TRIAL COURSE OR NEW COURSE PROPOSAL

SUBMITTED BY:

<table>
<thead>
<tr>
<th>Department</th>
<th>Graduate</th>
<th>College/School</th>
<th>Education</th>
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<tbody>
<tr>
<td>Prepared by</td>
<td>Carol Gering</td>
<td>Phone</td>
<td>479-4757 (Gering)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>474-5453 (Roehl)</td>
</tr>
<tr>
<td>Email Contact</td>
<td><a href="mailto:csgering@alaska.edu">csgering@alaska.edu</a></td>
<td>Faculty Contact</td>
<td>Roy Roehl</td>
</tr>
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</table>

1. ACTION DESIRED

(CHECK ONE):

- Trial Course
- New Course [X]

2. COURSE IDENTIFICATION:

<table>
<thead>
<tr>
<th>Dept</th>
<th>ED</th>
<th>Course #</th>
<th>F655</th>
<th>No. of Credits</th>
<th>3</th>
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Justify upper/lower division status & number of credits:

Graduate level reading and assignments.

3. PROPOSED COURSE TITLE:

Online Pedagogy

4. To be CROSS LISTED?

YES/NO

If yes, Dept: |

If yes, Course # |

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

5. To be STACKED?

YES/NO

If yes, Dept: |

If yes, Course # |

6. FREQUENCY OF OFFERING:

As demand warrants

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

7. SEMESTER & YEAR OF FIRST OFFERING (if approved)

2011-12 academic year (Summer 2011)

8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

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<tr>
<th>COURSE FORMAT:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>XX</th>
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6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Web Based

9. CONTACT HOURS PER WEEK:

LECTURE hours/weeks |

LAB hours/week |

PRACTICUM hours/week |

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science labs=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See http://www.uaf.edu/uafgov/faculty/cdi/credits.html for more information on number of credits.

OTHER HOURS (specify type)

3 hours per week, web based

10. COMPLETE CATALOG DESCRIPTION including dept., number, title and credits (50 words or less, if possible):

<table>
<thead>
<tr>
<th>ED F655 Online Pedagogy</th>
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<td>3 credits As Demand Warrants</td>
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A study of theory, tools, and methods for teaching online courses. Topics include prominent learning theories, affordances of new technologies, strategies for assessment, and techniques for classroom management in an online environment. Students will develop and articulate a personal philosophy of teaching and learning appropriate for the 21st Century. Prerequisite: Admission to the Master of Education in Technology Innovation or permission of instructor. (3+0)
11. **COURSE CLASSIFICATIONS:** (undergraduate courses only. Use approved criteria found on Page 10 & 17 of the manual. If justification is needed, attach on separate sheet.)

   H = Humanities
   S = Social Sciences

   Will this course be used to fulfill a requirement for the baccalaureate core? YES | NO | X

   IF YES, check which core requirements it could be used to fulfill:
   O = Oral Intensive, Format 6
   W = Writing Intensive, Format 7
   Natural Science, Format 8

12. **COURSE REPEATABILITY:**

   Is this course repeatable for credit? YES | NO | X

   Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).
   How many times may the course be repeated for credit? TIMES
   If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course? CREDITS

13. **GRADING SYSTEM:** Specify only one.

   LETTER: X
   PASS/FAIL: 

**RESTRICTIONS ON ENROLLMENT (if any)**

14. **PREREQUISITES**

   Admission to the Master of Education in Technology Innovation or permission of instructor.

   These will be required before the student is allowed to enroll in the course.

15. **SPECIAL RESTRICTIONS, CONDITIONS**

   None

16. **PROPOSED COURSE FEES**

   None

   Has a memo been submitted through your dean to the Provost & VCAS for fee approval? Yes/No

17. **PREVIOUS HISTORY**

   Has the course been offered as special topics or trial course previously? NO

   If yes, give semester, year, course #, etc.: 

18. **ESTIMATED IMPACT**

   *Minimal impact as this is an asynchronous course cosponsored with the Center for Distance Education*

19. **LIBRARY COLLECTIONS**

   Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

   No | Yes | X

   Students will utilize Academic Search Premier

20. **IMPACTS ON PROGRAMS/DEPARTMENTS**

   What programs/departments will be affected by this proposed action? Include information on the Programs/Departments contacted (e.g., email, memo).

