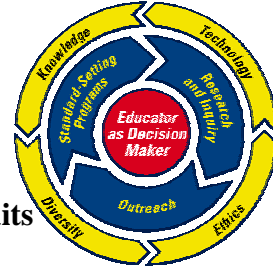


The University of Akron
College of Education
Educational Foundations and Leadership
5100:639, 610, & 800 Strategies for Online Teaching 3 Credits



Instructor:	I-Chun Tsai, Ph.D.	Section:	639, 610, & 800
Office:	Zook Hall 323	Location:	Online-Springboard
Phone:	330.972.6774	Office Hours:	Tue 10:00am-12:00pm
Email/MSN:	tsai1@uakron.edu		

I. COURSE DESCRIPTION

This course will prepare instructors to make the transition from teaching in a physical classroom to facilitating learning in an increasingly virtual classroom. Successful online teaching requires an understanding of the relationships between technology and the learning process, and the ability to design learning environments that support self-directed and self-regulated learning. Students will examine the affect of online learning environments on the teaching/learning process and issues related to learner motivation and task management. This course will examine specific technologies that support either teaching or learning, explore strategies for effective integration of technology into instruction and criteria for assessing the utility of a specific technology.

This is an ONLINE course with no regular in-person or classroom meetings. The course is offered via Springboard. You should be able to find Springboard after logging to your Zipline account. Or you can login with your ID and password directly to the Springboard system via this link: <https://springboard.uakron.edu/index.asp>. Students will require the use of a computer with Internet access to utilize the online resources. Software applications used in the course will be available for purchase through the university computer store or provided as necessary (i.e. application plug-ins or extensions such as Acrobat Reader). **All the course information and relevant readings/resources will be located in the CONTENT section of Springboard.**

II. RATIONALE

This course is designed to provide instructors with the experience of participating as learners in an online instructional environment, becoming proficient with a range of technologies that are supportive of online teaching and learning, and the opportunity to develop a deeper understanding of the theories and practices that inform the design and delivery of instruction in an online format. There is a well-documented trend in education to place more distance between the instructor and the student through the use of online learning environments. It is imperative that instructors understand how their role changes in this instructional format and the processes and procedures they need to implement to be successful teachers.

III. COURSE GOALS/OBJECTIVES

At the conclusion of this course, you will be able to:

- Demonstrate knowledge and application of strategies for effective online teaching.
- Develop learning assessment instruments and strategies for use in an online environment.
- Develop course evaluation instruments for use in an online environment.
- Specify characteristics of an online learning environment that are critical factors for successful teaching and learning.
- Identify the underlying theories of teaching and learning in online instruction.
- Apply theories of teaching and learning to the design of online environments.
- Identify the strengths and weaknesses of online teaching environments.

IV. COURSE OUTLINE

Your main projects or tasks in this class including 3 primary elements:

- Participating in Weekly Discussion Board discussion and fulfilling assigned Discussion Board Roles. Please refer to **Instruction for DB Participation [DBinstruction_Fall08.pdf]** under Content/Course Info for more detail.
- Complete Web-Based Learning Project
- Complete Final Paper

Fall 2007	Dates	Topic/Assignments
Unit 1: Week 1-2	8/25 - 8/30 8/31 - 9/06	- Orientation Activity - Pedagogy, Research, Philosophies about online learning
Unit 2: Week 3-4	9/07 - 9/13 9/14 - 9/20	- Discussion Boards and Forums ***Note. Begin DB Roles
Unit 3: Week 5-6	9/21 - 9/27 9/28 - 10/4	- Instructional Strategies ***Note. Submit Project Proposal
Unit 4: Week 7-8	10/05 - 10/11 10/12 - 10/18	- Collaborative Learning - Blended Learning
Unit 5: Week 9-10	10/19 - 10/25 10/26 - 11/1	- Meeting Student Needs
Unit 6: Week 11-12	11/02 - 11/8 11/09 - 11/15	- Teacher Needs and Strategies ***Note. Project Due on Nov 16th (Sun) ***Note. Submit Topic for Final Paper
Unit 7: Week 13 -14	11/16 - 11/22	- Project Sharing Activity ***Note. Peer Evaluation for Projects - Work on Final Paper
	11/23 - 11/29	Thanksgiving Week
	11/30 - 12/6	- Continue on Week-13 tasks
Week 15	12/07 – 12/13	- Continue working on Final Paper ***Note. Final Paper Due on Dec 6th (Sat)

