EDMD 7230 – THEORY & PRACTICE OF DISTANCE EDUCATION

# Credit Hours

3 semester hours

Date Syllabus Prepared: January 2022

# Professor

Dr. Sara Wolf (4080 Haley Center, [wolfsa1@auburn.edu](mailto:wolfsa1@auburn.edu))

# Office Hours

MW by appointment; web or telephonic conferences by appointment (email to schedule appointment)

# Text

American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th ed.)*. American Psychological Association (Required)

Moore, M. G. & Diehl, W. C. (eds.). (2019). *Handbook of distanced education* (4th ed.).

Routledge (required)

Simonson, M., Smaldino, S. & Zvacek, S. (Eds.). (2012). *Teaching and learning at a distance: Foundations of distance education* (6th ed.). Information Age Publishing. (required)

*\*note: All textbooks will be available in Canvas via All Access text. Students who wish a print version should contact Rusty Weldon (*[*books@auburn.edu*](mailto:books@auburn.edu)*) at the AU bookstore.*

Other readings as assigned by the instructor. Students are responsible for locating the assigned articles and reading for content. AU Libraries is a great place to start for each of the assigned articles, but need not be the sole location for use throughout the semester. The following articles are referenced in the Calendar portion of this document:

Saba, F. (1988). Integrated telecommunications systems and instructional transaction.

*Contemporary Issues in American Distance Education, 2*(3), 344-352.

Moore, M. G. (1989). Editorial: Three types of interaction. *The American Journal of Distance Education, 3*(2), 1-6.

# Course Description

Overview and exploration of the concepts and constructs that surround the field of distance education. Students will connect theory and practice by developing an online teaching module.

# Course Objectives

Upon completion of course activities students will be able to:

1. Describe the key theories related to the field of distance education.
2. Apply the key theories of distance education in the design & development of learning objects.
3. Apply the key theories of distance education in the design & development of an online learning module.
4. Justify decisions made in the design/development process with references to the theoretical body of literature in distance education and subject-area specialties.

# Course Requirements:

* Complete all required assignments and appropriate optional assignments of your choice.
* Collegially participate in online and in-class discussions.
* Synthesize major DE developments and research trends relating to specific subject area(s).
* Design & Develop 1 online learning module.
* Write a justification paper correlated with the development of an online learning module.
* Design & Develop appropriate learning objects within an online learning module.

***Note:*** The university has the expectation that for each credit hour a course is worth, students should spend between **3 and 3½** total hours per week on that course. So, for EDMD 7230 (a 3 credit hour course) students should expect to spend **9-10.5 hrs** per week working on assignments, studying for quizzes and completing other activities for the class. These numbers are true for a regular semester-long class. As

a rule, these are “average” expectations. Some weeks, the time required will be lighter than others. Some weeks, they will be heavier. Also, some students may require a fewer number of hours spent in class preparation.

If you find that you are spending significantly less or more time on work for this class each week, please be sure to contact me so that we can be sure you’re making wise decisions regarding how you choose to distribute your work efforts.

# Course Content

I’ve designed the content of this course to fall into two broad categories: 1) Theory/Research and 2) Practice/Practical. Approximately one-half of the semester is devoted to each area.

The theory/research portion focuses on the broad themes of, “best practice,” “foundational concepts,” and “applicable laws.” The practical portion focuses on the skills needed to design and implement a DE module of your choosing. However, as we have only 15 weeks this semester in which to learn a great deal of skill-based material, there will necessarily be some choices to be made regarding which of those skills you elect to explore. I’ve described the choices that are available to you in the “Assessment” portion of this document. Please read that section carefully so that you fully understand the options available to you this semester.

Note1: The designated “day” that this course meets is Thursdays. Therefore, the instructional week during the semester for this class will run from Thursday – Wednesday each week. This schedule permits me to be available during the regular work-week to students who have questions prior to due dates for assignments. It also permits students to schedule the work for each week in such a way that best fits their own schedules. While assignments will typically be due at noon on Thursdays, holiday weeks and other university scheduling constraints may cause assignments to be due on different days of the week (most likely a Friday). Take careful notice of the due dates listed in the Canvas

Assignments for each project or assignment. This also permits students to have a “Week 0” during which they can prepare for the first “day” of class, as well as gives students who might wish to enroll during the first week that classes are in session time to do so without missing due dates or assigned work.

