

## **EDF 580: eLearning Fundamentals for Adult Educators Spring 2008**

### **Instructor:**

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### **Credit Hours: 3**

### **Course Description:**

In this course, students will learn a practical framework for developing web-based instructional activities and fully-online courses. Through an exploration of the four components of development (course organization; tool selection; units of instruction; content selection and creation), students will discover the important issues surrounding eLearning and will gain practical experience in developing pedagogically sound instructional materials to be delivered to students on the web. This course is intended for adult educators who have experience teaching in higher education or the corporate sector; or, who have successfully completed at least one course in adult education.

### **Overall Course Goals:**

After completing this course, students will be able to:

1. Explain why it is the underlying course design that determines quality in a course, not the delivery method.
2. Use quality standards to evaluate online courses.
3. Design pedagogically sound online instruction

### **Delivery Method**

This course will be delivered with the Blackboard CE6 course management system. There are no required in-person meetings.

### **Online Office Hours**

The instructor will hold online office hours every Wednesday and Sunday evening from 7-8 PM. You can chat with the instructor in the chat room located in the Course Information folder during these times. Refer to the General Communication Policies for more ways to reach your instructor.

### **Textbook**

There is NO textbook for this course. All course readings and resources will be provided.

### **Technical Prerequisites:**

To be successful in this course, students must possess basic computer and Internet skills including the ability to:

- use a keyboard and mouse
- organize files on a computer
- connect to the Internet
- install software including Internet plug-ins such as Adobe Acrobat and QuickTime

- use email including sending email attachments
- navigate the web with a web browser
- copy and paste text
- use office productivity software such as MS Word and PowerPoint
- log in to a secure website
- fill in web-based forms
- view multimedia files on the web

## **Student Expectations**

Regular and active participation is an essential aspect of this online course. The expectation of the instructor is that students will log into the course a minimum of three times every seven days.

It is critical that you read all course policies, procedures, and instructions closely.

It is important that you contact your instructor as soon as possible if any emergency keeps you from completing your work by the due date.

## **Course Modules (140 points):**

All modules begin on a Monday morning at 8:00 AM and all module assignments are due on a Sunday at 11:59 PM. Please refer to the course calendar for due dates as some modules span one week and some span two weeks.

Your instructor will begin grading assignments after the due date and grades will be posted within one week.

**Module assignments will be docked 1/2 point for each day it is late.**

Follow the specific instructions for each assignment given in the module. Please read all instructions clearly and contact your instructor with any questions as soon as possible. There are four types of assignments used in the modules:

### **1. Asynchronous Threaded Discussions**

Refer to the Class Discussions policy for guidelines and the assessment rubric.

Discussions **will be locked one week after the due date and you will not be able to post messages after this time.**

### **2. Submitted Assignments**

You will submit these assignments with the Assignment tool in Blackboard CE6. Unless stated otherwise, these assignments can be attached as Word or Rich Text Format files. Use the following format for naming your file: your first initial and last name\_name of assignment.doc or .rtf. For example, if your name was Jane Smith and the name of the assignment you are submitting is "Course Sitemap", your file should be named something similar to JSmith\_CourseSitemap.doc. Do not use spaces in the name of the file.

### **3. Wiki Assignments**

For wiki assignments, a work is to be placed on the course wiki. The pages that correspond to the assignment will be linked directly from the module. You do not need to

submit anything else to your instructor. Your instructor will go to the course wiki to access your work. The wiki's history function will be used to find out the date, time, and author of the content. Therefore, make sure you submit your work onto the wiki site by the due date and remember to log in with your **full name**. More information on the course wiki is covered in the first learning module. A wiki was chosen for some course assignments because it is an excellent way to share and collaborate. Plus, you will be able to access this wiki after the semester is over to continue using it as a resource in eLearning.

#### 4. **Quiz**

There is one online quiz in Module 6.

