

## Module 1: History and Principles of Distance Education (with Torstein Rekkedal)

### Objectives:

Introduction to

- course set-up
- participants to each other
- online Masters program
- Foundation course
- definitions in distance education (DE)

Students will

- learn about the two constituent elements of DE
- reflect on the evolution of DE
- **outline the history of DE from its early beginnings to today's practices**
- discuss some common reasons why students choose DE
- specify methodological issues relevant to both course development and student-tutor interaction

### Topics:

- Overall picture of DE
- Background of DE
- Planning DE
- Course development - fundamental considerations
- Structures and media of DE Courses
- Interaction between students and the supporting organization
- Special applications of distance education

### Required Readings:

Holmberg, B. (2005). [\*The\*](#)

## Orientation to Distance Education

### What is Distance Education?



Distance education is an innovative development in higher education that uses technology to facilitate learning without the limitations of time or place. UMUC offers courses online so that students around the world can complete a bachelor's or master's degree without stepping foot in a classroom.

Distance education students use state-of-the-art technology to connect to faculty members, coursemates, and advisors. The great advantage of distance education is that it gives students the flexibility to achieve an appropriate balance of work, family, community, and educational commitments.

## How do I learn in an online course?

UMUC's distance courses link students with their faculty member and coursemates online through the World Wide Web (WebTycho). Online courses are asynchronous, which means that students can sign on and participate at times convenient to them.

Online students need to be prepared to interact with their faculty member and coursemates in writing. Strong reading and writing skills in the English language are critical.

### Typical elements of online courses include:

- asynchronous, frequent student and faculty participation
- lectures and assigned readings (from textbooks and online resources)
- individual and group assignments (for example, case studies and discussion questions)
- individual and group papers
- literature analyses (graduate)
- use of online library resources
- online (graduate) and proctored (undergraduate) quizzes and examinations

## What can I study?

- UMUC has been a leader in distance education, offering fully accredited degrees to distance students for more than 25 years. Choose from a variety of degree programs or take individual courses.

## Academic Programs

UMUC's more than 100 undergraduate and graduate programs represent some of today's on-the-rise industries, including management, information technology and assurance, homeland security, teaching and more.

## Undergraduate Programs

- [Bachelor's Degrees and Minors](#)
- [Undergraduate Certificates](#)

- [Prior Learning](#)
- [Cooperative Education](#)

## Graduate Programs

- [Doctoral](#)
- [Master's Degree Programs and Specializations](#)
- [Dual Degrees](#)

### [Graduate Certificates](#)

## Master of Distance Education and E-learning

### **The MDE Hub**

Get News and Updates on UMUC's Master of Distance Education and E-learning Program

### **Distance Education Teaching and Training (DETT) Specialization Description**

Master the demands associated with emerging information and communication technologies. Your advanced skills in this growing field will ensure your leadership position.

The specialization is grounded in the core course – OMDE 610 Teaching and Learning in Online Education. Managing online teaching requires some mastery of the instructional design process as well as the integration of the appropriate selection of media.

Note that:

- The goal of the MDE program is to educate managers and leaders in the field of distance education not teachers and trainers in specific content areas.
- The objective of the teaching and training specialization is to educate managers to deal with the specific teaching related aspects of modern distance education both in the traditional teaching setting as well as in the corporate training sector. While the specialization focuses on teaching and training, there are close links to technology related aspects (for example, instructional design) as well as specific management related aspects (intellectual property, accreditation, and quality assurance).

### **Career Path**

The MDE is a post-graduate program. The overall mission of the program is to educate leaders and managers of distance education and e-learning – a rapidly developing and expanding field.

The professional profile itself is developing and, consequently, job titles are often generic (such as 'program director'). One needs to read a job description to find out the necessary details about the tasks and job requirements.

Many graduates bring with them competencies from their first degree and professional experience on which they may want to build. For example, some graduates with a technical background, may find that the MDE provides just the 'added value' to qualify them as a technical director in a training institution. Such a position would not be available to all MDE graduates, nor would the position be available without the MDE (or an equivalent degree). The careers available for the MDE graduates and their level may also depend on prior experiences and qualifications. (It may, however, be the case that a MDE graduate of the policy & management specialization who has prior specialist ICT competencies may be eligible as technical director.)

The Master of Distance Education and E-learning program serves a number of careers at mid-, or high-level positions, depending on the prior level of experience of the candidate.

