Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:
• Use this set of forms for all proposals sent to the Curriculum Committee.
• Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
• Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
• Completed and signed forms are due no later than the second Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Karena Brace
   Graduate Education
   Phone: 570-408-7841
   Email: karena.brace@wilkes.edu

   Joy Mao, Ph.D.
   School of Education
   Phone: 570-408-7387
   Email: jinjoy.mao@wilkes.edu

2. Proposal Title: MS in Online Teaching Program Revision (Inclusion of PDE Online Instruction Endorsement)

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☒ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).

☐ Change in course credit or classroom hours.

☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).

☐ Other (Specify)

4. Indicate the number of course modification forms that apply to this proposal:

10 Course Addition Form (plus syllabi)
9 Course Deletion Form
2 Course Change Form

5. Executive Summary of Proposal.

Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

The Master of Science in Online Teaching was launched in 2009 as an innovative program designed to prepare educators to develop and teach online courses. The program also drew special attention to technology-based tools and ethical practices in the online environment. The purpose of the program remains the same, upholding substantial alignment with the mission, vision, and values of the University, particularly in the areas of exceptional teaching, scholarship, innovation, and academic excellence.

Following the release of the PDE Online Instruction Endorsement guidelines, the School of Education responded by reviewing the current Online Teaching curriculum. It was determined that several courses did not provide timely content or fully address the endorsement guidelines. Additionally, the current design of the program posed significant challenges for effective assessment of student learning due to the placement of several key courses in the elective options. Without guarantee that students would enroll in these options, concerns arose that many students were missing essential topics in the field of online teaching.

The proposed revision removes all elective options from the current program, replacing those 12 credits with two critical courses that were formerly positioned in the PLS 3rd Learning electives (ED 5021 Blended and Synchronous Learning Environments and ED 5023 Building Online Collaborative Environments, to be renumbered ED 5035 and ED 5036), a new course focused on the structure of quality online programs (ED 5037 Developing Online Programs) and a culminating competency-based course (ED 5038 Teaching and Learning in the Online Environment). Responding to a continued need throughout Graduate Education, the current assessment course will also be removed and a new assessment course, designed with special consideration for the role of technology in assessment will be introduced (ED 521 Using
Technology for Assessment). Finally, as a result of the PDE endorsement guidelines, a course integrating field experience and Pennsylvania-specific content will accommodate the needs of students seeking the Online Instruction Endorsement (ED 5032 Online Teaching for Pennsylvania Educators). This course will only be an option for students seeking the endorsement in order to avoid issues with state authorization for distance education. The aforementioned courses will allow students to obtain the master’s degree or the master’s with endorsement with the current 30-credit structure. For students wanting only the endorsement, there will be a 12-credit, endorsement only option.

A final element of the program revision is a measure to provide continuity in course numbers and verbiage. ED 5001 Social and Ethical issues in Distance Learning will be renamed Social and Ethical issues in Online Learning and will be assigned a new course number (ED 5033). Additionally, the PLS 3rd Learning courses ED 5002 Instructional Design for Online Educators, ED 5003 Facilitating Online Learning Communities, ED 5004 Action Research in the E-Learning Environment, ED 5021 Blended and Synchronous Learning Environments, and ED 5023 Building Online Collaborative Environments, will be renumbered. The new numbers are ED 5030 Instructional Design for Online Educators, ED 5031 Facilitating Online Learning Communities, ED 5034 Action Research in the E-Learning Environment, ED 5035 Blended and Synchronous Learning Environments, and ED 5036 Building Online Collaborative Environments. This change will make course numbers more intuitive and easily categorized in the Graduate Bulletin.

6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

There are no other programs affected by this proposal. The new course development costs have been factored into the first year budget for the program. There will be sufficient staffing to allow for the conversion of the course material into the learning management system.

7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

MS in Online Teaching (30 Credits)

<table>
<thead>
<tr>
<th>Current Online Teaching Program</th>
<th>Revised Online Teaching Program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required: 18 credits</strong></td>
<td><strong>Key: Bold=Required for endorsement, Italic=New course</strong></td>
</tr>
<tr>
<td>• ED 520 Using Assessment to Guide Instruction (Wilkes)</td>
<td>• <strong>ED 521 Using Technology for Assessment (Wilkes)</strong></td>
</tr>
<tr>
<td>• ED 530 Utilizing Emerging Technologies to Improve Learning (Wilkes)</td>
<td>• ED 530 Utilizing Emerging Technologies to Improve Learning</td>
</tr>
<tr>
<td>Wilkes Elective Bank: 2 courses (6 credits) required from this list:</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>• ED 5001  Social &amp; Ethical Issues in Distance Learning (Wilkes)</td>
<td></td>
</tr>
<tr>
<td>• ED 5002  Instructional Design for Online Educators™ (PLS 3rd Learning)</td>
<td></td>
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<tr>
<td>• ED 5003  Facilitating Online Learning Communities™ (PLS 3rd Learning)</td>
<td></td>
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<tr>
<td>• ED 5004  Action Research in the E-Learning Environment™ (PLS 3rd Learning)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PLS 3rd Learning Elective Bank: 2 courses (6 credits) required from this list:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ED 5020  Using Online Resources to Bring Primary Sources to the Classroom™ (PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5021  Blended and Synchronous Learning Environments™ (PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5022  Simulations and Gaming Technologies for the Classroom™ (PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5023  Building Online Collaborative Environments™ ((PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5024  Educating the Net-Generation™(PLS 3rd Learning)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>PDE Online Instruction Endorsement Only Option:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ED 5030  Instructional Design for Online Educators™ (PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5031  Facilitating Online Learning Communities™ (PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5032  Online Teaching for Pennsylvania Educators- with field experience (Wilkes; prerequisite- ED 521, ED 5030, ED 5031)</td>
</tr>
<tr>
<td>• ED 5033  Social &amp; Ethical Issues in Online Learning (Wilkes)- Title Change</td>
</tr>
<tr>
<td>• ED 5034  Action Research in the E-Learning Environment™ (PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5035  Blended and Synchronous Learning Environments™ (PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5036  Building Online Collaborative Environments™ (PLS 3rd Learning)</td>
</tr>
<tr>
<td>• ED 5037  Developing Online Programs (Wilkes)</td>
</tr>
<tr>
<td>• ED 5038  Teaching and Learning in the Online Environment (Wilkes; to be taken last by all students in degree program)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PDE Online Instruction Endorsement Only Option:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ED 5032  Online Teaching for Pennsylvania Educators- with field experience (Wilkes; prerequisite- ED 521, ED 5030, ED 5031)</td>
</tr>
</tbody>
</table>
8. Signatures and Recommendations. (please date)
   - Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
   - If a potential signatory disagrees with a proposal he/she should write "I disagree with this proposal" and a signed statement should be attached to this submission.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>T. Enfield</td>
<td></td>
<td>3/15/15</td>
</tr>
<tr>
<td>M. Kromkowki</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Department chair(s) of all potentially affected programs

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Sordello</td>
<td></td>
<td>3/15/15</td>
</tr>
<tr>
<td>T. Wignall</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Dean(s) of any potentially affected College/School.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>R. Duda</td>
<td></td>
<td>3/15/15</td>
</tr>
<tr>
<td>C. Hritzke</td>
<td></td>
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</tbody>
</table>

Registrar

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Stach</td>
<td></td>
<td>3/15/15</td>
</tr>
</tbody>
</table>

Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).

Provost should check here _____ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
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</thead>
<tbody>
<tr>
<td>J. A. Stratford</td>
<td></td>
<td>3/15/15</td>
</tr>
<tr>
<td>J. A. Stratford</td>
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</tbody>
</table>

Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.

<table>
<thead>
<tr>
<th>Print Name/Title</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Hritzke</td>
<td></td>
<td>3/15/15</td>
</tr>
</tbody>
</table>

Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).
1. Course Title: **Using Technology for Assessment**

2. Course Number: _______ ED 521 _______
   
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3  
   Lab Hours ______  
   Other ______

4. Course Prerequisites: **None**

5. Course Description (as proposed for the Bulletin):

   This course will explore the use of various technological tools in assessment that helps improve teaching and learning in both face-to-face and online environments. Students will examine practices and strategies for developing effective assessments and utilizing assessment data.

6. Required Documentation:
   
   Proposed Syllabus  
   Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
The School of Education  
Master of Science in  
Education Course Syllabus

Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 521</td>
<td>Using Technology for Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
</tr>
</thead>
</table>

Course Description from Graduate Bulletin:

This course will explore the use of various technological tools in assessment that helps improve teaching and learning in both face-to-face and online environments. Students will examine practices and strategies for developing effective assessments and utilizing assessment data.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:


Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral language skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.
Online Teaching Program Outcomes (OLTPO)

1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communications skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify common assessment practices in traditional classrooms.</td>
<td></td>
<td>Discussions</td>
</tr>
<tr>
<td>Examine the role of technology in formative assessment.</td>
<td></td>
<td>Discussions</td>
</tr>
<tr>
<td>Examine the impact of technology on summative assessments including the creation of technology-enhanced items.</td>
<td></td>
<td>Discussions</td>
</tr>
<tr>
<td>Examine the practices and strategies for assessment in the online environment.</td>
<td></td>
<td>Discussions Formative Assessment</td>
</tr>
<tr>
<td>Use technology to guide data collection and modification of instructional practices.</td>
<td></td>
<td>Using Data to Inform Practice</td>
</tr>
<tr>
<td>Analyze the benefits of authentic assessments for demonstration of growth and student learning progress.</td>
<td></td>
<td>Discussions Authentic Assessment Project</td>
</tr>
<tr>
<td>Reflect on the legal, political, and social influences on K-12 assessment.</td>
<td></td>
<td>Discussions</td>
</tr>
</tbody>
</table>

Course Requirements & Assessments

Discussion Forums (20%)
Students will complete a weekly discussion post. Initial post will be completed by Thursday of each week and replies to at least two classmates will be submitted by Sunday.
Formative Assessment (25%)
Develop a formative assessment that integrates technology. Address the modifications to instruction you will make based on the outcomes of the assessment.

Using Data to Inform Practice (25%)
Analyze the data provided to assess readiness and student learning. Based on the results, provide recommendations for technology-enhanced instruction that will address the diverse needs of the class.

Authentic Assessment Project (30%)
Develop a technology-driven authentic assessment. The assessment should include relevant standards, tasks, criteria for performance of the task, a rubric, modifications, and any materials created to accompany the assessment.

