

The Case for the Self-Paced Online Course

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The Self-Paced Course, Past and Present

- Correspondence Study
- Ivan Illich, *Deschooling Society* (1971)
 - Lessons from OpenCourseWare

Crosscurrents in the Making of Online Course Design

- The Reign of Constructivism
 - The “New Paradigm”:
From Teaching to Learning
- “Asynchronous Learning Networks” and After

Customs and Questions

- Life in English
- A Student Again
- From Teacher to Scholar and Back

De-regulated Space, Re-regulated Time

- What Does “Distance” Mean?
 - Syllabus and Schedule:
Reproducing the Classroom
 - Temporal Freedom:
Asynchronicity and Autonomy

Online Course Design for Self-Paced Learning

- A Book on a Screen
- The “Second Subject”
- The Instructional Discourse of Hypermedia
- Voluntarism and Interaction
- “Teaching Presence” and Writing

Conditions of Self-Paced Online Learning

- The Mind at Work (Tullis and Benjamin)
 - The Uses of “Alonetime” (Buckholz)
- Student Characteristics (deValle and Duffy)
 - The Role of Interaction (Anderson)
 - Student Preferences (Rhode)

Teaching with Technology and Against It

- Nicholas Carr, *The Shallows: What the Internet is Doing to Our Brains* (2010)
- William Powers, *Hamlet's BlackBerry: A Practical Philosophy for Building a Good Life in the Digital Age* (2010)
- Sherry Turkle, *Alone Together: Why We Expect More from Technology and Less from Each Other* (2011)

“On the Lookout”

“He who permits himself to be propelled simply by the momentum of his attained right habits, loses alertness; he ceases to be on the lookout. With that loss, his goodness drops away from him.”

John Dewey, *The Theory of the Moral Life*