

## TEC-965 – Teaching with Moodle

### Independent Study Online Course Syllabus

**Instructor:** Mary Bennett, MA  
**Phone:** (559) 285-6488  
**Email:** [mary.bennett@fresno.edu](mailto:mary.bennett@fresno.edu)  
**Twitter:** @marybennett

**Number of Graduate Semester Units:** 3 units  
**Target Audience:** K - 12<sup>th</sup> grade teachers  
**Course Access:** <https://connect.fresno.edu>

#### Course Description

This course provides educators with the skills and knowledge they will need to be an effective online instructor in order to meet the needs of 21st century students. Using Moodle, course participants will become part of a community of learners as they build a solid foundation for their own online course. Experiences from both a student and instructor perspective will introduce course participants to the features of Moodle that supports a specific philosophy of learning called “social constructionist pedagogy”, where knowledge is gained in a social setting facilitated by collaboration. Students will refine their own course objectives guided by the revised Blooms Taxonomy for 21st Century Learners and using a systematic approach along with sound instructional design principles begin the process of planning and designing an online course in Moodle. They will learn how to ensure that their learning outcomes are met through pedagogically sound activities that are measured through technology-based assessments while providing opportunities for active learning. While gaining the technical skills necessary to build an online learning environment, students will explore what current research says about the state of online learning in the United States, investigate existing online courses and identify components of a quality online course. This will allow course participants to gain an awareness of online activities and assessments appropriate for diverse learning styles.

**Note:** Required textbook must be acquired separately.

#### Required Texts and Course Materials

**Textbook:** Cole, J., Foster, H. (2007). *Using Moodle: Teaching with the popular open course management system*. (2nd ed). O’Reilly Community Press. ISBN-13: 978-0596529185  
<https://www.amazon.com/Using-Moodle-Teaching-Popular-Management/dp/059652918X>

**Note:** Using Moodle is a complete, hands-on guide that explains exactly how Moodle works. This book offers examples, screenshots and best practices for its many features. You will also discover some of the creative ways teachers have used Moodle. There are plenty of ideas for effectively using each tool. This book is available as a free PDF file or in a Flash version. Students wishing to

purchase a hard copy of the book may do so at O'Reilly Community Press.  
<http://oreilly.com/catalog/9780596529185/>

**Online Resources:** Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

**Canvas:** This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

## Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

## National Standards Addressed in This Course

### National Board for Professional Teaching Standards (NBPTS)

<http://www.nbpts.org/standards-five-core-propositions/>

First published in 1989 and updated in 2016, [\*What Teachers Should Know and Be Able to Do\*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

### National Educational Technology Standards for Teachers (<http://www.iste.org/standards/nets-for-teachers/nets-for-teachers-2008.aspx>)

The Course Objectives directly addresses The National Educational Technology Standards for Teachers in all five areas.

1. Facilitate and Inspire Student 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-Age Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

**iNACOL. National Standards for Quality Online Teaching**  
[http://www.inacol.org/research/nationalstandards/iNACOL\\_TeachingStandardsv2.pdf](http://www.inacol.org/research/nationalstandards/iNACOL_TeachingStandardsv2.pdf)).

These standards are designed to provide states, districts, online programs, and other organizations with a set of quality guidelines for online teaching and offer an important tool to help teachers, schools, and parents across the nation evaluate quality and implement best practices. The Student Learning Outcomes for this course address iNACOL Standards for Quality Online Teaching A, C, D, E, F, G, H, I and K.

**Continuing Education Program Student Learning Outcomes**

CE 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

**Topics, Assignments, and Activities**

<b>Module Module Title</b>	<b>Module Assignments and Activities</b>	<b>Points Possible for Each Assignment</b>
<b>Welcome Module</b>	<ul style="list-style-type: none"> <li>• Introduction video</li> <li>• Course Syllabus</li> <li>• Introduce Yourself Forum</li> <li>• Moodle Online Tutorial</li> <li>• Access the online text, Using Moodle - Teaching with the Popular Open Course Management System by Jason Cole and Helen Foster</li> </ul>	
<b>Module 1 – Orientation and Introductions</b>	<ul style="list-style-type: none"> <li>• Take the What Grade Level Do You Teach? Poll</li> <li>• Read the Course Orientation</li> <li>• Introductions Discussion Forum</li> </ul>	
<b>Module 2 – SLOAN-C</b>	<ul style="list-style-type: none"> <li>• Read the Sloan-C Reports</li> <li>• Sloan-C Discussion Forum</li> </ul>	
<b>Module 3 – National Educational Technology Plan and the National</b>	<ul style="list-style-type: none"> <li>• Read the draft of The National Educational Technology Plan 2010 Executive Summary – Transforming American Education: Learning Powered by Technology</li> </ul>	