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forums</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Using Data to Inform Practice</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Authentic Assessment Project</td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

**Graduate Education Grading Scale (MS Level):**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>4.0 A 94-100%</th>
<th>3.5 B+ 87-93%</th>
<th>3.0 B 80-86%</th>
<th>2.5 C+ 75-79%</th>
<th>2.0 C 70-74%</th>
<th>0.0 F Below 70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic achievement of superior quality</td>
<td>Academic achievement of good quality</td>
<td>Academic achievement of acceptable quality in meeting graduation requirements</td>
<td>Academic achievement of adequate quality but below the average required for graduation</td>
<td>Academic achievement below the average required for graduation</td>
<td>Failure. No graduate course credit</td>
<td></td>
</tr>
</tbody>
</table>

A grade of "X" indicates assigned work yet to be completed in a given course. Except in thesis work, grades of "X" will be given only in exceptional circumstances. Grades of "X" must be removed through satisfactory completion of all course work no later than four weeks after the end of the final examination period of the semester in which the "X" grade was recorded. Failure to complete required work within this time period will result in the conversion of the grade to 0. An extension of the time allowed for the completion of work should be endorsed by the instructor in the form of a written statement and submitted to the Registrar.
Graduate Education Policies

Academic Integrity

Wilkes University holds the following principles to be essential to responsible, professional behavior for employees and students: honesty, trustworthiness, integrity and dignity, as well as respect and fairness in dealing with other people, a sense of responsibility towards others and loyalty toward the ethical principles promoted by the University through our mission, vision and values. It is important that these principles and the tradition of ethical behavior be consistently demonstrated and carefully maintained.

The School of Education at Wilkes University is highly invested in demonstrating the critical importance of these principles for the students in our programs. All faculty members are charged with upholding the high professional standards that will become the foundation for the professional development of our students. Any suspicion of academic dishonesty that is detected by faculty or staff is addressed as outlined in the procedure found at http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/grad-ed-forms.aspx

A quality education requires that students are as aware of their ethical responsibilities as they are their program content. Students must assume personal responsibility to ensure that their work is original and that it is properly referenced. The American Psychological Association’s Manual of Style is used as the guide for proper citation of work that is referenced by students in their research and writing.

Attendance/Participation and Late Work Policy (face-to-face and online)

Face-to-face or synchronous sessions: Attendance at all graduate sessions is expected, as is punctuality and adherence to deadlines and dates set for assignments and presentations. Students are responsible for all content and assignments due when absent. The instructor must approve anticipated absences in advance. It is an expectation at the graduate level that absences from class should only be taken for emergencies or mandatory work requirements. If the absence is due to a sudden or unexpected event, the student should contact the instructor as soon as possible following the class session. Students at the graduate level should expect that an absence from a class session in which a major assignment, presentation, or assessment is scheduled could result in a significant consequence or additional requirements as determined at the discretion of the instructor.

Online courses or asynchronous sessions: Student participation is expected on a frequent basis from the date the course opens and throughout the course. Assignments must be submitted by the required date. Discussions follow a weekly unit protocol that initial postings are due on Thursday, responses are due on Sunday and assignments are due on Sunday. Exceptions to this practice will be noted in the syllabus. Late discussions are not accepted for partial credit after the dates set for each unit.
Late Assignments: Assignments submitted after the due date will result in point or grade reductions, which can vary depending on the nature of the assignment and the instructor’s policies. Late assignments are typically graded down one grade increment for each day after the due date, unless the student has contacted the instructor before the due date to ask for an extension. Granting extensions for assignments and the acceptance of late work are at the discretion of the instructor.

Penalties levied by the instructor in accordance with this policy are not subject to grievance by the students.

**Graduate Course Expectations**

All coursework must be completed and submitted when due in a manner consistent with the high expectations of a graduate level student.

Required Reference Format: All students are expected to follow the most current APA guidelines for giving credit to and citing Internet and non-Internet sources and references. Please be aware that points will be deducted for reference citations that do not follow APA format or do not give proper credit to all relevant sources, whether used as a reference or quoted directly. All sources are to be cited within the body of the assignment and matched to a full reference on a separate reference page that follows APA format.

**Reference Text:**

APA Online References: http://apastyle.apa.org/
http://owl.english.purdue.edu/owl/resource/560/01/

**Course Technology Integration**

Graduate level courses are offered in a hybrid format with both face-to-face and online sessions. The course management system that Wilkes University uses for online courses is Desire2Learn.

**Required Hardware:** To access e-learning courses, a multimedia-class computer with Internet connectivity is required. To find about more specific requirements (for PCs and Macs) review Wilkes University’s eLearning Technical Support Pages.

**Required Software:** Please consult Wilkes University’s eLearning Technical Support Pages for information about specific Internet browsers. If you are unsure what Internet browser version you are running and which plug-ins or ancillary players are currently installed on your computer, visit the Browser Tester. The following software applications are necessary for this course: Word, Excel, PowerPoint, access to either Windows Media Player or QuickTime.
**Help Desk:** For technical assistance, go to http://wilkes.edu/about-wilkes/offices-and-administration/information-technology-services/index.aspx or contact the Wilkes University Help Desk at 1-570-408-4357 (HELP) or 1-866-264-1462.

**Academic Supports**

**Library Access:** Wilkes offers an online library service that you can access from home. The library is available online at http://www.wilkes.edu/library. Students can search the online catalog, browse periodical databases, view full-text articles, submit an interlibrary loan, ask a reference question, and much more.

The online article search is available to anyone currently enrolled in or affiliated with Wilkes University. All article searches are free. Click on the database that you would like to search at http://wilkes.beta.libguides.com/library/databases

Wilkes Library Guides (LibGuides) provide discipline-specific research assistance, subject guides, and useful resources are available. The direct link to the Graduate Education LibGuide is http://wilkes.libguides.com/gradeducation

Please note that if students are not on Wilkes campus, a log in to some of the databases may be required using the Wilkes email username (without “@wilkes.edu”) and password to gain access. Those databases followed by an * require a special password, whether on campus or off campus. Please contact the library reference desk at 570-408-4250 for additional information. Students should contact the Wilkes Help Desk to obtain forgotten passwords.

**Writing:** The Writing Center, located in the lower level of the Library, is available to all Wilkes students and provides free assistance in all aspects of writing and communication, including the required APA format. Contact the Writing Center: 1-570-408-2753 or online at http://www.wilkes.edu/resources/writing

**Disability Accommodations:** Wilkes University provides disability support services (DSS) and coordinates academic accommodations through University College. Any student with a documented disability (chronic medical, physical, learning, psychological) needing academic accommodations, as addressed by the American with Disabilities Act (ADA), must contact the University College to request accommodations. Current and qualifying documentation of the disability will be required. University College will determine reasonable accommodations in conjunction with course instructors and possibly other personnel. Both the student’s needs and the essential components of course or program learning experience will be considered when determining reasonable accommodations. Students who do not follow the identified process will not be regarded by the University as having a disability. Contact: 570-408-4153 for more information.

**Wilkes Graduate Education Program**

**Identity Authentication:** The university and students share a joint responsibility to ensure that each student’s contribution in an online course activity comes from that student alone. For the
student this responsibility has two parts: Students are responsible for positively ensuring that every contribution to an online course created with the students’ Wilkes University computer account is made by the student alone. Contributions covered under this policy include: written assignments; quiz and exam submissions; discussion forum postings; live participation in text-based chat sessions, phone conferences, and videoconferences. If a student allows another person to write or make any kind of submission to an online activity in the student’s name, then this constitutes cheating and will be treated as a violation of academic honesty.

Students are responsible for ensuring the integrity of their Wilkes University computer account security by following the actions required of them by the university’s IT Security Policy (Appendix A: Security Guidelines for Electronic and Technology Resources) and the Acceptable Use Policy. These actions include keeping passcodes private, updating passcodes when required by the university network, and reporting breaches of the security policy to the IT Helpdesk.

**Program Evaluation:** Wilkes University Graduate Education Programs are fully accredited by both Middle States and the PA Department of Education. As such, it is sometimes necessary to collect student work for examination by program reviewers. By virtue of this statement, notification is given to all students that their work may be collected and used as artifacts to support program goals and as such may be reviewed by external evaluators. The review process is for program evaluation only and in no way will materials be utilized for any other purpose or gain. Students may decline to participate in this process by giving a written and signed note to their respective instructor at the beginning of each course.

**Act 48 or Act 45:** Wilkes University will automatically submit (90) Act 48 or 45 credits to PDE approximately 4-6 weeks after students receive final course grades. Students can check credits recorded at the PDE site: https://www.perms.ed.state.pa.us/

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topic(s) &amp; Readings</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Impact of Technology on Assessment</td>
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<td>Unit 2</td>
<td>Technology Tools for Assessment</td>
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<td>Unit 3</td>
<td>Planning for Assessment</td>
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<td>Unit 4</td>
<td>Formative Assessment</td>
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<td>Unit 5</td>
<td>Summative Assessment</td>
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<td>Unit 6</td>
<td>Standards-Aligned Assessment</td>
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<td>Unit 7</td>
<td>Impact of Common Core State Standards</td>
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<td>Unit 8</td>
<td>Authentic Assessments</td>
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<td>Unit 9</td>
<td>Data Collection</td>
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<td>Unit 10</td>
<td>Instructional Modifications and Feedback</td>
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<td>Unit 11</td>
<td>Assessment in the Inclusive Classroom</td>
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<td>Unit 12</td>
<td>Self-Assessment</td>
</tr>
</tbody>
</table>
1. Course Title: **Instructional Design for Online Educators**

2. Course Number: ______ ED 5030 ______
   *Coordinate with Registrar to insure course number is available*

3. Course Credit Hours:
   - Classroom Hours: 3
   - Lab Hours: ______
   - Other: ______

4. Course Prerequisites: **None**

5. Course Description (as proposed for the Bulletin):

   Students will explore instructional design theories and approaches in the e-learning environment in order to understand the basics of instructional design and philosophies of e-learning, as well as gain experience with online delivery and interaction techniques and tools.

