

TEC-948: Teaching and Learning Online

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: K - 14th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

This course was designed to prepare teachers with the background knowledge and skills they will need to design and develop high-quality online learning experiences for their students. The history of online learning will be explored as well as strategies and best practices that lead to success in online learning environments.

Combining effective pedagogy with engaging curriculum and a variety of technology tools, participants will learn how to increase teacher presence in virtual instruction to humanize the learning experience which builds academic and social connections in the online classroom. The alignment between learning objectives, assessments and student-centered activities using emerging technology is a focus of this course. In addition, course participants will learn to apply principles of Universal Design for Learning (UDL) to the online environment through an equity-minded lens. As a result, participants will strengthen the essential skills and knowledge necessary to be an effective online instructor and meet needs of today's learners as identified in guiding documents including the National Educational Technology Plan and the National Standards for Quality Online Teaching.

Note: There is no required textbook for this course.

Required Texts and Course Materials

Optional Text: Ko, S. & Rossen, S. (2017). *Teaching Online: A Practical Guide* (4th). NY: Routledge. *Teaching Online: A Practical Guide*. ISBN-13: 978-0415832434.

<https://www.amazon.com/Online-Blended-Learning-Teaching/dp/0415832438> is an accessible, introductory, and comprehensive guide for anyone who teaches online. The fourth edition of this bestselling resource has been fully revised, maintains its reader-friendly tone, and offers exceptional practical advice, new teaching examples, faculty interviews, and an updated resource section.

Course Materials: Everything that you need for this course will be found online. Participants do not have to purchase any materials. Access to either Microsoft Office or Google Apps is required.

We will be using Moodle as the Learning Management System for this course. It works well with both Mac & PC and does not have any conflicts with any of the main browsers (Chrome, Internet Explorer, Safari, and Firefox).

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, websites, 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

ISTE Standards for Educators

The Course Student Learning Outcomes directly addresses The International Society for Technology in Education Standards (ISTE) for Educators.

ISTE-E 1	Learner - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
ISTE-E 2	Leader - Educators seek out opportunities for leadership to support student empowerment and success and improve teaching and learning.
ISTE-E 3	Citizen - Educators inspire students to positively contribute to and responsibly participate in the digital world.
ISTE-E 4	Collaborator - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
ISTE-E 5	Designer - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
ISTE-E 6	Facilitator - Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
ISTE-E 7	Analyst - Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	
C-SLO 1	Identify the role of online instruction in contemporary education and the driving forces behind the growth of e-learning.
C-SLO 2	Plan, design, and incorporate strategies to encourage active learning, interaction, communication and collaboration in the online environment.
C-SLO 3	Describe the online learning experience from the perspective of an instructor and student.
C-SLO 4	Apply strategies for developing online experiences through a Universal Design for Learning and Equity-Minded lens.
C-SLO 5	Demonstrate competencies in creating and implementing assignments in online learning environments.
C-SLO 6	Develop online assessments that align with objectives and assignments that meet standards-based learning goals.
C-SLO 7	Identify strategies for creating course content that is accessible to all learners.
C-SLO 8	Evaluate readiness for online instructions against national standards.

Topics, Assignments, and Activities

Module Module Title	Module Assignments and Activities	Points Possible for Each Assignment
Welcome Module	<ul style="list-style-type: none"> ● Introduction video ● Course Syllabus 	
Module 1: Course Orientation	<ul style="list-style-type: none"> ● Introductions Discussion Forum ● What Grade Level Do You Teach? Poll 	
Module 2: Technology Standards and the Common Core	<ul style="list-style-type: none"> ● 2.1: Blending Technology into the Common Core Assignment ● Standards in Technology and Online Teaching Forum 	20
Module 3: The Rise of Online and Blended Learning	<ul style="list-style-type: none"> ● 3.1: Comparison of Emerging Models Assignment ● Seven Principles and HOTS Forum 	20
Module 4: The Online Instructor	<ul style="list-style-type: none"> ● 4.1: Roles I Play Assignment ● 4.2: Create a 1-minute Video About You! ● Sharing 1-minute Video Forum 	20 50
Module 5: The Online Student	<ul style="list-style-type: none"> ● 5.1: Create Your Learner Profile Survey Assignment ● 5.2: Net Generation Presentation Assignment ● Sharing Informational Presentations Forum 	20 50
Module 6: Universal Design for Learning and Accessibility	<ul style="list-style-type: none"> ● 6.1: Why is UDL Important? ● Accessibility Simulation Forum 	50
Module 7: Interaction and Communication in the Online Classroom	<ul style="list-style-type: none"> ● 7.1: Welcome Letter Assignment ● 7.2 Strategies to Build Community Assignment ● Google Proofing Forum 	20 20
Module 8: Assessment Strategies for Online Instruction	<ul style="list-style-type: none"> ● 8.1: Designing an Online Assessment Assignment ● Formative and Summative Assessment Forum ● Try a Kahoot Challenge Activity 	20
Module 9: Content Creation	<ul style="list-style-type: none"> ● 9.1: Designing an Online Lesson Assignment ● Sharing Online Lessons Forum 	20
Module 10: The Final Project: Going Online	<ul style="list-style-type: none"> ● 10.1: Final Project Assignment ● 10.2: Assessing Readiness: National Standards for Quality Online Teaching Assignment ● Sharing Final Projects Forum 	50 20
Module 11: Course Wrap-Up	<ul style="list-style-type: none"> ● Forum Grade ● Final Reflection Forum ● Course Completion Checklist ● Course Evaluation 	20
	TOTAL POINTS	420 points

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.

Forum Requirements

- **Superior:** 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:** 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 are a few passages that are difficult to understand. The organization is generally good.
- **Sub-standard:** 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 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.

Forums

Participation is an important expectation of this course and all online courses. Online forums 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 question prompts whenever possible. The faculty role in the forums 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/registrars-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. 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 (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: 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.
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FPU-SLO 2	Written Communication: 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.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: 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.
FPU-SLO 5	Critical Thinking: 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.
FPU-SLO 6	Moral Reasoning: 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.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: 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.