   School of Education will be able to offer a web based, asynchronous Master of Education with emphasis in education technology. (M. Ed. in Instructional Technology Innovation)

21. **POSITIVE AND NEGATIVE IMPACTS**

   Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

   **Positive:** Master of Education in Instructional Technology Innovation (MITI) will address stated desire from teachers and other community members for a web based M. Ed. with an education technology emphasis
   **Negative:** None anticipated
**JUSTIFICATION FOR ACTION REQUESTED**

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

"Online Pedagogy" is one of eight proposed courses that will make up the Master of Education in Instructional Technology Innovation. This entire degree will be available through asynchronous web based delivery. The targeted audience for this course and the degree program includes teachers, IT specialists in school districts, and instructional designers in an education or business setting.

This course will enable students with a traditional background in classroom teaching to make the transition to online education. It will also provide a solid foundation in pedagogy for students who come to this Master’s program from a discipline other than education.

<table>
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<th>Approvals:</th>
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<tbody>
<tr>
<td>Signature, Chair, School of Education Graduate Program, Allan Moretti</td>
<td>Date 1/10/2011</td>
</tr>
<tr>
<td>Signature, Chair, School of Education Curriculum Council, Anne Armstrong</td>
<td>Date 1/14/2011</td>
</tr>
<tr>
<td>Signature, Dean, School of Education, Eric Madsen</td>
<td>Date</td>
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Signature of Provost (if applicable)  

*Offerings above the level of approved programs must be approved in advance by the Provost.*

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<tr>
<th>ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE</th>
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<tbody>
<tr>
<td>Signature, Chair, UAF Faculty Senate Curriculum Review Committee</td>
<td>Date</td>
</tr>
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</table>
ED 655 Online Pedagogy

3 Credits
Carol Gering, Instructor (csgering@alaska.edu)
Fall 2011
Phone: 907-479-4757
Office hours by appointment: 2175 University Ave. S., Suite 200

Catalog Description

A study of theory, tools, and methods for teaching online courses. Topics include prominent learning theories, affordances of new technologies, strategies for assessment, and techniques for classroom management in an online environment. Students will develop and articulate a personal philosophy of teaching and learning appropriate for the 21st Century.

Prerequisites

Students must either be admitted to the Master of Education in Instructional Technology Innovation program or obtain instructor permission to enroll in this course. Instructor approval for MITI program courses is based on equivalent class work or work performance demonstration.

Students in the Course Will

- develop and document their own personal learning network
- create a concept map to identify layers of understanding
- develop a curriculum plan that emphasizes student exploration, interaction, creation, and feedback cycles
- compare strengths and weaknesses of online tools and methods
- articulate a personal philosophy for teaching and learning

Meeting Information

This is an online course. Please log in to Blackboard:
http://classes.uaf.edu

Alignment with School of Education Mission

This course supports the UAF School of Education’s mission by providing students with the skills necessary to design thoughtful individualized instructional environments utilizing technologies and strategies appropriate to all learners. Students will acquire skills in the management and implementation of technology that will enhance their professional qualifications based on ISTE and Alaska teacher standards for technology and instructional design.

Plagiarism and Academic Honesty

Plagiarism is using what another person has developed as your own words or thoughts. Plagiarism is never acceptable. UAF requires students to conduct themselves honestly and responsibly and to respect the rights of others. Cheating, plagiarism or other forms of academic dishonesty may result in disciplinary action and sanctions.

The UAF Student Code of Conduct is adhered to in this course:
http://www.uaf.edu/schedule/conduct/#condu

Disability Services

Disability Services, a part of UAF’s Center for Health and Counseling, provides services for UAF students with disabilities to ensure equal access to educational opportunities. Services are free of charge and available to any student who qualifies as a person with a disability. Some of the services provided include note takers, readers, audio-taped texts, test proctoring and other alternative testing arrangements and sign language interpreters. Other available resources include enlarged print and other adaptive materials, and assistive technology at the Assistive Technology Lab. Disability Services provides referral to other campus and community resources, advocacy for students needing accommodations from faculty and staff, and advocacy for students experiencing physical accessibility problems.
To discuss eligibility and available services, call the Center for Health and Counseling at 474-7043 or TTY 474-7045 and schedule an appointment with the coordinator of Disability Services.

**Student Services**

The Division of Student Services provides student-centered programs and services designed to assist students in achieving their personal, academic, and career goals. In collaboration with the academic deans, we lead the university in recruiting a diverse student body. With the use of ongoing assessment we support and develop programs and communities that contribute to the retention, success, and leadership development of students. Go to [http://www.uaef.edu/sez/](http://www.uaef.edu/sez/) to learn more.

The Center for Distance Education provides student service support for this online course. See their website at: [http://distance.uaef.edu](http://distance.uaef.edu)

Writing support services are available to UAF students through the Writing Center, located in 801 Grueening, 474-5314, online at: [http://www.alaska.edu/english/studentresources/writing/](http://www.alaska.edu/english/studentresources/writing/). You are encouraged to use this resource to meet writing expectations.