6. Required Documentation:
   - **Proposed Syllabus**
     - *Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.*
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

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<tr>
<th>ED Number</th>
<th>Course Title</th>
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<tr>
<td>ED 5030</td>
<td>Instructional Design for Online Educators™</td>
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**Instructor Contact Information**

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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Course Description from Graduate Bulletin:

Students will explore instructional design theories and approaches in the e-learning environment in order to understand the basics of instructional design and philosophies of e-learning, as well as gain experience with online delivery and interaction techniques and tools.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual. Articles to be read include the following:


http://www.nwlink.com/~donclark/hrd/learning/id/nine_step_id.html


http://www.unco.edu/ncssd/resources/AccessibleDesign/index.htm


http://www.ptrain.com/products/instdes.htm


**Required Reference:**


**Topical Outline**

**List of Concepts**

**Introduction to Instructional Design**

Overview of instructional design and a brief introduction to its systematic approach; history of the field of instructional design; benefits of using the process of instructional design; the responsibilities of the instructional designer role

**Instructional Design Models**

ADDIE instructional design model and process; overview of additional instructional design models including Dick and Carey, Smith and Ragan, Kemp, Morrison, and Ross, and Rapid Prototyping
Types of Online Courses
- Synchronous course format; asynchronous course format; additional online course options including self-paced vs. structured, hybrid, and complementary

Conducting an Analysis
- Definition of and rationale for a needs analysis; determining the context variables that will influence course design; analyzing the learners’ characteristics; synthesizing the needs analysis to determine course needs

Determining Course Outcomes
- Definition of and rationale for a task analysis; similarities and differences between goals and objectives; writing detailed goals and objectives; creating assessments using various online tools; aligning assessments to goals and objectives

Curating Course Content
- Developing a high level course outline; creating and choosing appropriate content; copyright considerations for online course content; chunking information on the micro and macro levels; employing instructional strategies to enhance learning

Building the Course
- Applying the principles of visual design to online courses; accessibility considerations; planning and creating storyboards for course content layout; types of multimedia and their usages; authoring types and tools for creating courses

Running the Course
- Overview of learning management systems and their effects on online course design; additional course delivery methods; conducting quality checks; preparing yourself and/or others to the course

Evaluating the Course
- Overview of formative and summative evaluations; assessing student performance; evaluating the course content and design; evaluating the course instructor; finalizing personal instructional design plan

Institutional Student Learning Outcomes (ISLO)

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.
School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes
Online Teaching Program Outcomes (OLTPO)
1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communication skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Describe the major components of the instructional design</td>
<td>I = 1-5</td>
<td>Assignments 2, 3,</td>
</tr>
<tr>
<td></td>
<td>S = 1-8</td>
<td>4, 5, 6, 7, 8, 9, 10,</td>
</tr>
<tr>
<td>Process</td>
<td>G = 1-3,5</td>
<td>11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 &amp; Reflection and Application Journal</td>
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<tr>
<td>2. Identify the strengths and weaknesses of various instructional design models.</td>
<td>I = 1-5 S = 1-3,5,6,8 G = 1-3,5 O = 1-4</td>
<td>Assignments 2, 5, 6, 7, 8 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>3. Compare the various types of online course formats.</td>
<td>I = 1-5 S = 1-8 G = 1-5 O = 1,2,4</td>
<td>Assignments 2, 5, 6, 7, 8 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>4. Complete a needs analysis for an online course.</td>
<td>I = 1-5 S = 1-6, 8 G = 1-5 O = 1-4</td>
<td>Assignments 9, 11, 12 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>5. Create measurable goals and objectives for an online course.</td>
<td>I = 1-5 S = 1-8 G = 1-5 O = 1-4</td>
<td>Assignment 13, 14 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>6. Design online assessment activities to evaluate student performance.</td>
<td>I = 1-5 S = 1-8 G = 1-5 O = 1,3,4</td>
<td>Assignment 15, 16, 17, 18, 19, 25 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>7. Evaluate and select potential content and resources for inclusion in an online course.</td>
<td>I = 1-5 S = 1-8 G = 1-5 O = 1-4</td>
<td>Assignment 3, 9, 10, 11, 12, 13, 14, 17, 18, 19, 20 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>8. Organize content on the macro and micro levels by outlining and chunking course content.</td>
<td>I = 1-5 S = 1-8 G = 1-5 O = 1-4</td>
<td>Assignment 16, 17, 18, 20, 21, 22, 23, 24, 25 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>9. Select appropriate instructional strategies to support student learning in an online course.</td>
<td>I = 1-5 S = 1-6,8 G = 1-5 O = 1-4</td>
<td>Assignment 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 24, 25 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>10. Determine appropriate visual design principles to maximize course usability and accessibility.</td>
<td>I = 1-5 S = 1-6,8 G = 1-5 O = 1-4</td>
<td>Assignment 5, 6, 7, 18, 19, 22 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td>11. Prepare an online course for</td>
<td>I = 1-5</td>
<td>Assignment 21, 22,</td>
</tr>
</tbody>
</table>
### Course Requirements & Assessments

**OC = Oral Communication, WC = Written Communication, SR = Scientific Reasoning, QR = Quantitative Reasoning and IL = Information Literacy**

**Assignment 1 (1-B-1): History of Instructional Design (OC, WC, QR, SR, IL)**

Forums
15 points

In this activity you will explore how the history of instructional design and media affect current educational practices.

**Activity Instructions:**

| Implementation using various multimedia, authoring, and delivery tools. | S = 1-8  
G = 1-5  
O = 1-4 | 23, 24 & Reflection and Application Journal |
|---|---|---|
| 12. Differentiate between formative and summative evaluations. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1-4 | Assignment 15, 24, 25 & Reflection and Application Journal |
| 13. Identify elements of an online course to be evaluated formatively and summatively. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1-4 | Assignment 15, 25 & Reflection and Application Journal |
| 14. Generalize course content to reflect how the multicultural, special-needs and gifted, and other diverse populations within classrooms have their needs met by the application of the skills, strategies, and knowledge gained in this course. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1-4 | Assignment 9, 10, 11, 12, 13, 14, 17, 18, 19, 20, 24 & Reflection and Application Journal |
| 15. Reflect continuously on personal expertise, using the knowledge and skills associated with this course, and use these insights actively as the basis for ongoing professional growth. | I = 1-5  
S = 1-9  
G = 1-5  
O = 1-4 | Assignment 1-26 & Reflection and Application Journal |
| 16. Work collaboratively to share knowledge, skills, and experiences; refine understanding of content; give and receive feedback; and improve expertise. | I = 1-5  
S = 1-9  
G = 1-5  
O = 1-4 | Assignment 1-26 & Reflection and Application Journal |
1. Before completing this activity, review the following articles from this topic’s reading assignments: *A History of Instructional Design and Technology: Part I: A History of Instructional Media* and *A History of Instructional Design and Technology: Part II: A History of Instructional Design*.

2. Respond to the following prompts:
   a. How has the history of instructional design affected how courses are developed today?
   b. What influence has that history had on what you do now? Think about this in terms of contrast what you do now compared to a one room school house a hundred years ago.
   c. What types of instructional media are used in your classroom today?
   d. How has the history of instructional media affected current educational practices?

3. Post your responses in the "1-B-1: History of Instructional Design" forum.

4. Read your classmates responses and compare the similarities and differences to your experience. Respond to at least one classmates' posts.

Assignments:

**Assignment 2 (1-C-1): Selecting an Instructional Design Topic (WC, QR, SR, IL)**

Forum

In this activity you will select a course topic that you will apply the instructional design process and explain your selection.

**Activity Instructions:**

1. Respond to the following prompts:
   a. Describe a course you would like to develop or a course that you teach that you would like to revise using the instructional design process. *It is recommended that the course be on a topic that you are familiar with.*
   b. Explain why you selected this course, how you foresee the instructional design process benefitting this course, and your experience with the course topic.

2. Post your responses in the "1-C-1: Selecting an Instructional Design Topic" forum.

3. Review all of your classmates’ responses. Respond to at least one classmate’s with your opinion of their topic choice.

Assignments:

**Assignment 3 (1-D-1): Comparing Roles (OC, WC, QR, SR, IL)**

Forum

In this activity you will compare the roles of the instructional designer to your role as a teacher.
Activity Instructions:
1. Respond to the following prompts:
   a. What instructional designer roles do you fulfill in your role as a teacher? Explain how you fulfill these roles.
   b. Describe your typical audience, budget, and timeline that you have to consider when designing instructional lessons or materials.
   c. What resources are available to you (published materials, media, graphic designers, etc.)?
2. Post your responses in the "1-D-1: Comparing Roles" forum.
3. Review all of your classmates’ responses and analyze how your experiences compare. Respond to at least one classmate’s with your comparison.

Reading Assignments: The Many Hats of the Instructional Designer (game), The Teacher as Instructional Designer: From Standardising to Customizing What Instructional Designers Do: Is this a career for you?

Forum
15 points

In this activity you will compare how the major steps of the ADDIE instructional design process relate to the steps you take when designing instruction as a teacher.

Activity Instructions:
1. Respond to the following prompts:
   a. Think about the steps you take when designing a lesson plan. How are the steps you take in designing a lesson plan similar to the ADDIE process? How are they different? Explain.
   b. Now think about the steps you take when designing a unit plan. How are the steps you take in designing a unit plan similar to the ADDIE process? How are they different? Explain.
   c. Finally, think about the steps you take when preparing your instruction for a school year. How are the steps you take in designing a yearly instructional plan similar to the ADDIE process? How are they different? Explain.
3. Review all of your classmates’ responses and analyze

Reading Assignments: Instructional Design Using the ADDIE Model, ADDIE Model: Why Use It? http://www.youtube.com/watch?v=JZdv5IrJs4U http://www.youtube.com/watch?v=BhLliF9QyTo&feature=plcp http://www.youtube.com/watch?v=VzYDNWhQWYA http://www.youtube.com/watch?v=q8yky6-P1Uw http://www.youtube.com/watch?v=CBoI0wBo4vw
Assignment 5 (2-B-1): Analyzing Instructional Design Models (WC, QR, SR, IL)
Forum
15 points

Activity Instructions:
1. Analyze two of the instructional design models presented in this topic and compare them to the ADDIE instructional design process.
2. Respond to the following prompts:
   a. Describe how the components of ADDIE are integrated within both of the instructional design models you analyzed.
   b. What do you believe are the pros and cons of using the instructional design models you analyzed instead of ADDIE?
   c. Out of all of the instructional design models examined, which one do you feel would best lend itself to your situation?
3. Post your responses in the "2-B-1: Analyzing Instructional Design Models" forum.
4. Review all of your classmates’ responses and analyze how your experiences compare. Respond to at least one classmate’s with your comparison.

Reading Assignments: Dick and Carey’s Model, Smith and Ragan ID Model, The Kemp Model, Rapid Prototyping as an Instructional Design Process

Assignment 6 (3-A-1): Pros and Cons of the Course Formats WC, QR, SR, IL)
Forum
15 points

In this activity you will consider the advantages and disadvantages of using the online asynchronous and synchronous class formats.

