

Nova Southeastern University
Fischler School of Education and Human Services
Syllabus

I. COURSE NUMBER AND TITLE

EDD 7007: Principles of Distance Education (3 credits)

II. INSTRUCTOR

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CONTENT AREA FACULTY

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Students should contact their instructor for any questions regarding this course.

NOTE: To insure program consistency, all sections of each course in the Fischler School of Education and Human Services, regardless of delivery format, follow the same course requirements and content as listed in this syllabus that is provided by the Program Professor/Lead Faculty. The Instructor may add, but not delete, topics and activities based on best practices.

III. COURSE DESCRIPTION AND RATIONALE

Historical, theoretical, and philosophical foundations of distance education; an overview of distance education technologies; an exploration of the literature of the field, and an examination of effective techniques for teaching and learning within a distance education system. Because students learn about the field of distance education while learning how to be effective distance educators and distance learners, the course is foundational for the ITDE concentration as well as for graduate study at a distance.

IV. COURSE OBJECTIVES:

Upon completion of this course, students will be able to:

1. Evaluate the leading definitions of distance education.
2. Assess the role of technologies in the history of distance education.
3. Summarize the distance education research literature.
4. Categorize the leading theories of distance education.
5. Categorize the leading distance education technologies.
6. Compare the leading distance education technologies.
7. Discuss the basic instructional considerations required of the distance educator.
8. Summarize the unique learning requirements of the distant learner.
9. Explain how course design differs for distance and traditional education.
10. Summarize the impact of copyright and fair use guidelines on distance education.
11. Identify principles of effective design of distance learning materials.
12. Create an effectively designed online lesson.
13. Contrast the varying needs for—and approaches of—DE in the developing world.

V. REQUIRED MATERIALS

A. Textbooks

Ko, S., & Rossen, S. (2010). *Teaching online: A practical guide* (3rd ed.). New York, NY: Routledge.

Moore, M. G. (Ed.). (2007). *Handbook of distance education* (2nd ed.). Mahwah, NJ: Erlbaum.

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education* (5th ed.). Boston: Allyn & Bacon.

B. Supplemental materials

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

VI. CALENDAR OF WEEKLY REQUIREMENTS

Week	Date	Topic	Activities and Assignments
1	Aug 22-27	Introduction	<u>Submit</u> Introductory PowerPoint slide <u>View</u> Class session 1, "Introduction to the Course"
2	Aug 28- Sep 3	Definition and History	<u>Read (for D1)</u> Simonson, chapters 1-2; Moore, Preface and Overview, chapters 1 and 2 <u>View</u> Class sessions 2 and 3, "Defining D.E." and "History of D.E."
3	Sep 4-10	Technologies	<u>Read (for D2)</u> Simonson, chapter 4 <u>View</u> Class sessions 4 and 5, "Technologies of D.E." and "Creating and Posting Your Web Site" <u>Participate</u> Discussion 1, Definition and History
4	Sep 11-17	Course Design	<u>Read (for D3)</u> Simonson, chapter 5; Moore, chapters 18, 19, and 20; Ko & Rossen, chapter 3 <u>View</u> Class sessions 6 and 7, "Designing Your Lesson" and "Developing Your Lesson" <u>Participate</u> Discussion 2, "Technologies and Media"
5	Sep 18-24	Course Development	<u>Read (for D4)</u> Ko & Rossen, chapters 4 and 6 <u>Participate</u> Discussion 3, "Instructional Design for D.E." <u>Submit</u> Research exercise
6	Sep 25-Oct 1	Distance Learning	<u>Read (for D5)</u> Moore, chapters 9 and 11 <u>View</u> Class session 8, "Distance Learning" <u>Participate</u> Discussion 4, "Course Development" <u>Submit</u> Website assignment