### **Module 1: Course Introduction**

After completing this module, you will be able to:

- list the requirements of the course
- access Blackboard CE 6
- post content to the course wiki
- post a message to a threaded discussion board
- identify your strengths and weaknesses for eLearning
- discuss student and instructor competencies needed in the online learning environment

Assignments:

- Wiki assignment: 5pts
- Class introduction: 5pts
- Class Discussion on Student and Instructor competencies: 10pts

### **Module 2: Beyond "No Significant Difference"**

After completing this module, you will be able to:

- describe the "no significant difference" phenomenon
- list categories of course quality
- discuss the benefits of teaching and learning online
- explain the importance of instructional design

Assignments:

- Class Discussion - "Online learning can't be as good!": 10pts

### **Module 3: Introduction to Backward Design**

After completing this module, you will be able to:

- describe the concept "backward design"
- write critical outcomes for online instruction
- choose acceptable evidence for student completion of given critical outcomes
- check for alignment between critical outcomes and acceptable evidence

Assignments:

- Class Discussion on alignment of course objectives and assessment: 10pts
- Submitted Assignment - Course Visioning exercises for Final Project: 10pts

## **Module 4: Course Organization**

After completing this module, you will be able to:

- define navigability
- assess the navigability of online instruction
- list essential components of online instruction based on quality practices
- chunk topics of instruction to coincide with larger instructional goals/objectives
- create an initial online course/class/workshop sitemap

Assignments:

- Submitted Assignment - Final Project Sitemap: 10pts
- Optional Extra Credit - Re-organize a course: 10pts

## **Module 5: Interactive Tool Selection (spans two weeks)**

After completing this module, you will be able to:

- define a Course Management System, CMS
- categorize interactive tools
- select an appropriate interactive tool given an instructional problem
- create a communication policy for an online course or workshop
- construct a student activity using an interactive tool
- list three or more emerging tools

Assignments:

- Small Group Wiki Assignment: 20pts
- Class Discussion on "Emerging" tools: 10pts

## **Module 6: Content Selection & Creation**

After completing this module, you will be able to:

- List the types of content that can be included in an online course
- List software programs that can be used to create content
- Find external content for an online course or workshop
- Evaluate a content creation application
- Describe the TEACH Act

Assignments:

- Content Creation Review Wiki Assignment: 10pts
- Online Copyright Quiz: 10pts

## **Module 7: Units of Instruction**

After completing this module, you will be able to:

- Explain the importance of opening and closing a unit of instruction
- Identify learning and assessment strategies according to levels of interaction
- Choose an instructional design template to create a unit of instruction
- Prepare a unit of instruction using a template

Assignments:

- Submitted Assignment - 3 Units of Instruction plans: 30pts

## **Final Project (110 points)**

Detailed Guidelines on the Final Project can be found in the Course Information and Final

Project folders. The assignments and points are divided as follows:

- Subject/Topic Selection: 5pts
- Reflection on Final Project: 5pts
- Revision of Final Project planning documents and placement on Wiki: 50pts
- Final project evaluated with adapted Quality Matters rubric: 50pts

**Total Possible Points in the Course: 250**

## **Grading Scale**

<b>A</b>	95-100%
<b>A-</b>	90-94%
<b>B+</b>	85-89%
<b>B</b>	80-84%
<b>B-</b>	75-79%
<b>C</b>	66-74%
<b>F</b>	Less than 66%

## **For Students with Disabilities**

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in UC304. Accommodations need to be requested in advance and will not be granted retroactively.

## **Syllabus Changes**

The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) through the Announcements tool in the course management system.

## **General Communication Policy**

### **Course Email**

Please email me using the mail tool in Blackboard CE6. You will see a link to it in the course menu on the left. For more information on using the tool, [view this student tutorial](#).

Keeping mail contained in this system will ensure that your message is not lost in the barrage of email messages I receive every day.

If CE6 is down, you may email me at [b.bateman@csuohio.edu](mailto:b.bateman@csuohio.edu). Otherwise, ALL email communication MUST remain in CE6.

I will do my best to respond to all inquiries within 24 hours.

Please email me with questions of a personal nature. For example, if you need an extension on an assignment due to a documented illness. More general questions can be posted in the "General Course Discussion" topic located in the "Course Information" folder. I will be checking this discussion topic as much as email. Other students may have the same question, so sharing it here will help out everyone. Also, feel free to reply to any student questions you find here.

### **Course Announcements**

I will be making course announcements with the announcement tool in CE6. If CE6 is down and I need to make an announcement, I will send a message to all of you using the course roster tool in CampusNet. This means that you **should check your CSU email address or forward it to another address**. For information on how to forward your CSU email address, [go to this webpage](#).

I will also be using this tool for "checking in" reminders and if I will not be able to log into the course for a period of time due to a work or family obligation. Please read each announcement thoroughly.