#### **Distance Education Teaching and Training**

Graduates of the distance education teaching and training specialization, depending on their background, can find positions such as:

- **Online teacher/tutor/trainer in a management or supervisory function** (for example, sets up online courses or programs, including the selection of appropriate technology (asynchronous vs. synchronous; type of learning management system; selection of appropriate learning scenarios)
- **Pedagogical expert (online learning); Coordinator of Online Instruction** (for example, advises content experts to redesign content for specific use in an online course format; retrains teacher or tutor successfully in an online environment)
- **Online librarian/resource manager** (for example, sets up resource centers for distance teaching institution; advises on copyright and intellectual property issues)
- **Program evaluator/educational consultant** (for example, prepares programs for accreditation by evaluating program components; often works as consultant for international organizations)
- **Subject matter expert (SME) for DE** (for example, teaches/tutors courses on various aspects of distance education)

#### **Requirements**

#### **Recommendations**

- Students who wish to improve their graduate writing skills may take [COMM 600](#), Academic Writing for Graduate Students (3).

### Core Rules

- [OMDE 601](#) must be taken in the first semester.

### Core Required Courses

[UCSP 611](#) Introduction to Graduate Library Research Skills (0), to be taken within the first 6 credits of study.

- [OMDE 601](#) Foundations of Distance Education and E-learning (3)
- [OMDE 603](#) Technology in Distance Education and E-learning (3)
- [OMDE 610](#) Teaching and Learning in Online Distance Education (3)
- [OMDE 606](#) Costs and Economics of Distance Education and E-learning (3)
- [OMDE 608](#) Learner Support in Distance Education and Training (3)

### Distance Education Teaching and Training (DETT) Specialization

- [DETT 607](#) Instructional Design and Course Development in Distance Education and E-learning (3)
- [DETC 620](#) Training and Learning with Multimedia (3)
- [DETT 611](#) Library and Intellectual Property Issues in Distance Education and E-learning (3)
- [EDTC 650](#) Special Topics in Instructional Technology (3) (Prerequisite: [DETC 620](#))
- [DETT 621](#) Training at a Distance (3)
- [DEPM 604](#) Leadership in Distance Education and E-learning (3)

Capstone Course: [OMDE 670](#) Portfolio and Project in Distance Education and E-learning (3)

Note: Some course names and numbers were updated beginning with the fall 2007 semester. If you began the program prior to fall 2007 **and have chosen to follow your original, p**

### Course Descriptions - OMDE (Distance Education)

#### **OMDE 601 Foundations of Distance Education and E-learning (3)**

(Developed by Ulrich Bernath of Germany and Eugene Rubin of the United States, in collaboration with Borje Holmberg of Sweden and Otto Peters of Germany.) An overview of the knowledge, skills and attitudes that are required by a competent practitioner of distance education. Critical concepts and issues identified in the distance education literature are explored and the history and theories of the field are critically examined.

#### **OMDE 603 Technology in Distance Education and E-learning (3)**

A review of the history and terminology of the technology used in distance education. The basic technology building blocks of hardware, networks and software are identified. Analysis covers the characteristics of asynchronous and synchronous

technologies and tools used in the teaching and learning, as well as the administration of distance education. The relationship between technology and the goals of the educational/training organization are critically examined. The relationship between information technology (especially online technology) and distance education is explored. Topics include the criteria and guidelines for selecting technologies for distance education and future directions of technology in distance education.

### **OMDE 606 Costs and Economics of Distance Education and E-learning (3)**

(Developed by Thomas Huelsmann of Germany.) A study of the economics of distance education in the larger context of the economics of education. Various methodological approaches (including cost/benefit and cost/effectiveness analysis) are applied to the distance education context. Costing techniques and economic models are explored and applied to different institutional forms and levels of distance education.

### **OMDE 608 Learner Support in Distance Education and Training (3)**

An introduction to the theories and concepts of support for learners in distance education and training. The various types of learner support—including tutoring and teaching; advising and counseling; and library, registrarial and other administrative services—are examined. Discussion addresses management issues such as planning, organizational models, staffing and staff development, designing services to meet learner needs, serving special groups and evaluation and applied research. Assignments include designing a learner support model for a particular context (e.g., public or private educational institution or corporate or military training).

