

Professional Development Course Syllabus

Course Number: EDVH5061 (Sec. 02)

Sponsor ID: 283831

Course Title: **VHS: Becoming an Online Teacher**

Note: this is the Capstone Course. The four-course series must be completed prior to taking this capstone course.

Instructor: Dr. Colleen Worrell Continuing Education Credit(s): 3

Total Cost for Credit: \$240.00 *plus \$275 course fee paid direct to VHS*

Two-step Registration Process: 1) Register and pay for course with VHS (<http://www.govhs.org/Pages/ProfDev-Home>)

2) Register for credit with NNU (www.nnu.edu/vhs)

NOTE: Continuing Education courses are designed for professional development and do not normally count toward an academic degree.

1. Educational Goals for the Course:

- Becoming an Online Teacher will give participants the opportunity to experience online teaching by partnering with a VHS online master teacher in an established middle or high school course. Through observation, reflection and actively participating in the online classroom environment, the participant will first partner with the master teacher to deliver instruction, and then will fully assume online classroom responsibilities.

2. Instructional Learning Objectives – *Participants will:*

(What will participants learn and put into practice as a result of completing this process?)

- Partner with a VHS online master teacher on ways to transform curriculum to build a web-enhanced learning environment;
- Learn to combine the best features of in-class teaching with the best features of online learning to promote active learning and critical thinking;
- Facilitate project-based and collaborative learning in an online course;
- Discover how to promote an online dialogue to deepen the learning experience;
- Understand the importance of specifying learning objectives and outcomes for students and learn how to design activities and assessments based upon learning outcomes;
- Become comfortable using the Internet as an instructional tool;
- Be able to fully assume online classroom responsibilities.

3. Course Requirements:

- Each week learners are required to complete the required readings and engage in meaningful dialog with their peers by thoughtfully responding to discussion questions and to peers' responses. Participants are asked to log into this course (Capstone class) at least twice a week, and submit written work as required by the due dates.
- In addition, learners are expected to become fully engaged in their practicum experience by logging into their assigned online classroom at least four times a week and working with their master teacher.

In Class:

- Complete all course assignments as listed on the VHS course site. Progress will be monitored by VHS instructors.
- *Discussion:*
- Learners are given open-ended questions related to the course material and are asked to post thoughtful responses to the starter questions and to their classmates' comments. The course instructor facilitates the discussion and encourages students to interact with one another and to make deeper connections between the material and the course objectives.

Out of Class:

- Portfolio Project:
- Each learner is expected to create a digital portfolio about their "student" teaching experience which will include:

Professional Development

- Reflections on current teaching practice in learner's face-to-face environment;
- Description of online course;
- Observations of interaction between master teacher and students, and students and students;
- Reflections on online pedagogy as it is similar to and different from face-to-face instruction;
- Case study of student - to include:
 - o Observed attitude, assessment and behavior information;
 - o Successful and unsuccessful instructional strategies;
 - o Reflection on student progress.
- Future Goals

4. Dates, Times and Location of Proposed Course:

(1 Semester Credit Equals 15 Professor Contact Hours plus an additional 30 Hours Outside Work)

Online course to meet time requirements as outlined above between October 13 and November 24, 2010.

5. Due Date for Completion of Course Requirements: December 1, 2010

6. Learning Resources and Required Text: VHS Course *Becoming an Online Teacher*

Week 1 - Is Online Teaching Right for Me?

