

EDD 7007 – Discussion Posts

[D1: Definitions and History of DE](#) For this discussion, please read: Moore, chapters 1 and 2; and Simonson, chapters 1 and 2

[\(Opens September 4\)](#) Then, please address ONE of the following:



1. A leading definition of distance education is that offered by Simonson/AECT (see p. 32 of the Simonson text). How does this definition compare with your own, personal definition of the field—and the popular (layman's) definition or understanding of the field? [Something to consider: when you tell people you're studying distance education, do they ask, "What's that"? And if they do, how do you answer them?]

2. Select one person discussed in chapter 1 of the Moore Handbook ("A History of Scholarship," by Linda M. Black) or chapter 2 of the Simonson text and, using any resources at your disposal, craft a brief profile of that person. How you structure the biography and what media you employ (text alone is sufficient, but you are free to use others, such as an image, as well) are up to you. Briefly explain what led you to select this person.

3. Select one organization mentioned in chapter 2 of the Moore Handbook ("A History of National and Regional Organizations and the ICDE," by Feasley and Bunker) and, using the organization's Web site and any other resources at your disposal, discuss an aspect/product of the organization not addressed in the chapter.

Be sure to illustrate your posting with passages from the resources you've consulted. Citations should be in APA style.

Our discussion opens on Sunday, September 4, and closes on Saturday, September 10. Responses to the above questions should be posted by Wednesday, September 7, and a follow-up to the posting of at least one classmate should be contributed before the discussion ends, on Saturday evening (the 10th). As a courtesy, please review your discussion thread at the end of the discussion week to ensure that you have addressed any questions that were posed to you, so as not to leave anyone "hanging."

Charles A. Wedemeyer



I selected Charles A. Wedemeyer because he was one of the first advocates for research in the field of distance education (Moore, 2007). As a pioneering advocate, Wedemeyer made a great impact in the history of distance education through the implementation of programs that could be delivered by any one medium and by demonstrating the effectiveness of these programs (Pittman). I admire his research and his passion to find alternative methods or mediums for people to learn. Wedemeyer's "work advanced a new discipline in the field of education by integrating adult, distance, open and independent learning with instructional systems design, and applications of instructional technology, organizational development, and evaluation" (University of Wisconsin System Board of Regents, 2011).

One of his most recognized projects, Articulated Instructional Media Project (AIM), was created and initially implemented at the University of Wisconsin (Pittman). This project enabled the school to deliver degree programs solely via distance education (Pittman). The British Labour implemented aspects of Wedemeyer's ingenious use of distance education into the British Open University, which drastically changed the realm of distance education from that time (Pittman). With Wedemeyer's persistence, research, and data, today we are given the opportunity to study via a medium that is conducive to our lifestyles and still gain a great education. Even though some people might not value distance education as much as traditional methods, I do value it and appreciate Charles A. Wedemeyer and all those who paved the way to make this alternate educational method available for us today.

References

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

Pittman, D. V. (n.d.). *The National Educators' Hall of Fame Inductees*. Retrieved September 7, 2011, from The National Educators' Hall of Fame Inductees: <http://educators-hall-of-fame.org/wedemeyer.htm>

University of Wisconsin System Board of Regents. (2011). *About Charles Wedemeyer*. Retrieved September 7, 2011, from Mildred B. and Charles A. Wedemeyer Award: <http://www.uwex.edu/disted/conference/wedemeyer/aboutcw.cfm>

[D2: DE Technologies and Media \(Sep 11-17\) \[Subcluster 4\]](#)



For this discussion, please read: Simonson, chapter 4.

Then, address the following:

Simonson describes a wide variety of distance education technologies.

1. With which of these technologies would you be most comfortable as a teacher? Why?
2. Would you be as comfortable with that technology as a student? Why—or why not?
3. What about your students: what technology is most appropriate for them? Why?

One goal of this discussion is to encourage you to think more deeply about the characteristics of the many technologies available in distance education. Beyond that is the matter of why we are attracted to (or repelled by) technologies as instructors—and how our perceptions and "needs" may differ when we are in the role of learner. Further, we consider the wants and needs of our students, who may have characteristics very unlike our own.

AND address ONE of the following questions:

- A. When pursuing your previous degrees, did you consider or utilize the Internet for distance education? Was there a defining point when you realized that distance education via the Internet would be as effective as face-to-face methods? [Or perhaps you did *not* come to that conclusion.] Discuss!
- B. What are some practical ways distance education teachers can create realistic experiences for students who might be at different locations?
- C. Which of these technologies do you think might become the most popular in the future? What's the basis for your prediction?
- D. How can the selection of appropriate technology impede or enhance online instruction?
- E. How has the emergence of the Internet affected distance education?