- **Discussion Board Participation:**
 - a. Course is chunked into two week segments. Please note that the first week is an orientation week to get you started and know other members who you

will be working with during this semester. The orientation activity takes less than a week. Thus, you will need to start working on the first unit after completing the orientation activity. **For detailed learning tasks of each week, please refer to course calendar [CourseCalendar_Fall08.pdf] under Content/Course Info.**

- b. Below is the general schedule for the weekly topics. Each Unit includes 2 to 4 discussion topics. After the first week, the unit discussions assigned to each week **will run from Monday to Saturday**. New discussions should be posted by **Monday morning at 9:00am** and I will close discussions **Sat night at 12:00 midnight**.

- **Web-Based Learning Project**

- a. Either individually or in a small group (2-3), develop an online web-based learning experience for your class or work situation based on a well defined objective or set of objectives. See Project Instruction for more information.
- b. Submit a Project Proposal by **Oct 5th (Sun)**, 12:00 midnight. Please let me know if you are solo or group.
- c. Submit the final project in a Discussion Board Post by **Nov 16th (Sun)**, 12:00 midnight
- d. Do a Peer Evaluation on the projects of 3 colleagues during Week 13-14
- e. This project could become part of your Portfolio Requirements.

- **Research Paper on some aspect of Online Learning or Teaching**

- a. Choose a topic of interest you have developed based on readings that you wish to do further research on. Paper length should be at least 4-5 pages. APA, research included
- b. Submit ideas of your final paper by **Nov 16th (Sun)**, 12:00 midnight.
- c. See the Rubric for paper requirements and grading
- d. Paper is due on **Dec 6th (Sat)**, 12:00 midnight. Please turn in early if you like or you can! Paper can be turned in anytime during the term.

V. REQUIRED TEXT

No required textbook. Readings are online in the Springboard. All the reading assignments will be posted under the “Content” space and will be updated regularly.

VI. INSTRUCTOR CONTACT INFORMATION

I can meet in-person if you visit UA campus. (Of course, you will need to make an appointment with me in advance.) You can also reach me virtually via my office telephone and e-mail/MSN address listed above. Or leave me a message in the Springboard course discussion board. If you are asking questions regarding to course content, I prefer you use the course discussion board.

VII. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

Students will participate in a range of online teaching environments including but not limited to; web-enhanced classroom instruction, web-management tools (Springboard,

WebCT, or Blackboard), multiple modes of interactive communication (chat, discussion forums, or groupware), and interactive multimedia enriched learning environments. Students will experience aspects of the online environment and share their reflections on the instructional strategies with their peers and the instructor on a regular basis throughout the semester.

VIII. EVALUATION/STUDENT ASSESSMENT

Assessment for learning will be done formatively through discussion board and summatively using the web-based classroom project and the final paper. Mastery of course objectives is the ultimate goal and you are advised to ensure that you understand the objectives and how they are being measured in the course. Master's level students should be self-directed in terms of their learning and their own self-evaluation of their progress.

The following assignments/discussion must be completed and submitted for a grade. It is your responsibility to complete these assignments/discussion by the due dates. Also, you are required to submit the assignments via Springboard by following the regulations addressed in the assignment instructions.

What will be assessed?	How will this be assessed?	Weight	Due Date
I. Orientation Activity	Complete the tasks required in the orientation activity	2 pts	Aug 28 th (Thur)
II a. Participation in online learning activities	Reflective engagement in all aspects of the course, and evidence of information processing through e-mail, discussion forum, and chat activities. Both quantity and quality are used as indicators.	18 pts possible for participation in DB, see rubric	Throughout course. Note due dates for discussion topics.
II b. Assigned discussion board roles	Review of assigned roles and contributions in that role in discussions.	5 pts per role	In all discussions Total pts: 25
III. Project: Web-based Classroom tool developed	Quality of lessons, organization and application of strategies learned in earlier course work.	20 pts	Nov 16 th (Sun)
IV. Research Paper on topic related to Online Teaching	Synthesis/Research. Ability to clearly articulate understanding of specific topic related to online teaching.	35 pts	Dec 6 th (Sun)
Total:		100 pts	

Participation is critical to your success in this course. Attendance in an online class is showing up in the forum and engaging in INTERACTION, not just posting and leaving, chat sessions, and working in the Project Forum, posting resources. Forum and Discussion Board is the same term, I use these interchangeably.

