To insert a header in MS Word 2007:

1. Select the **Insert** tab. In the **Header and Footer** section, select **Header,** and a drop down menu will display**;** Choose **Blank**.
2. This will open the Header and bring the "Header and Footer Tools" options to the top menu bar. Check the box for **Different First Page**. This will ensure "Running Head:" is only listed on the title page.
3. Clicking on **Page Number** will present a menu of page numbers. The page number should be in the top right corner of the paper.
4. With the page number highlighted and the cursor in front of the number, hit the backspace key (the number will move to the left) until the cursor is aligned with the left margin (the number will also temporarily be in the left margin).
5. Then, type "Running head:" followed by a shortened version of the essay's title in all caps.
6. After typing the "Running Head" and title, hit the "tab" key until the page number is back on the right margin.
7. On page 2 of the paper, double-click on the header (where page 2 is listed on the right margin). Then, repeat steps 4-6 above. However, insert only the shortened title of the paper (do not include "Running Head:").

In the top half of the page, centered and double-spaced, include: title of the paper, your first and last name, course number and name, instructor name, and date of submission. Please note that Ashford University APA guidelines require title pages to include the course instructor's name and date. This requirement is specific to Ashford and is not included in the APA publication guidelines as outlined in the *APA Publication Manual* (6th edition).

Internet and Distance Education Delivery

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EDU 400 Distance Education

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To center a line in MS Word 2007, select the **Home** tab**.** In the **Paragraph** section, choose the **Center** symbol (multiple lines centered in a small box). To center pre-existing text, highlight the text first and follow the steps above.

For addition guidance in using MS Word 2007, go to the **Ashford Writing Center**. In the **Writing Resources** section, look for the **Microsoft Word 2007 Basics Tutorial** and the **Basic Guide for Using Microsoft Word (2007).**

Margins should be uniform, 1 inch at the top, bottom, left, and right of every page. To change your margins, select the **Page Layout** tab. In the **Page Setup** section, click on the **Margins** symbol. Clicking on **Margins** will present a menu of margin settings, or you may create "custom margins."

Internet and Distance Education Delivery Models

Technological developments over the past twenty years have given people across the globe the ability to interact and obtain information at a tremendous rate. Due to these developments, the field of distance education is also growing at an exponential rate, as is the research conducted on the availab[...] This increased interest has led to [...] primary methods for course delive[...] three course models: synchronous, asynchronous, or blended.

The entire paper should be double-spaced. Use the automatic double-spacing command. Select the **Page Layout** tab. In the **Paragraph** section, click on the small symbol on the lower right corner of the section (downward-right facing arrow in a tiny box). This will open the **Paragraph** dialog box. In the **Spacing** section, select "double" from the line spacing menu. Click **OK**.

Synchronous course delivery is conducted in 'real time.' This means the instructors and students are online at the same time and typically interact via streaming video, live chat, or in a net-meeting format. Students can post or ask questions and receive immediate responses from the course instructor or other students.

Align the text of the essay along the left margin. Select the **Page Layout** tab. In the **Paragraph** section, click on the small symbol on the lower right corner of the section (downward-right facing arrow in a tiny box). This will open the **Paragraph** dialog box. In the **General** section, select "Left" from the alignment menu. Click **OK**.

[...]on is conducted when the students and [...]es typically occur through a distance-[...]nd to messages in a specific location [...] conducts online classes using the asynchronous method. Students and instructors are assigned to specific online courses. Within these courses students participate in discussion forums, post assignments, and retrieve learning materials. Correspondence with the instructor is primarily conducted via the online course discussion forums and email.

The blended learning model is a combination of both synchronous and asynchronous delivery. The instructor may have a set lecture time during which all students log into the system to listen and interact with the class. The remainder of the week's instruction may then be

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conducted asynchronously by having students post additional discussions and questions to a specific location within the learning system.

Regardless of the delivery method, all distance-learning systems include course management. Within the course management system, instructional designers, course authors, and instructors have the ability to edit content, administer assignments, monitor discussions, and interact with learners. The course management features of a distance-learning system are one of the key elements for the successful delivery of a distance education program.

An important factor in selecting a distance-learning system is the ease with which students and instructors can interact and understand the delivery structure. Students' success is often related to their experience with the course technology. If students are to be successful in learning at a distance, they must be comfortable with the media used to transmit the content of the course. Ultimately, the distance-learning system should enhance the learner's experience.

Asynchronous Course Delivery

Within distance education the delivery of information occurs through the use of various communication methods. When the instructor and learners are separated by time and geographic location, asynchronous communication occurs. Asynchronous communication does not require the participants to interact simultaneously. Asynchronous learning tools can be used for a variety of teaching and workplace situations.

