A. COURSE DESIGNATION:

Department and Number: TAL 493/593

Credits: 3

Title: ONLINE TEACHING & LEADERSHIP

Professor(s): Dr. Craig Wilson (JD, PhD); Ms. Teresa Salafrio (MS)
(305) 284-2980

B. BULLETIN DESCRIPTION:

Introduction to teaching-learning process in online learning environments, including asynchronous and synchronous modalities, assessment and evaluation, technology and digital copyright usage.

C. PREREQUISITE: None

D. COURSE OBJECTIVES/CONTENT:

1. Understanding the Online Learning Environment
   a. History of distance and online learning
   b. Basic concepts and terminology
   c. Overview of an online learning environment

2. Understanding the Online Student (SREB #E)
   a. The role of the new online student (Paloff, Pratt, p. 16)
   b. Electronic communication techniques with students
   c. Providing access to students with disabilities (Sections 504, 508 legislation, and W3C guidelines)
   d. Student support needs (academic/nonacademic)

3. Teaching in an Online Learning Environment (SREB #A, B, D*)
   a. Pedagogical practices/ Newly defined roles of an online teacher
   b. Transforming paper-based curriculum to online curriculum
   c. Asynchronous and Synchronous Modalities
   d. Feedback strategies and discussion rubrics
   e. Learning communities, blogs, wikis, podcasts
   f. Setting up an online classroom (practical application)

4. Motivation, Management, and Leadership in the Online Learning Environment (SREB #B, C)
   a. Establishing good manners on the Internet (Netiquette)
   b. Electronic communication techniques with parents
   c. Using electronic communication to coach and motivate students
   d. Managing online classroom activities
   e. Introduction to US. Copyright legislation and the TEACH Act

5. Assessment and Evaluation in an Online Learning Environment (SREB #G, H, I)
   a. Creating and utilizing discussion forum rubrics
   b. Teacher-scored assignments, quizzes, exams, essays
   c. Computer scored assignments, quizzes, tests
   d. Project-based learning assignments
   e. Using technology to combat plagiarism
   f. Policies and strategies for high stakes exams
E. FLORIDA EDUCATOR ACCOMPLISHED PRACTICES EMPHASIZED IN THIS COURSE:

Accomplished Practice #1 – Assessment: Uses assessment strategies (traditional and alternate) to assist the continuous development of the learner.
- Understands general purposes and concepts of measurement and assessment
- Fosters an understanding of issues in standardized testing such as accountability and high stakes testing.
- Identifies students’ cognitive, social-emotional and physical needs in order to facilitate instruction.

Accomplished Practice #2 – Communication: Recognizes the need for effective communication and is in the process of acquiring techniques which s/he will use in the classroom.
- Demonstrates awareness of a variety of communication strategies.
- Identify positive interaction in the learning environment that uses clearly stated incentives and consequences for students.
- Incorporate nonverbal and verbal communication techniques according to the nature and needs of individuals.

Accomplished Practice #3 - Continuous Improvement: Engages in continuous professional quality improvement for self and school.
- Identifies principles and strategies for affecting changes occurring in her/his classroom and school.
- Uses date from her/his own learning environments as a basis for reflecting upon and experimenting with personal teaching practices.
- Works to continue the development of her/his own background in instructional methodology, learning theories, trends and subject matter.
- Shows evidence of reflection and improvement in her/his performance in teaching/learning activities.

Accomplished Practice #4 – Critical Thinking: Acquiring performance assessment techniques and strategies that measure higher-order thinking skills in students and is building a repertoire of realistic projects and problem solving activities designed to assist all students in demonstrating their ability to think creatively.
- Identify the use of higher-order thinking skills throughout a variety of instructional activities
- Identify realistic projects and problem solving activities used in class.
- Identify lessons/activities that take into account learners' diverse creative thinking abilities.
- Identify strategies for utilizing discussions, group interactions, and writing that encourages students to analyze topics from multiple perspectives.