Activity Instructions:
1. Respond to the following prompts:
   a. List at least three advantages and three disadvantages that you foresee with using the online synchronous class format.
   b. List at least three advantages and three disadvantages that you foresee with using the online asynchronous class format.

Review all of your classmates’ responses and analyze how your opinions compare. Respond to at least one classmate’s with a comparison of your opinions.

Reading Assignments: Synchronous vs. Asynchronous Classes, Asynchronous and Synchronous E-Learning

Assignment 7 (3-B-1): Comparing Additional Course Formats (WC, QR, SR, IL)
Forum
12 points
In this activity you will consider the advantages and disadvantages of using the asynchronous/synchronous, blended/hybrid, and self-paced online class formats.

Activity Instructions:
1. Respond to the following prompts:
   a. List one advantages and one disadvantages that you foresee with using the online asynchronous/synchronous combination class format.
   b. List one advantages and one disadvantages that you foresee with using the online blended/hybrid class format.
   c. List one advantages and one disadvantages that you foresee with using the online self-paced class format.
2. Post your responses in the "3-B-1: Comparing Additional Course Formats" forum.
3. Review all of your classmates’ responses and analyze how your opinions compare. Respond to at least one classmate’s with a comparison of your opinions.

Reading Assignments:  [Blended Learning: Combining Face-to-Face and Online Education](#)
[Hybrid Learning: How to Reach Digital Natives](#)
[Five Best Practices for the Flipped Classroom](#)

Assignment 8 (4-A-1): The Need for Needs Analysis (WC, QR, SR, IL)
Forum
12 points

In this activity you will explore your opinion on needs analysis and explain why a needs analysis is necessary.

Activity Instructions:
1. Respond to the following prompts:
   a. Do you think a needs analysis is a critical step in the instructional design process? Why? What does the needs analysis do for your course design?
   b. Why would a needs analysis be necessary for a course already developed? What about for a brand new course?
3. Review all of your classmates’ responses and analyze how your opinions compare. Respond to at least one classmate’s with a comparison of your opinions.

Reading Assignments:  [Perform a Needs Analysis](#)
[Analysis for eLearning Projects](#)

Assignment 9 (4-B-1): Learner Characteristics (WC, QR, SR, IL)
Forum
18 points
In this activity you will consider the learner characteristics that will affect the design of your online course.

**Activity Instructions:**
1. Respond to the following prompts:
   a. Based on the course that you decided on in Activity 1-C-1, define the following in regards to the audience for your course:
      - Technology access
      - Technical skills
      - Age and academic development level
      - Reading and writing abilities
      - Learner preferences
      - Course prerequisites
      - Prior experience with online courses
      - Parental support (K-12)
      - Scheduling

2. Post your responses in the "4-C-1: What’s the Context?" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts.
   What variables are the most important to their situation? How does that compare/contrast with your own? Explain.

**Reading Assignments:**  
Learner and Context Analysis - Analyzing the Learners section  
Learner Analysis - Pgs. 1-2

**Assignment 10 (4-C-1): What’s the Context (WC, QR, SR, IL)**

Forum
18 points

In this activity you will evaluate the variables that will determine the context of your online course.

**Activity Instructions:**
1. Respond to the following prompts:
   a. Based on the course topic that you decided on in Activity 1-C-1, explain the following context variables (use the guiding questions from the key information for guidance in your responses) for your course:
      - Instructor
      - Content
      - Curriculum
      - Technology
      - Environment
      - Accessibility
      - Course Characteristics

2. Post your responses in the "4-C-1: What’s the Context?" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts.
   What variables are the most important to their situation? How does that compare/contrast with your own? Explain.
Reading Assignments: Learner and Context Analysis - Analyzing the Context section
Context Analysis - Pg. 3

Assignment 11 (4-D-1): Needs Analysis Outcome (WC, QR, SR, IL)
Forum
15 points

In this activity you will prioritize the needs that your course will have to address.

Activity Instructions:
1. Based on your responses in Activities 4-B-1 and 4-C-1, respond to the following prompts:
   a. Create a list of the necessities and obstacles that you determined your course needs to address. Prioritize the necessities and obstacles so that those that you absolutely must meet are at the top of the list. Those that are nice to have but not required may be placed further down on the list.
   b. What constraints will the outcome of your learner and context analysis put upon your design?
2. Post your responses in the "4-D-1: Needs Analysis Outcome" forum.
3. Review all of your classmates' responses. Analyze at least one of your classmate's needs analysis list. Add to or support the prioritization of his or her classroom's needs.

Reading Assignments: None

Assignment 12 (5A-1): Determining Goals (WC, QR, SR, IL)
Forum
12 points

In this activity you will list the major goals for your course and identify the types of learning that will take place.

Activity Instructions:
1. Based on the course topic that you decided on in Activity 1-C-1, respond to the following prompts:
   a. List the overall goals you'd like to achieve with your course.
   b. For each of the goals listed, describe the type(s) of learning that will take place.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. Add to or support the list of goals and learning type classification.

Reading Assignments: None

Assignment 13 (5-B-1): Creating Course Objectives (WC, QR, SR, IL)
Forum
18 points

In this activity you will create the terminal and enabling objectives for your course.

Activity Instructions:
1. Based on the course you listed in Activity 5-A-1, respond to the following prompts:
   a. Convert each goal into a terminal objective.
   b. For each of the terminal objectives, write all necessary enabling objectives.
2. Post your responses in the "5-B-1: Creating Course Objectives" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. Are his or her objectives sufficient and do they explain clearly what the students will be able to accomplish? Explain.

Reading Assignments:  
* Articulate Your Learning Objectives  
* Bloom’s Taxonomy of Learning Domains  
* Bloom’s Taxonomy of Critical Thinking and Writing Effective Learning Objectives/Outcomes

Assignment 14 (5-C-1): Brainstorming Assessment Ideas (WC, QR, SR, IL)  
Forum  
18 points

In this activity you will consider interactive tools and assessments for your course.

Activity Instructions:
1. Respond to the following prompts:
   a. Which interactive tools do you think will best work for the course you are designing? Why?
   b. Brainstorm some assessments you might use to measure your terminal objectives. Explain your assessment ideas for each terminal objective.
   c. For one of your assessment ideas, explain how the assessment and objective match and are focused on the larger task or, if they are not in alignment, revise them so they are in alignment.
2. Post your responses in the "5-C-1: Brainstorming Assessment Ideas" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts.

Reading Assignments:  
* Rethinking Teaching and Assessment Strategies for Flexible Learning Environments

Assignment 15 (6-A-1): Organizing Your Course (WC, QR, SR, IL)  
Forum  
18 points

In this activity you will organize your course into the final layout by breaking it out into units, lessons, and content chunks.

Activity Instructions:
1. Review the terminal and enabling objectives you created for your course in Activity 5-B-1. Respond to the following prompts:
   a. Explain how long each unit of instruction will last - refer back to your needs analysis! (Often each unit has to fit in a specific amount of time but it is not always the case).
   b. Using a bulleted list, split and organize your online course into units, lessons, and content chunks based upon the terminal and enabling objectives. (See example below)
   c. Briefly explain why you chose to break your course into these units and order.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. Do the units, lessons, and content chunks reflect the terminal and enabling objectives that your classmate developed? Do you feel your classmate has allotted enough time for each goal? Explain.

**Reading Assignments:** None

**Assignment 16 (6-B-1): Finding Appropriate Content (WC, QR, SR, IL)**
Forums
15 points

In this activity you will explore online resources that can be used in your course.

**Activity Instructions:**
1. Select one lesson you defined in Activity 6-A-1. Respond to the following prompts:
   a. Identify at least three existing online content resources, of various formats, that you might use to teach the lesson.
   b. Provide a link to each of the resources.
   c. Explain why you selected each of the resources.
   d. Looking at the resources through a copyright stance, can you use these? What copyright issues must you address?
2. Post your responses in the "6-B-1: Finding Appropriate Content" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. What other resources might he or she use for his or her course? Offer examples.

**Reading Assignments:** None

**Assignment 17 (6-C-1): Strategizing Instruction (WC, QR, SR, IL)**
Forums
15 points

In this activity you will apply Gagne’s Nine Events to a lesson in your course.

**Activity Instructions:**
1. Select one lesson you defined in Activity 6-A-1 (not the one used for Activity 6-B-1). Respond to the following prompts:
   a. Organize the lesson using Gagne’s Nine Events as a guide.
   b. For each of the nine events, explain how you would address it in the lesson.
2. Post your responses in the "6-C-1: Strategizing Instruction" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. What additional ways could your classmate include Gagne’s Nine Events?

**Reading Assignments:** Gagne’s Nine Events of Instruction: An Introduction
Robert Gagné’s Nine Steps of Instruction

**Assignment 18 (7-A-1): Course Media (WC, QR, SR, IL)**
Forum
15 points

In this activity you will plan various media for a lesson in your online course.

**Activity Instructions:**
1. Select one lesson you defined in Activity 6-A-1. Respond to the following prompts:
   a. Describe at least four types of media you would like to include in the lesson.
   b. How will each media selection impact instruction?
   c. What options (locate, create, design & delegate) would you select to gather each of your media selection options? Explain why you selected these options.
   d. Explain at least two ways that you plan on making this lesson accessible to all.
2. Post your responses in the "7-A-1: Course Media" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. Does their media chosen fit the lesson content? Explain.

**Reading Assignments:** Understanding Multimedia For Rapid E-Learning
How to Find Stock Images for Your E-Learning Course without Breaking the Bank
Hidden Disabilities: Is Your e-Learning Fully Section 508 Compliant? (be sure to read all three pages)

**Assignment 19 (7-B-1): Content Layout (WC, QR, SR, IL)**
Forum
18 points

In this activity you will apply visual design principles and create basic layouts for your course.

**Activity Instructions:**
1. Respond to the following prompts:
   a. Consider the course that you are designing and the media you want to use. Reflect on what you have learned from this topic in terms of your course. How will visual design principles affect the content layout design for your course?
   b. Create a basic storyboard that define your layout for an overview page, a content page, and an assessment page using either Word or PowerPoint. (See examples below.)
2. Post your responses in the "7-B-1: Content Layout" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. What can you learn from his or her ideas for course layouts? Explain.
Reading Assignments: Why Looks Matter in E-Learning Courses (And What You Can Do About It)
The Art of Storyboarding

Assignment 20 (7-C-1): Selecting an Authoring Tool (WC, QR, SR, IL)
Forum
15 points

In this activity you will research authoring tool options and recommend the best choice for your course.

