Structural Analysis of Courses as a Precursor to Moving them On-Line

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Abstract

In recent years, on-line courses have often been touted as the solution to all manner of academic problems. In many cases, the advocates are administrators with minimal teaching experience, especially when attempting to educate professionals. The sudden rise of MOOCs a few years ago has been matched by an odd loss of interest, but the number of on-line courses is growing at regular colleges.

To move courses to distance learning mode, we need to look at all the components of each course. A course, as a unit within a discipline or program, can be considered to have nine components that need to be included when planning distance learning. Not all of these components apply to all courses, but consideration still needs to be given to all of them. Without making these components explicit, the course will be less successful.