The University of Akron

College of Education
Educational Foundations and Leadership
[5100:639-610 & 800] [Strategies for Online Teaching] [3]

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Office Hours:	**Online**	**Term**	**Summer 2009**

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 a fully 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. Make sure your Adobe Reader, Flash, Java are all updated. 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. REQUIRED/OPTIONAL TEXTS

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.

IV. COURSE GOALS/OBJECTIVES

Objectives	UA Conceptual Framework Proficiencies	ISTE Technology Facilitation Standards	Assignments/Assessments [Identify portfolio items with asterisks (*)]
Read and discuss the importance of standards for online teaching and learning. **Unit 1**	K1, K2, T1	TF1	Discussion Board
Predict how theories of learning and conceptual frameworks would impact your decisions about online learning and teaching. **Unit 1**	K4, T2	TF III	Discussion Board Reflections
Discuss communities of practice and social presence and the impact on online teaching and learning. **Unit 2**	K4, D1, E1, T2	TFVI	Discussion Board Reflection
Explain how peer and group collaboration support online teaching and learning. **Unit 2**	K1, D1	TFIII	Discussion Board Reflection OLE Plan
Identify and Discuss effective web 2.0 technologies for collaborative learning **Unit 3**	K2, T1	TFI TFII	OLE Plan
Plan classroom management strategies for online learning environments **Unit 3**	K3, T1	TFI TFII TFIII	OLE Plan
Investigate the various roles learners experience in discussion boards and how to apply **Unit 4**	K2, T2, D2	TFVI	Discussion Board Roles

Plan instructional strategies best for online teaching and learning with diverse learner populations. **Unit 4**	K3, D1, D2, T1	TFII	OLE Plan Final Project*
Design and plan for effective assessment of student learning in online environments. **Unit 5**	K4, T2, D1	TFII	OLE Plan Final Project*
Identify key elements for effective evaluation of the structure and content of an online learning environment. **Unit 5**	K4, T2, D1	TFIV	OLE Plan Final Project*
Develop useful reflections for self-assessment of own learning.	D1, E1, E2	TFIV TF V	Reflection Wiki
Plan and develop an online learning environment experience using TPACK as a conceptual framework.	K3, K4, T2, D1, E1	TFII	OLE Plan Final Project*

V.   COURSE OUTLINE

Summer 2009	Dates	Topic/Assignments
Unit 1:	June 15-21	Philosophies of Online Teaching and Learning
Unit 2:	June 22-28	Online Learning Activities-Peer/Small Group Collaborating
Unit 3:	June 29-July 5	Organizing Online Learning Environments and Class Management
Unit 4:	July 6-12	Facilitating Online Strategies and Engaging Learners
Unit 5:	July 13-18	Assessment and Evaluation

Main Learning Tasks
- **Wiki Reading Reflections**
  a. In weeks 1-4, choose an idea, concept, question each week to reflect on. This is your choice.
  b. Read the document "Guidelines for Reflection" in Course Information to understand how to write a good reflection. This is good practice and format for your Field Experience reflections.
  c. Read the reflections of others and comment on those you are interested in

- **Weekly Discussion Board and Responding**
  a. Post at least 1 initial discussion post and respond to at least 2 other learners each week.
  b. Two discussions will be posted per week.

- **Discussion Board Roles**
  a. Sign up using the Google Docs spreadsheet for 3 different roles-Moderator, Yenta, Skeptic, Researcher, Summarizer
  b. Read and understand how your role interacts in the discussion board.
  c. For each discussion that you are "playing a role" you do not have to post a regular response to the discussion, just engage in the role. Moderator roles will NOT be responsible for posting the question, but you are responsible for responding to other learners as a moderator would.

- **Designing Online Instruction-**
  1. **Submit an OLE Plan**
  2. **Submit a Final Project Online Learning Environment**
     a. Submit a plan for your final project outlining your thinking about how TPACK has impacted your planning for the OLE.
     b. Using TPACK as a conceptual framework, design a small unit or lesson of online instruction. Address pedagogy, content knowledge and technology and discuss how these interacted as you made your decisions about design and development. Instruction can be web-based, distributed by CD, in an LMS, or other online methodology and should include online assessment. Instruction can be created by you or collected by you and organized in an online environment.
     c. Your submission of this final project should include a short descriptive account of your design of the instruction based on the TPACK model. Include background information on your learning content, learning objectives and outcomes, rational for the selection of your technology and pedagogy, as well as the actual instruction, assessment and any other resources needed to show what you have developed. Online learning can be developed by using wikis, blogs, LMSs, development tools like Softchalk, Articulate, or other tools for developing online learning. You can also collect and organize existing pieces of learning (learning objects).

VI. 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.

VII. 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?	Points	Due Date
Wiki Reflections	Each reflection will be checked for the 3 core elements	20 5 points per reflection	Week 1-4 by Sunday night 12:00am
Discussion Board	DB Rubric 10 discussions-3 for roles below	28 4 points per initial post and at least 2 responses	Weekly posts by Sunday night at 12:00am
Discussion Board Roles	DB Rubric for Roles	12 4 points per role	**Week 1-5 Roles completed in DB by Sunday night at 12:00am**
OLE Plan	Plan will be approved by the professor	20	Upload in dropbox by Week Three 7/5 Sunday at 12:00am
OLE Support Paper	TPACK Rubric	50	Upload in dropbox by Week Five 7/18 Saturday at 12:00am
OLE	OLE Rubric	50	
Total:		180	

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.

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.

VIII. CONCEPTUAL FRAMEWORK PROFICIENCIES

The University of Akron, College of Education has identified **Educator as Decision Maker** as the theme of our conceptual framework, which has been developed around the core components of professional practice and scholarship identified in the mission statement of the college: **Knowledge, Technology, Diversity, and Ethics**. The theme and components provide direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. It is our goal to provide opportunities to candidates to develop a solid foundation in the identified proficiencies for each of the core components through well-planned coursework. This foundation then transfers into knowledge-based decision making as it applies to **Standards Setting Programs, Research and Inquiry, and Outreach**. Descriptions of the proficiencies are provided at http://www.uakron.edu/colleges/educ/COE/cf-proficiencies.php
As you progress through your program, you will find the **conceptual framework** aligned with course objectives. You will also find the **conceptual framework** theme and core components reflected throughout the College of Education. This reflects our commitment to these central tenets and our vision that all of our graduates will be effective **decision makers** throughout their professional careers.

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/gradsch/docs/Gradbulletin.pdf, then select "General Information" (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.

X.   BIBLIOGRAPHY

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