Activity Instructions:
1. Respond to the following prompts:
   a. Research authoring tools online (this topic’s reading assignments are a great place to start). Select one authoring tool that you think will best meet your needs to design your course. Summarize the features of the software you selected and explain why you chose the authoring tool.
2. Post your responses in the "7-C-1: Selecting an Authoring Tool" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. What other authoring tools do you think they should consider? Explain.

Reading Assignments: What Is HTML? Back to Basics
Five Key Considerations for Selecting an Authoring Tool
Seven Top Authoring Tools
An Introduction to Authoring Tools

Assignment 21 (8-A-1): The LMS (WC, QR, SR, IL)
Forum
15 points

In this activity you will identify the LMS you will be using and the features you plan on using.

Activity Instructions:
1. Identify the learning management system that you will be using. If you are unsure of which one your school uses, use this course's LMS as your example (Sakai). Respond to the following prompts:
   a. Are you familiar with the LMS? Explain. If not, what steps can you take to do so?
   b. Do you know if your students are familiar with the LMS? For those who are not, does your school provide orientation? If not, what can you do to develop a "how to" guide for your students? Explain.
   c. List the tools or features that your LMS offers that you would like to include in your course. What settings, ideally, would you like to use? For example, in a Calendar, you'd like to set up a repeating reminder that all homework is due on Fridays at midnight.
d. Are any synchronous delivery tools made available to you? Would you like to include synchronous tools as part of your delivery plan? Explain.

3. Review all of your classmates’ responses. Respond to one of your classmates' posts. Are his or her choices similar or different than your own (even if he or she uses a different LMS)? Are you using them in the same way? Why or why not? Explain.

Reading Assignments: What is an LMS? Learning Management System Case Study: Engaging Learners in the Synchronous Distance Environment

Assignment 22 (8-B-1): Course Readiness (WC, QR, SR, IL)
Forum 12 points

In this activity you will consider how much review time is available and describe your course review plan.

Activity Instructions:
1. Respond to the following prompts:
   a. How much time will you have available to review your course prior to implementation? What advantages or disadvantages will this cause?
   b. Explain how you will make sure your content is ready for implementation and if you will field test either your whole course or just certain activities.
2. Post your responses in the "8-B-1: Course Readiness" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. Do you think that his or her plan is feasible for the amount of time that he or she will have to implement it? Explain.

Assignment 23 (8-C-1): Preparing to Teach (WC, QR, SR, IL)
Forum 15 points

In this activity you will explore issues related to teaching your online course.

Activity Instructions:
1. Respond to the following prompts:
   a. Does your school or LMS provide tech support for users? How comfortable are you with troubleshooting student issues? Explain.
   b. Describe what you will prepare ahead of time to be prepared for course “emergencies.”
   c. What type of information do you think would be helpful to include in an instructor document? Explain.
2. Post your responses in the "8-C-1: Preparing to Teach" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. Do you think that information that will be included in their instructor document will be helpful for themselves and others that may teach the course? Explain.

Reading Assignments: 10 Principles of Effective Online Teaching: Best Practices in Distance Education

Assignment 24 (9-A-1): Formative and Summative Assessments (WC, QR, SR, IL)
Forum
12 points

In this activity you will reflect on past experiences with formative and summative evaluations.

Activity Instructions:
1. Respond to the following prompts:
2. Think back to the last teaching duration (course, semester, school year) you completed. What kind of formative evaluations did you, as a teacher, receive? What kind of summative evaluations did you receive? How did the results of these evaluations impact you?
4. Review all of your classmates’ responses. Respond to one of your classmates' posts. Were their situations with formative and summative assessments similar or different to your own? Explain.

Reading Assignments: Formative vs. Summative Assessment
Types of Evaluation in Instructional Design

Assignment 25 (9-B-1): Evaluating your Course (WC, QR, SR, IL)
Forum
15 points

In this activity you will determine a formative and a summative assessment that you would like to implement in your course.

Activity Instructions:
1. Respond to the following prompts:
   a. Briefly describe the elements of your course design would you like to evaluate.
   b. Explain a formative and a summative assessment that you could implement.
2. Post your responses in the "9-B-1: Evaluating Your Course" forum.
3. Review all of your classmates’ responses. Respond to one of your classmates' posts. How do their assessments ideas compare to your own? Explain.

Assignment 26 (9-C-1): Instructional Design Project Plan (WC, QR, SR, IL)
Writing Assignment
50 points
Activity Instructions:
1. Throughout this course, you have developed bits and pieces of your instructional design plan. Using those pieces as a foundation, create a final project plan for your instructional design project. The project plan should addresses all of the sections described in the outline below and demonstrate written communication skills at the advanced level. Your submitted instructional design project plan should be written in APA style, two to three pages in length, typed, and double-spaced. A minimum of five references should be used and all references must be in full APA style. More information on citing references in APA Style can be found at: APA Citation Style. This writing assignment should be completed in a word processing program and be saved as 9C1_name.doc (e.g., 9C1_MarkJones.doc).

2. Attach and submit this activity in the Assignment tool under “9-C-1: Instructional Design Project Plan.”

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Introduction to Instructional Design</td>
<td>60</td>
<td>-</td>
</tr>
<tr>
<td>Module 2: Instructional Design Models</td>
<td>30</td>
<td>-</td>
</tr>
<tr>
<td>Module 3: Types of Online Courses</td>
<td>27</td>
<td>-</td>
</tr>
<tr>
<td>Module 4: Conducting an Analysis</td>
<td>63</td>
<td>-</td>
</tr>
<tr>
<td>Module 5: Determining Course Outcomes</td>
<td>48</td>
<td>-</td>
</tr>
<tr>
<td>Module 6: Curating Course Content</td>
<td>48</td>
<td>-</td>
</tr>
<tr>
<td>Module 7: Building the Course</td>
<td>48</td>
<td>-</td>
</tr>
<tr>
<td>Module 8: Running the Course</td>
<td>45</td>
<td>-</td>
</tr>
<tr>
<td>Module 9: Evaluating the Course</td>
<td>77</td>
<td>-</td>
</tr>
<tr>
<td>Total Points Possible for all Modules</td>
<td>446</td>
<td>-</td>
</tr>
</tbody>
</table>
Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topic(s) &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Introduction to Instructional Design</td>
</tr>
<tr>
<td>Unit 2</td>
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</tr>
<tr>
<td>Unit 3</td>
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<tr>
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<td>Running the Course</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Evaluating the Course</td>
</tr>
</tbody>
</table>

Course Outcome Correlations With INTASC Standards for Teachers

**Standard 1: Learner Development**
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Course Outcomes**
3, 4, 5, 7, 8, 9, 10

**Standard 2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Course Outcomes**
3, 4, 5, 6, 7, 8, 9, 10

**Standard 3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Course Outcomes**
2, 3, 4, 6, 7, 8, 9, 10

**Standard 4: Content Knowledge**
The teacher understands the central concepts, tools of

**Course Outcomes**
1, 2, 4, 5, 6, 7, 8, 9
inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5: Application of Content**

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

**Standard 6: Assessment**

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

11, 12, 13, 14

**Standard 7: Planning for Instruction**

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

**Standard 8: Instructional Strategies**

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

3, 4, 5, 6, 7, 12

**Standard 9: Professional Learning and Ethical Practice**

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

11, 12, 13, 14

**Standard 10: Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

12, 13, 14

The Interstate New Teacher Assessment and the Support for Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at [http://www.ccsso.org/intasc](http://www.ccsso.org/intasc).
**Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Propositions and Standards**

<table>
<thead>
<tr>
<th>Proposition</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proposition 1: Teachers are Committed to Students and Their Learning.</strong></td>
<td></td>
</tr>
<tr>
<td>NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.</td>
<td>1, 2, 3, 4, 5, 7, 8,</td>
</tr>
<tr>
<td>They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.</td>
<td>3, 4, 5, 7, 8</td>
</tr>
<tr>
<td>NBCTs understand how students develop and learn.</td>
<td>3, 4, 5, 7</td>
</tr>
<tr>
<td>They respect the cultural and family differences students bring to their classroom.</td>
<td>3, 4, 5, 7, 8</td>
</tr>
<tr>
<td>They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.</td>
<td>3, 4, 5, 6, 7, 12</td>
</tr>
<tr>
<td>NBCTs are also concerned with the development of character and civic responsibility.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.</strong></td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
</tr>
<tr>
<td>NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</td>
<td>3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</td>
<td>3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td>They are able to use diverse instructional strategies to teach for understanding.</td>
<td>3, 4, 5, 6, 7, 8</td>
</tr>
<tr>
<td><strong>Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.</strong></td>
<td>7, 10, 12</td>
</tr>
<tr>
<td>NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</td>
<td>6, 7, 8, 12</td>
</tr>
<tr>
<td>They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.</td>
<td>6, 7, 8, 12</td>
</tr>
<tr>
<td>NBCTs know how to assess the progress of individual students as well as the class as a whole.</td>
<td>11, 12, 14</td>
</tr>
</tbody>
</table>
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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References


http://www.nwlink.com/~donclark/hrd/learning/id/nine_step_id.html

http://www.instructionaldesign.org/storyboarding.html


Fair-use issues. (2006). Retrieved June 12, 2012, from Indiana University-Purdue University, Copyright Management Center Web site: http://www.iupui.edu/~webtrain/copyright.html


*Note that all policies have been removed from this version of the syllabus.*
1. Course Title: Facilitating Online Learning Communities

2. Course Number: ED 5031

Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3       Lab Hours        Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):

   Students will experience the strategies and best practices of successful online facilitation in order to engage diverse learners, support various learning styles, and handle conflict constructively. This course will focus on the practice of skills necessary to nurture a successful online learning community, manage myriad facilitator roles, and communicate positively and effectively.

6. Required Documentation:
   Proposed Syllabus   Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5031</td>
<td>Facilitating Online Learning Communities™</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
</table>

**Instructor Contact Information**

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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</thead>
</table>

Course Description from Graduate Bulletin:

Students will experience the strategies and best practices of successful online facilitation in order to engage diverse learners, support various learning styles, and handle conflict constructively. This course will focus on the practice of skills necessary to nurture a successful online learning community, manage myriad facilitator roles, and communicate positively and effectively.

