

# ED 655 Online Pedagogy

3 Credits

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## Course 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 21<sup>st</sup> Century.

## Prerequisites

Students must either be admitted to the School of Education M.Ed program or obtain instructor permission to enroll in this course.

## Course Goals

- Compare dominant learning theories
- Consider evolving literacies and competencies of the 21<sup>st</sup> Century
- Explore instructional methods for online education

## Student Learning Outcomes

Students in the course will:

- develop and document their own personal learning network
- create a concept map to identify layers of understanding
- develop a project-based lesson 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>

Students will attend three synchronous check-in meetings via E-live.

## 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. Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As work is prepared and submitted to meet course requirements, whether a draft or a final version of a paper or project, take care to distinguish personal ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. Students are required to use the plagiarism programs available on Blackboard for each assignment. The UAF Student Code of Conduct is adhered to in this course. <http://www.uaf.edu/schedule/conduct/-condu>

## Disabilities Services

UAF has a Disability Services office that operates in conjunction with the College of Rural and Community Development (CRCDC) campuses and UAF Center for Distance Education (CDE). Disability Services, a part of UAF Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for these services. If you believe you are eligible, please visit the Office of Disability Services at <http://www.uaf.edu/disability> or contact a student affairs staff person at your nearest local campus. You can also contact Disability Services on the Fairbanks Campus at (907) 474-5655, [fydso@uaf.edu](mailto:fydso@uaf.edu). The instructor will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

## Support 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.uaf.edu/ses/> to learn more.

The Center for Distance Education provides student service support for this online course. See their website at: <http://distance.uaf.edu>

Writing support services are available to UAF students through the Writing Center, located in 801 Gruening, 474-5314, online at: <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>, and via email to [helpdesk@alaska.edu](mailto:helpdesk@alaska.edu).

## Required Texts

Anderson, T., & Elloumi, F. (Eds.). (2008). *Theory and practice of online learning* (2nd ed.) Athabasca, AB, Canada: Athabasca University.  
Available for download: [http://cde.athabascau.ca/online\\_book/](http://cde.athabascau.ca/online_book/)

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco, CA: Jossey-Bass.

## Required Readings

Brown, J.S. (1989). Situated cognition and the culture of learning, *Educational Researcher*, 18(1), 32-42.

Krathwohl, D. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 41(4), 212-218.

Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning* 2(1).  
Retrieved from [http://www.itdl.org/Journal/Jan\\_05/article01.htm](http://www.itdl.org/Journal/Jan_05/article01.htm)

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies*. Washington, D.C.

## 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, and peer evaluation.

## **Evaluation**

Students will be evaluated 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%
- project-based lesson 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.

### **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 the student's 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.

## Course Policies

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. Significant participation includes the following minimums: four blog posts, two research article reviews, and weekly online interaction with classmates.

## 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)

## Tentative Course Calendar

Week	Topic	Homework Assigned	Homework Due
1	Introduction & Orientation to the Course	<ul style="list-style-type: none"> <li>Google Site</li> <li>Personal Learning Network (PLN)</li> </ul>	
2	Teachers as Learners	<ul style="list-style-type: none"> <li>Writing prompt (blog)</li> </ul>	<ul style="list-style-type: none"> <li>Google Site</li> <li>Personal Learning Network (PLN)</li> </ul>
E-live meeting			
3	Historical Perspectives	<ul style="list-style-type: none"> <li>Writing prompt (blog)</li> <li>Select/read/review five research articles</li> </ul>	<ul style="list-style-type: none"> <li>Blog post</li> </ul>
4	Historical Perspectives cont.	<ul style="list-style-type: none"> <li>Writing prompt: compare/contrast learning theories</li> </ul>	<ul style="list-style-type: none"> <li>Blog post</li> <li>Article review (#1)</li> <li>Learning community interaction</li> </ul>
5	21st Century Teaching & Learning	<ul style="list-style-type: none"> <li>Writing prompt: discuss DOE meta-analysis of online learning studies</li> <li>Personal philosophy of teaching/learning</li> </ul>	<ul style="list-style-type: none"> <li>Blog post: learning theories</li> <li>Article review (#2)</li> <li>Comment on classmates' article reviews</li> </ul>
6	Integrated Course Design: situational factors and outcomes	<ul style="list-style-type: none"> <li>Writing prompt: developmental stage of target student population</li> </ul>	<ul style="list-style-type: none"> <li>Blog post: DOE meta-analysis</li> <li>Article review (#3)</li> <li>Learning community interaction</li> </ul>
7	Integrated Course Design: taxonomies	<ul style="list-style-type: none"> <li>Activity prompt: concept map (blog)</li> <li>Curriculum plan: outcomes and learning objectives</li> </ul>	<ul style="list-style-type: none"> <li>Blog post: developmental characteristics</li> <li>Article review (#4)</li> <li>Comment on classmates' article reviews</li> </ul>
E-live meeting			
8	Integrated Course Design: learning-centered activity	<ul style="list-style-type: none"> <li>Writing prompt: Learner-centered vs learning-centered. Semantics or substance?</li> <li>Curriculum plan: learning activities</li> </ul>	<ul style="list-style-type: none"> <li>Blog post: concept map</li> <li>First draft: outcomes &amp; objectives</li> <li>Article review (#5)</li> </ul>
9	Assessment and Feedback Strategies	<ul style="list-style-type: none"> <li>Writing/activity prompt (blog)</li> <li>Curriculum plan: assessment and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Blog post: learner/learning centered</li> <li>First draft: learning activities</li> <li>Peer review: outcomes &amp; objectives</li> </ul>
10	Assessment and Feedback Strategies cont.	<ul style="list-style-type: none"> <li>Writing/activity prompt (blog)</li> <li>Critical evaluation of tools and methods</li> </ul>	<ul style="list-style-type: none"> <li>Blog post</li> <li>First draft: assessment plan</li> <li>Refined version of outcomes &amp; objectives</li> <li>Peer review: learning activities</li> </ul>
11	Survey of Emerging Tools: learning community	<ul style="list-style-type: none"> <li>Writing/activity prompt (blog)</li> <li>Written paper (supporting student rationale for design of the curriculum plan)</li> </ul>	<ul style="list-style-type: none"> <li>Blog post</li> <li>Critical evaluation of tools and methods</li> <li>Peer review: assessment plan</li> </ul>
12	Survey of Emerging Tools: students as creators/contributors	<ul style="list-style-type: none"> <li>Writing/activity prompt (blog)</li> </ul>	<ul style="list-style-type: none"> <li>Blog post</li> <li>Peer review: tools and methods</li> <li>Paper to support curriculum plan</li> </ul>
13	Survey of Emerging Tools: content development	<ul style="list-style-type: none"> <li>Writing/activity prompt (blog)</li> </ul>	<ul style="list-style-type: none"> <li>Blog post</li> <li>First draft: philosophy of teaching and learning</li> </ul>
14	Classroom Management Techniques	<ul style="list-style-type: none"> <li>Transfer to degree-based portfolio</li> </ul>	<ul style="list-style-type: none"> <li>Blog post</li> <li>Compiled lesson plan</li> </ul>
E-live meeting			
15	Student Presentations of Work		<ul style="list-style-type: none"> <li>Refined: philosophy of teaching and learning</li> </ul>