Note2: Refer to the Course Roadmap (separate document – downloadable in Canvas) for due dates and the relationship between required and optional assignments.

Note3: Shaded weeks indicate the “Theory” portion of formal work. Non-shaded weeks are the “Practice” portion of formal work.

Key: Sim = Simonson Text; HB = Handbook of Distance Education; RW=Reflective Writing; LO=Learning Object; PF=Peer Feedback Discussion; OP=Other Project; Numbers in parentheses indicate point value of that assignment/project; \*Required Assignment

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| **Week/Date** | **Topic/Reading/Activity** |
| Week 0  Jan 10-11 | Let’s Begin! Read:   * Course Policies, FAQ, Syllabus, Roadmap, Design Rationale, etc. (all available on Canvas)   Do/Prepare:   * Explore the services that are available to graduate students in the Miller Writing Center * Complete the Smarter Measure Test |
| Week 1  Jan 12 | Foundations of Distance Education Read:   * Chapter 1 Sim   Do/Prepare:   * Complete the Introduction Peer Feedback Discussion. * Complete the Reading Synthesis Discussion if desired.   Reading Synthesis Prompts   * Using Coldeway’s quadrants as a framework, describe past DE experiences that you’ve had. How were they successful or unsuccessful for you? What about for the instructor? * Given the paradox that exists when students express a desire for “more” distance ed opportunities, but then “prefer not to learn” using DE techniques... What are possible strategies for bringing these two opinions into stronger alignment? How might a designer approach designing DE modules to combat this conundrum? * Who are the people best situated to create DE materials or courses? * What is the Clark/Kozma debate and why is it significant to scholars who are studying DE? * Given that Clark and Kozma initially engaged in their seminal debate during the mid 1990s, how might the debate have changed during the subsequent 30 years? |

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|  | * How is/can your area of expertise [be] influenced by the initial debate as well as subsequent discussions or interpretations of it? |
| Week 2  Jan 19 | History & Theoretical Base Read:   * Chapter 2, 3 Sim * Chapter 2, 3 HB Do/Prepare: * Begin to explore tools for creating graphic organizers and timelines   + [http://larryferlazzo.edublogs.org/2009/02/09/not-the-best-but-a-list-](http://larryferlazzo.edublogs.org/2009/02/09/not-the-best-but-a-list-of-mindmapping-flow-chart-tools-graphic-organizers/) [of-mindmapping-flow-chart-tools-graphic-organizers/](http://larryferlazzo.edublogs.org/2009/02/09/not-the-best-but-a-list-of-mindmapping-flow-chart-tools-graphic-organizers/)   + [http://larryferlazzo.edublogs.org/2011/03/30/the-best-online-](http://larryferlazzo.edublogs.org/2011/03/30/the-best-online-virtual-corkboards-or-bulletin-boards/) [virtual-corkboards-or-bulletin-boards/](http://larryferlazzo.edublogs.org/2011/03/30/the-best-online-virtual-corkboards-or-bulletin-boards/)   + [http://larryferlazzo.edublogs.org/2008/08/06/the-best-tools-for-](http://larryferlazzo.edublogs.org/2008/08/06/the-best-tools-for-making-online-timelines/) [making-online-timelines/](http://larryferlazzo.edublogs.org/2008/08/06/the-best-tools-for-making-online-timelines/)   + <https://www.creativebloq.com/infographic/tools-2131971> * Prepare to select a graphic organizer or timeline tool to complete the Research Timeline OR Research Trends Graphic Assignment * Complete the Reading Synthesis Discussion if desired Reading Synthesis Prompts * Several theorists (e.g. Keegan, Wedeman) present definitions and models of distance education. Are those models still relevant given recent technological developments? Which of these models resonate most strongly with you? Describe the supports of that resonance so that the rest of the class understands “where you come from.” * Correspondence study is one of the oldest forms of distance education. How does it scale to the learning needs of 21st century learners? SHOULD it scale to their needs? * Other countries have founded universities focusing exclusively on distance education, but not the United States. Why might that be? Are “we” missing something? If so… what might that be? * DE has a long history in Europe, and those activities are quite commonplace. Why is DE less popular in the US than in Europe? * What is equivalency theory and how does it relate to DE efforts in your area of expertise? * How has research trended with respect to DE and your area of expertise? |
| Week 3  Jan 26 | Technology and Student Characteristics Read:   * Chapter 4, 7 Sim * Chapter 7 HB * Saba, F. (1988). Integrated telecommunications systems and instructional transaction. *American Journal of Distance Education, 2*(3), 17-24. |