Participation is a vital and necessary part of learning and should be demonstrated through online discussions of course content. **Active participation has these characteristics:**

- Asks questions, makes observations, and contributes comments to class or online discussions on a regular basis.
- Questions and comments reflect that the student has read relevant course materials, accessed related online resources, or has gathered additional resources.
- Does not monopolize the conversation.
- Respects the viewpoints and opinions of others in the class.
- Participates in group work and assumes various roles and responsibilities in the group during the course.

Here are some tips for getting most out of this course:

- Maintain a reasonable pace through the course. Do not wait until the last minute to begin engaging in the weekly work. Make a schedule for yourself indicating when you will focus on the topics of the course. A critical suggestion is to read the weekly course materials before the week starts.
- Get to know your classmates and the instructor. Take advantage early of the opportunity to learn about your classmates and let them know about you. Contribute by writing about yourself and also by responding to what others write. Forming a community with your fellow students will make the course more enjoyable and will aid your learning.
- Work collaboratively. How much you learn and how much enjoy this course will depend on the sense of connection you develop with your fellow students. Try to help and give feedback to your fellow students and try to benefit from what they have to offer. Check the discussion board often - at least once a day or every other day.
- Check your understanding. Your goal is to understand the theories, principles, development, and concepts central to the course. Do not stop with reading the course materials. Always review the underlying concepts and interact with your peers to see if you need to strengthen your understanding.
- Contact the instructor or ask for others feedback when you need help. The instructor and your fellow students are there to help you and you should feel free to contact me or post your questions anytime you need help with anything related to this course.

IX. STUDENT ETHICS AND OTHER POLICY INFORMATION

For further information about The University of Akron's policies regarding student ethics and conduct, please consult the following sources:

<http://www.uakron.edu/libraries/depts/tt/plagiarism/>, then select "Plagiarism & Academic Integrity" (academic honesty); or <http://www.uakron.edu/studentlife/sja/codecon.php> (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult <http://www.uakron.edu/access/> and the Office of Accessibility at (330) 972-7928.

In addition to the information above, here are some additional policies for learning in this class:

- Reviewing Student Work. In this course, it sometimes requires you to present your work electronically so other students can see it; and you will also be asked to review the work of other students, as part of the instructional process of the class. Your work may be used as an example of how to accomplish a discussion or for ideas by other students. In many cases having other students peer review your work helps support your own learning and leads to better outcomes for everyone in the course. If at any time you feel uncomfortable sharing your work, or with the feedback or comments on your work by other students, contact the instructor as soon as possible.
- Feedback. You may receive feedback on all of your work. You may ask for my or other students' feedback before the assignment is due. If you want feedback before an assignment is due, you **MUST** request the feedback at least three days prior to the due date to allow enough time for us to give you feedback and for you to implement our suggestions. If you submit a request for feedback at a later time, we will do our best to give you feedback but do not rely on our comments - we may be too busy to help you by the due date. No matter what, you should always utilize the knowledge base of your fellow classmates when you have a question or need help. Post to the discussion boards, ask for feedback from your classmates.
- Late Work. The due dates are clearly posted in the course calendar. The dates listed for assignments may change as the semester progresses. However, it is important to note that late work will be penalized. If you have conflicts, problems, or something unexpected arises, do not hesitate to contact the instructor. Graded assignments will be reviewed and graded immediately after the posted due date. Any late submission posted within one week (7 days) after the due date will receive an automatic 10% reduction in grade. Work will not be accepted after 7 days. **THE Final Paper MUST BE SUBMITTED ON TIME WITH NO EXCEPTIONS FOR LATE WORK.**

X. BIBLIOGRAPHY

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