Note: Questions B-E were created by Subcluster 4. They are quite good; big questions requiring thoughtful answers supported by citations. [That's meant to encourage you to tackle one of them, not push you toward my shallower question A. CS]

Simonson describes a wide variety of distance education technologies.

1. With which of these technologies would you be most comfortable as a teacher? Why?

As a teacher I am most comfortable with Desktop Two-Way Audio/Video technology because I have used it before and have found this technology to be a convenient and easy tool to reach and engage distant learners.

2. Would you be as comfortable with that technology as a student? Why—or why not?

Currently being a distance education student, I find myself very comfortable with all types of technology. Having access to computers at work and at home, Desktop Two-Way Audio/Video is not only convenient, but engaging when being able to simultaneously interact with teacher and students.

3. What about your students: what technology is most appropriate for them? Why?

My students are professionals that have experience using various technologies and are instructional designers at the university. They continuously want to develop new ways of enhancing current trainings with technology and are comfortable learning new ones. With that said the technology that would be most appropriate for them would be to use Web 2.0 applications such as blogs and social networking where collaboration and informal learning can occur.

How has the emergence of the Internet affected distance education?

I think the emergence of the internet has greatly enhanced distance education. With the internet we have so many options on how we can do distance education that we then are better able to cater to people's learning preferences. We can also give users a better experience by using multimedia via the internet. Overall, the internet makes distance education the most convenient it has ever been in the past.

Reference

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

[D3: ID for DE](#)
[\(Sep 18-24\)](#)
[\[Subcluster 3\]](#)
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For this discussion, please read: Simonson, chapter 5; Moore, chapters 18, 19, and 20; and Ko & Rossen, chapter 3

Then, address ONE of the following:

1. In presenting "Issues to Address in the Planning Process," Simonson outlines a straightforward process of planning for instruction at a distance. Briefly summarize the major issues, and how they and the process differ from the issues and process addressed and applied when planning for traditional instruction.
2. In chapter 18 of the Moore Handbook, Shearer identifies four "distance education design factors." Very briefly describe each and discuss how they relate to Moore's theory of transactional distance and how they differ from those of "traditional" education. Be sure to provide examples.
3. In chapter 19 of the Moore Handbook, Bonk and Dennen offer five "frameworks for design and instruction." While all are valuable, please identify the ONE framework you find most interesting or useful, briefly describe it, explain why it appeals to you, and, finally, how you could apply the framework in your own professional life or how it could be applied by the ITDE program.
4. In chapter 20 of the Moore Handbook, Naidu offers four "instructional designs for optimizing distance learning." For each, provide a brief summary and describe how you could apply each in your workplace OR ways in which ITDE professors could apply each in our program.
5. Ko & Rossen place their discussion of course design in the context of conversion of traditional, face-to-face courses to distance-delivered courses. What are the advantages of this approach? Are there disadvantages, as well? If so, what might they be? How does the process outlined by Ko & Rossen resemble (or not) the process you have applied (or observed) in your own instructional environment?
6. Naidu lists the cognitive tasks that are associated with the design tasks which "serves as the essential scaffold and anchor for all learning, teaching, and assessment activities" (p. 252 of the *Moore Handbook*). The cognitive tasks are: information gathering, problem identification, constraint setting, idea generation, modeling, prototyping, and evaluating. Do you think design-based learning has some similarities to Bloom's Taxonomy? Please explain your answer.
7. Learner autonomy and learner control are very important in a distance education learning environment, according to Shearer (p. 221 of the *Moore Handbook*). So, why will some people see distance education as an advantage and a convenience, if there are still deadlines to meet at the discretion of the professor?
8. *Develop Assessment Instruments* is a component of the instructional systems design model (see p. 152 of the Simonson text). Assessment is defined as the determination and measurement of learning (see p. 181 of the Simonson text). Proctored exams are a traditional form of assessment for fields such as mathematics and science. Discuss alternative assessments that can be used to determine and measure learning in these fields.

8. Develop Assessment Instruments is a component of the instructional systems design model (see p. 152 of the Simonson text). Assessment is defined as the determination and measurement of learning (see p. 181 of the

Simonson text). Proctored exams are a traditional form of assessment for fields such as mathematics and science. Discuss alternative assessments that can be used to determine and measure learning in these fields.