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|  | * Moore M. G. (1989).   Do/Prepare:   * Complete the Reading Synthesis Discussion if desired * Begin finalizing in your mind what you’d like your final project topic to be Reading Synthesis Prompts * Use Dale’s cone of experience to classify and describe activities in EDMD 7236 or other DE course of your choice. * Identify sources of noise in DE courses for special populations of students such as English language learners, students w/ accessibility needs, or students reentering the formal schooling environment. * Explain how DE courses can be structured to be student-centered. * Describe at least one trend in online learning that you see in your profession or area of expertise. How does it relate to the trends identified in the chapter (4)? * Describe characteristics of distant learners that you see in your profession or area of expertise. How do those characteristics relate to the characteristics of successful DE students presented in the chapter? How do they relate to the information you learned about yourself in the SmarterMeasure test you completed earlier in the semester. * What are some common conceptions and/or misconceptions that DE students have relating to DE? How do those conceptions relate to the responsibilities of successful DE students presented in the chapter? * What do students in synchronous vs asynchronous DE efforts have to attend to in order to be most successful? * What characteristics of successful professionals in your field of expertise carry over to successful DE student experiences? * Have your own personal student characteristics/habit changed so far this semester? |
| Week 4  Feb 02 | Instructional Design & Assessment of Learning Read:   * Chapter 5, 9 Sim * Chapter 10, 11, 18, 19, 20, 22   Do/Prepare:   * Complete the Reading Synthesis Discussion if desired * Submit your final project for final approval\*   Reading Synthesis Prompts   * What are the major steps to the instructional design process and how do they relate to the design of DE instruction? |

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|  | * Why is it important to use an instructional design model to guide the design of DE instruction? * Begin thinking about your final learning module. Write at least 3 learning objectives according to the model provided in the chapter that would be appropriate for learners in your learning module. * Explain your hypothesis as to why many teachers wait until AFTER instruction to develop learning assessment tools despite most ID models recommending that they be developed BEFORE instructional delivery. * What information and/or considerations will you consider when deciding how to assess student learning in your final module? How will you decide whether to use synchronous vs asynchronous assessment strategies. * Begin thinking about using scoring rubrics for assignments within your final project. Create one that would be appropriate. * What strategies would be appropriate within your profession/area of expertise to combat the issue of academic misconduct in learners within your course? |
| Week 5  Feb 09 | Teaching & Instructional Delivery Read:   * Chapter 6 Sim * Chapter 14, 21 HB   Do/Prepare:   * Complete the Reading Synthesis Discussion if desired * Submit your Copyright Questions Assignment\* * Make a final decision regarding the online tool you’ll use to complete your research timeline/graphic * Begin finalizing your research timeline/graphic * Begin/continue working on your syllabus modification LO if desired   Reading Synthesis Prompts   * Describe the institutional factors that might influence your DE preparation at your professional institution/location. * Describe how you might effectively facilitate introductions among students who are likely to partake of DE efforts you design. * Chapter 6 discusses “class structures” with regard to DE preparation. What strategies could DE preparers use to learn about/master the implementation of class strategies, given that many times they have received little or no explicit instruction in the development of instruction, such as that given to teacher candidates in K-12 teacher preparation programs? |
| Week 6  Feb 16 | Intellectual Property & Copyright Read:   * Chapter 10 Sim |