**Graduation Reminder to Students:**

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

**Required Textbook(s) & Readings:**

Selected research articles, research summaries, and topical articles drawn from educational literature and the course manual. Articles to be read include the following:


http://www.inacol.org/research/nationalstandards/
NACOL%20Standards%20Quality%20Online%20Teaching.pdf


**Required Reference:**


**Institutional Student Learning Outcomes (ISLO)**

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.
School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes

Online Teaching Program Outcomes (OLTPO)
1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communication skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine and respond to the challenges and benefits of the</td>
<td>I = 1-5 S = 1-8</td>
<td>Assignment 1B, 1C, 1D, 1E, 2A, 2B, 2C, 2D, 2E,</td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>
| online learning environment. | G = 1-5  
O = 1-4 | 3B, 3C, 4A, 4B, 4C, 4D |
| 2. Solve typical technical problems and direct participants to appropriate support resources as needed. | I = 3  
S = 1, 4-6  
G = 1, 3, 5  
O = 4 | Module 1 content: “Technical Issues”  
Assignment 1C, 1D, 4D |
| 3. Use positive phrasing, needs-benefit statements, supporting statements, and empathy statements in online communication. | I = 1-2, 4-5  
S = 2  
G = 1-5  
O = 2 | Assignment 2A, 2B, 2C, 2D, 2E |
| 4. Develop a personalized communication plan for use in daily online facilitation. | I = 1-2, 4-5  
S = 1-2, 6-7  
G = 1-5  
O = 2-3 | Assignment 1D |
| 5. Construct student-centered feedback incorporating approval statements. | I = 1-2, 4-5  
S = 1-2, 6-7  
G = 1-5  
O = 1-2 | Assignment 2E |
| 6. Diagnose discussion forums, determining the most appropriate facilitator response. | I = 1-5  
S = 1-2, 5-8  
G = 1-5  
O = 1-2 | Assignment 3A, 3B, 3C |
| 7. Utilize best practices in moderating blogs, wikis, and synchronous chats. | I = 1-5  
S = 1-2, 5-8  
G = 1-5  
O = 1-2 | Assignment 3B, 4C, 4D |
| 8. Integrate community-building strategies throughout the course. | I = 1-5  
S = 1-2, 7-8  
G = 1-5  
O = 1-4 | Assignment 4A, 4B, 4C |
| 9. Anticipate and solve problems that typically arise in collaborative small groups. | I = 1-5  
S = 1-2, 5-8  
G = 1-5  
O = 1-2 | Assignment 4D |
| 10. Utilize rubrics and exemplars to grade multiple types of assignments. | I = 2-3  
S = 1-2, 5-6  
G = 1-5  
O = 1-2, 4 | Assignment 4C, 4D, 4E |
| 11. Compose appropriate feedback for all assessments through the gradebook and messages. | I = 1-2  
S = 1-2, 5-6  
G = 1-4  
O = 1-2, 4 | Assignment 2A, 2B, 2C, 2D, 2E |
| 12. Adapt his/her online teaching | I = 1-2, 4-5 | Assignment 1E, 2D |
style (vocabulary, assessments, course organization) to meet the needs of participants’ various learning styles.

<table>
<thead>
<tr>
<th></th>
<th>S = 1-8</th>
<th>G = 1-4</th>
<th>O = 1-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>13.</td>
<td>I = 1-2, 4-5</td>
<td>S = 1-8</td>
<td>G = 1-5</td>
</tr>
<tr>
<td>14.</td>
<td>I = 1-5</td>
<td>S = 1-8</td>
<td>G = 1-5</td>
</tr>
</tbody>
</table>

Module 1: Expectations and Roles; Assignment 1A, 1E
Assignment 1E, 2D, 2E

Course Requirements & Assessments

OC = Oral Communication, WC = Written Communication, SR = Scientific Reasoning, QR = Quantitative Reasoning and IL = Information Literacy

Activity 1-C: Copyright and Fair Use Presentation (OC, WC, IL)

In this assignment, you will develop short presentation for your students and/or colleagues on copyright and fair use. Feel free to complete this assignment as a team with colleagues of your choice.

Assignment Instructions:

1. Demonstrate your understanding of copyright and fair use by creating a short presentation you could use with online students or colleagues. Focus on how copyright influences your audience in the work they do. Most importantly, create something you can use in the future (either in your online classes, your face-to-face classes, or for professional development).

2. Include the following in a post to the discussion forum below:
   - The intended audience for your presentation.
   - The Creative Commons or other copyright restrictions you've assigned to it (in other words, can your colleagues share, adapt, or otherwise use your presentation).
   - An attachment or link to your presentation.

Note: You may choose to complete this assignment as a team. If so, please list the contributors in the post.

Readings: Expectations and Roles, Security and Legal Considerations, Technical Issues, Copyright and Creative Commons, Educator's Guide to Copyright (from Copyright in the Classroom) [PDF], Creative Commons Kiwi (CC Explained on YouTube) [Video], Creative Commons Infographic: Licenses Explained [Web site], FERPA, Understanding FERPA and Educational Records Disclosure (From The Chronicle of Higher Education) [Web site], Accessibility and Compliance, Ten Simple Steps toward Universal Design of Online Courses,
Assignment 2-E: Neutral Correction and Approval Statements (OC, WC, IL)

In this assignment, you will analyze various scenarios and craft neutral responses to them.

Assignment Instructions:

1. Review these scenarios. If you have an odd number of letters in your last name, complete the odd numbered scenarios. If your last name has an even number of letters, complete the even numbered scenarios.

2. For each of your five scenarios:
   - Write your first draft of the statement to the student. Don’t worry about being neutral.
   - Revise the statement to avoid “You’s” and anything that could be misinterpreted. Make it neutral and include just the facts.

3. When you have your five neutral responses, post them to the discussion forum below.

4. Review your colleagues’ responses. Consider if you could possibly read any of them with a negative tone. If you could make any of them sound legitimately negative in your mind, suggest an improvement in a reply.

5. Provide a well-worded approval statement for at least one colleague's post. Remember to follow the ABC’s of Approval.

Readings: Introduction: Communicating with Students; Keep it Positive; Supporting Statements; Empathy Statements; Approval Statements; Neutral Correction

Assignment 3-C: Weave a Forum (WC, SR, IL)

In this assignment, you will select and analyze a forum discussion of your choice from this course and then create a weaving post for that discussion.

Assignment Instructions:

1. Choose a forum discussion from this course that you consider worthy of weaving.

2. Analyze the discussion as a whole and craft a weaving post that is appropriate for the entire class.

3. Submit your weaving post to the discussion forum below. Note: Be sure to mention what discussion you chose to weave in your post.

Readings: Wrapping and Weaving, Wrapping and Weaving Examples

Assignment 4-D: Group Scenarios (OC, WC, SR, IL)

In this assignment, you will collaborate within a small group to analyze a scenario, discuss actions and postings you would make in response to the scenario, and create a timeline for these actions.

Assignment Instructions:
Community Scenarios

Your facilitator will assign each group one of these scenarios. Each group will have a Google Doc where you can collaborate on the action plan and post your final product. Post your action plan on the page and use the comments and chat functions for group discussion.

Discuss your scenario with your group members and answer the questions that accompany it. As a team, create an action plan in the Google Doc to resolve the student problem described in your scenario. To create your action plan:

- Copy and paste the participant scenario at the top of your action plan.
- List all of the actions you would take and the actual postings you would send.
- Include a timeline for when the various postings or actions would occur.

While you are working on your action plan, leave the word "Draft" at the top. Remove the word draft and send your instructor a message when your work is ready for review.

Review the scenario responses from the other groups to get ideas for how to handle similar situations.

Note: Review the Linking Canvas with Google Docs instructions [PDF] for more information on how to use Google Docs within your course.

Readings: Community Building: First Steps; Community Building: Ongoing; Collaboration Tools and Tips; Key Elements of Building Online Community: Comparing Faculty and Student Perceptions; Group Work; Discussion Strategies to Manage Online Instructor Workload; Why We Need Group Work in Online Learning; Strategies for Effective Group Work in the Online Class; "I Hate Group Work": How can I Facilitate a Positive Group Assignment Experience for Online Learners?; Where's Waldo: The Missing Group Member; Thoughts on Group Work; The Interplay of Content and Community in Synchronous and Asynchronous Communication: Virtual Communication in a Graduate Seminar; Five Elements that Promote Learner Collaboration and Group Work in Online Courses; The 10 Biggest Myths About Synchronous Online Teaching

Course Grading

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: Preparing to Teach the Course</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Module 2: Communicating with Students</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Module 3: Enriching Online Discussions</td>
<td>12</td>
<td>-</td>
</tr>
<tr>
<td>Module 4: Developing a Learning Community</td>
<td>16</td>
<td>-</td>
</tr>
<tr>
<td>Total Points Possible for all Modules</td>
<td>68</td>
<td>-</td>
</tr>
</tbody>
</table>

Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic(s) &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preparing to Teach the Course- Pt. 1</td>
</tr>
<tr>
<td>2</td>
<td>Preparing to Teach the Course- Pt. 2</td>
</tr>
<tr>
<td>3</td>
<td>Communicating with Students- Pt. 1</td>
</tr>
</tbody>
</table>
Course Outcome Correlations With iNACOL’s National Standards for Quality Online Courses (C) and iNACOL’s National Standards for Quality Online Teaching (T)

<table>
<thead>
<tr>
<th>Module Title</th>
<th>iNACOL National Standards for Quality Online Courses (C) and Teaching (T)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Preparing to Teach the Course</td>
<td>The online teacher knows and understands basic troubleshooting skills and the responsibility to address basic technical issues online students may have. (T B4) The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants. (T C3) The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities. (T C9) The online teacher is able to establish and provide clear expectations of class interaction for both teacher and students. (T D4) The online teacher is able to provide a clear explanation of the assessment criteria for the course to students (T D5) The online teacher is able to provide a clear explanation of the expectations of teacher response time to student queries. (T D6) The online teacher is able to establish and implement criteria for appropriate online behavior for both teacher and students. (T D7) The online teacher is able to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason. (T E1) The online teacher is able to model and comply with intellectual property policies and fair use standards and reinforce their use with students. (T E3) The online teacher is able to incorporate and comply with FERPA or other similar guidelines in AUP and course design and communicate privacy guidelines to students. (T E5) The online teacher knows and understands effective time management</td>
</tr>
<tr>
<td></td>
<td>Communicating With Students</td>
</tr>
<tr>
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<td>-----------------------------</td>
</tr>
</tbody>
</table>
| 2  | The online teacher is able to use communication technologies in a variety of mediums and contexts for teaching and learning. (T B3)  
The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants. (T C3)  
The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities. (T C9)  
The online teacher is able to use effective communication skills with students. (T D1)  
The online teacher knows and understands the need for timely, constructive, personalized feedback to students about assignments and questions. (T D8) |
| 3  | The online teacher is able to build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens. (T A2)  
The online teacher knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interaction. (T B3)  
The online teacher is able to facilitate and monitor appropriate interaction among students. (T C2)  
The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants. (T C3)  
The online teacher is able to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction. (T C4)  
The online teacher is able to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion. (T C7)  
The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities. (T C9)  
The online teacher is able to establish standards for student behavior that are designed to ensure academic integrity and appropriate use of the Internet and online written communication; teach students that copyright laws are created for a reason. (T E1)  
The online teacher is able to provide consistent feedback and course materials in a timely manner, and use online tool functionality to improve instructional efficiency. (T I8) |
The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways. (C B5)