### **Course Calendar**

The course schedule and due dates are posted in the Calendar tool in CE6. Generally, Course Modules begin on a Monday and end on a Sunday evening. There are one and two-week modules in this course, so you need to pay close attention to dates. Late work will be docked points, so it is important to do your best to keep up.

### **Netiquette Guidelines**

Below are some guidelines to help you when communicating with your instructor and fellow students. Following these will ensure a healthy and productive learning community.

- Follow the same standards of behavior in online communications that you would follow in real life.
- Abusive or insulting comments will not be tolerated. This is referred to as "flaming."
- Refrain from posting complete messages in all caps. This is considered SHOUTING.
- Spell check your messages and use appropriate punctuation and grammar to ensure that your message is clear.
- Some may not know a lot of the Internet lingo such as "LOL" for "Laughing Out Loud" or "IMHO" for "In My Humble Opinion." Again, try to keep your messages clear so everyone will know what you are saying.
- Do not assume that email messages are private because they can be easily forwarded. Don't say anything you wouldn't want others to see.
- Though all students deserve feedback in a reasonable amount of time, do not expect instantaneous feedback from your instructor or other students when working on a group project.
- At the same time, fellow students may need feedback from you on group projects. Check your email everyday and try to get back to your group in a timely fashion.

-- adapted from Shirley Waterhouse, *The power of elearning: The essential guide for teaching in the digital age*.

## **Class Discussion Policies**

The following guidelines and policies refer to the class discussions integrated into the course modules in which you will receive points.

Online discussions are an integral part of this course and will count towards your final grade. Though face-to-face discussions can be quite productive, you will probably find that online discussions have some advantages. For one, everyone will get a chance to contribute. And, you will be able to form and share complete thoughts. Oftentimes in live discussions, you aren't able to communicate everything you would like to say.

To encourage healthy and productive online discussions, you should adhere to the following:

- Refrain from using abbreviations such as "lol" and "imho" ("Laughing out loud" and "In My Humble Opinion"). Though your language need not be as formal as it would be in an academic paper, you should use a tone that would be similar to a class discussion. And, some in the class may not be familiar with these abbreviations.
- You are encouraged to post often to the course discussion area, but you should not dominate the discussion. Respect the fact that everyone has something to say.
- All of your responses should stay on-topic. If you would like to address something that is off-topic, email the person directly. General course questions/discussions can be posted to the "General Course Discussion" topic found in the "Course Information" folder.
- Do not wait until the last minute to post your answers or responses. You should instead distribute your posts evenly throughout the discussion period. Try to login and read new posts and post replies every 1-2 days.
- Typing out your posts in a word processing program first may help you develop complete thoughts, eliminate spelling mistakes, and use appropriate grammar. At the very least, use the spell check function available in CE 6 (click the "Enable HTML Creator" button to allow for more formatting of your post including spell check).
- Support your opinions and assertions with examples of prior experiences and quotes from other resources such as journal articles, websites, and class readings.
- Online discussions are not quizzes. Your goal should not be to answer the instructor's questions or prompts only. You are required to read other students' messages and respond.
- Tie in your own experiences into the discussion. However, you should also focus on the objectives of the module and the course content. Relate your personal experiences to what you've read or explored in the course and to the experiences of others.
- Ending your post with open-ended questions or requests for more information will help facilitate the discussion and make it more lively and productive.
- You should express your ideas fully, but brevity is also important. Try to keep major posts to between 75-100 words. This is subjective and your instructor will not be checking the length of all your posts, but this is a good guide to follow.

- In your posts, use complete sentences and explain your thoughts. Do not write "yes" or "no" or merely "I agree." Below is an example of an excellent student discussion post:

*Yeah, Doug, I can't see a ton of use of Google Maps for math. But maybe this takes a little more creativity and the goal of interdisciplinary subject teaching. Maybe there could be an exercise in a math class that brings in a little history whereby the students compute how many miles a group of people covered on a trek - militarily, migration, expulsion. Then, compute those to kilometers, inches, meters, etc.*

*The "Google LitTrips" example that Beth showed us is a good example of integrating geography and history with literature using Google Maps. I think this type of use is exploratory and puts geography, the main concept behind any map, in context which connects it to other information making it more likely to be remembered later and fosters a deeper understanding. I remember being in school and memorizing state and country capitals. The information was not being connected to anything else and it was really hard and not very efficient.*

### **Instructor Participation**

I will be responding to students posts at least once in the middle of the discussion and once at the end of the discussion, but I will not be responding to every student post. Research has shown that too much instructor participation can stifle student discussion. Please be assured that I will be reading your posts and will do what I can to facilitate the discussion to keep it on topic and provide general feedback at the end.