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|  | * Chapter 28 HB * Section 110, Title 17, US Code (Copyright law) * Copyright Materials in Preparation for Dr. Carol Simpson’s guest speaking (See Canvas Page)   Do/Prepare:   * Complete the Reading Synthesis Discussion if desired * Make arrangements to attend the guest speaker’s presentation time (if different than our normal class meeting time) * Submit the syllabus modification LO if desired * Participate in the PF-SM Discussion if desired * Begin working on Wiki Page LO\*   Reading Synthesis Prompts   * Why is it important to understand the 6 exclusive rights of a copyright owner? * Why is it important for DE designers and deliverers of instruction to understand and be able to apply the exceptions to the exclusive rights that are found in section 110 of the copyright law? * What are your most commonly misused interpretations of fair use as it relates to DE and your area of expertise? * Are you a “copyright criminal?” (\*sarcasm\*) How so? * In order to comply with the DMCA, educational organizations must provide copyright training to its membership on a regular basis. Is your educational organization in compliance with the DMCA? * How can OER improve/impact DE efforts in your area of expertise? * How will your use of CR materials change/not change based on this week’s reading and guest speaker presentation? |
| Week 7  Feb 23 | Evaluation of DE Quality Read:   * Chapter 12 Sim * Chapter 29 HB * Quality Matters * Chapter 6 Tobin (p. 119-160) (Available in Canvas)   Do/Prepare:   * + Complete the Reading Synthesis Discussion if desired   + Submit Wiki Page LO\*   + Participate in the PF-WP Discussion\*   + Begin/Continue working on the Instr. Image LO if desired   Reading Synthesis Prompts   * What does it mean to “assess”? * What specific elements of a DE course are examined when assessing for learning v. assessing for course quality? |

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|  | * What does it mean to “teach” in an online environment? * How is the quality of DE efforts in your organization assessed for quality control purposes? |
| Week 8  Mar 02 | Learning Objects & Materials Read:   * Chapter 8 Sim   Do/Prepare   * Complete the Reading Synthesis Discussion if desired * Submit Instr. Image LO if desired * Participate in the PF-II Discussion if desired * Begin exploring the different delivery tools inside Canvas for content and communication. * Begin selecting appropriate tools to use within your final DE module project. * Begin gathering information/content for your final project. * Begin/continue working on the Google Form LO if desired * Submit Copyright Analysis Assignment\*   Reading Synthesis Prompts   * Why are analogies (visual or otherwise) especially important in DE instructional efforts? * Develop a visual mnemonic or word picture for at least 3 concepts that might be appropriately DE delivered in your area of expertise. * Develop at least 3 analogies for concepts that you might develop as content in your final project. * Is an ISG the “notes version” of PowerPoint presentations? If not, how do they differ? If so, what characteristics are the same between these two   types of documents? |
| Mar 09 | Spring Break |
| Week 9  Mar 16 | Management of DE Endeavors Read:   * Chapter 11 Sim * Chapter 23, 27 HB * Saba, F. (1988). Integrated telecommunications systems and instructional transaction. *American Journal of Distance Education, 2*(3), 17-24. * Moore M. G. (1989).   Do/Prepare:   * + Complete the Reading Synthesis Discussion if desired   + Submit the Google Form LO if desired   + Participate in the PF-GF discussion if desired   + Begin/Continue working on the Online Assignment & Rubric LO\*   + Prepare to enjoy Spring Break!   Reading Synthesis Prompts |

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|  | * Use the discussion questions on p. 301-302 as a GUIDE to launch a discussion of the chapter content as it relates to YOUR current work-place situation. |
| Week 10  Mar 23 | Connecting Theory & Practice Reading   * See Canvas Page for Specific Reading   Do/Prepare   * Complete the Reading Synthesis Discussion if desired * Submit the Online Assignment & Rubric LO\* * Participate in the PF-AR discussion\* * Submit Milestone 1 if desired * Begin/continue working on the Online Quiz LO\*   Reading Synthesis Prompts |
| Week 11  Mar 30 | Connecting Theory & Practice Reading   * See Canvas Page for Specific Reading   Do/Prepare   * Complete the Reading Synthesis Discussion if desired * Submit the Online Quiz LO\* * Participate in the PF-OQ discussion\* * Begin creating structure for your Justification Paper * Begin/continue developing your final Project * Begin/continue work on your Demo Video LO if desired * Reading Synthesis Prompts |
| Week 12  Apr 06 | Connecting Theory & Practice Reading   * See Canvas Page for Specific Reading   Do/Prepare   * Complete the Reading Synthesis Discussion if desired * Submit the Demo Video LO if desired * Participate in the PF-DV discussion * Continue work on your Justification Paper * Continue developing your Final Project * Submit Milestone 2 if desired * Begin/continue work on the Accessible PDF LO if desired   Reading Synthesis Prompts |
| Week 13 | Connecting Theory & Practice |