Week	Date	Topic	Activities and Assignments
7	Oct 2-8	Distance Teaching	<u>Read (for D6)</u> Moore, chapter 24; Ko & Rossen, chapters 10-14, Simonson chapter 6 <u>View</u> Class session 9, "Distance Teaching" <u>Participate</u> Discussion 5, "The Distance Learner" <u>Submit</u> Lesson Plan
8	Oct 9-15	Managing and Leading	<u>Read (for D7)</u> Simonson, chapters 10, 11; Moore, chapters 28, 29, 31, 35 <u>View</u> Class session 10, "Managing D.E. Organizations" <u>Participate</u> Discussion 6, "Distance Teaching"
9	Oct 16-22	Theory in Distance Education	<u>Read (for D8)</u> Simonson, pp. 41-59, chapter 3; Moore, chapters 5-8 <u>View</u> Class session 11, "Theory in D.E." <u>Participate</u> Discussion 7, "Management and Policy Issues"
10	Oct 23-29	Research in Distance Education	<u>View</u> Class session 12, "Research in D.E."
11	Oct 30- Nov 5	Practice of D.E. Internationally	<u>Read (for D9)</u> Moore, chapters 44-49 <u>View</u> Class sessions 13 and 14, "The Practice of D.E. Internationally" and "International Perspectives" <u>Participate</u> Discussion 8, "Theory and Research in D.E."
12	Nov 6-12	International Perspectives	<u>Participate</u> Discussion 9, "International Perspectives"
13	Nov 13-19	Peer Review	<u>Participate</u> Complete your subclustermates' web-based lessons <u>Submit</u> Final project peer reviews
14	Nov 20-26	Revision	<u>Revise final project based on peer reviews</u>
15	Nov 27- Dec 3	Wrapping Up	<u>Submit</u> Final project: online lesson
16	Dec 4-11	Reflection	<u>Participate</u> Discussion 10, "Reflecting on the Course"

VII. DESCRIPTION OF ASSIGNMENTS and their RUBRICS

Introductory E-mail (ungraded)

Prepare and send an introductory e-mail message to your instructor. This message should include your name, address, e-mail address, phone number, and additional background information (it's entirely up to you) so that your instructor may get to know you better.

PowerPoint Slide (2 points)

Prepare a single PowerPoint slide (with a file size of less than 500 Kb) containing the following information: your name, your address, your e-mail address, your phone number, a picture of you at your workplace (in your office, classroom, outside the building where you work, etc.). If you prefer, you may substitute a picture of you in your work area at home.

Attach this slide to a Blackboard e-mail message and send it to your instructor. The subject line should include your name and a descriptive title, such as "introductory slide."

Research Exercise (13 points)

Identify a specific graduate degree program in instructional technology, distance education, or both, that is offered *entirely or primarily via distance education*. Identify just one program at one university. Answer the following questions:

Part I: The institution and its programs (1 point each, unless otherwise indicated)

1. List the name, mailing address, and website URL of the institution. [.5 point]
2. What degrees and majors are offered in the identified program? For instance, NSU offers an Ed.D. in instructional technology and distance education. Florida State University offers an M.S. in instructional systems design. [.5 point]
3. For how long has the institution been offering the identified program at a distance?
4. What course delivery technologies are used? (Be specific: general terms such as "Web-based" are insufficient.)
5. Is there a face-to-face component of instruction? If so, where is it conducted, and for what duration?
6. How long does it take to earn a degree in the identified program? (Indicate either the briefest amount of time required or, preferably, the amount of time most students require.)
7. Is the institution accredited? If so, by what organization? [.5 point]
8. Is the institution public or private? If private, is it for-profit or not-for-profit? [.5 point]
9. What is the total enrollment of the institution? How many students are enrolled in the identified distance-delivered program?
10. What is the tuition (per course or per year)?

Be sure to cite your source for each answer.

Part II: The institution's Web site (1 point each)

Critique the institution's (or program's) Web site, answering the following questions:

- A. How would you rate the visual appeal of the site? What elements are visually appealing, and which aspects are less so? Include screen shot(s) to illustrate.
- B. Is the site easily navigable and well-organized? Provide examples.
- C. Does the site contain sufficient information to answer questions 1-10? If not, provide details.
- D. What is the most positive aspect of the Web site?
- E. What aspect of the site is most in need of improvement?

Submit completed paper to the instructor via Blackboard e-mail. Please give the e-mail and attachment a descriptive title, such as your name plus "research exercise."

Web Site (10 points)

Extending the process begun with the PowerPoint slide and handout, create a multiple-page site, including the following:

On the main page

- your name
- your title
- a photograph of yourself (or, if you prefer, another appropriate graphic)
- a link to the e-mail account you regularly check
- a link to your employer's Web site (if applicable)
- other content of your choice and as appropriate

On a second page, linked from the first, place links to your completed assignments for EDD 7007. Of course, you don't have much EDD 7007 work to post to this page, but you can create placeholders for the time being.