Accomplished Practice #5 - Diversity: Uses teaching and learning strategies that reflect each student’s culture, learning styles, special needs, and socio-economic background.
- Recognizes the cultural and experiential diversity of students.
- Recognizes students’ learning styles through observational units.
- Acknowledges the importance of family and family structure to the individual learner.

Accomplished Practice #6 – Ethics: Adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession in Florida.
- Shall encourage a students’ independent action in pursuit of learning.
- Shall provide for a student’s access to diverse points of view.
- Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organizations with which the individual is affiliated.
- Shall maintain honesty in all professional dealings.

Accomplished Practice #7 - Human Development and Learning: Uses an understanding of learning and human development to provide a positive learning environment, which supports the intellectual, personal and social development of all students.
- Recognizes developmental levels of students and identifies differences in a group of students.
• Uses previously acquired knowledge to link new knowledge and ideas to already familiar ideas.
• Communicates with students effectively by taking into account their developmental levels, experiential background and interests.
• Recognizes learning theories and human developmental processes as components of student learning.

Accomplished Practice #9 – Learning Environments: Understands the importance of setting up effective learning environments and has techniques and strategies that provide opportunities for student input into the process. The teacher understands that s/he will need a variety of techniques to increase her/his knowledge and skills.
• Understands the importance of creating/maintaining a learning environment that contains consistent and efficient routines, establishes rules and standards of behavior, and sets high expectations.
• Demonstrate an awareness of qualities that make up a positive learning environment based upon student.
• Describe various cognitive, linguistic, and affective needs of individuals and how these needs impact the creation of effective learning environments.

Accomplished Practice #12 – Technology: Uses technology as available at the school site and as appropriate to the learner. S/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. Also uses technology to manage, evaluate, and improve instruction.
• Identify acceptable use policies, copyright laws, and user restrictions with technology in the educational setting
• Identify authentic tasks that bridge content area information and student-centered use of technology.
• Identify various ways in which technology can be used to inform developmentally appropriate instruction and assist in management of student growth and progress.
• Identify effective ways on which technology facilitates collaboration with students, colleagues, and/or the community.

F. ESOL PRACTICES EMPHASIZED IN THIS COURSE:

Standard 2: Recognize the major differences and similarities among the different cultural groups in the United States.

Standard 18: Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students.

Standard 19: Consider current trends and issues related to the testing of linguistic and culturally diverse Students when using testing instruments and techniques.

G. REQUIREMENTS:
Three Exams
Online Discussion Forums
Online Learning Environment Setup
Class Presentation

H. INSTRUCTIONAL METHODS/STRATEGIES:

The course will emphasize face-to-face (f2f) lectures, online lectures, f2f and online class discussion, demonstrations and presentations.

The course is organized around the following questions:

1. What is distance learning and online learning?
2. How do learning experiences of online students compare with traditional (f-2-f) students?
3. How does online learning allow for an individualized approach to acquiring knowledge and skills for the 21st century?

4. What impact does federal legislation and Internet guidelines have with respect to online students with disabilities?

5. What are the various forms of communication used when teaching online students and how important are they to the learning process?

6. How would the pedagogical shift that occurs when teaching in an online environment be best described?

7. What administrative policies can teachers use to properly manage online classrooms?

8. Define the basic premises of the US Copyright legislation and the TEACH Act when teaching in an online environment.

9. What types of assessment and evaluation tools are available in online learning environments and what strategies can teachers employ to ensure they are meted out effectively?

10. An emerging question: What role will social networks like Facebook, MySpace, and Twitter play on online learning?

I. HONOR CODE POLICY STATEMENT:
   All forms of scholastic dishonesty are prohibited, whether related to a written or oral examination, a thesis, term paper, mode of creative expression, computer-based work, or other academic undertaking. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the falsification or misrepresentation of experimental data, and violating the professional ethics that obtain in clinical activities, research projects and internships. In determining what constitutes academic dishonesty, a student should be guided by the purposes of this code, common sense, and information provided by the instructor.

