

## Professional Development Course Syllabus

Course Number: ED 550.1124

Course Title: **Online-extended Teaching**

Instructor: Amy Michalowski Semester Credit(s): 1 Total Cost for Credit: **\$80.00**

**Online registrations must be submitted within one week of the start date ([www.nnu.edu/cereg](http://www.nnu.edu/cereg))**

**1. Educational Goals for the Course:**

- Online-extended Teaching prepares teachers to promote active independent learning experiences for students by joining the best features of in-class teaching with the best features of online learning. Using Internet technologies, instructors will redesign a portion of their course content into new online learning activities, such as case studies, tutorials, self-testing exercises, simulations, and online group collaborations.

**2. Instructional Learning Objectives:**

**Participants will:**

- Read and reflect on the benefits of blending their classroom and on ways to make the transition from face-to-face classrooms to hybrid classrooms easier;
- Construct the necessary components of a Hybrid Course: Administrative, Assessment and Community;
- Determine what activities work best online from their own course;
- Design Learning Activities that promote active learning and critical thinking; and
- Initiate the redesign process for a Hybrid course. Explore ways to transform curriculum to build a web-enhanced learning environment.

**3. Course Requirements:** Each week, students are required to read information on hybrid courses, post their thoughts on a subject, and research ways to design their own hybrid course. Students are required to log in to class and submit written work at least four times a week, and to complete all assignments by their due dates. Here is an overview of the major types of assignments that students work on in Online-extended teaching; all are geared toward achieving the course learning objectives.

**In Class:**

- Discussion:  
Students 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 guides the discussion and encourages students to interact with one another and to make deeper connections between the material and the course objectives.
- Complete all course assignments as listed on the VHS course site. Progress will be monitored by VHS instructors.

**Out of Class:**

- Course Module Development:  
Students are expected to design and develop at least three components of a hybrid course – the Administrative component, the Assessment Component and the Community Component.
- Using Internet technologies, instructors will redesign a portion of their course content into new online learning activities, such as case studies, tutorials, self-testing exercises, simulations, and online group collaborations. Assignment will be submitted to VHS instructor.

**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 April 15 and May 27, 2009.

**5. Due Dates for Completion of Course Requirements:** May 27, 2009

**6. Learning Resources and Required Text:** VHS Course **Online Extended Teaching**

**Week 1: From Bricks to Clicks: Hybrid Courses**

- Introduction to Hybrid Courses

<<http://www.uwsa.edu/ttt/articles/garnham.htm>>

- Blended Learning in K-12

<[http://en.wikibooks.org/wiki/Blended\\_Learning\\_in\\_K-12](http://en.wikibooks.org/wiki/Blended_Learning_in_K-12)>

2/19/09

### Center for Professional Development

623 Holly Street - Nampa, Idaho 83686 ~ 208-467-8439 ~ 800-349-6938 ~ Fax 208-467-8426 ~ [cscordinator@nnu.edu](mailto:cscordinator@nnu.edu) ~ [www.nnu.edu/continuingstudies](http://www.nnu.edu/continuingstudies)

## Professional Development

- Lessons Learned from the Hybrid Course Project  
<<http://www.uwsa.edu/ttt/articles/garnham2.htm>>
- The Hybrid Challenge: Activities, Approaches, Pitfalls <[http://www.xplanazine.com/archives/2005/02/the\\_hybrid\\_chal.php](http://www.xplanazine.com/archives/2005/02/the_hybrid_chal.php)>

### **Week 2: The Administrative Component of a Hybrid Course**

- Creating an Effective Online Syllabus  
<[http://college.hmco.com/instructors/catalog/walkthroughs/pdf/walk\\_0618000429\\_4.pdf](http://college.hmco.com/instructors/catalog/walkthroughs/pdf/walk_0618000429_4.pdf)>
- How to Write Learning Objectives that Meet Demanding Behavioral Criteria  
<<http://www.adprima.com/objectives.htm>>
- Definitions of Behavioral Verbs for Learning Objectives  
<<http://www.adprima.com/verbs.htm>>
- Examples of Behavioral Verbs and Student Activities  
<<http://www.adprima.com/examples.htm>>
- Implementing the Seven Principles: Technology as Lever <<http://www.tltgroup.org/programs/seven.html>>
- Seven Principles of Effective Teaching: A Practical Lens for Evaluating Online Courses  
<[http://technologysource.org/article/seven\\_principles\\_of\\_effective\\_teaching/](http://technologysource.org/article/seven_principles_of_effective_teaching/)>
- Seven Principles of Good Teaching Practice  
<<http://www.agron.iastate.edu/nciss/kingsat2.html>>
- Instructional Objectives and Levels of Thinking  
<[http://fic.engr.utexas.edu/files/Blooms&Objectives\(FIC\).pdf](http://fic.engr.utexas.edu/files/Blooms&Objectives(FIC).pdf)>

### **Week 3: Assessment Component of a Hybrid Course**

- Assessing Online Learners  
<<http://www.cete.org/acve/docs/pfile03.htm#principles>>
- Classroom Assessment Techniques  
<<http://www.siue.edu/%7Ededer/assess/catmain.html>>
- Using Classroom Assessment Techniques to Provide Feedback  
<[http://commons.ucalgary.ca/documents/ITBL\\_CAT.pdf](http://commons.ucalgary.ca/documents/ITBL_CAT.pdf)>
- Using Assessment Tools for Blended Learning or Face-to-Face Learning  
<[http://commons.ucalgary.ca/documents/ITBL\\_UAT\\_v4.pdf](http://commons.ucalgary.ca/documents/ITBL_UAT_v4.pdf)>
- Honesty in Online Education  
<[http://illinois.online.uillinois.edu/resources/pointersclickers/2005\\_01/VarvelCheatPoint2005.pdf](http://illinois.online.uillinois.edu/resources/pointersclickers/2005_01/VarvelCheatPoint2005.pdf)>

