

# Syllabus

## Welcome to Topical Seminar in E-Learning Planning

### INSTRUCTOR

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### TEACHING PHILOSOPHY

My teaching philosophy is founded on the firm belief that students learn best when actively engaged in learning activities that are relevant to their current and future academic, personal, and professional goals.

I will be your guide engaging in a facilitator consultant role providing you resources and guidance as you proceed through your coursework. The learning experience is an active one where both you and I are engaged in the learning process through complex problem-solving. I believe, an instructor should facilitate student experiences through expert questioning, providing opportunities for viewing topics from multiple perspectives, emphasizing salient points, analyzing and synthesize information in so that the student is able to achieve the intended goals in the course.

### COURSE DESCRIPTION

In this course, learners are expected to develop a comprehensive blended e-learning plan for their own hypothetical (or real) learning enterprise. In developing the plan, learners will learn and apply the elements of e-learning readiness, change management, pedagogical issues, assessment strategies, administrative issues, project management, marketing & promotion, learner support services, staff development, delivery systems and technology infrastructure.

## GOALS & OBJECTIVES

The purpose of the course is to increase understanding of implementation of e-learning and blended learning solutions. After completing this course, participants should be able to:

- Understand open and distributed learning environment (i.e., e-learning) and its dimensions.
- Identify administrative, academic, and student support services for e-learning
- Describe the different technologies that are currently being used to support learning in organizations
- Assess the instructional setting to define technology infrastructure and hardware-software requirements.
- Explain the implementation factors that affect the success and failure of learning technologies within an organization
- Identify the cost, benefits, and social impact of these technologies
- Select instructional approaches for e-learning
- Articulate evaluation and assessment strategies
- Establish interface design principles for open and distributed learning.
- Understand ethical considerations in e-learning.
- Plan for resource support services for e-learning.
- Describe the management of e-learning environment (e.g., course maintenance, updating, etc.).
- Articulate change management strategies for the adoption and diffusion of the e-learning system.
- Develop a comprehensive learning plan

## PRE-REQUISITES & REQUIREMENTS

**Arrive happy & eager to learn!**

## TEXTBOOKS / RESOURCES

### Required Text

Khan, B. H. (2005). *Managing e-learning: Design, delivery, implementation and evaluation*. Hershey, PA: Information Science Publishing.

**Link:**

<http://www.amazon.com/exec/obidos/ASIN/1591406358/readersrecommendation/b/002-5765658-3080265>

Supplemental Resources The following site hosts various scholarly and professional research materials which may be used as reference materials for this course.

**Link:** <http://McWeadon.com/library>

## EVALUATIONS

Categories	Points	Due Dates
Subscription to a professional listserv	5 points	Due at the end of 1 <sup>st</sup> week
Reflective commentaries on required reading assignments posted on the online Forum (5 selected lessons x 5 points)	25 points	Due at the end of each lesson period
Case Study	20 points	TBA
Final Project	50 points	TBA
Total	100 points	

### Course Requirements Evaluation

Completion of the course requirements will be evaluated based upon the following criteria:

- Adherence to the specific expectations for each requirement  
Integration of principles, concepts, and practices reviewed in class and course readings.
- Defensibility of your assertions
- Clarity of writing

All papers should exemplify graduate-level academic writing. Following the syllabus is a good bottom line. If something is unclear, or you have any questions or suggestions, please make it known prior to the assignment's due date. Given the writing-intensive nature of the course, several issues are worth noting to all students:

- Provide what is asked for. The syllabus provides specific areas for evaluating each written submission. Clear labeling or titling of these sections is helpful in locating the information. The case study and final paper are narratives, not bullet lists, based on the student's interpretation of his or her research. Citations and references are expected for both the case study and the research paper. Generally, a statement of fact requires a citation.
- Edit your work. One hallmark of good writing is succinctness. Consider whether a paragraph, sentence, or phrase "adds value" or contributes to the overall paper. If it does not, consider editing the words/phrases out of your paper.
- Proofread your work. All papers and other materials should be well written and edited before submission. Submissions should be proofread for spelling, as well as punctuation, syntax, verb tense, and word choice. Having someone else read your paper prior to submission is one of the best ways to ensure your paper says what you want it to in a clear and concise manner, so that you earn the maximum points for the requirement.
- Be consistent. It is strongly suggested that papers comply with the format requirements of the Publication Manual of the American Psychological Association (APA). Additional electronic reference formats can be found at <http://www.apa.org/journals/webref.html>. Careful attention should be given to providing citations, proper listing of references, margins, and the use of endnotes. When using citations, make sure they are clearly referenced in a section at the end of your paper. Conversely, make sure all works identified in the reference section are cited in the body of the paper. Whatever entry format you use to type your papers, make sure all references follow the same format.