J. DISABILITIES POLICY STATEMENT:
   Students who have questions or concerns about special needs or accommodations may speak with the instructor or contact Accessibility Resources at (305) 284-2374. Students who are registered with Accessibly Resources must present professor letters a minimum of two weeks prior to the desired use of the accommodation.

K. ARTIFACTS FOR NICENET:
   1. Create an online course room.
   2. Present your personalized course to the class.

M. GRADING POLICY:

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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Exam #1</td>
<td>20</td>
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<tr>
<td>Exam #2</td>
<td>20</td>
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<tr>
<td>Exam #3</td>
<td>20</td>
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<tr>
<td>Online Discussion Forums</td>
<td>15 (3 discussion forums x 5%)</td>
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<tr>
<td>Online Learning Env. Set-up</td>
<td>15</td>
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<tr>
<td>Class presentations</td>
<td>10</td>
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<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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Make-up Exam Date:
N. TEXTS:
1. Required:
2. North American Council for Online Learning (selected handouts)
3. Nicenet website
4. Assigned readings

Nicenet Policy

All students enrolled in this course will be required to create a free account (username and password) at [www.Nicenet.org](http://www.Nicenet.org) to fulfill the Online Learning Environment setup. More information will be disbursed during the first week of the course.

N. DATE OF COURSE: MiniMester (May 17-28, 2010)

Classes meet Face-to-Face (F2F) and Online (ONL).

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<tr>
<th>Day</th>
<th>Format</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>F2F</td>
<td>Course Overview and Requirements</td>
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<tr>
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<td>a. History of distance and online learning</td>
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<td>b. Basic concepts and terminology</td>
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<td>c. Overview of an online learning environment (classroom + <a href="#">Online discussion#1 at home</a>)</td>
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<td>2</td>
<td>F2F</td>
<td>Understanding the Online Student (begin)</td>
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<td>a. The role of the new online student</td>
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<td>b. Electronic communication techniques with students</td>
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<td>c. Providing access to students with disabilities (W3C and Section 504 legislation)</td>
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<td>3</td>
<td>ONL</td>
<td>Understanding the Online Student (finish)</td>
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<td>c. Providing access to students with disabilities (Section 508 legislation)</td>
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<td>4</td>
<td>F2F</td>
<td><strong>Test 1</strong> Teaching in an Online Learning Environment (start)</td>
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<td>a. Pedagogical practices/Newly defined roles of an online teacher</td>
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<td>c. Asynchronous and Synchronous Modalities</td>
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<td>5</td>
<td>F2F</td>
<td>Teaching in an Online Learning Environment (finish)</td>
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<td>d. Feedback strategies and discussion rubrics</td>
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<td>e. Learning communities, blogs, wikis, podcasts (classroom + <a href="#">Online discussion#2 at home</a>)</td>
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| 6 | F2F | a. Establishing good manners on the Internet (Netiquette)  
|   |   | b. Electronic communication techniques with parents (importance of SIS)  
|   |   | c. Using electronic communication to coach and motivate students |
| 7 | F2F | Motivation, Management, and Leadership in the Online Learning Environment (finish) |
|   |   | a. Managing online classroom activities  
|   |   | b. Introduction to US. Copyright legislation and the TEACH Act (classroom + Online discussion#3 at home) |
| 8 | ONL | Student presentations of Online Learning Environment |
| 9 | F2F | Test 2 |
|   |   | Assessment and Evaluation in an Online Learning Environment (start) |
|   |   | a. Creating and utilizing discussion forum rubrics  
|   |   | b. Teacher-scored assignments, quizzes, exams, essays  
|   |   | c. Computer scored assignments, quizzes, tests |
| 10 | F2F | Assessment and Evaluation in an Online Learning Environment (finish) |
|   |   | d. Project-based learning assignments  
|   |   | e. Using technology to combat plagiarism  
|   |   | f. Policies and strategies for high stakes exams |
|   |   | Test 3 (Final Exam) |
Bibliography


