

Syllabus

SYLLABUS EdTech 522: Online Teaching for Adult Learners

**Summer 2009
Ann Randall**

Course Description

This hands-on course explores the theory and practice of online teaching and learning with adults. It is geared for educators wishing to conduct teaching and learning using Internet-based technologies. Emphasis is placed on understanding strengths and weaknesses of various online teaching tools, engaging the online learner, creating collaborative and interactive e-learning, and gaining practical experience teaching online.

Course Text & Materials

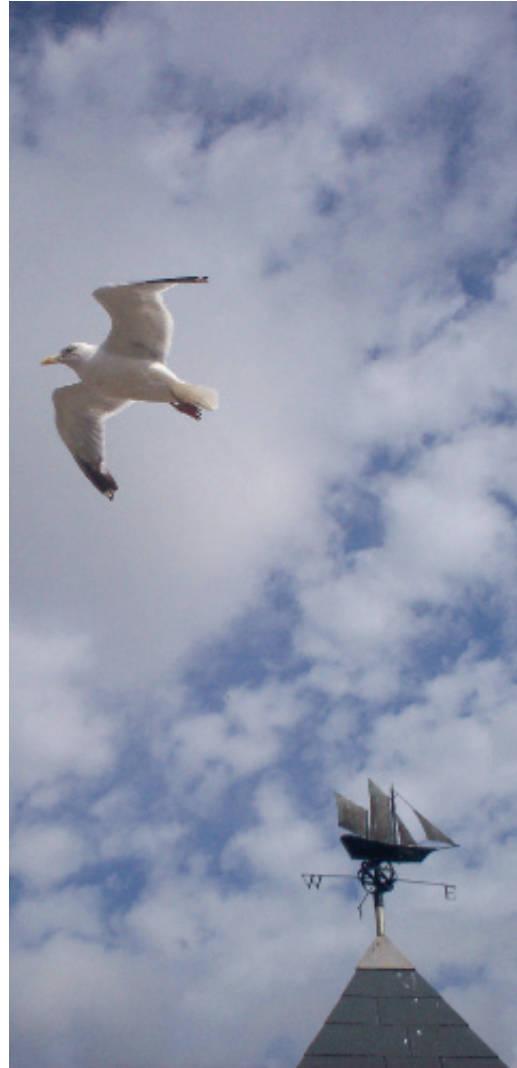
Order through [BSU bookstore](#) or online vendor, such as Amazon.com. Ensure quick shipping as you will need texts in Week 2 of class.

1. *Tools for Successful Online Teaching*
Dawley, L.
IGI Publishing (2007)
ISBN: 978-1-59140-956-4
2. *Teaching Online: A Practical Guide*
Ko, S. and Rossen, S. (2nd Edition)
Taylor & Francis (2008)
ISBN-13: 9780415996907
3. Additional readings, assigned by instructor, will be available online.
4. Students are required to purchase a webcam (unless your computer has one built in) to use for video conferencing. Try to buy one that is equivalent in quality to the Logitech QuickCam Pro 4000, which costs around \$85 on Amazon.com. Less expensive webcams may work but will give you lower quality audio/video output. To view other choices of webcams, do a search on site such as Amazon.

Course Goals/Objectives

Participants will:

- Develop an online collaborative community with peers.
- Learn basic models and theories of adult learning and clarify or begin to define a personal perspective.
- Learn terminology and “best” (effective) practices of online teaching for adults.
- Demonstrate an awareness of current trends, research, and standards in online teaching and learning.
- Analyze the range of technologies available for online education and training, and identify key features and uses for distance learning.
- Evaluate various online teaching and learning tools for potential use in their own



instructional program.

- Design online learning activities that successfully engage learners and are appropriate to their learners.
- Gain real life experience teaching others online.
- Successfully use administrative features of learning management systems.
- Support the professional development of other educators in the area of online teaching.