**Please read the syllabus carefully and contact me immediately for any typo, mistakes or for any concerns you may have.**

## **SUBSCRIPTION TO A LISTSERV (5 points)**

### **Subscription to Instructional Technology Discussion Forum or ITFORUM list**

You are expected to subscribe to the following e-mail list. By subscribing to the e-mail list during lesson 1 period, you will receive 5 points. You will find the e-mail list as a virtual rendezvous where subscribers discuss critical issues in distance learning. You are encouraged to participate in the e-mail list discussions, if you wish. Please note that I am subscribed to several e-mail lists, I learn a lot from other subscribers (even when I am lurking!). During the period of this course, and later as a professional in the field, you will find the following e-mail list (or any e-learning related e-mail lists) as one of the most important online resources for you. E-mail lists serve as professional development opportunities for me.

ITFORUM is an electronic listserv where people from around the world discuss theories, research, new paradigms, and practices in the field of Instructional Technology. ITFORUM was founded in 1994 and has been sponsored since its inception by the Department of Instructional Technology at The University of Georgia. The list is open to anyone interested in instructional technology (a special invitation is extended to graduate students in IT programs)

To subscribe ITFORUM, visit the following site:

**<http://it.coe.uga.edu/itforum/Subscribing.html>**

**After subscribing, <mailto:khan@McWeadon.com> indicating that you have subscribed to ITFORUM.**

## **REFLECTIVE COMMENTARIES**

(5 selected lessons x 5 points = 25 Points)

Suppose you are working for an institution that plans to implement online programs, and you are a member of the online learning planning team. You recently attended a week-long e-learning conference. Upon returning from the conference, you have been invited to write about e-learning issues in your institution's weekly newsletter. The e-learning planning team believes that discussions of e-learning issues in the newsletter will energize your institution's proposed online learning initiative. In your weekly newsletter column, you should write about both morning and afternoon sessions of the conference that you attended. Suppose you attended five such sessions consisting of several presentations, then you should write five commentaries or reflection papers for your weekly column. In each commentary, you should write about critical issues from each presentation that you think will be useful for your institution's online learning initiative.

Back to this course, there are **eleven** lessons. Each consists of REQUIRED readings of chapters/articles written by different authors. Well, treat all assigned readings for each lesson of the course as a conference session and each article/chapter as a conference presentation. Like conference presenters, authors in the assigned readings offer a variety of viewpoints. As part of this assignment, you are required to develop lesson commentaries or reflection papers for **five selected lessons** highlighting important issues discussed in each article or chapter. For each article/chapter, briefly describe (in one paragraph) issues or things that you think may or may not work for your organization's online learning initiative. For example, "lesson two" has **3** chapters/articles. Therefore, you should write **3** paragraphs (one paragraph per article or chapter).

You will post your commentaries on the designated area in the **Moodle** (Learning Management System or LMS). I will introduce Moodle to you on the first day of the class.

For example, for lesson 2, you will post at ...

#### **FORUM - Commentary Reflective comments on Lesson 2 Readings**

I will create five Reflective comments on Selected Lessons' Readings commentaries topics so you can post under appropriate commentary.

*Example:*

*Subject: Lesson 2 Commentary*

Note for Students: You should post under appropriate Commentaries.

*Example:*

*When posting under the Subject: Reflective comments on Lesson 2 Readings, student John Smith should type "John Smith – Lesson 2 Reading Reflection in the **subject** heading. This will help everyone to easily identify the name of the person who posted it and the lesson number.*

For the whole course, you are required to post five reflective commentaries on the reading assignments. Students taking the course can review each other's reflective commentaries and can make comments (if they wish). Please note that we will also discuss these reading assignments in the face-to-face classes.

### **CASE STUDY (20 points)**

The case study involves a narrative critique of an article or Website that describes the implementation of e-learning in a specific organization. The case study should clearly outline the intended/actual outcomes (5 points), and the strengths/weaknesses of the implementation (15 points). Keep in mind this is meant to be a critique, so your review should be critical and not merely descriptive in nature. The review should be no more than two pages in length (approximately 250-500 words). The case study should be submitted on **(tba)**.

### **FINAL PROJECT (50 points)**

Sample Outline for the E-Learning Plan can be [downloaded](#).  
**Link:** <http://bookstoread.com/khan/eLearningPlan.doc>

Due Date: **(tba)**.

<b>GRADING</b>						
<b>Grade</b>	A	A-	B+	B	B-	C+
<b>Range (Points)</b>	93-100	90-92	87-89	83-86	80-82	77-79

**Please <mailto:khan@McWeadon.com> if you have read the Syllabus. Please let me know if the contents of the syllabus are clear to you**

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SUBJECT TO CHANGE

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