Your points will be put into the grade book within one week after the end of the discussion.

### **Threaded Discussion Evaluation Rubric**

Here is the rubric I will be using to evaluate your participation in the online discussions. Each discussion assignment will be worth 10 points.

<b>Objective/Criteria</b>	<b>Performance Indicators</b>		
	<b>Unacceptable</b>	<b>Satisfactory</b>	<b>Exemplary</b>
<b>Relevance</b>	(0 points) The posting does not directly address the question or problem posed by the discussion activity.	(1 points) The posting addresses key issues, questions, or problems related to the text and the discussion activity, but in some cases, only indirectly. It does not always apply course concepts fully.	(2 points) The posting directly addresses key issues, questions, or problems related to the text and the discussion activity. The posing applies course concepts well.
<b>Insight</b>	(0 points) The posting does not	(1 points) The posting does offer	(2 points) The posting offers original

<b>Objective/Criteria</b>	<b>Performance Indicators</b>		
	<b>Unacceptable</b>	<b>Satisfactory</b>	<b>Exemplary</b>
	offer any significant insight, analysis, or observation related to the topic. No knowledge or understanding is demonstrated regarding concepts and ideas pertaining to the discussion topic.	some insight, analysis, or observation to the topic but may not demonstrate a full understanding or knowledge of concepts and ideas pertaining to the discussion topic.	or thoughtful insight, analysis, or observation that demonstrates a strong grasp of concepts and ideas pertaining to the discussion topic.
<b>Support</b>	(0 points) The posting does not support its claims with either evidence or argument. The posting contains largely unsupported opinion.	(1 points) The posting generally supports claims and opinions with evidence or argument, but may leave some gaps where unsupported opinions still appear.	(2 points) The posting supports all claims and opinions with either rational argument or evidence.
<b>Number of responses</b>	(0 points) No post was made to the discussion.	(1 points) Only one post was made, no responses to other students was made.	(2 points) At least one response to another student post was made.
<b>Substance of Responses</b>	(0 points) The responses do not offer any new insight either extending the position of the original post or providing an alternative point of view.	(1 points) The responses generally offer some insight by either extending the point of the original post or offering an alternative point of view, but they may not encourage further thought or reflection on the discussion topic.	(2 points) The responses offer either an extension or elaboration on the original posting or an alternative point of view that fosters further thinking, reflection, or response on the discussion topic.
			out of 10

## Final Project Guidelines

### Introduction

While (roughly) the first two thirds of this course is devoted to covering the background knowledge and information needed to design and develop eLearning, the last section will be focused on actually *designing and developing* eLearning. Incorporating the 10 elements of authentic learning tasks (see the article "Authentic Learning for the 21st Century: An Overview"), you will be creating your own online "mini-course" consisting of student support and three units of instruction in a subject in which you are very familiar. Using the framework given in this class, you will plan and build this course using tools and software that you choose.

Below are the general steps you will need to take.

1. Decide on your subject area. This needs to be submitted by **February 3**
2. Complete the seven learning modules of this course including the three assignments **directly related to your Final Project**.
  - a. Module 3 - Course Visioning Template
  - b. Module 4 - Course Sitemap
  - c. Module 7 - Three Unit of Instruction Plans
3. Based on instructor feedback, revise your Course Visioning Template, Course Sitemap, and Units of Instruction Plans and place them on the course wiki on the page with your name on it.
4. Build the course in Blackboard CE6.

You will be required to reflect on your progress at least **five times** in your Final Project Journal in Blackboard CE6.

By April 6, 2008, you will have completed all modules and will have drafts done of your planning documents. Here is a suggested timeline for completing the final project:

- By April 13th, place your revised planning documents on the course wiki and make your first journal entry.
- By April 20th, have most of the content written out for your project that corresponds to your sitemap and unit plans. Add two more journal entries reflecting on how it's going and noting any difficulties you are having.
- By April 27th, build out your content in Blackboard CE6 based on your course sitemap and unit plans. Add two more journal entries.
- Finish final project by **May 4th**.

