



Course Number and Title: IDT G40 Synchronous Distance Education

Campus Location:

Georgetown, Dover, Stanton, Wilmington

Effective Date:

2021-51

Prerequisite:

None

Co-Requisites:

None

Course Credits and Hours:

2.00 credits

2.00 lecture hours/week

0.00 lab hours/week

Course Description:

This course focuses on the fundamental elements of the synchronous distance learning environment including theory and instructional strategies. Participants explore key principles, examine design challenges, develop effective learning activities and assess.

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

Video Conferencing

Web Conferencing

Hybrid Course

Online Course

Disclaimer:

None

Core Course Performance Objectives (CCPOs):

1. Examine challenges, concepts, and requirements related to synchronous distance education. (CCC 1,2; PGC 1,6)
2. Examine technologies used in synchronous distance education environments. (CCC 1, 2; PGC 1, 2, 3, 5)
3. Design effective learning activities and assessments to be used during synchronous sessions. (CCC 1, 2, 5; PGC 1, 2, 3, 4)
4. Design effective learning activities and assessments to be used asynchronously. (CCC 1, 2, 5; PGC1, 2, 3, 4)
5. Design a unit of study that can be taught in a synchronous distance learning environment. (CCC 1, 2, 5; PGC 1, 2, 3, 4)

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. Examine challenges, concepts, and requirements related to synchronous distance education.
 1. Define synchronous distance education.
 2. Identify the various types of synchronous distance education environments.
 3. Identify challenges associated with each type of synchronous distance education environments.
2. Examine technologies used in synchronous distance education environments.
 1. Identify web and video conferencing tools
 2. Identify resources for effectively using technology in synchronous distance education environments
 3. Create a module in the College’s Learning Management System (LMS) that will serve as a technology resource for students participating in your synchronous distance education environment.
3. Design effective learning activities and assessments to be used during synchronous sessions.
 1. Examine effective learning activities and assessments that can be used during synchronous distance learning environments.
 2. Identify how learning activities and assessments map to the learning objectives for the course
 3. Create effective learning activities and formative assessments that promote student learning to be used in synchronous distance learning environments.
4. Design effective learning activities and formative assessments to be used asynchronously.
 1. Examine effective learning activities and assessments that can be used in an asynchronous learning environment.
 2. Identify how learning activities and assessments map to the learning objectives for the course.
 3. Create effective learning activities and formative assessments that promote student learning to be used in an asynchronous learning setting.
5. Design a unit of study that can be taught in a synchronous distance learning environment.
 1. Collect and create the necessary components to design an effective synchronous distance learning environment for specific learning objectives.
 2. Design lesson plans for specific learning objectives using the synchronous distance learning model that include both synchronous and asynchronous learning activities, and both formative and summative assessments that engage students and promote learning.
 3. Design a unit of study that can be delivered in a synchronous distance learning environment, encompassing multiple learning objectives, and organized using lesson plans.

Evaluation Criteria/Policies:

The grade will be determined using the Delaware Tech grading system:

90	-	100	=	A
80	-	89	=	B
70	-	79	=	C
0	-	69	=	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

Evaluation Measure	Percentage of final grade
Discussion Board Participation	10%
Synchronous Session Activities	15%
Formative Assessments	30%
First 30 minutes, Technology tools, Student resource page, One week description	25%
Asynchronous Unit Development	20%
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.