



The University of Southern Queensland

Course specification

| Description: Online and Distributed Learning | | | | | | |
|---|---------|-------|---------|------|-------|-----------|
| Subject | Cat-nbr | Class | Term | Mode | Units | Campus |
| FET | 5600 | 40967 | 1, 2005 | WEB | 1.00 | Toowoomba |

| | |
|-----------------------------------|----------------------------|
| Academic group: | FOEDU |
| Academic org: | FOE003 |
| Student contribution band: | National Priority Teaching |
| ASCED code: | 070303 |

STAFFING

Examiner: Janice Jones

SYNOPSIS

Online and distributed learning environments are becoming an increased focus for both learners who wish to access flexible learning opportunities, and providers who wish to service educational markets beyond traditional systems and behaviours. Online and distributed learning strategies are also becoming increasingly popular for servicing on-campus learners as well as other distributive activities of provider organisations. This course is about providing some background review in terms of how education globally has moved toward the necessity of considering distributive and online learning as a possible response to the delivery challenges of the emerging educational environment. From this historical platform, the journey then surveys the make-up of the online and distributed environment, looking at the roles and responsibilities of the various stakeholders who support and utilise this technology-enhanced learning environment. Learners will clarify and understand the role that technology may or may not play in the support of effective learning. Learners will be expected to take a critical look at online and electronic environments, developing criteria and skill in the order of evaluating such learning environments. The skill and ability of the online facilitator is important to the success or otherwise of online and distributed learning environments. Learners will look at what makes for successful facilitation of online environments and explore strategies for engaging learners through the electronic medium. Making our learning environments flexible and attractive is a popular aspiration of many current teachers and providers; however, the challenges in terms of articulating flexible and responsive assessments is an elusive and challenging consideration. This learning package will take this challenge into discussion and collaborative analysis. In collaboration with its participants, this course is about constructing knowledge, skills and attitudes that will support professional activities in building, managing and assessing online and distributed learning environments. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this

course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.

OBJECTIVES

On completion of this course students will be able to:

1. investigate the historical pathways from traditional educational delivery to an era of flexible and distributed learning
2. identify the key philosophies and aspirations that support successful flexible and distributed learning
3. identify and discuss principles for designing materials that support best practice in online and distributed learning environments
4. within an educational context, identify and apply criteria suitable for evaluating the effectiveness of online and distributed learning environments or electronic resources
5. identify best practice principles for implementing and managing online and distributed learning environments
6. develop knowledge and skills in the area of facilitating and managing online and distributed learning environments
7. consider assessment approaches/strategies that would be appropriate in an online delivery arena
8. analyse and evaluate a nominated online/distributed learning environment or activity, by applying the above skills and principles.

TOPICS

| | Description | Weighting (%) |
|----|--|---------------|
| 1. | Flexible and distributed learning | 10.00 |
| 2. | Principles underlying the construction of online and distributed learning environments | 25.00 |
| 3. | Roles and responsibilities within online and distributed learning environments | 25.00 |
| 4. | Facilitating online and distributed learning environments | 25.00 |
| 5. | Assessment approaches in online and distributed environments | 15.00 |

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

STUDENT WORKLOAD REQUIREMENTS

| ACTIVITY | HOURS |
|----------------|--------|
| Assessment | 35.00 |
| Directed Study | 130.00 |

ASSESSMENT DETAILS

| Description | Marks out of | Wtg(%) | Due date |
|--------------------------------|--------------|--------|-----------------------------|
| REFLECTION ONE | 999.00 | 10.00 | 08 Apr 2005 |
| NEGOTIATED ASSIGNMENT PLAN | 999.00 | 10.00 | 13 May 2005 (see note 1) |
| APPLY & REVIEW ASSESSMENT APPR | 999.00 | 15.00 | 10 Jun 2005 (see note 2) |
| FACILITATE VIRTUAL DISCUSSIONS | 999.00 | 20.00 | 17 Jun 2005 (see note 3) |
| NEGOTIATED ASSIGNMENT MATERIAL | 999.00 | 45.00 | 17 Jun 2005 (see note 4) |

NOTES

1. Submit plan for approval
2. This assessment will coincide with the virtual facilitation activities where participants will implement assessment activities.
3. Ongoing assessment throughout the course. With this assessment activity participants will be expected to engage in the planning, implementation and management of a virtual discussion arena.
4. Submit assignment materials

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration. Generally, participants are encouraged to participate in all course discussion via the Internet. With relation to the assessment item FACILITATE VIRTUAL DISCUSSIONS, participation is compulsory in order to meet the specific assessment requirements.
- 2 Requirements for students to complete each assessment item satisfactorily:
To complete each of the assessment items satisfactorily, students must obtain at least 50% of the marks available or at least a grade of C- for each assessment item.
- 3 Penalties for late submission of required work:

In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.

- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing all summative assessment items (the examination and assignments).
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks or grades obtained for each of the assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

ASSESSMENT NOTES

- 1 NB: It is recommended that learners have knowledge of or access to an education/training environment in order to address the requirements of assessment in this course.

OTHER REQUIREMENTS

- 1 Students enrolling in WEB courses MUST have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect assessment. The levels of equipment required may change from time to time, with the most recent specification listed at <http://www.usq.edu.au/currentstudents/computingstandards/default.htm>. You can check whether your computer system meets these requirements from USQAssist (<http://usqassist.usq.edu.au/>).
- 2 **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.