- Foundations of Education Theory for Online Learning - < http://cde.athabascau.ca/online_book/ch1.html>
- Toward a Theory of Online Learning - < http://cde.athabascau.ca/online_book/ch2.html>
- Theory into Practice (TIP) Database - < <http://tip.psychology.org/theories.html>>
- Index of Learning Theories and Models - < <http://www.learning-theories.com/>>
- Significance of Online Teaching vs. Face-to-Face: Similarities and Differences - <http://ole.tp.edu.sg/courseware/teaching_guide/resources/article/TP%20Staff/F2FandOnline.pdf>
- Online Teaching and Learning - Differences and Similarities - <<http://randym.podagogy.com/flash/differences/player.html>>
- Strengths and Weakness of Online Learning - <<http://www.ion.uillinois.edu/resources/tutorials/overview/strengthAndWeak.asp>>
- Why do Students Like Online Learning? - < <http://www.worldwidelearn.com/education-articles/benefits-of-online-learning.htm>>
- Benefits of E-Learning - < <http://www.worldwidelearn.com/elearning-essentials/elearning-benefits.htm>>
- How Do Online Students Differ from Lecture Students? < http://www.sloan-c.org/publications/jaln/v6n1/pdf/v6n1_dutton.pdf>

Week 2 - Introduction to Your Class

- What Makes a Successful Online Teacher? - <<https://dvc.hfcc.net/itcnews/000194.htm>>
- Be VOCAL: Characteristics of Successful Online Instructors - <<http://www.ncolr.org/jjol/issues/PDF/4.2.6.pdf>>
- Five Roles I Play in Online Courses - < <http://www.innovateonline.info/index.php?view=article&id=78>>
- Standards for Quality Online Teachers - <http://www.sreb.org/programs/EdTech/pubs/PDF/06T02_Standards_Online_Teaching.pdf>
- The Online Teacher - < <http://cyberteacher.onestop.net/final%20report.pdf>>
- Wearing Four Pairs of Shoes: The Role of E-learning Facilitators - < <http://www.learningcircuits.org/2002/oct2002/elearn.html>>
- Mentoring and Tutoring Online - < http://www.jisc.ac.uk/uploaded_documents/bp20.pdf>
- Teaching in an Online Learning Context - < http://cde.athabascau.ca/online_book/ch11.html>
- What Makes a Successful Online Facilitator - <<http://www.ion.illinois.edu/resources/tutorials/pedagogy/instructorProfile.asp>>

Professional Development

- The Missing Instructor: Does E-learning Promote Absenteeism? - <
<http://elearnmag.org/subpage.cfm?section=tutorials&article=18-1>>
- Tips and Tricks for Teaching Online: How to Teach Like a Pro! - <http://itdl.org/Journal/Oct_04/article04.htm>
- Students' Frustration with a Web-Based Distance Education Course - <
http://www.firstmonday.org/issues/issue4_12/hara/index.html>
- Student Feedback on Online Courses - <<http://www.cuonline.edu/faculty/studentfeedback.shtml>>

Week 3: Getting Your Instruction Feet Wet

- Why Johnny Won't Post - <http://www.timdotson.com/instructor_files/collaboration.htm>
- Building Success for E-Learners - <<http://www.learningcircuits.org/2003/jul2003/hofmann.htm>>
- Motivating Online Learners - <<http://www.learningcircuits.org/2003/aug2003/hofmann.htm>>
- Creating Collaboration - <<http://www.learningcircuits.org/2003/sep2003/hofmann.htm>>
- Managing the Synchronous Blend - <<http://www.learningcircuits.org/2003/oct2003/hofmann.htm>>
- Technology's Impact on E-Learning - <<http://www.learningcircuits.org/2003/nov2003/hofmann.htm>>
- Be an Active and Participative Instructor - <<http://www.learningcircuits.org/2003/dec2003/hofmann.htm>>
- Preparing E-learners for Online Success - <<http://www.learningcircuits.org/2005/sep2005/watkins.html>>
- Encouraging Interaction - <<http://www.learningcircuits.org/2005/sep2005/watkins.html>>
- The Role of Interactivity in Web-Based Interactivity - <
<http://psychology.wichita.edu/surl/usabilitynews/62/interactivity.htm>>
- Tutor Roles in Facilitating Reflection on Practice through Online Discussion - <http://www.ifets.info/journals/10_1/7.pdf>
- Teaching Online - A Time Comparison - <<http://www.westga.edu/~distance/ojdl/spring81/cavanaugh81.htm>>
- Frequency and Time Investment of Instructors' Participation in Threaded Discussions in the Online Classroom - <
<http://www.ncolr.org/jiol/issues/PDF/6.1.1.pdf>>
- Teaching Online Courses: How Much Time Does it Take? - <http://www.sloan-c.org/publications/jaln/v7n3/v7n3_lazarus.asp>
- What's Full-Time for K-12 Online Teaching? - a Dilemma - <http://thejournal.com/articles/19921_1>
- Faculty Self-Study Research Project: Examining the Online Workload - <http://www.sloan-c.org/publications/jaln/v8n3/pdf/v8n3_thompson.pdf>