### **OMDE 610 Teaching and Learning in Online Distance Education (3)**

An exploration of the online teaching and learning dynamic, including its theoretical foundation and best practices. The themes that shape the online teaching/learning relationship are addressed through individual and collaborative projects. Topics include philosophical frameworks; instructional, social and cognitive presence; interaction, collaboration and participation; community and engagement; and administration and management.

### **OMDE 670 Portfolio and Project in Distance Education and E-learning (3)**

(Formerly OMDE 690.) A capstone study of distance education and training designed to demonstrate cumulative knowledge and skills through two major projects: an electronic portfolio and a case study. The personal e-portfolio documents credentials and accomplishments to date and also serves as an ongoing resource and record of continuing professional development. The case study, which focuses on a distance education/training program or organization, involves in-depth analysis of the setting and application of concepts and strategies to enhance practice and performance in distance education and training

re-fall 2007 requirements, you should use the [pre-fall 2007 Study Plan](#) for this degree.

## **What do I need to be successful?**



Success in distance education courses depends on self-discipline and the ability to learn without face-to-face interaction. UMUC's distance education courses maintain the same rigor and high standards of its classroom courses. Academic progress is established and maintained through regular course participation.

Online students need to be prepared to interact with their faculty member and classmates in writing. Strong reading and writing skills in the English language are critical.



## What are the technical requirements?

### WebTycho: Undergraduate and Graduate

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To participate in an online course via the World Wide Web, you should have:

- an Internet service provider (ISP),
- an active e-mail account, and
- the latest version of your preferred browser. (See [Browsers and Settings](#).)

Some courses, such as those in business, finance, and accounting, require additional software such as a Windows-based spreadsheet program or MS Project.

For more detailed information, see the [Step by Step Checklist](#).

***Students are responsible for their own Internet access costs in both undergraduate and graduate courses***

### Online Study

Nearly all of UMUC's graduate degree and certificate programs can be completed entirely online. [See the full list of graduate programs](#)

UMUC's online course format is WebTycho, an interactive, Web-based course management system.

All Graduate School on-site sections also use WebTycho as a convenient supplement to classroom learning.

Learn more about graduate online study, WebTycho requirements and more.

### Graduate Programs

(Nearly all are offered online)

### Student Computer Literacy

## **Orientation to Online Study**

- [How Online Courses Differ from On-Site Courses](#)
- [Elements of Online Courses](#)

## **Technical Requirements**

- [Browsers](#)
- [Internet Access](#)
- [E-Mail Account](#)

## **WebTycho**

- [WebTycho-Enhanced Sections](#)
- [New WebTycho Users](#)

## **Services and Resources**

### **Academic Resources**

- [Admission Assistance](#)
- [Advising](#)
- [Bookstores](#)
- [Computer Labs](#)
- [Career and Cooperative Education Center](#)
- [Evaluation of Transfer Credit](#)
- [Graduate Student Relations](#)
- [Graduation Services](#)
- [Information and Library Services](#)

### **Administrative Resources**

- [Drug Prevention Program](#)
- [Shared Governance - Student Advisory Council](#)
- [UMUC Policies](#)

### **Financial Resources**

- [Determination of Residency for Tuition Purposes](#)
- [Federal Return of Funds Policy](#)
- [Financial Information](#)
- [Refund Policy](#)
- [Veterans Benefits](#)
- [Golden ID Program](#)

### **Other Resources**

- [Dates and Events](#)
- [General Information](#)
- [Frequently Asked Questions](#)
- [International Applicants](#)
- [Orientation](#)



## Services

- [Automated Services](#)
- [Availability of Services](#)
- [Disabled Student Services](#)
- [Transcript Services](#)

## Contact Information

Graduate Advising  
University of Maryland University College  
3501 University Blvd. East  
Adelphi, Maryland 20783 USA

Tel.: 800-888-UMUC (8682)  
E-mail: [gradinfo@umuc.edu](mailto:gradinfo@umuc.edu)

## Online Services

### Admission

#### Application for Admission

- [Online](#)

### Registration

- [Schedule of Classes](#)
- [Class Availability Inquiry](#)

### Online Registration

- [Interactive Student Information System \(ISIS\)](#)

Current Students with a PIN (*registration through ISIS is not interactive with UMUC database*).

- [Registration for Credit Courses](#)

New students who have already filled out an application for admission but do not yet have a PIN.

- [Pin Retrieval](#)

[UMUC's Virtual Bookstore](#)

[Orientation for New Graduate Students](#)