

EDTECH 522, Sections 4201
Online Teaching for Adult Learners
Course Syllabus
Fall 2013

Instructor: Dr. Yu-Hui Ching

Contact Information:

Boise Email: yu-huiching@boisestate.edu
Office Number: 208-426-2118
Skype: ChingBSU

Course Description

EdTech 522: This 3-credit, online course emphasizes andragogy and best practice in online teaching, analyzing online teaching tools, planning, facilitating, and assessing collaborative and interactive e-learning experiences, and gaining practical experience teaching online.

Course Text & Materials

The following is the required reading materials and resources for EdTech 522:

Required textbooks:

**1. Teaching Online: A Practical Guide
(3rd Edition)**
Ko, S. and Rossen, S.
New York: Routledge (2010)
ISBN: 978-0-415-99726-3

**2. Tools for Successful Online Teaching
Dawley, L.**
IGI Publishing (2007)
ISBN: 978-1-59140-956-4

Additional readings, assigned by instructor, will be available online.

Hardware:

Students will need to have access to a webcam or digital camera that records video segments.

Course Overview

EdTech 522: 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.

Teaching/Learning Methodology

EdTech 522 utilizes an active and collaborative teaching/learning methodology. Active learning occurs when students take a deliberate and participatory role in the course (Kane, 2004). In an active learning environment, the instructor serves as a facilitator instead of encouraging a traditional lecture environment. Student success in this course is highly dependent on the participation of all students in online discussions via Moodle and completion of assignments.

Kane, L. (2004). Educators, learners and active learning methodologies. *International Journal of Lifelong Education*, 23(3), 275-286. doi:10.1080/0260/37042000229237.

Course Grades

Your final grade is calculated as follows:

Assignments:	Possible Points	Grading Scale
Reflective Blog Posts (4@40pts. each)	160	A=900 to 1000
Discussion Forum Participation (6@40 pts.each)	240	B=800 to 899 C=700 to 799
Compare and Evaluate 2 Online Courses	100	D=600 to 699
Rich Media Tutorial	200	F Below 600
Moodle Online Lesson	300	
Total Possible Points:	1000	

Major Assignments

Compare and Evaluate 2 Online Courses

Compare and evaluate two different examples of online courses by conducting virtual classroom visits.

Rich Media Tutorial

Create a professional development tutorial for online teachers using rich media software (such as Adobe Connect).

Moodle Online Lesson

Design a lesson plan that is related to adult online education in some way. This lesson will include learning objectives, assigned readings and/or resources, activities (self-assessment, peer or instructor assessment, evaluation such as a quiz, discussion forums, etc.), grading, and resources.

Course Policies and Guidelines

Assignment Policy-- Assignments are due by 11:55 pm Mountain Standard Time (MST). Assignments are due on the date indicated in the syllabus or course schedule. **It is the student's responsibility**, in the event of an emergency, to contact faculty prior to the due date to discuss the options for completing assignments. All assignments and communication must include the student's name, faculty name and the course number. It is the student's responsibility to keep a copy of all submitted assignments. Late assignments may be reduced in grade by 10% for every day they are late. Please note that succeeding academically in graduate school requires ALL required work to be submitted to faculty in a timely fashion.

Special Circumstances – please let me know of any events/circumstances that may affect your ability to submit an assignment on time prior to the due date.

Remember: always save a copy of your assignment on your hard drive!

Attendance Policy-- Students will work through six online learning modules during this course. Active participation in all of these components will be required in order to pass the course. This course will be delivered through the web-based system called Moodle. Moodle is a Web-based course-management system designed to allow students and faculty to participate in classes delivered online. Moodle can be accessed on-campus or off-campus via a computer with Internet access.

Moodle Log-in: **<http://edtech.mrooms.org/>**

Procedures – Follow the instructions contained in each module. There are six modules located in the Moodle course area.

Communication – Department policy - instructors will respond to emails and/or phone calls in a timely manner – usually within 24 hours (weekdays, but may be longer on a weekend or with advance notice to students).

Posting of Assignments – Department policy- major assignments will be posted at least one week in advance of the assignment due date. (Note: I will open all the modules up at the beginning of the course).

