

EDT 540

Teaching and Learning Online



Fall 2012

What's in this syllabus

- 2 Course Schedule
Objectives
- 3 Evaluation
- 4 Policies cont.
Instructor Information
- 5 WCU Conceptual
Framework
ISTE Standards
- 6 Educational Technology
Online Certificate

Course Description

This is a course about teaching and engaging the online learner. The overarching goal of this class is for teachers, and teacher candidates, to develop strategies to help learners be successful in an online environment.

To accomplish this goal, the primary objectives for participants in this course are to: understand the emerging field of teaching K-12 students online and the essential differences from traditional face-to-face teaching; perceive the affordances and challenges offered by online resources, technologies, and online teaching; integrate various web 2.0 tools to enhance online teaching and learning; develop strategies to foster student collaboration and communication within an online environment; comprehend the broad concept of digital citizenship and its implications including ethical and legal issues.

PREREQUISITE: EDT 500

FORMAT: Online

Required Resources

1. Text: **Engaging the Online Learner: Activities and Resources for Creative Instruction, Updated**
Rita-Marie Conrad, J. Ana Donaldson ISBN: 978-1-1180-1819-4
2. Access to a computer (Mac or PC) with high speed Internet and administrative access in order to install software and essential plugins.
3. Microphone and headphones for the computer (either built into your computer or a headset).
4. Webcam for video recording and discussions.

Module	Week	Topic (Objectives)	Assessment
0. Orientation	0	Welcome and introduction to course. (1)	Participation
1. Online Education	1	Introduction to teaching and learning online. (1)	Participation
2. Learning in an Online Environment	2	Engaged Learning in the Online Environment. (1)	Participation
	3	Guiding Learners to Engage Online. (1) Appropriate Activities for Each Phase.	Participation
3. Designing Online Engagement.	4	Adapting Classroom-Based Activities. (5) Meeting the Needs of Online Learners. Choosing an Effective Communication Tool.	Participation
4. Measuring Online Engaged Learning.	5	Analyzing the Quality of Critical Thinking. (1) Discussion Analysis Tools.	Participation
	6	Rubrics (4). Team Assessments. Reflective Self-Assessments.	Rubric
5. Learning to Use Online Tools.	7	Building Students' Skills in Using the Necessary Tools. (2)	Participation
6. Online Icebreakers.	8	Characteristics of an Effective Icebreaker. (1)	Participation
7. Peer Partnership and Team Activities.	9	Moving Dyads to Teams. (1)	Participation
8. Reflective Activities	10	Characteristics of an Effective Reflective Activity. (1)	Participation
9. Authentic Activities.	11	Characteristics of an Effective Authentic Activity. (1)	Participation
10. Games and Simulations.	12	Characteristics of an Effective Game or Simulation. (2)	Module
11. Learner-Led Activities.	13	Activities Led by Individuals Versus Teams. (1) Conveying Outcomes.	Participation
	14	Adequate Orientation and Planning Time. (2, 3) Examples of Learner-Led Activities.	Course Syllabus
12. Course Wrap-Up	15	Plan for Adaptation Presentations (5)	Presentation

Evaluation

Your assignments and grades will be securely posted in our course management system, D2L.

1. Participation (20%) Credit will be given for participation, completion of activities, and quality of discussions or reflections. (CF: 2.7, 3.3, 3.6, 3.7) (ISTE: 1C, 1D, 3A)

2. Online Course Module (20%) You will create a course module that will include a screencast, plus

online resources. (CF: 5.1, 5.2) (ISTE: 1A, 1D, 3A, 3C, 4A, 4C)

3. Course Syllabus (20%)

You will produce a syllabus for an engaged online course that includes appropriate activities and assignments. (CF: 1.2, 1.4, 1.6, 1.7, 2.3, 2.6, 2.7) (ISTE: 2A, 2B, 2C, 2D, 4A, 4B)

4. Assessment Rubric (20%)

You will create an assessment rubric following best practices in

online learning. (CF: 2.10, 2.11, 4.2) (ISTE: 2D)

5. Plan for Adaptation Presentation (20%)

You will present your plan for enabling the student with special education to have optimum success in the online learning environment. (CF: 3.6, 4.2, 4.3) (ISTE: 3B, 3C).

* ISTE: National educational technology standards for teachers; CF: WCU Professional Education Unit Conceptual Framework Unit Outcomes

Course Policies

Student Technical Skills

Participants should be proficient in the following:

- using a web browser and search engines
- sending and receiving email with attachments
- using a word processing program (e.g. Microsoft Word) downloading software and/or documents

Student Preparation for Online Learning.