An alternative assessment that can be used to determine and measure learning is simulations. Currently, I am working with my department in creating scenario based simulations to measure employee's competencies. Through these situations that employees have to watch, they will need to determine what would be the best response or action. This type of assessment allows the organization to see the learning outcome in the assessment. In the same way we can create scenario based assessments to measure student's learning in science and math.

For mathematics, another alternative assessment that can be used is games. Games can make learning and assessments fun for students. Through games and levels, one can test the student's learning outcome in the same way it is done with traditional assessment. A passing score would be determined by points, levels or by winning the game. With technology today and creativity, the learning outcomes discussed by Simonson can be achieved through various methods.

Reference

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

[D4: Course Development \(Sep 25-Oct 1\) \[Subcluster](#)

For this discussion, please read Ko & Rossen, chapters 4 and 6.

Then, respond to ONE of the following:

[1\]](#)



1. From Ko and Rossen-Chapter 4

Assume you are asked to help design a course at the organization where you currently work. What resources (technology, human, etc.) do you currently have at your disposal that could assist you in doing this? What resources do you feel as an instructional designer you are missing that would hamper your efforts?

2. From Ko and Rossen-Chapter 6

If you had to prioritize any of the elements of building an online classroom what would be at the top of your list and why? What would you eliminate and why? What type of communications do you as a teacher or student find most effective or are they the same?

3. Do you think instructors should have the ability to modify parts of a course that has been designed by either another instructor or a team of instructors and an instructional designer? What do you feel would be the major issues with minor modifications? Do you think a minor modification would alter the course? Should the course developers been upset or offended if an instructor wants to modify parts of a course?

4. Describe a situation where you have faced multiple challenges when working with others to develop a course. Describe the obstacles faced, if and how they were overcome, and the end result. How did this experience change your approach to the next team project?

5. Sharon Guan provides three suggestions for designers (Ko & Rossen, p. 103). Which suggestion seems to be most valuable to you as a designer and why? How would this help you be more efficient in your profession?

6. Describe the importance of accommodating meaningful and timely instructor feedback when designing online classrooms. What are some of the new and innovative technology tools that can increase the efficacy of this practice?

7. How does the designer of an online classroom take into account the equity of technological knowhow and resources? Or is it the burden of the student to match whatever demands the instructor makes in framing their online classroom environments as part of the student's learning experience? Ko and Rossen's Chapter 6 is very technologically driven. Does the designer of an online classroom need take into account the limitation of resources of the students taking the course as far as software and hardware. Are there certain technologies that while excellent teaching tools do not fit the parameters of the needed knowledge for mastery of that particular class? For example, virtual worlds can be an interesting teaching model to use, but also graphically demanding for some computers and unnecessary for certain courses.

1. From Ko and Rossen-Chapter 4

Assume you are asked to help design a course at the organization where you currently work. What resources (technology, human, etc.) do you currently have at your disposal that could assist you in doing this? What resources do you feel as an instructional designer you are missing that would hamper your efforts?

I currently have a lot of resources at the organization I work with. We have several computers, software such as Captivate, SoftChalk, Dreamweaver and Photoshop; and subject matter experts working at the organization that could assist me in designing a course. As an instructional designer, I feel that an important resource that I am missing is a team to develop the course. As Ko and Rossen state, many institutions are using a team approach for course development, and I feel that without a team that could hinder my efforts in designing a course. Having the assistance of a team to work on designing a course can be more efficient rather than working individually by allowing each area expert to collaborate and create a well refined course.

Reference

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

D5: The Distance
Learner (Oct 2-8)
[Subcluster 2]



For this discussion, please read Moore, chapters 9 and 11

Then, address the following:

1. The literature of distance education abounds with admonitions to attend to the needs of the INDIVIDUAL learner. What can distance educators do to better meet the needs of individual learners?
2. There is also increasing emphasis on the learning GROUP. How can distance educators foster interaction among students and, indeed, encourage the formation of learning communities?

OR the following, prepared by Subcluster 2:

3. The readings (Chapter 9) suggest that distance learners can be successful if they are able to learn autonomously. Would you describe yourself as an autonomous learner? Which characteristics outlined on page 110 do you possess?
4. In Chapter 11 three group development models are discussed: Progressive, Cyclical, and Nonsequential models. Which of these models best describe your experience with groups? Is there one that you most identify with? If so, why?

Be sure to provide specific examples/citations from the chapters and, where possible, from your own workplace/experience.