Assignments & Grades

Grades will be based on total number of points earned on the following:

1. **Weekly Class Activities, Assignments & Participation** – Your online participation is critical to your own learning. Each week, you participate in weekly discussions, group work, activities, or mini-assignments. These activities are designed to enhance your understanding of the current topic. Your contributions will be based on the quality of your critical thinking, your reflections, your ability to find connections between materials, between theory and practice, your ability to contribute new understandings to the course, to assist your peers in their own learning and problem solving. If I feel you aren't reaching this standard, I will communicate with you. I will indicate minimum requirements. You are always welcome to add more. Grading criteria are provided to help you contribute meaningfully.
2. **Reflective Posts** – Each student will create a personal page and post blog entries to it during 6 of the 8 weeks. Guidelines and grading criteria for your posts will be provided in class.
3. **Rich Media Tutorial** – Students will design and present a rich media tutorial for other education professionals, selecting their topics with the instructor's input, and using guidelines posted in class. This project provides the opportunity to meet professional standards for educational technologists that require opportunities to provide professional development to others.
4. **Partner Lessons** – Each student will design and create lesson content for an assigned partner. Lessons must: (a) take into consideration the needs of the student partner; and (b) include the use of, discussion about, or research on online teaching tools such as video conferencing, discussion boards, learning management systems, social networking (Web 2.0) tools, etc.
5. **Class Project** – All students will work collaboratively to incorporate individual wiki posts into a final wiki product, suitable as a knowledge base for other online teachers. Students will also collaborate to create a rubric for assessing the project, negotiating the final rubric with the instructor.

Assignments	Points
Participation in 6 weekly assignments, including forum or wiki posts and peer feedback (75 points each week)	450
Rich Media Presentation	225
Partner Lessons	225
Class Project	180
Grand Total Points	1000

Grading Scale:

- A = 90-100%
- B = 80-89%
- C = 70-79
- D = 60-69
- F = 0-59

Course Expectations

The course work is divided into three modules, with weekly assignments and due dates throughout the semester. The types of assignments and the level of interactivity vary from

week to week. **This is not a self-paced course, and projects involving collaboration with peers are required.** I will always try my best to give clear directions on what, where, when, and how in the weekly assignment folder.

Communication with the instructor and/or students in the class can be readily accomplished through the email, group functions, and chat mode in both the Blackboard Virtual Classroom and other Web-based tools we will use. I usually return email and phone calls within 24 hours, and I'm happy to schedule a time with you to discuss your questions and work. A "hallway" forum in the Discussion Board provides an opportunity for you to visit about any topic of interest. I encourage you to use this forum to visit with other class members (much as you would in the hallway before an on-campus class).

There is also a Q&A forum on the Discussion Board where you may ask questions and post general comments related to the course. I may also post questions students ask me that I think may be of general interest to the class. Please don't feel hesitant about asking questions. Online environments vary greatly, as well as students' experiences with them. Questions and answers posted in this forum will benefit the entire class, not just one person.

Class Assignments

Instructions for where and when to submit assignments will be given in the agendas in the Assignments folder. Weekly assignments are due by Midnight MDT each Monday at the latest, unless indicated otherwise. Late assignments will result in grade reductions (up to 10% for every day they are late).

Remember: **Always save a copy of your assignment on your hard drive!** Don't work directly in the Blackboard window. It's better to work in a word processing or text program and then cut and paste into Blackboard or the wiki.

Finally... To me, the greatest potential of the Internet is to build human connections over great distances with people we might otherwise never meet. That's what I look forward to happening this summer in EDTECH 522 as you get to know each other and I get to know each one of you.

Technical Requirements

Educational Technology classes have specific computer equipment and connectivity requirements. Please take a quick look to be sure you meet these requirements.

- Computer: WIndows-XP or Vista, or Mac G4 processor or better with OS X
- 1 GB of RAM
- Sound card, speakers, and microphone
- Internet connection: 56k minimum; high speed cable or DSL strongly recommended
- Webcam with microphone (Current Mac built-ins meet this criteria)

Standards Addressed

ISTE/NCATE Program Standards

Addressed in this Course

TL-II.B. Apply current research on teaching and learning with technology when planning learning environments and experiences. Candidates:

1. Locate and evaluate current research on teaching and learning with technology when planning learning environments and experiences.