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Educational Technology Standards for Students and Teachers	<ul style="list-style-type: none"> <li>• Explore the National Education Educational Technology Standards for Students and Teachers (NETS-S and NETS-T)</li> <li>• Complete the NETS-S Assignment</li> <li>• NETS-T Discussion Forum</li> </ul>	
<b>Module 4 –</b> Getting Started with Moodle	<ul style="list-style-type: none"> <li>• Read Using Moodle by Cole &amp; Foster: Preface and Chapter 1, pgs. 1-4</li> <li>• Edit your Profile in Moodle</li> <li>• Join and explore Moodle.org</li> <li>• Access your Moodle Toolbox</li> <li>• A First Look at Moodle Discussion Forum</li> </ul>	
<b>Module 5 –</b> Moodle Sandbox	<ul style="list-style-type: none"> <li>• Read the Student Role in Moodle</li> <li>• Engage with the following activities in the Moodle Sandbox <ul style="list-style-type: none"> <li>○ Choice, Forum, Glossary, Lesson, Wiki, Website Link, Quiz, Single File Assignment, Online Text Assignment</li> </ul> </li> <li>• Complete the Moodle Sandbox Reflection</li> </ul>	
<b>Module 6 –</b> Moodle Toolbox	<ul style="list-style-type: none"> <li>• Getting the Moodle Basics <ul style="list-style-type: none"> <li>○ Read Using Moodle by Cole and Foster: Chapter 2, pgs. 7-27</li> <li>○ Configure your course settings</li> </ul> </li> <li>• Adding Resources and Managing Files <ul style="list-style-type: none"> <li>○ Read Using Moodle by Cole and Foster: Chapter 3, pgs. 29-48</li> <li>○ Add the required Resources to your Moodle course</li> <li>○ Post to the Adding Resources Discussion Forum</li> </ul> </li> <li>• Adding Activities <ul style="list-style-type: none"> <li>○ Read Using Moodle by Cole and Foster: Chapter 5-10 and 14, pgs. 69-164 and 203- 209</li> <li>○ Add the required Activities to your Moodle course</li> <li>○ Post to the Adding Activities Discussion Forum</li> </ul> </li> <li>• Adding Blocks <ul style="list-style-type: none"> <li>○ Add the required Blocks to your Moodle course</li> <li>○ Contribute to the Adding Blocks Discussion Forum</li> </ul> </li> <li>• Gradebook <ul style="list-style-type: none"> <li>○ Read Using Moodle by Cole and Foster: Chapter 13, pgs. 193-200</li> <li>○ Explore three common grading strategies</li> <li>○ Contribute to the Moodle Gradebook Discussion Forum</li> </ul> </li> <li>• Tracking Student Progress <ul style="list-style-type: none"> <li>○ Read Using Moodle by Cole and Foster:</li> </ul> </li> </ul>	

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
	<ul style="list-style-type: none"> <li>Chapter 4, pgs. 64-67               <ul style="list-style-type: none"> <li>○ Explore the Activity Reports logs</li> </ul> </li> <li>• Reflecting on the Moodle Tools               <ul style="list-style-type: none"> <li>○ Post to the Toolbox Sharing Discussion Forum</li> <li>○ Complete the Moodle Toolbox Reflection Assignment</li> </ul> </li> <li>• More Moodle Discussion Forum</li> </ul>	
<b>Module 7 –</b> Quality in Online Courses	<ul style="list-style-type: none"> <li>• <i>Explore the Quality Matters Rubric, the iNACOL National Standards for Online Course Quality and the NEA Guide to Teaching Online</i></li> <li>• Complete the Evaluating Online Courses Assignment</li> </ul>	
<b>Module 8 –</b> Final Project – Designing Online Courses Best Practices	<ul style="list-style-type: none"> <li>• Read Designing Online Courses: Best Practices</li> <li>• Read Using Moodle by Cole &amp; Foster: Chapter 15, pgs. 211-212</li> <li>• Complete the Final Project Assignment</li> <li>• Post to the Final Project Discussion Board</li> <li>• Complete the Final Reflection</li> </ul>	
<b>Module 9 –</b> Lesson Planning	<ul style="list-style-type: none"> <li>• 9.1 Assignment: Stand Alone Lesson Plan</li> <li>• 9.2 Assignment: Integrated Lesson Plan</li> <li>• 9.3 Forum: Where the Rubber Meets the Road</li> </ul>	
<b>Course Wrap-up –</b> Grading and Evaluation	<ul style="list-style-type: none"> <li>• Final Reflection Forum</li> <li>• Course Evaluation</li> <li>• Course Completion Checklist</li> <li>• Grade Request / Transcript Request</li> </ul>	
<b>TOTAL POINTS</b>		

## Grading Policies, Rubrics, and Requirements for Assignments

### Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.

B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

### Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Include relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Include mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organization structure. May include marginally relevant facts, details, and explanations.

### Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

### Discussion Forum Requirements

- **Superior:** Response was at least 1 page (3 fully developed paragraphs) in length. Thoroughly answered all the posed questions, followed all the assignment directions, proper grammar and no spelling errors. Language is clear, concise, and easy to understand. Uses terminology appropriately and is logically organized.
- **Standard:** Response was ½ to 1 page in length (2-3 fully developed paragraphs). Answered all the questions but did not provide an in-depth analysis, followed most of the assignment directions, proper grammar and no spelling errors. Language is comprehensible, but there a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** Response was less than ½ page in length (1 paragraph). Did not answer all the required questions and/or statements or responses were superficial, vague, or unclear, did not follow the assignment directions, many grammar and spelling errors. Is adequately written, but may use some terms incorrectly; may need to be read two or more times to be understood.

## **Instructor/Student Contact Information**

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. A virtual office is utilized for class questions and students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

## **Discussion Forums**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

## **Coursework Hours**

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

## **Services for Students with Disabilities**

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

## **Plagiarism and Academic Honesty**

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrar-office/academic-catalogs>

## **Technology Requirements**

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

**Getting Help with Canvas:** If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu). Help is available Mon-Fri 8:00 am to 7:00 pm.

## Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

## University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

## Fresno Pacific University Student Learning Outcomes

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.



<p><b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.</p>
<p><b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.</p>
<p><b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.</p>
<p><b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.</p>
<p><b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.</p>
<p><b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.</p>
<p><b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.</p>