4 Developing a Learning Community

The online teacher is able to build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens. (T A2)

The online teacher knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interaction. (T B3)

The online teacher is able to use student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided design). (T C1)

The online teacher is able to facilitate and monitor appropriate interaction among students. (T C2)

The online teacher is able to apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants. (T C3)

The online teacher is able to facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction. (T C4)

The online teacher is able to apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion. (T C7)

The online teacher is able to apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom. (T C8)

The online teacher is able to provide a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities. (T C9)

The online teacher is able to use effective communication skills with students. (T D1)

The online teacher is able to provide consistent feedback and course materials in a timely manner, and use online tool functionality to improve instructional efficiency. (T I8)
## Course Outcome Correlations With INTASC Standards for Teachers

<table>
<thead>
<tr>
<th>Standard 1: Learner Development</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</td>
<td>3, 4, 5, 6, 7, 8, 9, 12, 13, 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 2: Learning Differences</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</td>
<td>3, 5, 7, 8, 9, 12, 13, 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 3: Learning Environments</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</td>
<td>1, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 4: Content Knowledge</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 5: Application of Content</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</td>
<td>1, 2, 3, 6, 7, 8, 9, 12, 13, 14</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Standard 6: Assessment</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.</td>
<td>5, 6, 7, 10, 11</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 7: Planning for Instruction</th>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</td>
<td>1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14</td>
</tr>
</tbody>
</table>
Standard 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Interstate New Teacher Assessment and the Support for Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc.


Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Propositions and Standards

Proposition 1: Teachers are Committed to Students and Their Learning.

NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice. 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
NBCTs understand how students develop and learn. 5, 10, 11, 12, 13
They respect the cultural and family differences students bring to their classroom. 12, 13
They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships. 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
NBCTs are also concerned with the development of character and civic responsibility.

Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.

They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.

They are able to use diverse instructional strategies to teach for understanding.

Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.

They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.

NBCTs know how to assess the progress of individual students as well as the class as a whole.

They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

Proposition 5: Teachers are Members of Learning Communities.

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.
They work with other professionals on instructional policy, curriculum development and staff development. 
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.
They know how to work collaboratively with parents to engage them productively in the work of the school.

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References


NACOL%20Standards%20Quality%20Online%20Teaching.pdf


*Note that all policies have been removed from this version of the syllabus.*
1. Course Title:  Online Teaching for Pennsylvania Educators

2. Course Number:  _______ ED 5032  
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3  
   Lab Hours_______  
   Other_______

4. Course Prerequisites:
   • ED 521 Using Technology for Assessment
   • ED 5030 Instructional Design for Online Educators
   • ED 5031 Facilitating Online Learning Communities

5. Course Description (as proposed for the Bulletin):

   Students will complete required field experience for the PDE Online Instruction Endorsement as they explore topics focused on the professional responsibilities, effectiveness, and competencies for Pennsylvania’s online teachers. Special consideration will be given to the social and ethical issues in online teaching and learning.

6. Required Documentation:
   Proposed Syllabus  
   Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5032</td>
<td>Online Teaching for Pennsylvania Educators</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
<th>Meeting Times</th>
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</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
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</thead>
<tbody>
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</table>

Course Description from Graduate Bulletin:
Students will complete required field experience for the PDE Online Instruction Endorsement as they explore topics focused on the professional responsibilities, effectiveness, and competencies for Pennsylvania’s online teachers. Special consideration will be given to the social and ethical issues in online teaching and learning.

Graduation Reminder to Students:
If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:


Required Reference:
Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Online Teaching Program Outcomes (OLTPO)
1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communications skills and strategies to facilitate and build an
online learning community consistent with a personal code of ethics
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching

**Student Learning Objectives & Evidence of Student Learning**

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explore similarities and differences of effective teaching in the online and face-to-face environment.</td>
<td></td>
<td>• Field Experience ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Identify the components of a safe online classroom that promotes student success.</td>
<td></td>
<td>• Safe Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field Experience ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Explore strategies to promote digital citizenship among students.</td>
<td></td>
<td>• Safe Classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Field Experience ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Explore social, ethical, and legal issues impacting online education in Pennsylvania.</td>
<td></td>
<td>• Field Experience ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Identify methods to engage in the professional community.</td>
<td></td>
<td>• Field Experience ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Observe, analyze, and reflect upon instruction in the online environment.</td>
<td></td>
<td>• Field Experience ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Examine teacher evaluation practices in the online classroom.</td>
<td></td>
<td>• Field Experience ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Student Learning Objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
</tbody>
</table>
Course Requirements & Assessments

Discussion Forums (20%)
Students will complete a weekly discussion post. Initial post will be completed by Thursday of each week and replies to at least two classmates will be submitted by Sunday.

Student Learning Objectives (20%)
Using the templates found on [http://www.pdesas.org/Instruction/StudentLearningObjectives/](http://www.pdesas.org/Instruction/StudentLearningObjectives/), develop an SLO for a your online classroom. For this exercise, please assume that the course is 100% online requiring special attention to Performance Measures and Performance Indicators appropriate for this learning environment.

Safe Classroom (20%)
Develop an online course module for students about digital citizenship. It should include content, resources, and an assessment.

Field Experience ePortfolio (40%)
In addition to completing the required field hours, you will need to keep a journal of your experiences. Your journal entries will be placed into your eportfolio and should include any work products you have created as a part of your field experience. You will also need to include a final journal entry reflecting on your own teaching practices in the online environment.

Course Grading

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Student Learning Objectives</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Safe Classroom</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Field Experience ePortfolio</td>
<td></td>
<td>40%</td>
</tr>
</tbody>
</table>

Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topic(s) &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Issues Impacting Online Education in Pennsylvania</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Standards-aligned Instruction</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Assessment</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Curriculum</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Instruction</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Teacher Effectiveness</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Student Learning</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Materials and Resources</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Safe and Supportive Schools</td>
</tr>
<tr>
<td>Unit 10</td>
<td>Digital Citizenship</td>
</tr>
<tr>
<td>Unit 11</td>
<td>Professional Learning</td>
</tr>
<tr>
<td>Unit 12</td>
<td>Teaching Online in Pennsylvania</td>
</tr>
</tbody>
</table>

Note that all policies have been removed from this version of the syllabus.
1. Course Title: Social and Ethical Issues in Online Learning

2. Course Number: ED 5033

Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3  Lab Hours  ______  Other ______

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):

This course will lead students through the historical development of online education and the associated ethical and social issues that have accompanied it. Students will examine issues from multiple perspectives and formulate position statements that can be translated into policy and practice in educational settings.

6. Required Documentation:
   Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
<th>Location</th>
<th>Meeting Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5033</td>
<td>Social and Ethical Issues in Online Learning</td>
<td>Online</td>
<td>Online</td>
</tr>
</tbody>
</table>

Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone Number</th>
<th>E-mail</th>
<th>Best time(s) to be contacted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Course Description from Graduate Bulletin:

This course will lead students through the historical development of online and other forms of distance education and the associated ethical and social issues that have accompanied them. Students will examine issues from multiple perspectives and formulate position statements that can be translated into policy and practice in educational settings.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:


Required Reference:

**Institutional Student Learning Outcomes (ISLO)**
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

**School of Education Learning Outcomes (SELO)**
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

**Graduate Education Student Program Outcomes (GEPO)**

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

**Program Specific Student Learning Outcomes**

**Online Teaching Program Outcomes (OLTPO)**

1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communications skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

### Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze cultural and organizational issues surrounding online learning.</td>
<td>ISLO (1-4) SELO (1-5, 7) GEPO (1,2,4) OLTPO (7-9)</td>
<td>Forum Discussion</td>
</tr>
<tr>
<td>Apply modes of communication that promote collegial sharing as a part of the online reflective practice.</td>
<td>ISLO (1,2, 4, 5) SELO (1-4, 7, 8) GEPO (1,2,5) OLTPO (7-9)</td>
<td>Social Learning Paper and Online Participation</td>
</tr>
<tr>
<td>Delve into the concept of universal design that affects the social parameters of distance learning and the accommodations that address the needs of arrange of users involved in distance learning.</td>
<td>ISLO (1-5) SELO (1-3, 7, 8) GEPO (1,2,4, 5) OLTPO (6-9)</td>
<td>Forum Discussion</td>
</tr>
<tr>
<td>Examine the characteristics and effects that cyber bullying and other forms of potentially harmful online communication have on users.</td>
<td>ISLO (1-4) SELO (1-3, 7) GEPO (1-4) OLTPO (7,9)</td>
<td>Code of Ethics Project and Forum Discussion</td>
</tr>
<tr>
<td>Examine the legal and ethical impact on the status of intellectual property rights and copyright.</td>
<td>ISLO (1-4) SELO (1-3, 7) GEPO (1,2) OLTPO (7,9)</td>
<td>Copyright Project &amp; Quiz</td>
</tr>
<tr>
<td>Explore educational fair use as related to purpose and copyright.</td>
<td>ISLO (1-4) SELO (1-5, 7) GEPO (1,2,4) OLTPO (7-8)</td>
<td>Copyright Project &amp; Quiz</td>
</tr>
<tr>
<td>Identify the current developments in privacy rights and the need for clearly defined measures to protect the privacy rights of individuals.</td>
<td>ISLO (1-4) SELO (1,3, 7) GEPO (1,2) OLTPO (7,9)</td>
<td>Code of Ethics Project &amp; Forum Discussion</td>
</tr>
<tr>
<td>Develop the knowledge and skills in</td>
<td>ISLO (1-5)</td>
<td>Code of Ethics Project &amp;</td>
</tr>
</tbody>
</table>

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setting, communicating and upholding policies related to accessibility, security and privacy.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Communicating</th>
<th>Upholding Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELO (1-8)</td>
<td>GEPO (1,2)</td>
<td>OLTPO (7-9)</td>
</tr>
</tbody>
</table>

Course Requirements & Assessments

OC = Oral Communication, WC = Written Communication, SR = Scientific Reasoning, QR = Quantitative Reasoning and IL = Information Literacy

ED 5001 Major Assignment #1 (WC, CA&R)

Topic: Fostering Online Social Learning and Relationships

Background

Our course readings in Units 1, 2, and 3 have focused on online social learning activities and environments. We have also explored the theoretical justifications that support social learning and suggest that it is an important component of distance education.

