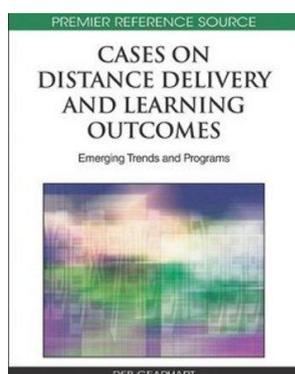# CASES ON DISTANCE DELIVERY AND LEARNING OUTCOMES
Emerging Trends and Programs

Edited by Deb Gearhart
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This book was edited by Deb Gearhart, director eCampus at Troy University, and published by Information Science Reference in 2009. The book, which 25 authors contributed to, includes three sections as Cases on Best Practices in Distance Delivery and Learning Outcomes, Cases on Distance Learning Programs, International Cases, and 15 chapters.

Objective of this book is to provide a reference source for the practitioners in the field of distance education and blended course delivery, cost effectiveness of e-learning, disatnce learning programs, distance technologies, e-learning for commercial and academic use, e-tutorials for test preparation, object-oriented assessment in Desire2Learn, online education studies, online program growth management and wikis in blendend learning are the topics covered by the book.

Section 1: Cases on Best Practices in Distance Delivery and Learning Outcomes

The first section includes seven chapters and deals with emerging practices and issues in the field.

The first chapter Encapsulating the Basic Tenets: Best Practices in Independent, Distance, and Online Learning deals with the establishment of principles of best practices for instutions and guiding principles for distance education. Also five areas as mission, curriculum planning, student services, assessment & evaluation and marketing outreach mentioned to reflect the needs and special context of the independent learner.

The second chapter Dual-Design Strategies for Modularizing E-Learning for Academic and Commercial Uses deals initially with dual design strategies for modularizing e-learning along both academic and commercial use.

The third chapter Moving Toward a Blended Course Delivery System provides practical guide to the best practices in blended education and illustrates experiences from different intitutions.

The fourth chapter Objective-Oriented Assessment in Desire2Learn for Quality Matters deals with quality matters standards and describes how the Desire2Learn learning environment can be structured for providing objective-oriented assessment.

This chapter Cost Effectiveness in Course Redesign: The Transformation towards E-Learning which handles the cost effectiveness or course redesign for distance education. This chapter discusses both literature and application of cost effectiveness in distance education.

This chapter, **When Distance Technologies Meet the Student Code,** which evaluates student conduct in an undergraduate online program. Student act in the classroom is often different in online environment and it is an important case for academic integrity in distance online courses.

This chapter, **Alignment of Course Objectives and Assessment Items: A Case Study** deals with design principles help to improve student learning outcomes.

Section 2: Cases on Distance Learning Programs

The second section includes five chapters and deals with the cases move to reviewing distance learning at the program level.

Great Plains Interactive Distance Education Alliance (Great Plains IDEA) which handles the organizational and technological challenges encountered by a multi-institutional organization Great Plains Interactive Distance Education Allience (Great Plains IDEA). Also the chapter explains the Great Plains IDEA backgroud.

The chapter **The Case of e-Tutorials for Test Preparation for New Teachers Transitioning and Transforming into the Education Profession** tries to describe the Ohio Transition to Teaching Project. The case illustrates the rationale and process for the development of an interactive online learning community.

In this chapter **Finding a Niche through an External Degree-Completion Program** which handles finding niche in an external degree completion program which requires training advisors, updating curriculum, revising student services procedures, marketing and coordinating other branches of extension.

The Proliferation, Pitfalls, and Power of Online Education chapter discusses the challenges faced by the students and institutions when a distance education program grows.

This unit, **Managing Growth of an Online Program through Policy and Mainstreaming: A Case Study** deals with managing distance education program growth and maintaining academic integrity and quality in program delivery.

Section 3: International Cases

The third section includes three chapters and deals with distance learning from an international perspective.

This unit, **The Appropriation of Wiki in a Higher Blended Learning Course: A Case** mentions wiki appropriation and the use of Web 2.0 tool to asssist the development of learning strategies towards improving student comprehension in distance education.

This chapter, **Budding Researchers in the Humanities: An Intercultural Online Project** describes the networks within the Research and Development in Emprical Studies Project in the humanities which prepares new researchers through online communication.

The last chapter, **Emerging Trends of Student Support Services in Indian Distance Education** describes the history and growth of distance education in India and also examines emerging trends of students support by open universities in India.

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Dr. Kurt obtained her bachelor degree from Anadolu University, Faculty of Science, the Department of Statistics in 1999. She completed her MA programme in Anadolu University, Graduate School of Sciences in the Department of Statistics in 2001. She completed her PhD at Anadolu University, Graduate School of Educational Sciences in the Department of Computer Education & Instructional Technologies. She was a research assistant in 1999, assistant professor in 2005. She is interested in literacy, assistive technology for special education, educational statistics, measurement & evaluation, and ICT in education.

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