In Chapter 11 three group development models are discussed: Progressive, Cyclical, and Nonsequential models. Which of these models best describe your experience with groups? Is there one that you most identify with? If so, why?

Be sure to provide specific examples/citations from the chapters and, where possible, from your own workplace/experience.

Out of the three group development models discussed by Moore, the cyclical model best describes my experience with groups, in particularly with my group at work. I agree how Moore states that groups are an integral part of society, especially since many organizations presently work in a team and group environment. The main reason why I identify with the cyclical model is because our department directly works with using the Myers-Briggs Type Indicator (a psychological/personality test) and FIRO for team/group development. With group members leaving and entering; projects starting and ending in our group the last few years, I have seen how the cyclical model can be linear or recurring depending on the situation. Moore goes on to discuss Schutz's FIRO model and how his theory considers interpersonal areas to be present at all times, yet emphasized at different times. With my experience with groups/teams I have seen my group go through many phases at different times and have seen the impact of inclusion, control, and affection described by Schutz's model affect the group when it comes to integration and resolution of projects and problems. Moore states in Chapter 11 that the more cohesive a group, the more likely the group will progress from one stage to the next and I have seen that happen to my group at work. After getting to know each other's type, and learning how to work with one another, I have seen our group develop and evolve into a great and high performing team.

Reference:

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

D6: Distance

Teaching (Oct 9-15) For this discussion, please read Moore, chapter 24; Simonson, chapter 6; and Ko & Rossen, chapters 10-14.



Then, address ONE of the following:

1. In chapter 24 of Moore's Handbook, Anderson and Kuskis (2007) discuss the six modes of interactions that occur in distance education. The first interaction is the Learner-Learner interaction. Citing numerous sources, the authors provide a large number of benefits that are gained through learner-learner interactions. Discuss a number of these benefits and how you have (or have not) seen them to be valid in your education. Is the learner-learner interaction different in distance education compared to when students come together in traditional school settings? What might some of the problems be concerning learner-learner interactions? Discuss how you, if you are the instructor, would mitigate these problems.
2. The Ko & Rossen readings are immensely practical and cover a great deal of territory. Please identify and discuss five items (one from each of the chapters) that you found especially interesting. How you go about this is up to you, but some directions to consider: How could you use this information in your own classroom? How do the suggested practices conform with--or not--your experiences in distance education--as learner or teacher?
3. Drawing from Simonson's chapter 6 (as well as other sources of your choice), identify the differences and commonalities of teaching at a distance versus teaching face-to-face. Approach this critically. What are common assumptions of teachers and teaching in each environment? How do these conform with practice--with "reality"?

These questions were prepared by Subcluster 2, Fall term 2010.

Drawing from Simonson's chapter 6 (as well as other sources of your choice), identify the differences and commonalities of teaching at a distance versus teaching face-to-face. Approach this critically. What are common assumptions of teachers and teaching in each environment? How do these conform with practice--with "reality"?

There are several differences and similarities when teaching at a distance versus teaching face-to-face. Both face-to-face teaching and distance teaching requires us to communicate with the student; the difference is in the delivery method of the communication. The instructor needs to carefully plan and structure their course in both teaching methods. Simonson points out how students need to know what is expected of them in terms of preparation for class and I believe his statement applies to both face-to face and distance teaching. The reality is that most "good" teachers would be prepared to create a syllabus and state expectations in the beginning of the semester to students learning at a distance or in person. A common assumption that teachers make with teaching at a distance versus teaching face-to-face is that they think it is harder to teach at a distance, but as Simonson says: a well-designed distance education course can be as easy to deliver as a traditional face-to-face course. One major difference with both teaching delivery methods is the flexibility in being able to create a lot of the lessons ahead of time and being able to hold class from the comfort of your home or any location with internet connection when teaching at a distance. As Simonson says time is one of the most significant reasons why students choose distance education rather than face-to-face education, and that is the reality of our current day society.

Simonson, M, Smaldino, S, Albright, M, & Zvacek, S. (2012). *Teaching and learning at a distance: Foundations of distance education*. Boston, MA: Pearson Education, Inc.