Successful online students are very proactive in their studies and take responsibility for their own learning. Online students should consider how to manage time for the online course, how to balance personal obligations with course requirements, and how to create an effective study environment.

Resources for Distance Education Students.

Visit the links below for important information and resources:

- General Student Resources: <http://www.wcupa.edu/distance/default.asp>
- Library Resources: <http://subjectguides.wcupa.edu/distance>
- Technical Support: <http://www.wcupa.edu/infoervices/InformationTechnology/>

Discussion. A large part of the academic environment is appreciating the ideas and criticisms of others, and in this course our purpose is to come together as a community of learners. Avoid discussing things that you may not be prepared to subject to public scrutiny or that you feel so strongly about

that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the effects on others (see the undergraduate catalog for a discussion of disruptive behavior).

Attendance Policy. Students taking classes in an online format are expected to attend each week. Attendance is defined as participating in an academic activity within the online classroom, which includes posting in a graded discussion forum, or submitting a written assignment. Postings not related to graded discussion forums or written assignments not related to the actual assignment may be reviewed and disqualified for attendance purposes.

Continued

The Office of Judicial Affairs and Student Assistance provides a notification service on behalf of students who missed classes for an extended period of time due to a medical situation or a significant family emergency. This office defines an extended period of time as three (3) or more days. If you meet the above criteria, please call 610-436-3511.

Academic Integrity. It is the responsibility of each student to adhere to the university's standards for academic integrity. Violations of academic integrity include any act that violates the rights of another student in academic work, that involves misrepresentation of your own work, or that disrupts the instruction of the course. Other violations include (but are not limited to): cheating on assignments or examinations; plagiarizing, which means copying any part of another's work and/or using ideas of another and presenting them as one's own without giving proper credit to the source; selling, purchasing, or exchanging of term papers;

falsifying of information; and using your own work from one class to fulfill the assignment for another class without significant modification. Proof of academic misconduct can result in the automatic failure and removal from this course. For questions regarding Academic Integrity, the No-Grade Policy, Sexual Harassment, or the Student Code of Conduct, students are encouraged to refer to the the Undergraduate Catalogue, the Ram's Eye View, and the University website at www.wcupa.edu.

Student Accommodations. If you have a disability that requires accommodations under the Americans with Disabilities Act (ADA), please meet with me as soon as possible so that I can support your success in an informed manner. If you would like to know more about West Chester University's services for students with disabilities, please contact the Office of Services for Students with Disabilities which is located at 223 Lawrence Center and can be reached at 610-436-3217 and at osssd@wcupa.edu.

Excused absences policy for university-sanctioned events.

Students are advised to carefully read and comply with the excused absences policy for university-sanctioned events contained in the WCU Undergraduate Catalog. In particular, please note that the "responsibility for meeting academic requirements rests with the student," that this policy does not excuse students from completing required academic work, and that professors can require a "fair alternative" to attendance on those days that students must be absent from class in order to participate in a University-Sanctioned Event.

Emergency preparedness. All students are encouraged to sign up for the University's free WCU ALERT service, which delivers official WCU emergency text messages directly to your cell phone. For more information and to sign up, visit www.wcupa.edu/wcualert. To report an emergency, call the Department of Public Safety at 610-436-3311.

Instructor Information



I am a proud parent of three amazing little boys, Conner, Liam and Keagan. I am a graduate of Penn State University with a Ph.D. in Curriculum & Instruction. In a previous life I was a professional football (soccer) player.

In 2007 I became an Apple Distinguished Educator and in 2009 a Google Certified Teacher. My efforts in teaching and research have the focus of technology integration in Pre-K-12 and also in higher education.

Outside of teaching and research I serve on the Apple Distinguished Educator Advisory Board and help out as a Technology Specialist for the Honors College at West Chester University.

Contact Information

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Educational Technology Standards for Teachers

This class is guided by the national standards for educational technology
www.iste.org

1. Facilitate and Inspire Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership



Information Literacy Standards

The information literate student:

- 1.4 reevaluates the nature and extent of the information need.
- 2.2 constructs and implements effectively-designed search strategies.
- 4.1 applies new and prior information to the planning and creation of a particular product or performance.
- 5.2 follows laws, regulations, institutional policies, and etiquette related to the access and use of information resources.

