

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 on-line 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 on-line 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.

II. RATIONALE

This course is designed to provide instructors with the experience of participating as learners in an on-line instructional environment, becoming proficient with a range of technologies that are supportive of on-line 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 this on-line format. There is a well-documented trend in education to place more distance between the instructor and the student through the use of on-line 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 on-line teaching.
- Develop learning assessment instruments and strategies for use in an on-line environment.
- Develop course evaluation instruments for use in an on-line environment.
- Specify characteristics of an on-line learning environment that are critical factors for successful teaching and learning.
- Identify the underlying theories of teaching and learning in on-line instruction.
- Apply theories of teaching and learning to the design of on-line environments.
- Identify the strengths and weaknesses of on-line teaching environments.


IV. COURSE OUTLINE

Schedule:

1. Face-to-face meeting the first class session to build community, set expectations, address technology challenges and set detailed agenda.
2. Next few weeks will consist of on-line class sessions and discussions using WebCT at regularly scheduled times with some flexibility to accommodate individual schedules.
3. The specific content and timing of the remaining class sessions will be impacted by the availability of specific resources (i.e. distance learning lab, guest speakers, field trips).
4. Mid-term and final class session will again be face-to-face for course feedback, presentations, evaluations and wrap-up.

Probable Schedule and Reading Assignments

	Article or Chapter Title	Discussion Moderator	Completed by:
	Pratt – Conceptions of Teaching	Instructor	Sept. 21
	Kimball - Managing Distance Learning: New Challenges for Faculty	Instructor	Sept. 21
	McCombs – Learner Centered Psychological Principles	Instructor	Sept. 21
	Various: Ready for Online?	Instructor	Sept. 21
1	Face to Face in the Online Classroom	Student	Sept. 21
2	Taming the Lions and Tigers and Bears	Student	Sept. 21
3	Talking the Talk: Humor and other forms	Student	Sept. 28
4	The Story of One Learner: Student's Perspective	Student	Sept. 28
5	Reshaping Teaching and Learning	Student	Oct. 5
6	Elements of Effective Online Teaching	Student	Oct. 5
	Savery – Assisting University Student Performance with HyperNews	Instructor	Oct. 5
	Savery - Computer-Mediated Communication with Email	Instructor	Oct. 5
7	Managing Time: Developing Online Organization	Student	Oct. 12
8	Cooking up a Successful Course	Student	Oct. 12
9	Getting Ready: Syllabus and other Indispensables	Student	Oct. 19
10	Online Facilitation	Student	Oct. 19
11	Keeping it Fun and Relevant	Student	Oct. 26
12	Dealing with Challenging Situations	Student	Oct. 26
13	One day: Teaching Online Quantitative Course	Student	TBD
14	Making Sense of it All	Instructor	Nov. 23
	Bonk&Dennen - Frameworks for Online	Dr. Curtis Bonk**	TBD

	Teaching		
	Bonk, Wisner & Lee- Moderating Learner-Centered E-Learning: Problems and Solutions, Benefits and Implications	Dr. Curtis Bonk	TBD

** Dr. Bonk has agreed to join our discussion forum to answer questions on either article.

V. REQUIRED/OPTIONAL TEXTS

Textbook Required:

White, K. & Weight, B. (2000). *The Online Teaching Guide*. Boston MA: Allyn & Bacon.

Textbook (Recommended)

Khan, B. H. (Ed.). (1997) *Web-Based Instruction*. Englewood Cliffs, N.J.: Educational Technology Publications.

Khan, B. H. (Ed.). (2001) *Web-Based Training*. Englewood Cliffs, N.J.: Educational Technology Publications.

Handouts will be provided from on-line and paper based journals and hands-on practice with technologies as available.

This course will utilize a wide range of instructional technologies in support of on-line teaching and learning. Students will require the use of a personal computer to be able to access on-line 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)

VI. INSTRUCTIONAL STRATEGIES/ACTIVITIES/TECHNOLOGY

Students will participate in a range of on-line teaching environments including but not limited to; web-enhanced classroom instruction, web-management tools (WebCT, Blackboard), distance learning (video-based), multiple modes of interactive communication (chat, discussion forums, groupware), interactive learning environments (multimedia enriched), non-traditional learning environments (museums), and virtual reality environments. Students will experience instructional materials that utilize each on-line 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

At present the assumption is to assess knowledge acquisition/retention through a midterm and final examination. There will also be assignments that involve the demonstration and application of this knowledge. Assignments are due on the dates listed in the syllabus. If

a student is unable to attend class on a date when an assignment is due, the student is responsible for ensuring the instructor receives the assignment on the due date or within the two-day grace period. Students may fax assignments, send them to the instructor via email (when appropriate to do so), mail them, or send them to class with another student.

What will be assessed? Knowledge/Skill/Attitude	How will this be assessed?	Weight	Due Date
Participation in online learning activities	Reflective engagement in all aspects of the course, and evidence of information processing through e-mail, discussion, and chat activities. Both frequency and quality are used as indicators.	40 points	Throughout course. Note due dates for discussion topics.
Mid-term on-line quiz	Objective measures-a test of terms and concepts contained in the readings and discussed.	15 points	Week after mid-point f2f meeting. Oct. 19
Essay on topic related to Online Teaching	Synthesis/Research. Ability to clearly articulate understanding of specific topic related to online teaching.	30 points	Prior to Thanksgiving Break. Nov. 26
Final Exam	Objective test/survey	15 points	Last f2f meeting Dec. 14

Attendance and participation are critical to your success in this course. Attendance is expected at every face-to-face and scheduled on-line class session. Due to the nature of the course, hands-on activities may be difficult to make up. Class will begin on time. Students missing class for any reason are expected to obtain notes, instructions, and assignments from the instructor or their peers.

Participation is a vital and necessary part of learning and should be demonstrated during class and through on-line discussions of course content. Students can earn 10% of their final grade through active participation as described below:

- Asks questions, makes observations, and contributes comments to class or on-line discussions on a regular basis.
- Questions and comments reflect that the student has read relevant course materials, accessed related on-line resources, or has gathered additional resources.
- Offers to summarize a discussion at least once during the course.
- 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.

- If your participation **frequently** matches most of the items = 10%
- If your participation **occasionally** matches most of the items = 8%
- If your participation **rarely** matches most of the items = 5%
- If you rarely participate during discussions and group work = 0%

VIII. 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://www3.uakron.edu/gradsch/gradbull.html>, then select "General Information" (academic honesty); or www.uakron.edu/studdev/conduct.html (Student Code of Conduct). Any student who feels she/he may need an accommodation based on the impact of a disability please consult www.uakron.edu/access and the Office of Accessibility at (330) 972-7928.

IX. BIBLIOGRAPHY

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