



## Course Number and Title: IDT G20 Essentials of Distance Education

**Campus Location:**

Georgetown, Dover, Stanton, Wilmington

**Effective Date:**

2018-51

**Prerequisite:**

None

**Co-Requisites:**

None

**Course Credits and Hours:**

3.00 credits

3.00 lecture hours/week

0.00 lab hours/week

**Course Description:**

This course prepares professional educators to design, develop, and deliver distance education courses. Participants will apply pedagogical and instructional design principles that foster student and faculty success in a distance education environment.

**Required Text(s):**

Obtain current textbook information by viewing the [campus bookstore - https://www.dtcc.edu/bookstores](https://www.dtcc.edu/bookstores) online or visit a campus bookstore. Check your course schedule for the course number and section.

**Additional Materials:**

none

**Schedule Type:**

Classroom Course

Hybrid Course

Online Course

**Disclaimer:**

none

**Core Course Performance Objectives (CCPOs):**

1. Design learning opportunities and resources that foster student success in a distance education environment. (CCC 1, 5; PGC 1, 2, 3, 5)
2. Evaluate and implement appropriate online technologies and tools to design and develop an effective distance education course. (CCC 2, 4, 5; PGC 1, 2, 3,5)
3. Evaluate strategies to manage workload and administrative issues related to the design, development, and delivery of an effectively in a distance education environment. (CCC 2 4, 5; PGC 5, 6)
4. Develop a distance education classroom management strategy. (CCC 1, 2, 3 ,4; PGC 1, 2, 3, 5, 6)
5. Develop a course module in the College's Learning Management System (LMS) that is based on sound instructional design practices. (CCC 1, 2, 3; PGC 1, 2, 3, 4, 5, 6)
6. Develop a plan to evaluate the design, development and delivery of an effective distance education course. (CCC 1, 2, 3, 4; PGC 1, 5, 6)

See Core Curriculum Competencies and Program Graduate Competencies at the end of the syllabus. CCPOs are linked to every competency they develop.

**Measurable Performance Objectives (MPOs):**

Upon completion of this course, the student will:

1. Design learning opportunities and resources that foster student success in a distance education environment.
  1. Discuss strategies to monitor student progress and leverage learning analytics tools.
  2. Explain responsive instruction in a distance education environment.
  3. Discuss digital accessibility and usability in a distance education course.
  4. Create and curate diverse, digital content at the appropriate level and rigor of the course objectives.
  5. Create opportunities for students to engage with the content, co-learners, and the instructor within a distance education environment.
2. Evaluate and implement appropriate online technologies and tools to design and develop an effective distance education course.
  1. Discuss instructor presence in a distance education course.
  2. Select and use appropriate tools that support course learning objectives.
  3. Select and use appropriate tools that build an online community of learners.
  4. Select and use appropriate tools to assess student learning.
3. Evaluate strategies to manage workload and administrative issues related to the design, development and delivery of an effectively in a distance education environment.
  1. Identify the unique challenges related to the design, development, and delivery of distance education courses.
  2. Describe the process to design and develop a distance education course.
  3. Describe strategies for effective workload management.
4. Develop a distance education classroom management strategy.
  1. Locate classroom management resources.
  2. Discuss distance education classroom management.
  3. Create expectations of an online learning community.
5. Develop a course module in the College's Learning Management System (LMS) that is based on sound instructional design practices.
  1. Analyze instructional design practices and the importance of systematic design.
  2. Identify the characteristics of effective distance education courses.
  3. Develop appropriate guidelines to communicate course expectations and requirements.
  4. Complete a course design matrix for a distance education course.
6. Develop a plan to evaluate the design, development and delivery of an effective distance education course.
  1. Discuss how to use the College's QA Rubric for the development and evaluation of an effective distance education course.
  2. Discuss how to use student evaluations and feedback to improve instructional effectiveness.
  3. Present an instructional module for peer review.

**Evaluation Criteria/Policies:**

Students must demonstrate proficiency on all CCPOs at a minimal 75 percent level to successfully complete the course. The grade will be determined using the Delaware Tech grading system:

92	-	100	=	A
83	-	91	=	B
75	-	82	=	C
0	-	74	=	F

Students should refer to the [Student Handbook - https://www.dtcc.edu/handbook](https://www.dtcc.edu/handbook) for information on the Academic Standing Policy, the Academic Integrity Policy, Student Rights and Responsibilities, and other policies relevant to their academic progress.

**Final Course Grade:**

Calculated using the following weighted average

Measure	Percentage
Discussion Board (6)	20%
Quality Assurance Rubric	5%
Student/Faculty Expectations Assignment	5%
Feedback Assignment	10%
Course Design Matrix ( <a href="https://docs.google.com/a/dtcc.edu/document/d/1fQj8R5Jx1uwm-Xglweaulcqs8m4Q2AVWVXE15fq2gdA/edit?usp=sharing">Rubric - https://docs.google.com/a/dtcc.edu/document/d/1fQj8R5Jx1uwm-Xglweaulcqs8m4Q2AVWVXE15fq2gdA/edit?usp=sharing</a> )	30%
Final Project: Video & Course ( <a href="https://docs.google.com/a/dtcc.edu/document/d/184DRzAYVBWCBHUnWf2yZOy22wQaPqboCxMW_xvzBrQc/edit?usp=sharing">Rubric - https://docs.google.com/a/dtcc.edu/document/d/184DRzAYVBWCBHUnWf2yZOy22wQaPqboCxMW_xvzBrQc/edit?usp=sharing</a> )	30%
Total	100%

**Core Curriculum Competencies (CCCs are the competencies every graduate will develop):**

1. Apply clear and effective communication skills.
2. Use critical thinking to solve problems.
3. Collaborate to achieve a common goal.
4. Demonstrate professional and ethical conduct.
5. Use information literacy for effective vocational and/or academic research.
6. Apply quantitative reasoning and/or scientific inquiry to solve practical problems.

**Program Graduate Competencies (PGCs are the competencies every graduate will develop specific to his or her major):**

1. Develop and apply a dynamic approach to teaching that is grounded in pedagogical principles and an appreciation for the needs of diverse learners.
2. Design and develop learner-centered courses based on sound instructional design principles.
3. Apply learner-centered instructional strategies to enhance student engagement, learning, and success.
4. Design and implement a variety of formative and summative assessments to evaluate learning, communicate feedback, and guide instruction.
5. Leverage appropriate technologies to advance teaching and learning.
6. Engage in continuous development to maximize instructional effectiveness.

**Disabilities Support Statement:**

The College is committed to providing reasonable accommodations for students with disabilities. Students are encouraged to schedule an appointment with the campus Disabilities Support Counselor to request an accommodation needed due to a disability. A listing of campus Disabilities Support Counselors and contact information can be found at the [disabilities services - https://www.dtcc.edu/disabilitysupport](https://www.dtcc.edu/disabilitysupport) web page or visit the campus Advising Center.