Historically, distance learning involved only the student and instructor. Learners did not have the opportunity to communicate with one another. Fortunately, technological advancements have brought much to the field of distance learning. In the teaching arena of online learning, asynchronous communication can be done by way of e-mail, newsgroups for discussions, streaming video, and audio. According to Witt & Mossler (2001),

The new opportunities that a college degree will [provide] is made possible by the

advantages of an online education, including class work on a more flexible schedule, ease

of doing research online, ease of collaborating with others at a distance, and access to

geographically far removed from where [one] lives. Online

ible for students to learn from working professionals in their

red across the country or around the world. (Adult Learning in

the Information Age, para. 1)

Asynchronous communications allow learners to select the time and place for class

participation. Through e-mails and other asynchronous learning tools, students can be a part of a

learning community, set goals, and complete coursework. In the workplace, professionals can

interact without concern for time differences or the high cost of international phone calls. With

the asynchronous model, the user has greater control over the acquisition of information and the

ability to set a convenient time for completing coursework, training, or job-related activities.

Synchronous Course Delivery

Online synchronous course delivery offers students and instructors the most similar

format to a traditional classroom learning experience. While the instructor and students are not

located in the same place, they are interacting and communicating at the same time. Within the

synchronous delivery system, there are many options for the communication and transmission of

course content. In *Transforming Learning Methods through Online Teaching* the authors address

the role of technology in improving academics, including the benefits of synchronous learning,

particularly for the younger students and their familiarity with "chat room" type technology.

Bach, Haynes & Lewis Smith (2006) state, "Synchronous communication develops its own

curios and quite different type of narrative when compared with face to face discussion, and

there is often a text based 'stream of consciousness'" (p. 135). Synchronous delivery of course instruction also allows for immediate feedback. In the asynchronous delivery model, learners must often wait for feedback or answers to questions.

An effective synchronous delivery system motivates the learner, provides sufficient time for learner and facilitator interaction, and operates the course at a steady rate, allowing the learners time to reflect and ask questions. Like the asynchronous course delivery model, a successful synchronous delivery system can also provide participants with an effective and challenging learning experience.

Blended Learning Course Delivery

While asynchronous and synchronous learning systems each offer a specialized approach to distance learning, a blended learning system can combine the tools of both systems to present an effective and convenient learning experience. According to Watson (2010), "…blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction…" (p. 4) For example, training for supervisors may be divided

Generally, citations should have the last name of the author(s) and the year of publication. Direct quotations should include the page number (paragraph or heading section for works without page numbers).

ontent may be taught via CD-ROM with the learners

cussion board. The next section may be taught in the

rrent blended learning models represent a transfer in

way in which online learning demonstrated a change in the delivery and instructional models for learning at a distance (Watson, 2010).

Course Management Systems

The distance education boom has led many institutions on a search for a management system capable of delivering courses, sharing information, while managing the varied and often complex learning tools. As shared by Caplow (2006), the most significant aspects of the course

management system include the ability to provide course materials in a web based format, access to online exams, links to course materials, in addition to a system that supports student and faculty interaction in discussions and evaluation. Given the increasing number of options available in distance education, the task of finding a course management system that offers the necessary options, along with the ability to interact with other technology solutions, can be daunting. The decision to implement a courseware management system cannot be pieced together. All distance learning systems, from blended learning systems to content management, must have the capability and the resources necessary to interact with the course management system.

Learning technologies have opened the doors to a wide variety of options for distance education delivery, and each learning model has benefits and limitations (Picciano, 2001). The internet and learning technologies provide the means for transmitting content, managing courses, and promoting the interaction of the instructor and learners. When selecting technology for a distance-learning program, the system that provides the best learning approach should be utilized. Around the world, students can join the same class, share information, and learn together. The field of distance education and the various learning systems are continually being revised and improved. Ideally, the most effective distance learning system is one that provides students with the resources to be a successful distance learner.

Additional APA Format Tips:
- All terminal punctuation (e.g., period, question mark) is followed by *two* spaces. One space is used in reference citations, initials, abbreviations, and with commas, colons, and semicolons.
- Do not hyphenate words at the end of a line.
- Always have at least two lines of a paragraph at the top or bottom of a page.
    - Under the Home tab, in the **Paragraph** section, click on the small symbol on the lower right corner of the section (downward-right facing arrow in a tiny box). This will open the **Paragraph** dialog box. In the **Paragraph** dialog box, click on the Line and Page Breaks tab to ensure that the Widdow/Orphan control is checked.

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Alphabetize your references by the author's last name. Use initials for the first and middle names.

Indent the second and subsequent line of each reference five to seven spaces (also referred to as a "hanging indent"). Double-space each entry.

Online library entries should either be cited the same as a print article, or use the home page URL of the journal. If a Digital Object Identifier (DOI) is available, it should be used in place of the URL.

If you have more than one entry with the same author AND published in the same year, add a lowercase letter after the year both here and in your in-text citations, for instance, (2001a) and (2001b).

Samples of citations and references (APA 6th Ed.) are located in the **Ashford Writing Center**.

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