### **Week 4: Community Component of a Hybrid Course**

- Instructional Strategies for Online Courses  
<<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/instructionalstrategies.asp>>
- Interactive Learning  
<<http://www.accd.edu/nvc/areas/disted/frk/interact.htm>>
- Reasons for Online Discussions  
<<http://www.accd.edu/nvc/areas/disted/frk/interact.htm>>
- If You Build It, They Will Come: Building Learning Communities Through Threaded Discussions  
<<http://www.westga.edu/~distance/ojdla/spring51/edelstein51.html>>
- Online Discussions  
<[http://www.unlv.edu/centers/tlc/articles/TeachingLearningTechnology/tlc\\_onlinediscussions.pdf](http://www.unlv.edu/centers/tlc/articles/TeachingLearningTechnology/tlc_onlinediscussions.pdf)>
- Creating an Interactive Online Community  
<[http://www.accd.edu/nvc/areas/disted/frk/interactive\\_community.htm](http://www.accd.edu/nvc/areas/disted/frk/interactive_community.htm)>
- Facilitating Effective Student Introductions  
<[http://commons.ucalgary.ca/documents/ITBL\\_EffectiveIntroductions.pdf](http://commons.ucalgary.ca/documents/ITBL_EffectiveIntroductions.pdf)>
- Icebreakers  
<[http://www.ion.uillinois.edu/resources/pointersclickers/2002\\_01/index.asp](http://www.ion.uillinois.edu/resources/pointersclickers/2002_01/index.asp)>
- Building Community for a Course: Conceptual Framework and Strategies  
<[http://www.unlv.edu/centers/tlc/articles/CourseManagement/tlc\\_buildingcommunityforclassframeworksandstrategies.pdf](http://www.unlv.edu/centers/tlc/articles/CourseManagement/tlc_buildingcommunityforclassframeworksandstrategies.pdf)>

## Professional Development

- Creating Community: Learning About Each Other  
<[http://www.unlv.edu/centers/tlc/articles/CourseManagement/tlc\\_buildingcommunitylearningabouteachother.pdf](http://www.unlv.edu/centers/tlc/articles/CourseManagement/tlc_buildingcommunitylearningabouteachother.pdf)>
- Teaching Critical Thinking through Online Discussions  
<<http://www.educause.edu/ir/library/pdf/EQM0048.pdf>>
- Critical Thinking in Asynchronous Discussions  
<[http://www.itdl.org/Journal/Jun\\_05/article02.htm](http://www.itdl.org/Journal/Jun_05/article02.htm)>
- A Framework for Designing Questions for Online Learning  
<<http://www.emoderators.com/moderators/muilenburg.html>>
- The Role of the Online Instructor/Facilitator  
<[http://www.emoderators.com/moderators/teach\\_online.html](http://www.emoderators.com/moderators/teach_online.html)>
- The Art of Hosting a Good Conversation  
<<http://www.emoderators.com/moderators/artonlinehost.html>>
- Online Communication  
<[http://www.unlv.edu/centers/tlc/articles/TeachingLearningTechnology/tlc\\_onlinecommunication.pdf](http://www.unlv.edu/centers/tlc/articles/TeachingLearningTechnology/tlc_onlinecommunication.pdf)>

### **Week 5: Content Component of a Hybrid Course**

- Five Models for Course Redesign  
<[http://www.center.rpi.edu/PlanRes/R2R\\_ModCrsRed.htm](http://www.center.rpi.edu/PlanRes/R2R_ModCrsRed.htm)>
- New Models for Online Learning  
<<http://www.educause.edu/ir/library/pdf/erm0352.pdf>>
- Five Principles of Successful Course Redesign  
<[http://www.center.rpi.edu/PlanRes/R2R\\_PrinCR.htm](http://www.center.rpi.edu/PlanRes/R2R_PrinCR.htm)>
- Strategies for Teaching Thinking and Promoting Intellectual Development in Online Classes  
<[http://academic.pg.cc.md.us/instruction/if/if\\_19\\_03/b-peirce-3-04.htm](http://academic.pg.cc.md.us/instruction/if/if_19_03/b-peirce-3-04.htm)>
- Inside Outside, Upside Downside Strategies for Connecting Online and Face-to-Face Instruction in Hybrid Courses  
<<http://www.uwsa.edu/ttt/articles/sands2.htm>>
- Beginners Guide to Podcasting  
<<http://www.ilounge.com/index.php/articles/comments/beginners-guide-to-podcast-creation/>>
- Educause: Pocket Editions 1-3  
<[http://connect.educause.edu/folksonomy/educause\\_pocket\\_edition](http://connect.educause.edu/folksonomy/educause_pocket_edition)>
- Podcasting  
<<http://engage.doit.wisc.edu/podcasting/>>
- Podcasting in Education  
<<http://www.apple.com/education/solutions/podcasting/>>

### **Week 6: Road Map to Redesign**

- Digital Natives, Digital Immigrants  
<<http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf>>

## 7. Evaluation Procedure: Graded