The resulting website will serve as a starting point; throughout your program, you will add content and links to other pages. Most of your ITDE courses will have an online component and will require you to post a portion of your work to the Web. An entire class session will be devoted to explaining this assignment and showing examples of websites created by previous students. The instructor will not demonstrate how to create a website, but will identify useful resources.

"Submit" your assignment by sending your instructor a Blackboard e-mail containing your website's URL.

Website Grading Guidelines

The Website will be graded according to the following criteria:

Content (4 points)

Are the contents of the website appropriate?

Are the required elements included?

Design (4 points)

Is the website attractive?

Are text and graphics legible?

Functionality (2 points)

Do all hyperlinks function appropriately?

Lesson Plan (10 points)

As the first step in designing the final course project (see below), the student will create a brief lesson plan that will include the following elements:

1. an overview of the lesson, including its topic and goal
2. a description of the audience for which the lesson is intended
3. one or two learning objectives, stated in behavioral terms
4. a list/description of the media and technologies (note: PowerPoint is not an appropriate technology for the this lesson) you propose to include in the lesson and your rationale for selecting them
5. a list of activities (that is, what the student will "do" to complete the lesson) that includes a minute-by-minute timeline
6. an assessment plan (that is, how will you "test" the student to ensure he or she understands the content of the lesson) that relates to your objective(s)
7. an evaluation plan (that is, how you will allow the student to provide feedback to you about the lesson).

Before submitting the lesson plan to the instructor for grading, share it with at least one classmate for feedback. Include that student's comments—and indication of any changes you made as a result—with your completed document.

Note that this is a plan/outline for your final project in this course, the web-based lesson about distance education. The primary purpose of the plan is to ensure that you give adequate thought to the design of your lesson before moving to the development stage. The secondary purpose of the plan is to ensure that you do so early enough in the term so that you have time to do a good job on the lesson. The tertiary purpose is to provide an opportunity for the instructor to provide oversight and feedback. An entire class session will be devoted to explaining this assignment and identifying useful resources.

Submit completed lesson plan to the instructor via Blackboard e-mail. Please give the document a descriptive title, such as your name plus “lesson plan.”

Grading guidelines for the lesson plan

1. The paper is clearly written, with proper spelling and grammar
2. Each element identified in the assignment is present, sufficiently detailed, and appropriate
3. Assuming that the above conditions are met, one point will be assigned for lesson plan elements 1, 2, 3, 6, and 7. Two points will be assigned for elements 4 and 5. One point will be assigned for classmate’s feedback and discussion of changes made (if any).

Web-based Lesson about Distance Education (20 points)

Based on the lesson plan (above), prepare a brief (10-15 minutes) single-concept web-based lesson about an aspect of distance education.

Remember, this is a very brief *lesson* (not merely an *activity*) designed to teach about some aspect of distance education (such as Otto Peters or virtual high schools, but *not* biology or algebra, etc.). The lesson must be web-based: that is, its content must be on the Web, primarily on a website *you* create. An entire class session will be devoted to explaining this assignment and showing examples of lessons created by previous students.

Grading guidelines for Web-based lesson

The Media (10 points)

Quality of the materials, appropriateness of the media to the topic, functionality

The Content of the Lesson (10 points)

Inclusion of all required elements, overall “feel” of the lesson, appropriateness of the topic to the grade/audience level, importance of the topic, appropriateness of references cited, creativity

“Submit” your final project by sending your instructor a Blackboard e-mail containing your lesson’s website URL.

Peer Review of Final Project (5 points)

Final projects are shared with subcluster members, who “take” your lesson—including completing the assessment and evaluation—and complete a final project peer review form and return it to you. *Compile the forms into one document, indicate changes you will make to your lesson based on the peer feedback, and send the document to the instructor via Blackboard e-mail. Please give the document a descriptive title, such as your name plus “peer reviews.”*

Online Discussions (30 points)

Active, thoughtful participation in online discussions is an important element of the course.

Criteria for online threaded discussions

There is the overarching expectation that postings are substantive, presenting new ideas. And:

1. At least two postings each week: one responds directly to the week’s question or topic, and subsequent postings respond to postings of at least one other student.
2. Postings build on the postings of others.

3. Postings present your own ideas and examples of application, such as in your (or others') workplace.
4. Postings are supported by readings, properly cited.
5. Postings are clearly written, with proper spelling and grammar.