D7: Management and Policy Issues For this discussion, please read Simonson chapters 10 and 11; and Moore, chapters 28, 29, 31, and 35.
(Oct 16-22)



Then, address the following:

1. After reviewing the guidelines presented by Lipinski (chapter 35 of the Moore Handbook) and Simonson (chapter 11 of his text), how confident are you that you and your institution are copyright-compliant? If you are copyright-compliant, how did that come about? Beyond the obvious reasons for copyright infringements, such as funding, what are some issues that create the general failure to comply, and if your institution was in complete compliance how would that affect your ability to deliver instruction? As always, be sure to provide examples and, where appropriate, citations to the readings.

OR

2. Please read the following article on copyright infringement and provide a brief summary.
<http://www.wired.com/threatlevel/2008/04/prof-sues-note/>

As an educator, would your approach have been different? And how about a student's perspective?

AND ONE of the following:

3. Moore Chapter 28: Institutional Policy Issues, by Simonson
Simonson identifies seven distance education "policy areas." Select one of the areas and discuss how policies in that area have (or have the potential) to affect you or your institution.

4. Moore chapter 29: Strategic Planning, by Watkins & Kaufman
Identify three items (facts, observations, etc.) presented by Watkins & Kaufman and explain how you could apply them in your work or personal environment.

5. Moore Chapter 31: Institutional Leadership, by Beaudoin
Identify three items (facts, observations, etc.) presented by Beaudoin and explain how you could apply them in your work or personal environment.

Please read the following article on copyright infringement and provide a brief summary.

<http://www.wired.com/threatlevel/2008/04/prof-sues-note/>

As an educator, would your approach have been different? And how about a student's perspective?

The article is about a professor suing a company that sells student notes taken from his class. In this article he claims that it is an infringement of his copyrighted lectures and intellectual property. As an educator, I do not think I would take this drastic approach. I probably wouldn't like that students are just buying my lectures, but if I did see that other companies were selling notes and other things very similar to my work, I would try to be creative and make my own stuff better or maybe offer my own notes to students. Ultimately, I would think about why students would be buying these notes. If it was just the slackers, I would not worry about it too much. If it was a high percentage of students I would consider how I've designed the course and how to make it more engaging and evaluate what is the best way to teach my class and what kind of resources to provide my students. As a student, I have personally seen these kinds of note packages you can buy when I was in undergrad. I never really found those notes to be that helpful, but I think it helped students who might have missed something or a class to be able to get anything missed or needed for an exam. From a student's perspective, I see it being the similar to sharing notes, but paying for it b/c you didn't have a friend in the class.

Moore Chapter 28: Institutional Policy Issues, by Simonson

Simonson identifies seven distance education " policy areas." Select one of the areas and discuss how policies in that area have (or have the potential) to affect you or your institution.

Policy Area #6 Technical

The technical area policy is key to distance education and can drastically affect an institution. Systems reliability, connectivity, technical support, hardware/software, and access all need to have technical policies in place in order to properly function in an organization. We've recently implemented a learning management system in my office and I have seen first-hand the importance of clear communications from various departments and the vendor. Even though we all have some technical policies that differ, I agree with Moore that the telecommunications procedures should be understood by all who are involved in managing distance education. This enables us to better support the system and provide the best customer service possible. In order for a course to run smoothly in an organization Moore states that policies are merely tools to facilitate program integrity and I couldn't agree more.

Reference

Singel, R. (2008). *Lawsuit Claim: Students' Lecture Notes Infringe on Professor's Copyright*. Retrieved October 12, 2011 from <http://www.wired.com/threatlevel/2008/04/prof-sues-note/>

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

D8: Theory and Research in DE
(Oct 30-Nov 5)



For this discussion, read Simonson, pp. 40-58 and chapter 3; and Moore, chapters 5, 6, 7, and 8.

Then, address ONE of the following:

1. Regarding Moore, Chapter 5: The Most Industrialized Form of Education, by Peters
Peters' chapter is valuable for two reasons: first, because it explicates his theory of distance education while describing the context within which it was introduced. Second, it discusses the theory in relation to two other theories--one developed by Holmberg, the other by Moore. Peters' theory was originally proposed more than 30 years ago, when distance education was characterized primarily by print-based correspondence. Given your reading of the Peters chapter and your understanding of distance education as practiced today, does the theory continue to have explanatory value? If so, how? If not, why?
2. Regarding Moore, Chapter 6: A Theory of Teaching-Learning Conversations, by Holmberg
 - A. Identify two items (facts, observations, etc.) presented by Holmberg and explain how you could apply them in your own work or school environment.
 - B. Why are teaching-learning conversations relevant in your work or school environment?
 - C. What would be the expected results of applying the two items you selected? What are the primary variables that would likely influence the outcome?
3. Regarding Moore, Chapter 7: A Theory of Community of Inquiry, by Garrison and Archer
Identify two items (facts, observations, etc.) presented by Garrison and Archer and explain how you could apply them in your own work or school environment.
4. Regarding Moore, Chapter 8: The Theory of Transactional Distance, by Moore
Briefly explain the theory of transactional distance and discuss how you have experienced transactional distance as a student or instructor.