TL-II.C. Identify and locate technology resources and evaluate them for accuracy and suitability. Candidates:

1. Identify technology resources and evaluate them for accuracy and suitability based on the content standards.

TL-II.F. Identify and apply instructional design principles associated with the development of technology resources. Candidates:

1. Identify and evaluate instructional design principles associated with the development of technology resources.
6. Evaluate methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.

TL-IV.A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques. Candidates:

- Facilitate the development of a variety of techniques to use technology to assess student learning of subject matter.

TL-IV.C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. Candidates:

- Design strategies and methods for evaluating the effectiveness of technology resources for learning, communication, and productivity.

TL-VIII.A. Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education. Candidates:

- Communicate and apply principles and practices of educational research in educational technology.

Important Student Information



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[Student Online Privacy Notice](#)

<http://itc.boisestate.edu/BbSupport/BbDocs/general/PrivacyNotice.htm>

[Student Code of Conduct](#)

http://boisestate.edu/osrr/scp/student_code.html

[Statement of Shared Values](#)

<http://www.boisestate.edu/osrr/sosv/info.html>

[Copyright Basics](#)

<http://www.boisestate.edu/generalcounsel/copyright/basics/>

Important Student Resources

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[Disability Resources](#)

Boise State University's Disability Resource Center (DRC) coordinates services to meet the educational needs of students with documented disabilities. The DRC works with students and faculty to arrange reasonable accommodations and promote an environment that is free of both physical and attitudinal barriers.

For more information on BSU Disability Resource Center (DRC) see the Web site at <http://drc.boisestate.edu>. To schedule an appointment, call (208) 426-1583.

[Library Resources](#)

<http://library.boisestate.edu/distance/>

[Academic Support](#)

<http://academicsupport.boisestate.edu/>

[Blackboard Support](#)

E-mail: blackboard@boisestate.edu

Phone: (208) 426-2583 (8-6 Mon-Thu, 8-5 Fri)

Location: Education Building, Room 420

<http://blackboard.boisestate.edu/>

Schedule

Schedule



EdTech 522 Schedule

Summer 2009

KEY

blue = Foundations

orange = Exploring Online Andragogy

gray = Class Project

	Topic	Dates	Activities	Dawley	Other Reading
Week 1	Introductions, Overview, Adult Learning Theory, & Best Practices in Online Teaching	6/8 – 6/14	Meet & greet, overview Blackboard, set up Ning page, research & create Ning profile, post comments on classmate profiles.	Ch 1	Assigned readings available online
Week 2	Online Course & LMS Comparisons	6/15 – 6/22	Visit virtual classrooms & assess LMSs, research & blog, give peer feedback.		Assigned readings available online
Week 3	Effective Use of Online Learning Tools, Web 2.0	6/23 – 6/29	Research online tools, meet in groups for synchronous chat, post to blog and wiki, give peer feedback, plan tutorial.	Ch 9; reference Chs 3-9	Assigned readings available online
Week 4	Rich Media Tutorials	6/30 – 7/6	Design and present online tutorial, post to wiki, give peer feedback.	Reference Chs 3-9	
Week 5	Understanding the Online Learner & Online Design	7/7 – 7/13	Interview partner for peer lessons. Set up online course, design framework for partner lesson, post to blog, give peer feedback.		Assigned readings available online
Week 6	Planning, Creating and Assessing Online Learning	7/14 – 7/20	Explore assessment options, tools, surveys; create content for partner lesson.	Ch 8	
Week 7	Facilitating Online Instruction	7/21 – 7/27	Participate in partner lessons as teacher and learner, post to blog, give peer feedback.		
Week 8	Class Project	7/28 – 8/1	Work with peers to divide tasks and complete class project.		

Please note: This schedule is subject to change at any time during the session.