Grading guidelines for online threaded discussions

With these criteria in mind, weekly discussion scores will be assigned as: 3 points (good)—fully meet criteria; 2 points (fair)—meet most of the criteria; 1 point (poor)—meet few of the criteria; 0 points (travesty)—meet none of the criteria or are very wide of the mark.

Discussion Moderation (3 points)

Each subcluster will identify one weekly discussion for which they will prepare discussion questions and which they will moderate. Details will be provided in class.

Class Sessions (7 points)

Active, thoughtful participation in online class sessions is an important element of the course. One half point will be earned for participation (synchronously or asynchronously) in each online class session. To earn credit for participating in recorded class sessions, watch the recording and, within one week of its "air date," submit to the instructor an e-mail message in which you briefly reflect on the content of the presentation and include any questions you may have about that content.

Every assignment must include the FSEHS cover sheet/title page. Go to http://www.schoolofed.nova.edu/sso/PDF/fsehs_standard_format.pdf for directions and exceptions to the APA format.

Complete and submit the Presubmission Checklist with each assignment. That form can be downloaded at: http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.pdf or http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.doc

VI. CLASS POLICIES

A. Attendance

Students are expected to attend all class sessions. However, if they are unable to attend a class session, they should speak to the instructor as soon as possible to arrange an alternative assignment.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarism and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author), or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). It is the responsibility of the student to understand what plagiarism is, how it can be avoided, and NSU policies regarding plagiarism.

IX. GRADING CRITERIA

A. Presubmission Checklist:

http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.pdf

http://www.nova.edu/~yates/FSEHS_Pre_Submission_Checklist.doc

B. Grading Scale:

Letter Grade	Percentage	Quality Points
A	91-100	4.0
B+	86-90	3.5
B	80-85	3.0
F	Below 80	No Credit

C. Course Assignments and their percentage of the final grade

Assignment	%	Due Week
PowerPoint Slide	2	1
Research Exercise	13	5
Web Site	10	6
Lesson Plan	10	7
Final Project Peer Reviews	5	13
Final Project	20	15
Online Discussions	30	throughout term
Discussion Moderation	3	one week during term
Online Class Sessions	7	throughout term
Total:	100	

D. General Grading Rubric

Gr	%	GPA	Criteria
A	91-100	4.0	<p>1. Content - Assignments demonstrate a thorough depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, thorough, meet or exceed stated specifications and criteria, and are submitted on time. Students have completed all parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is clearly focused on the assigned topics and the objectives for the assignment. Topics are fully developed. Students have included additional material or information or both beyond requirements and, where appropriate, have demonstrated applicability to their work setting (i.e., theory into practice). Students clearly demonstrate evidence of field based activities and higher levels of critical thinking and independent learning. Students generally demonstrate originality and fresh perspectives.</p> <p>2. Quality of Communication - Written and oral work demonstrates superior doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student's work is clear, concise, cogent, and correct (i.e., word choice is effective, sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and</p>

supporting details. Transitional words and phrases are used effectively, points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).

3. **Preparation (readings, field work, etc.)** - Preparation for all classes and assignments is evident. Students participate regularly and in a timely manner contributing ideas to class discussions and group activities that demonstrate careful reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students consistently demonstrate the ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students consistently demonstrate personal growth as specified in the doctor of education learning outcomes
4. **Format** - Where applicable, citations and references are used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a wide range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).

Gr	%	GPA	Criteria
B+	86-90	3.5	<ol style="list-style-type: none"> 1. Content - Assignments demonstrate a depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, meet and occasionally exceed the stated specifications and criteria, and are submitted on time. Students have completed all parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is generally focused on the assigned topics and the objectives for the assignment. Topics are generally fully developed. Students generally included additional material or information or both beyond requirements and, where appropriate, have demonstrated applicability to their work setting (i.e., theory into practice). Students demonstrate evidence of field based activities and higher levels of critical thinking and independent learning. Students demonstrate some originality and fresh perspectives. 2. Quality of Communication - Written and oral work demonstrates doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student's work is clear and correct (i.e., word choice is effective, sentence structure is varied making use of subordinate clauses, paragraphs are appropriate with clear thesis statements and supporting details. Transitional words and phrases are used effectively, points and ideas are well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.). 3. Preparation (readings, field work, etc.) - Preparation for all classes and assignments is evident. Students participate regularly and in a manner contributing ideas to class discussions and group activities that demonstrate reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students generally

demonstrate the ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students generally demonstrate personal growth as specified in the doctor of education learning outcomes

- 4. Format** - Where applicable, citations and references are generally used correctly and consistently, with clear efforts made to include a wide range of relevant works. For any work requiring citations, students refer to a range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).