Regarding Moore, Chapter 7: A Theory of Community of Inquiry, by Garrison and Archer

Identify two items (facts, observations, etc.) presented by Garrison and Archer and explain how you could apply them in your own work or school environment.

Garrison and Archer point out several pedagogical issues when it comes to online learning. One key point that stands out to me is the focus and challenge of being able to use online learning to achieve higher-order learning objectives. I agree that our educators to create lessons which outcomes encourages learners to be critical thinkers that learn to learn. In order to implement this challenging point into my educational environment, we would need to train our designers and teach them these objectives and show them the importance of these pedagogical issues. We would need to develop our designers and ensure they understand and design online and blended learning that facilitates higher-order learning outcomes.

An item that was presented by Garrison is the challenge and importance of community inquiries. He lists some principles with direct pedagogical implications which I think would be essential and applicable in my work environment. We have recently implemented some of these principles with our blended learning in order to create collaboration and support for some of our leadership training in order to capture competencies gained through training and collaboration via an online medium. Some of the principles listed that we use are:

- Creating a climate that will create a community of inquiry
 - o We create groups for different programs where other leaders can collaborate with one another and inquire different things from each other and share experiences and help come up with solutions together.
- Establish critical reflection and discourse that will support systematic inquiry
 - o We post articles or links to subject that revolve around issues that relate to course or position to be discussed and require participants to read, reflect, post, and respond to each other's post or inquiry.

With these principles at hand and a few more we are able to have our students collaborate and allow our online education transform out educational practices in a positive way.

Reference

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

D9: International Perspectives (Nov 6-12)
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For this discussion, please read Moore, chapters 44, 45, 46, 48, and 49.

Then, address ONE of the following:

1. In what ways is the practice of distance education in other countries similar to or different from practice in the United States? Support your response with examples from the literature (the assigned readings and any other sources).
2. How does distance education decrease--or increase--the gap between the developed and developing countries? Cite examples from the literature (the assigned readings and any other sources).
3. It has been argued that the new forms of distance education (particularly those involving computer networks) make learning global in nature. To what degree is this reality? What methods could be used to streamline learning globally in distance education? Cite examples from the literature (the assigned readings and any other sources).

How does distance education decrease--or increase--the gap between the developed and developing countries?

Distance education can decrease the gap between developed and developing countries in several ways. Moore explains how developing nations advance at a higher rate in their developmental stages when they take on educational programs from developed countries in order to have learners benefit from a standard program that their own nation's educational infrastructure cannot provide. A great example that Moore points out is Papua New Guinea, a developing nation that has used distance education to meet the educational needs of their country. Another example is when there is an increased networking around the globe, which will help nations decrease the gap through formation learning communities as Moore points out in chapter 48. As we continue to globalize, distance education gap will continue to decrease, especially as our global concern for education continues to be major issue for our world leaders at UNESCO.

Reference

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

D10: Reflecting on the Course
(Dec 4-11)



Please address the following questions:

1. What went especially well with designing, developing, and sharing your final project?
2. What didn't go quite as well?
3. What would you do differently if you had the opportunity?
4. How could the course be modified to make it more useful and interesting, less confusing and irritating?
5. What suggestions would you offer students who will take the course next term?

Please address the following questions:

1. What went especially well with designing, developing, and sharing your final project?

I had an idea of what I wanted to do and slowly piece by piece, it came together smoothly. My group was efficient and quick, we e-mailed each other and gave each other feedback and it worked out great! I really appreciate CS's suggestion for using sites such as weebly. It made the whole web site creating experience professional and easy to use. My favorite new feature that I used was embedding my lesson onto my webpage and I thought that was really cool.

2. What didn't go quite as well? Nothing really

3. What would you do differently if you had the opportunity? Probably make a video of my own as the professor suggested to better showcase my skill-set.

4. How could the course be modified to make it more useful and interesting, less confusing and irritating? I thought the course was pretty clear, but maybe have a live Wimba FAQ session for the project for those who might be confused.

5. What suggestions would you offer students who will take the course next term? Read the syllabus and plan your schedule accordingly.