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| Apr 13 | Reading   * See Canvas Page for Specific Reading   Do/Prepare   * Complete the Reading Synthesis Discussion if desired * Submit the Accessible PDF LO * Participate in the PF-PDF discussion\* * Continue work on your Justification Paper * Continue developing your Final Project * Begin/continue work on Curated Content LO\*   Reading Synthesis Prompts |
| Week 14  Apr 20 | Connecting Theory & Practice Reading   * See Canvas Page for Specific Reading   Do/Prepare   * Complete the Reading Synthesis Discussion if desired * Submit the Curated Content LO\* * Participate in the PF-CC discussion\* * Begin creating structure for your Justification Paper * Submit your final Project * Submit Milestone 3 if desired * Begin/continue work on the Podcast/Audio LO if desired   Reading Synthesis Prompts |
| Week 15  Apr 27 | Do/Prepare:   * Submit the Podcast/Audio LO if desired * Participate in the PF-AUD discussion if desired * Complete Justification Paper\* |

# Assessment

I designed this class with an a la carte grading system. That is, there are many opportunities to earn points (i.e., tasks), only some of which are required. Your aim is to accumulate at least 165 earned points over the course of the semester, assuming you desire to earn an “A” for the class final grade. The following limitations apply to your ability to earn points during the semester:

* + You may attempt any or all of the opportunities as long as you comply with a set of limits (see the Assignment Roadmap and notes from class for clarification about the limits).
  + In order for a submission of a task to contribute to your point total, your score must be 75% or greater on that assignment.
  + In order to enforce the required nature of some assignments, failure to submit a required assignment will result in a “negative” grade for that assignment. That is,

if the required assignment is worth 10 points, and you fail to submit it, your grade for that assignment will be –10 points. Be careful! Negative points tend to accumulate easily if you aren’t careful to attend to the schedule of required work.

* + You must also meet point-earning deadlines at two points during the semester in order to retain your eligibility to earn an “A” for the final grade. Those deadlines are:

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| Option 1 -- | Feb 09: 50 points AND | Mar 23: 100 points | OR |
| Option 2 -- |  | Mar 23: 130 points |  |

Your final point total will be calculated according to the following formula:

Eligible Points earned (subject to submission limits and 75% score threshold)

—Point value of unsubmitted required tasks Final Point Total

Final Letter Grades will be determined according to the following:

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| **DEADLINES** | | | |  | |
| **I.a.** | **I.b.** | **OR** | **II.** |
| The best grade for which you are  eligible is: | | | **A** | **B** |  |
| **If you are eligible for an A:**  A = ≥ 200 final point total (≥ 100% on Canvas)  B = 180-199.99 final point total (90-99.99% on Canvas) C = 160-179.99 final point total (80-89.99% on Canvas)  D = 140-159.99 final point total (70-79.99% on Canvas) F = < 140 (< 70% on Canvas) | | | | **If you DO NOT meet the deadlines, and are, therefore, ineligible for an A:**  B = ≥ 180 final point total (≥ 90% on Canvas)  C = 160-179.99 final point total (< 90% and ≥ 80% on Canvas) D = 140-159.99 final point total (< 80% and ≥ 70% on Canvas)  F = < 140 (< 70% on Canvas) | **Final Letter Grade** |

# Class Policy Statements

## Special notes

* Students should make sure that any technological problems encountered while using public computers in the LRC, or while in class are *immediately* reported to the instructor, and to the LRC staff in writing. Students should write the number of the computer (found either on the monitor or on the CPU), the time the problem occurred, the specific tasks being attempted when the problem occurred, name & email of the student discovering the problem, and a detailed description of the problem. This will provide the LRC staff with the necessary information to quickly address and correct the problem.
* Students are also *strongly* encouraged to contact the instructor regularly during class, office hours or via e-mail for assistance; clarification, if needed, on assignment requirements; and for periodic review of class progress.
* Auburn University has provided each student with an email account. These accounts are used as the official communication medium between the university and the student. For this reason, students should communicate with the instructor using *only* their official university (TigerMail) accounts or via the WebCT email option. Email originating from Hotmail, AOL, or other non-Auburn sources will *not* be opened by the instructor.