Week 4: Lights! Camera! Action! Teach Online!

- Relevant Assessment Strategies for Online Colleges and Universities - <
http://www.usdla.org/html/journal/FEB02_Issue/article04.html>
- Assessing Online Asynchronous Discussions In Online Courses: An Empirical Study - <
<http://etec.hawaii.edu/proceedings/2007/liu.pdf>>
- Assessment and Online Teaching - <<http://pre2005.flexiblelearning.net.au/guides/assessment.pdf>>
- Using Peer Feedback to Enhance the Quality of Online Postings: An Exploratory Study - <
<http://jcmc.indiana.edu/vol12/issue2/ertmer.html>>
- Giving Feedback to Students - <<http://www.brookes.ac.uk/services/ocsd/firstwords/fw21.html>>
- Providing Feedback to Online Students: A new approach - <
http://conference.herdsa.org.au/2005/pdf/refereed/paper_429.pdf>
- Does Feedback Influence Student Postings to Online Discussions? - <
<http://www.thejeo.com/Volume4Number1/MeyerFinal.pdf>>

Week 5: Going in the Deep End

- Mitigating Conflict in Online Student Teams - <http://elearnmag.org/subpage.cfm?section=best_practices&article=36-1>
- Contemporary Online Education Challenges - <http://www.itdl.org/Journal/Oct_04/article05.htm>
- The Challenges of Teaching HCI Online: It's Mostly about Community - <
http://www.ifsm.umbc.edu/~preece/Papers/HCI03_HCI_education.pdf>

Center for Professional Development

Professional Development

- Managing Difficult Students in an Online Classroom - < <http://deoracle.org/online-pedagogy/teaching-strategies/managing-difficult-students-in-the-online-classroom.html>>
- How to Manage Difficult Students Online - <http://community.flexiblelearning.net.au/TeachingTrainingLearners/content/article_3753.htm>
- Cheating in Online Student Assessment: Beyond Plagiarism - < <http://www.westga.edu/~distance/ojdla/summer72/rowe72.html>>
- Designing Online Course to Discourage Dishonesty - < <http://www.educause.edu/ir/library/pdf/eqm0348.pdf>>
- Managing and Motivating Distance Learning Group Activities - < <http://www.tltgroup.org/gilbert/millis.htm>>
- High Attrition Rates in e-Learning: Challenges, Predictors, and Solutions - < <http://www.elearningguild.com/pdf/2/071403MGT-L.pdf>>

Week 6: Wrapping it Up and Saying Goodbye

- NEA Guide to Online Courses - <<http://www.nea.org/technology/images/02onlinecourses.pdf>>
- Theory and Practice of Online Learning - < http://cde.athabasca.ca/online_book/intro.html>
- Online Tutoring e-book - < <http://otis.scotcit.ac.uk/onlinebook/>>
- Engaging schools: Fostering high school student's motivation to learn. - <http://www.nap.edu/catalog.php?record_id=10421>

7. Evaluation Procedure: Graded

There are two major components to this course: (1) active participation in knowledge-building discussions and course assignments, and (2) a final project. Each is worth 50% of your grade.

A = 93-100%, A- = 90-92%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D = 60-69%, F = 0 – 59%.