Gr	%	GPA	Criteria
B	80-85	3.0	<p>1. Content – Assignments demonstrate some depth and application of knowledge as specified in the course objectives and the doctor of education learning outcomes. Assignments are complete, meet and occasionally exceed the stated specifications and criteria, and are submitted on time. Students have completed most parts of all assignments as defined by the instructor. Knowledge of subject matter is clear and all work is clearly focused on the assigned topics and the objectives for the assignment. Topics are fully developed. Students occasionally include additional material or information or both beyond requirements and, where appropriate, occasionally demonstrated applicability to their work setting (i.e., theory into practice). Students demonstrate some evidence of field based activities and higher levels of critical thinking and independent learning.</p> <p>2. Quality of Communication - Written and oral work generally demonstrates doctoral quality work in verbal expression with attention to detail as specified in the course objectives and the doctor of education learning outcomes. Student’s work is generally correct, although there are aspects that may not be effective (i.e., word choice, sentence structure, the thesis statements and supporting details in paragraphs may not be clear. Transitional words and phrases may be disjointed, points and ideas may not be well organized, etc.). English language conventions are applied correctly (i.e. spelling, capitalization, punctuation, agreement, pronoun usage, sentence structure, etc.).</p> <p>3. Preparation (readings, field work, etc.) - Preparation for most classes and assignments is evident. Students participate regularly and in a manner contributing ideas to class discussions and group activities that demonstrate reading of assigned texts and articles, attention to audio or video tapes or other media assigned, and engagements in interviews, observations, or any other in-class or out-of-class activities assigned. Students generally demonstrate some ability solve problems as outlined in the course objectives and the doctor of education learning outcomes and conduct, analyze, synthesize, and evaluate research in preparation for class activities and assignments. Students demonstrate some personal growth as specified in the doctor of education learning outcomes</p> <p>4. Format - Where applicable, citations and references are generally used correctly and consistently, with efforts made to include a range of relevant works. For any work requiring citations, students refer to a range of suitable sources. All non-original ideas are cited correctly and referenced in a reference list. All works in the reference list are cited in the text and vice versa. Students in the Doctoral Education Major of Nova Southeastern</p>

			University follow the FSEHS Written Assignment Format, the American Psychological Association Form and Style Manual (5th ed.) (APA), and the Style Guide for the Applied Dissertation (SGAD) requirements (i.e., citations and references, as well as type face and size, margins, headings, title pages, etc.).
F	No Credit	.0	Does not meet the above standards
Gr	Criteria		
I	Incomplete		<ol style="list-style-type: none"> 1. A grade of incomplete (I) may be granted at the discretion of the instructor, to students who are in good standing, because of unexpected personal or professional emergencies, and must be made up within one term (or sooner) of the final class meeting of the course, as stipulated by the instructor. A grade of "I" may not be granted to a student whose work has been substantially unsatisfactory or who has failed to submit a substantial number of assignments (i.e., postings, responses, written assignments, references, etc.) in a timely manner by the end of the course. Students requesting extensions due to medical reasons are expected to provide official medical documentation. It is the student's responsibility to consult the instructor and submit the <i>Incomplete Grade Agreement Form</i> prior to the end of the course. The instructor will not accept assignments received after the date indicated on the agreement, and the student's grade will be assigned according to the work the student completed by the end of the course. 2. Upon approval by the instructor, students will be required to complete and submit an "Incomplete Grade Contract" to the instructor. The timeline for an "Incomplete" shall not exceed one term or as specified in the "Incomplete Grade Contract." An incomplete grade that has not been changed by the official date in this agreement will result in a grade of "F" (No Credit).

X. SUGGESTED RESOURCES

Palloff, R. M., & Pratt, K. (2007). *Building online learning communities: Effective strategies for the virtual classroom*. San Francisco: Jossey-Bass.

Moore, M. G., & Kearsley, G. (2005). *Distance education: A systems view* (2nd ed.). Belmont, CA: Wadsworth.

Schlosser, L., & Simonson, M. (2003). *Distance education: Definition and glossary of terms*. Bloomington, IN: Association for Educational Communications and Technology.

Quarterly Review of Distance Education.

Distance Learning.

Many additional resources will be recommended during the term.