## Professionalism

*The College of Education Statement on Professionalism:* As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

## EDMD 7230 Policies related to Professionalism

* An important skill for teachers is the ability to communicate effectively with a wide variety of people. Parents, administrators, students and peers all participate in the communication process with teachers. As such, future teachers should begin to master the art of effective and appropriate communication skills. The instructors are aware that many students utilize shorthand methods of communication with peers that are associated with text message software and hardware. However, this type of communication is *not appropriate* in a professional setting, such as with instructors and professors. Therefore, the instructors expect students to use standard forms of grammar, punctuation and spelling when using email to inquire about course-related activities or problems. Some examples of inappropriate written communication habits that have been used by past students include:
  + Addressing the instructor using inappropriately familiar language
  + Use of “Hey…” to begin written communication
  + Use of all capital letters in a message
  + Failure to punctuate and spell properly
  + Formatting written communication as if it were an instant message or text message between peers (particularly the use of text message shorthand)

This list is not exhaustive, however, it does provide a good starting point for proof- reading and editing of written communication. ***Instructors will deduct participation points from student grades if there is a consistent problem with professional written communication.***

* In addition to professional written communication, EDMD 7230 students are expected to comport themselves in a professional manner during class meeting times as well as conferences with the instructors. Accessing non-class related websites during class (i.e. Face Book, wedding planning sites, etc.) demonstrates a lack of professionalism and respect for the instructor and others enrolled in the class. This type of web use during class should not occur. ***Instructors may deduct points from the participation portion of the grade should this type of activity occur.***
* At times there will be guest speakers or guest lecturers invited to present to the class. When guests are present students should ensure that they comport themselves with the utmost professionalism. To do otherwise reflects poorly on Auburn University, the College of Education and themselves.

## Participation

Participation is important in our classes as most of you are preparing to be teachers. Seldom do I have to remind you to engage in class activities. While some of you are not as gregarious as

others, and some are more apprehensive than others (especially in a technology oriented class like this) there are few common definitions of participation that I will use when evaluating it for your grade. A good rule of thumb is: “Tush time does not equal participation.” Basically, this means that in addition to *appearing* in class each week (ie. “doing the work”), you must *contribute in a collegial manner* in order to achieve ‘participation’ status. To this end,

## Participation in EDMD 7230 is defined as:

1. Regular, collegial contribution to class discussions (both in class and online):
   1. Providing assistance to classmates for “troubleshooting” purposes
   2. Treating classmates with respect and dignity
   3. Continuing discussions (in class and online) in such a manner that encourages others to participate rather than discouraging them.
2. Attending to class activities in a professional manner:
   1. Coming to class prepared with materials and any handouts that you might need to complete class activities
   2. Giving guest speakers your full attention
   3. Keeping off-task computer-based tasks (email, shopping, etc.) to a minimum during break time and non-existent during lectures or guest speaking engagements.
   4. Ensuring that your connection to the synchronous activities is strong, reliable, and distraction-free.
   5. Cooperating with your team member(s) for team projects in a professional way
   6. Paying attention to your peers while they are presenting in the class. This is one way of indicating that you respect them standing in front of the class and sharing what they have mastered.

**This list is by no means exhaustive.** There are many ways to participate in class and online. It is intended to be a basic list that can be expanded upon by you when appropriate. If you think of an item that you think should be added, please do not hesitate to let me know.

## Assignment Submission

1. Assignments are due at **Noon on the date noted in the syllabus**. In cases where assignments are emailed to instructors, they are due *prior to the beginning* of the class indicated on the schedule.
2. Any required assignment presented or submitted after the due date will be penalized 5% for each calendar day after the due date (up to three calendar days). Late assignments presented or turned in late after three calendar days will not be accepted and will be graded as if they were unsubmitted (e.g. as negative points). Be aware that many assignments that are due later in the semester are based on work that is completed at the beginning of the semester. Failure to complete work in a timely manner has a tendency to “snowball” and affect performance on later assignments.
3. Optional assignments are not eligible for late submission. If you miss an optional assignment’s due date, simply move on to the next assignment available for submission. There are ample opportunities for you to submit optional work, so don’t fret if you miss an optional assignment.
4. EDMD 72307236 instructors will utilize the Canvas assignment drop box for the submission of most work. There will be times that written copies of work also will be submitted. Specific submission procedures will be communicated by the instructor to

students on the first class meeting. **Students are strongly encouraged to keep paper and electronic archival copies of all work submitted. Additionally, any work that is returned to the students with a grade on it should be retained for record-keeping purposes.**