Academic Honesty – All students are required to abide by Boise State University's Student Code of Conduct on academic dishonesty. Assignments completed must be your

original work and cannot be used in other courses in the EdTech program.

Reasonable Accommodations - Any student who feels s/he may need accommodations based on the impact of a disability should contact me privately to discuss your specific needs. You will also need to contact the Disability Resource Center at 208-426-1583 located in the Administration Building, room 114 to meet with a specialist and coordinate reasonable accommodations for any documented disability.

Policies and Statements

Statement on Academic Integrity and Conduct—Assignments you submit must be your original work and cannot be used in other courses in the EdTech program without specific permission from the teachers. Nor can you use significant portions of assignments completed for another course in this course. All work that you submit must show your own ideas and current understanding. Assignments you submit must be original and developed by you. You are welcome to get ideas from other sources. However, you must adapt such ideas to support the point you are trying to make and cite your sources, even though they are paraphrased. Anything copied from another source must be indicated by quotation notations. Students must abide by the *BSU Student Code of Conduct* regarding Academic Dishonesty (refer to the Boise State University Student Handbook). Students may not give or receive help on any test from any other student. Students may not discuss the content of any tests with other students until all students have taken the test. This includes students who may have missed the scheduled test time due to illness or emergency. The Boise State University *Student Code of Conduct* and policies on Academic Dishonesty are located at the following websites. We encourage you to read these carefully. Students will be held to these standards in all areas of academic performance.

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

Net Etiquette—Discussion via Moodle is closed to anyone not enrolled in this course. All communication between students and faculty should remain professional and courteous. This is true of both Moodle and email communications. Language and grammar matters so be careful on how you phrase your communication. Simplicity and directness are helpful in getting your message across (directness does not mean rudeness or angry responses to either students or faculty). It is possible to receive a failing grade ('F') for the Class Participation portion of the course if rude and unseemly communications via Moodle and email become an issue and are not corrected. The following is a link on Net Etiquette:

<http://www.albion.com/netiquette/corerules.html>

ADA Information—Any student needing information on American Disabilities Act (ADA) services at the university should contact the Boise State University Disability Resource Center at 208 426-1583 or Elysetaylor@boisestate.edu. You can also access information on the BSU web page: <http://disabilityresourcecenter.boisestate.edu/>

Copyright Statement-- Some of the materials in this course may be copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Boise State University Statement of Shared Values

In addition to the policies governing academic integrity, Boise State University has adopted a Statement of Shared Values. In a culture of intellectual inquiry and debate, where the search for knowledge and discovery flourish, campus community members are expected to demonstrate civility, abide by norms of decorum, and adhere to the principles of civil discourse. Civility is expressed in the Statement of Shared Values, which includes Academic Excellence, Caring, Citizenship, Fairness, Respect, Responsibility, and Trustworthiness. We encourage you to read these statements carefully, and consider them when interacting with faculty, fellow students, and members of the community:

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

Course Behavioral Norms and Professional Expectations

Faculty members in higher education have a unique responsibility to encourage debate and to promote intellectual inquiry. To do so, we must bring civility to discourse and respect to our conversations and encounters. Fostering a classroom environment conducive to student learning and evocative dialogue is critical. Therefore, co-creating classroom and clinical norms on the first day of class is essential in fostering a civil environment. This process instills in students a sense of ownership and commitment to a respectful academic environment. When norms are created and implemented, students and faculty are more likely to abide by them. A critical component of successful learning is the mutual respect and the expectation for success that both teachers and students bring to their interactions, whether in a face-to-face or distance setting. As your instructor, I commit to creating a professional and respectful atmosphere in this course, where people may share experiences and ask questions in a safe and supportive environment. It is my expectation that we will follow similar norms in the classroom, with other students and faculty within our school, and in our interactions outside the course setting. Civil, respectful behavior is equally as important in our communications away from the real or virtual classroom, whether in a face-to-face discussion, an email, a voicemail, or on a social networking site. By setting norms and treating each other with respect and courtesy, we model the role of a professional educator.

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.