West Chester University Conceptual Framework for Teacher Education Programs

Context

We believe:

- The reflective practitioner understands and values learning and teaching in context – including internal, cultural, social, and environmental factors – and is able to function effectively on behalf of all students.
- Formal education promotes the development of individual potential within social and environmental limits. Schools function as the foundation for social organization and democracy.
- Those who aspire to be educators in a democratic society should understand human biological, psychological, and intellectual growth and the factors that promote them. Educators should understand and be disposed to addressing the full range of challenges to the development of individuals: psychological (meaning and self-knowledge), physical, social/environmental (poverty, toxic physical environment), and cultural (racism, sexism, ableism, political inequality, commercialism).

Program Values

We believe:

- In the fundamental importance of well-grounded knowledge for effective teaching, including subject, pedagogical, and pedagogical content knowledge.
- In preparing educators who have seriously engaged in self reflection and can be living models of the integration of professional and personal knowledge for lives of service.
- In facilitating the development of professionals through serious engagement with students, classrooms, families, local and global communities, and the natural world.
- In promoting diversity of perspectives, individuals, learning environments, assessments, instructional strategies, research methods, and field experiences.
- In providing direct experience through field based learning.

Practices

We believe:

- Learners should participate in developmentally effective activities that are meaningful and authentic and that engage them seriously with the subject.
- Learning and teaching are active, collaborative, constructive, continuous processes that enable faculty and students to reflect upon and analyze their own learning and teaching.

Professional Characteristics

We believe:

- That a professional educator has the ability to change systems, assume leadership roles, and build coalitions.
- That the values of entrepreneurship – innovation, problem solving, partnering – are hallmarks of an effective educator.
- ★ **That a professional educator appropriately integrates technology for instruction.**
- That high standards of teaching, research, scholarship, and service are essential for faculty and students to remain at the forefront of sound educational practice and change.

The *Educational Technology Online Certificate* is a comprehensive set of courses that explore educational technology topics. The content within the courses are designed to meet national standards and research best practices. The conceptual understandings are based upon the Technological Pedagogical Content Knowledge (TPACK) Framework for the preparation of teachers to integrate technology. This research framework represents a culmination of educational technology theory and research over the past 30 years (for more information, see www.tpack.org).

EDT 500 (3): Integrating Educational Technology for Effective Instruction
EDT 510 (3): Technology in the Content Areas
EDT 517 (3): Technology & Universal Design for Learning (cross listed EDA 517)
EDT 530 (3): Digital Storytelling
EDT 540 (3): Teaching and Learning Online
(3): Elective (taken under advisement)

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References

Web Resources for Online Learning

- "How to Succeed in Distance Learning Courses" Terra Community College:
<http://www.terra.edu/academics/distanceguidelines.asp>
- "Online Study Skills Help" University of Wales, Bangor: <http://www.bangor.ac.uk/studyskills/skills/onlineskills.htm>
- "Starting Out as an Online Student" Saskatchewan Institute of Applied Science and Technology: <http://www.siastr.ca/virtualcampus/studentinfo/starting/>
- "Study Tips for Distance Learning Courses" St. Charles Community College:
<http://www.stchas.edu/distance/studytips.shtml>
- "Tips and Strategies for the Successful Online Student" by Randy Accetta:
<http://www.computerschools.com/interviews/elearning/>
- "Tips for Online Success" Illinois Online Network: <http://www.ion.illinois.edu/resources/tutorials/pedagogy/tips.asp>
- "What Makes a Successful Online Student?" Illinois Online Network:
<http://www.ion.illinois.edu/resources/tutorials/pedagogy/StudentProfile.asp>

Online Teaching

- Comas-Quinn, Anna. "Learning to Teach Online or Learning to Become an Online Teacher: an Exploration of Teachers' Experiences in a Blended Learning Course." *ReCALL* 23.03 (2011): 218-32. Print.
- Jones, Ida M. "Can You See Me Now? Defining Teaching Presence in the Online Classroom through Building a Learning Community." *Journal of Legal Studies Education* 28.1 (2011): 67-116. *ERIC*. EBSCO. Web. 27 Sept. 2011.
- Ko, Susan Schor., and Steve Rossen. *Teaching Online a Practical Guide*. New York: Routledge, 2010. Print.
- Myers-Wyllie, Danan, Jackie Mangieri, and Donna Hardy. *The In's and Out's of Online Instruction: Transitioning from Brick and Mortar to Online Teaching*. Denver, CO: Outskirts, 2009. Print.
- Simonson, Michael R., Sharon E. Smaldino, Michael Albright, and Susan Zvacek. *Teaching and Learning at a Distance: Foundations of Distance Education*. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall, 2006. Print.