

Updated list is available at the course web site at www.alaasadik/courses