## Data Maintenance

* It is the *student's responsibility* to maintain backup copies of disks and assignments and to complete the work in the time available. Students are *strongly encouraged* to utilize their cloud storage space provided by Auburn University (OneDrive or Box) as one of their back-up options. However, this should **not** be the **only** option used by students. Personal storage media should also be used to guard against data loss. Failure to submit assignments due to data loss is not an acceptable excuse.
* Students will be utilizing the server space provided to them by the University for their web-based assignments. It is the *student’s responsibility* to ensure that adequate space is available for the storage of all required files for this project.
* Students are *strongly encouraged* to investigate their available server space at the beginning of the semester in order to ensure that adequate storage space is available. If students have trouble determining the space available, they should contact the OIT help desk. If it is determined that adequate space is not available, the student should *contact the instructor immediately* in order to determine the best course of action that will resolve the situation.
* Students are *strongly encouraged* to make regular time in their schedules for the completion of computer-based projects. Typically *more time* is needed than is available in the class meeting schedule for the successful completion of these projects.
* The instructor may request to see a student's backup copies of electronic files at any time during the semester in order to assess progress.

## Personal Electronic Device(s) Policy

* As a future professional educator it is important that you are able to demonstrate an appropriate level of attentiveness during professional meetings such as faculty meetings, parent/teacher conferences, and staff development workshops. The parallel to those activities is demonstrated in your attentiveness during class sessions. This includes instructional presentations by your instructor, your classmates and guest speakers as well as your ability to attend to activities or projects that you are directed to complete during class sessions. **As such students are reminded that laptops, cell phones, Blackberries, iPods, iPhones, text messaging, E-mail devices or any forms of technology or technology related activities (i.e. “surfing” the Web) that are not pertinent to the lesson being conducted during class should not be used.** If you are using one of these during an unapproved time, I will request that you put it away. If I have to mention it again at any point during the semester, you will be asked to leave that class session, and that will count as an unexcused absence.
* Obviously, this is a technology utilization course, and there will be times when the use of such devices MAY be warranted (such as if you need to use your personal laptop to complete a project due to software that you have loaded on to it but might not be on the classroom computers). Also, I recognize that some students function very well in a

“multi-tasking” mode. These students may be able to have a word processing document open to take notes, the specific software open that is being demonstrated in class to follow along, as well as possibly having related web-sites open for reference or further study. **I do not want to discourage this sort of learning activity.** HOWEVER, other than bona fide learning or class concept related sites, software and activities, all “surfing” and email checking and other forms of electronic communication should be confined to those times of “break” as may be provided by the instructor during the class session. If the instructor asks, you may have to justify your use of any websites or software that are not being directly used during that class session’s lesson.

* Some examples of activities that you should not engage in during class time (unless specifically directed to do so by your instructor) include (but are not limited to):
  + Visiting Social Network sites such as My Space or Facebook
  + Online shopping/ordering
  + Wedding Planning
  + Online gaming
  + Completing or working on assignments or projects for classes other than this one
* Some examples of activities that you should feel free and are encouraged to engage in during class time include (but are not limited to):
  + Following along with skills lessons
  + Asking your instructor for technical help for projects of any sort (time permitting). We want you to ask questions, that’s how you learn. If you have a technology problem with a project or assignment for another class, we’re happy to help to the extent possible.
  + Demonstrate to your instructor how you’ve implemented skills or concepts learned in one class session to projects/assignments for another class session.
  + Submit to the instructor resources that may apply to skills, topics, or lessons that have been completed in class. If they’re good, we’ll include them on the class Canvas site.
  + Use the technology resources available to you in the classroom in order to organize your own learning activities for class.
  + During appropriate times, explore, try, learn, … put your hands on the software or other equipment and “get your hands dirty.” That’s also how you learn.
* Cell phones should be set to silent or vibrate and be kept in your bag or pocket during class time. Your instructor will not have a cell phone on, neither should you. If you have a compelling reason to have your phone visible and in a potentially distracting situation, you must receive permission from the instructor first. Otherwise, you will be asked to put the phone away as indicated in the first bullet point.