### Selecting Your Subject/Topic

The subject of your course is entirely your choice. It should be a topic that you know well enough to create three units of instruction which would correspond to about a 1 credit hour course or workshop. You can choose anything from a favorite author, novel, or film genre to a software program. If you currently work in an educational or training setting, you can choose a topic of professional relevance. To get your mind working, here are a few examples:

- Presentation Skills
- The Future According to Margaret Atwood: The Novels *The Handmaid's Tale* and *Oryx and Crake*
- Google Apps for Personal and Group Productivity
- Basics of Winemaking
- Running Successful Focus Groups

If are stuck on selecting a topic, please let me know. You should submit your topic with a brief 1-2 sentence description to me by **February 3**.

### **Building Your "Mini-Course"**

Each of you will be given your own course site or "shell" in CSU's Course Management System Blackboard CE6. This is the same system used to take this course. After your shell has been created, it will appear in your MyBlackboard page.

In addition to the course shell where you will build your final project, you will be given access to two Blackboard CE6 Orientation "Courses." These are not instructor-led courses, but consist of many tutorials on how to use the features of Blackboard CE6. You will not be expected to become an expert in CE6! Here are some guidelines that will help you:

- Create folders on your course home page that correspond to your course sitemap planning document
- Begin each unit or module with the learning objectives from your unit of instruction plans
- Don't forget to include student support information
- Use the knowledge from the modules on Interactive Tools and Content Creation in your final project.
- Ask for help! View me, your instructor, as an online mentor or coach while you are working on this project. Attend the online office hours or send a mail message when you have questions. Use your online journal in CE6 to express any difficulties you may be having. Share your experiences with me and the class so we can all help each other.

If you have access to another course management system or would like to build your final project in another way, I am open to other possibilities. Just let me know ahead of time. In the past, a student who worked at another institution used the course management system there. She was able to tie in this course with her professional position. Another student decided to use the [Haiku Learning Management System](#). Though anyone can set up a course for free on Haiku, there is a file size limit. After reaching this limit, there are nominal fees.

### **Evaluation**

The following comprise the required components of the final project:

- Subject/Topic Selection: 5pts
- Reflection on Final Project: 5pts
- Revision of Final Project planning documents and placement on Wiki: 50pts
- Final project evaluated with adapted Quality Matters rubric: 50pts

In this Final Project folder, you will find the assignment drop box where you will submit your topic, a link to your online journal, and a link to the list of Final Project pages on the Course Wiki.

Your final project is due on **May 4, 2008 by 11:59 PM**. You will "turn in" your final project by sending me a mail message with the mail tool in Blackboard CE6 indicating that your project is done and you are ready for me to assess your work. Your final project will be docked 2 points for each day it is late and **no final projects will be accepted past Saturday, May 10th**.

### Modified Quality Matters Rubric

This is the rubric that will be used to assess your final project. Please pay close attention to this rubric. As you see, the design and planning of your project is as important as the technical components. Pay attention to how the planning you will be doing throughout this course ties into the final project. This is one thing that sometimes gets overlooked. When in doubt, use this course as a guide for what I will be looking for in your final project.

Specific Review Standards	Points	Yes	No
Navigational instructions make the organization of the course easy to understand.	3		
A statement introduces the student to the course and to the structure of the student learning.	3		
Etiquette expectations with regard to discussions, email and other forms of communication are clearly stated.	3		
The self-introduction by the instructor is appropriate and available online.	2		
Students are requested to introduce themselves	3		
Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.	3		
The course learning objectives describe outcomes that are measurable.	3		
The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3		
The learning objectives of the course are stated clearly and written from the students' perspective. For example, instead of saying "This course will cover x, y, and z" objectives are written in a format similar to "After completing this course, students will be able to do x, y, and z."	3		
The type of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3		
The grading policy is stated clearly.	3		
Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3		
The instructional materials support the stated learning objectives.	3		
The learning activities promote the achievement of stated learning objectives.	3		

Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	3		
Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)	3		
The course instructions articulate or link to a clear description of the technical support offered. (Note: You can use the Student Technical Support text from this course as if your final project "mini-course" was being offered at CSU. Or, you can use your own scenario. The important point is to provide some type of technical support guidance to your students.)	3		
Total Points:	50		

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