Technology support services are available through the OIT Support Center, 450-8300 (Toll Free: 800-478-8226), online at: [http://www.alaska.edu/oit/sc/about/contact.xml](http://www.alaska.edu/oit/sc/about/contact.xml), and via email to helpdesk@alaska.edu.

**Required Texts**


**Required Readings**


**Course Fees**

There are no fees associated with this class. Software used in the course will be available as freeware, shareware or trial versions for both Windows and Macintosh operating systems. A personal web domain will have been established in ED 651 Web 2.0 Fundamentals.

**Writing Standards**

Citations and references should adhere to the American Psychological Association (APA) Formatting and Style Guide. Homework and projects will be evaluated for proper spelling and grammatical usage.

**Technology Requirements**

This is an online course. Students will use a computer to communicate, to access online multimedia (audio, video, Flash), and to create multimedia. Consistent Internet access and a computer with the ability to record and broadcast sound via a built-in or external mic or a headset will be required.

Students are expected to be active participants in online exchanges with MITI cohorts and with other colleagues and mentors through a personal learning network. Additionally, there will be periodic online interaction with the instructor using Elluminate (ELive).

Students will be expected to have the most current versions of several applications that will be used in this course, including QuickTime, Flash (Mac/Windows), iTunes and Java.

**Instructional Methods**

A variety of instructional methods will be used in this course, including Internet research, reading assignments, discussion, reflection, presentation,
Assessment

Students will be assessed in two areas: demonstrated understanding of learning theory and contribution to the community of learners.

Final course grade will be calculated using the following formula:

- Personal learning network activity: 10%
- Google site: 35%
- Interaction through discussion, comments, and feedback: 15%
- Critical evaluation of tools and methods: 20%
- Curriculum plan: 20%

Course Assignments

Personal Learning Network—10%

Cohort communication in this course will take place via social media tools. Students are required to establish a personal learning network, use class tags to share resources, and contribute actively to online conversation. Scoring will be based upon quality as well as quantity.

Google site—35%

Each student will create their own Google Site specific to this course. The site will grow throughout the semester to house blog posts, tool/method reviews, article reviews, a philosophy statement, and a curriculum plan.

- The instructor will provide weekly writing and activity prompts for blogs. (10% of final grade)
- Each student will select and review five relevant research articles. (10% of final grade)
- Near the end of the semester, each student will publish a personal philosophy of teaching and learning supported by scholarly research. (15% of final grade)
- Tool and method reviews will be graded separately, but should be published to the Google Site for easy access.
- The culminating curriculum plan will be graded separately, but should be shared with classmates by posting to the Google Site.

Discussion, comments and feedback—15%

Students will regularly visit the Google Sites created by their classmates, providing constructive comments and feedback. At a minimum, students should provide feedback to three other students each week. Beyond this minimum requirement, grading will be based on the quality of participation, not on the number of posts.

Critical evaluation of tools and methods—20%

Tool and method reviews will be negotiated among class members and may be completed as a group study project. Scoring will be based on thoroughness of testing, pertinent examples, and concise summation.

Curriculum plan—20%

The culminating project for the course will be a curriculum plan, complete with learning objectives, learning activities, and an assessment plan with feedback cycles. Students will write an accompanying paper to describe audience, context, tools, methods, and rationale. Scoring will be based on thoughtful consideration of outcomes and learning theory, combined with a reasonable defense of tool and method choices.

Project-based lesson Plan—20%

The culminating project for the course will be a unit-sized lesson plan, complete with learning objectives, learning activities, and an assessment plan with feedback cycles. Students will write an accompanying paper to describe audience, context, tools, methods, and rationale. Scoring will be based on thoughtful consideration of outcomes and learning theory, combined with a reasonable defense of tool and method choices.
Portfolio

The instructor will review and comment on each assignment. Most assignments will also undergo a peer review process before they are included in your portfolio.

Assignment Due Dates

This is a cohort-based class with assignment and activity deadlines. Late assignments will be penalized at 10% per day unless an excused exception has been arranged with the instructor.

Attendance Policy

Students bring a variety of experiences and knowledge to the class cohort. Each student’s unique perspective is an important component of the learning experience for his or her peers and colleagues—students will be expected to contribute and collaborate actively. During the eighth week of the semester, students who have not participated significantly will be withdrawn from the course.

Schedule of Topics

Teachers as Learners (1 week)
Historical Perspectives (2 weeks)
21st Century Teaching and Learning (1 week)
Integrated Course Design (3 weeks)
Assessment and Feedback Strategies (2 weeks)
Survey of Emerging Tools (3 weeks)
Classroom Management Techniques (1 week)