## Attendance Policy

* Attendance at scheduled online class meetings is expected. I typically do not have trouble with graduate students “skipping” classes. This is ESPECIALLY true for any guest speakers who might be joining our online synchronous discussions.
* Please let me know if you know you will not be able to attend a scheduled class meeting. This is professional courtesy. If there is work due, I will let you know how to get it to me if the absence falls under the “excused” category according to University policy.

## Make-up quizzes

Make-ups for quizzes will be given **only** for University approved excuses as outlined in the Tiger Cub ([http://www.auburn.edu/student\_info/tiger\_cub/index.html).](http://www.auburn.edu/student_info/tiger_cub/index.html)) Arrangements to take a make- up quiz must be made in advance. Students who miss a quiz or an exam because of illness need a doctor’s statement of verification of sickness and should clear the absence with the instructor the day they return to class. Other unavoidable absences from campus must be documented and cleared with the instructor in advance. ***Please note:*** Simply informing the instructor of an absence does not automatically cause that absence to be considered “excused.” It is the student’s responsibility to provide appropriate documentation of excused absences for make-up purposes. Failure to provide documentation within 1 week of return to class will result in a 0 being entered in the gradebook for any missed quizzes.

## Make-up assignments

Students who miss class on days when assignments are due have two responsibilities. First, they must submit the work that is due *prior* to the start of class using the appropriate online submission procedure(s) (ie. Assignment drop box, posting a discussion, or other as communicated by the instructor). Second, they must be sure to bring university approved documentation in cases where the absence should be considered “excused.” The *one* “no questions asked” absence does not require documentation, but **does** require the on-time submission of work. If students have questions regarding the submission procedures, they should email the appropriate instructor for clarification *prior* to the absence.

Situations of “extenuating” circumstances (ie. Extended stays in the hospital) should be communicated to the instructor as soon as is possible. Students should make every effort to resolve any missing work upon their return to class(es). Appropriate documentation **will** be required in order to make arrangements for special scheduling needs in these circumstances.

## Academic Misconduct

*The College of Education’s Honesty statement:* The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.

*EDMD 7230 Honesty statement:* All acts of dishonesty (including, but not limited to: giving or receiving assistance on exams or quizzes, acts of plagiarism, submitting work completed by another individual) in any work constitute academic misconduct. The University Academic Honesty Code will be followed in the event of academic misconduct. Acts of dishonesty in any work will result in a grade of zero (0) for the affected assignment for all parties involved. See Tiger Cub Student Handbook <http://www.auburn.edu/student_info/tiger_cub/index.html>for more specific information. Each instructor will provide specific information regarding what constitutes acceptable and unacceptable practice regarding use of the work from others to the students of each class. Additionally, students will be required to take and pass a quiz on the individual policies for the appropriate class section as a part of the class grade. Students who have questions regarding the acceptability of any action dealing with class-related work should contact the instructor prior to submitting the work for credit. Once the work has been submitted

for evaluation and/or credit to the instructor, academic honesty standards will be applied to the work and the student.

## Computer Security

In order to maintain the computers so that they are available for all students as they are needed, the College of Education & the LRC has a *NO Food or Drink* policy. This means that food and drink should not be brought in to the LRC at any time. Students are expected to adhere to this policy.

Printers in the LRC are networked so that students do not have to pay as they print. However, students should remember that each print job that is executed under their userid will be charged to their bursar bill.

Only students in the College of Education, or those students enrolled in College of Education courses are permitted to use the computers in the LRC computing center and the LRC classrooms. Under ***no*** circumstances should students share userids and/or passwords with roommates, classmates, or other Auburn University students. The sharing of userids and passwords is considered to be in violation of the Auburn University computing terms of use, and may result in a revocation of computing privileges.

Students are *strongly encouraged* to change their passwords on a regular basis to ensure against unauthorized use by others.

## Accommodations

*The College of Education Accommodations Policy Statement: Students* who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e- mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).

*EDMD 3300 Accommodations Policy Statement:* It is the policy of the University and the instructors to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and desire accommodations to complete course requirements, you may request disability accommodations. Please contact the Accessibility Office (844-2096).

After initial arrangements are made with that office, contact your professor &/or instructor.

## Other Class Policy Statements:

*The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.*