The idea of building relationships through distance education is supported by the new 3 R’s ideas (Relationships, Relevance, and Rigor) as well as by concepts such as transactional distance. Another reason to suspect the importance of relationships is the long history of collegial and professional relationships that have developed through face-to-face academic classes. It is only reasonable to suspect that online classes may generate similar relationships. (Note that we aren’t talking about classes as an online dating service, although today about one in eight U.S. couples who marry met online.) Social learning and online relationships are built through social learning environments.

Today’s Internet offers a variety of social environments from asynchronous text-based discussions to full video web conferencing. Some researchers rank these environments according to their interactivity within the social group; others rank the environments according to the variety of media they support. Information may be shared via text-based wikis and blogs, photo-sharing sites like Flickr, video sharing sites like YouTube, and audio through Podcast sites and VoiceThread. Social networking sites like MySpace and FaceBook attract millions of users. Immersive environments like Second Life may be the collaborative medium of the future. These environments are quite different from course management systems like Blackboard, Desire2Learn, and Moodle.

Assignment

Present an online learning scenario (you may use a course like ours or one you would like to teach). Discuss the importance of including online social learning activities and opportunities to build relationships. You may find the same activities foster both learning and relationships, but make sure to address both social learning AND relationships). Cite or make up specific examples to illustrate your ideas, and back them up with specific references to respected sources.

Your examples should include specific technologies or sites that you think support social learning and/or building relationships. Select two or three social technologies or sites to compare. You may want to suggest which activities are best suited to each of your chosen environments (you could choose to compare Wikispaces vs. VoiceThread or compare blog
postings vs. web conferencing).
End with your own evaluation of the course time and energy spent on fostering online relationships and social learning. How does this relate to the content? Is it worth the time and energy? What might the benefits be? Might there be a downside?

Make sure your paper addresses the ideas in Units 1, 2, and 3 and uses appropriate vocabulary from your readings. Be sure to cite at least three references to support your ideas. Weave the ideas from the references into your narrative to demonstrate your understanding of what you read and how it applies to your paper. At least one of the references should be one that you read on your own initiative; the reference lists at the end of the assigned readings are a good source for further study. You also have access to full text of academic journals through the Wilkes Library’s online resources. Brief quotes to support your ideas are appropriate.

Specifications

- **Type:** Literature Review/Reflection Paper
- **Length:** about 5 pages of narrative, APA style (double spaced, 12-point Times New Roman, 1” margins). Title page and references don’t count in the five pages.
- **APA Style:** If you are new to APA Style, visit the resources mentioned in the Syllabus. The Purdue University site is particularly good: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
  - APA suggests a clear simple writing style, not a puffed-up that is intended to impress but is hard to understand.
  - Objective tone (you are describing and explaining from a neutral position rather than advocating from a biased position).
  - Strong organization with introduction, topic sentences, transitions, and summary.
  - Citations and reference list following APA specifications.
- **Grade:** This paper will contribute 25% of your course grade.
- **Rubric:** The paper will be scored following the ideas in the Wilkes Formal Writing Assignment Scoring Rubric (in the course, you’ll find a detailed example for a 24-point assignment). Here’s a summary of what is expected:
  1. **Academic content:** shows mastery of course material and incorporation of researched material. Ideas are explained through appropriate examples and analogies using appropriate terminology. (50%)
  2. **Focus:** stay focused on your topic.
  3. **Organization & APA style:** read the rubric.
  4. **Writing Style:** clear, straightforward descriptive/explanatory style.
  5. **Conventions:** good spelling, grammar, usage, and punctuation is expected.

*The combined score of the following four areas equals the remaining 50%. In other words, the way you write your paper is worth as much as what you have to say:*
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>FOCUS</th>
<th>ORGANIZATION</th>
<th>STYLE</th>
<th>CONVENTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>The presence of ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons and/or explanations.</td>
<td>The single controlling point made with an awareness of task (mode) about a specific topic.</td>
<td>The order developed and sustained within and across paragraphs using transitional devices including introduction and conclusion. APA style is utilized correctly unless its use is specifically waived by the instructor.</td>
<td>The choices, use of arrangement of words and sentence structures that create tone and voice.</td>
<td>The use of grammar, mechanics, spelling, usage and sentence formation.</td>
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<tr>
<td><strong>SCORE</strong></td>
<td><strong>SCORE</strong></td>
<td><strong>SCORE</strong></td>
<td><strong>SCORE</strong></td>
<td><strong>SCORE</strong></td>
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<td>12 – 8 – 4 - 0</td>
<td>3 – 2 – 1 - 0</td>
<td>3 – 2 – 1 - 0</td>
<td>3 – 2 – 1 - 0</td>
<td>3 – 2 – 1 - 0</td>
</tr>
<tr>
<td>ADVANCED 12</td>
<td>ADVANCED 3</td>
<td>SOPHISTICATED 2</td>
<td>PRECISE 2</td>
<td>EVIDENTLY 2</td>
</tr>
<tr>
<td>Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas.</td>
<td>Sharp, distinct controlling point made about a single topic with evident awareness of task.</td>
<td>Sophisticated arrangement of content with evident and/or subtle transitions. Unless waived, APA style is utilized correctly throughout.</td>
<td>Precise, illustrative use of a variety of words and sentence structures to create consistent writer’s voice and tone appropriate to audience.</td>
<td>Evident control of grammar, mechanics, spelling, usage and sentence formation.</td>
</tr>
<tr>
<td>PROFICIENT 8</td>
<td>PROFICIENT 2</td>
<td>FUNCTIONAL 2</td>
<td>GENERIC 2</td>
<td>SUFFICIENTLY 2</td>
</tr>
<tr>
<td>Sufficiently developed content with adequate elaboration or explanation.</td>
<td>Apparent point made about a single topic with sufficient awareness of task.</td>
<td>Functional arrangement of content that sustains a logical order with some evidence of transitions. Unless waived or limited, APA style is utilized with minor imperfections.</td>
<td>Generic use of variety of words and sentence structures that may or may not create writer’s voice and tone appropriate to audience.</td>
<td>Sufficient control of grammar, mechanics, spelling, usage and sentence formation.</td>
</tr>
<tr>
<td>BASIC 4</td>
<td>BASIC 1</td>
<td>LIMITED 1</td>
<td>LIMITED 1</td>
<td>LIMITED 1</td>
</tr>
<tr>
<td>Limited content with inadequate elaboration or explanation.</td>
<td>No apparent point but evidence of a specific topic.</td>
<td>Confused or inconsistent arrangement of content with or without attempts at transition.</td>
<td>Limited word choice and control of sentence structures that inhibit voice and tone.</td>
<td>Limited control of grammar, mechanics, spelling, usage and sentence formation.</td>
</tr>
<tr>
<td>BELOW BASIC</td>
<td>BELOW BASIC</td>
<td>INCOHERENT</td>
<td>INCOHERENT</td>
<td>INCOHERENT</td>
</tr>
<tr>
<td>Superficial and/or minimal content.</td>
<td>Minimal evidence of a topic.</td>
<td>Minimal control of content arrangement.</td>
<td>Minimal variety in word choice and minimal control of sentence structures.</td>
<td>Minimal control of grammar, mechanics, spelling, usage and sentence formation.</td>
</tr>
</tbody>
</table>
ED 5001 Major Assignment #2: Online Multimedia Copyright Lesson (TC, IL, OC)

You will prepare an online lesson on the following general topic per the guidelines below:

Topic: Contemporary Issues in Copyright Law and Educational Practice
(you'll create your own descriptive title for the lesson)

- **Credit:** 25% of course grade
- **Length:** Consider this to be one “lesson” in a context that makes sense for you. It may be a 20-minute lesson or part of a larger unit.
- **Type:** Online multimedia lesson accessible over the Internet.
- **References:** Be sure to appropriately cite references and to credit images you use.
- **Format:** Any appropriate multimedia online format or system may be used such as YouTube, VoiceThread, Podcast, ScreenCast.com (with Camtasia or Jing), recorded file on Elluminate or WiZiQ, and so on. The multimedia refers to some combination of narration, text, and images. You may combine media in whatever way works for your topic such as a blog/wiki with embedded audio podcasts and illustrative photos or graphs. There would usually be text integrated into the presentation or accompanying as one or more separate documents.

**Directions:** After reviewing the copyright topics in Units 4 and 5, create a lesson for your student’s that focuses on one aspect of copyright. An example would be a lesson on the appropriate use of images taken from the Internet another example could be information on the how and why you should paraphrase.

This lesson can be for a class you teach, taught, or would like to teach and the lesson must be an “online” lesson in that it should be Internet accessible in its entirety. If the lesson is for young children, your resources could be in a "teacher's notes" section to keep the lesson age-appropriate.

When thinking about how to create an online lesson think about how a webquest (http://www.educationworld.com/a_tech/tech/tech011.shtml) is created. There is an introduction, task, process, resources, evaluation and conclusion. You want your lesson to contain detailed information so your students could participate in it independently.

Feel free to use audio, video, interactive activities as well as text and images. Formats can include voicethread, prezi, a wiki, a webquest or another type of media.

**Possible resources for your project:**

*Teaching Copyright* is a project by the Electronic Frontier Foundation shared under a Creative Commons license that permits you to use any of their materials (with attribution).

[http://www.teachingcopyright.org](http://www.teachingcopyright.org)
Intellectual Property Quiz

Please access quiz inside Unit 5 of the course. Quiz will be graded automatically upon completion.

ED 5001 – Major Assignment #3
Code of Ethics for Online Students and Instructors (WC, CA&R, IL)

Credit: 25% of course grade
Length: Three-to-Five pages
Type: A Institutional Policy and Individual Contract
References: Cite at least two references. They may be placed at the end in APA format. Web links to that are appropriate within the narrative may be placed wherever they are most helpful to the reader.
Format: This will be a word processing document (.doc, .docx, .rtf, or .odt). The document should be “from” an institution that is providing or using online learning. The document should be aimed at students, instructors, and designers who are members of the institution.

Directions: Review the material on fairness and integrity in Units 5, 6, and 7. Consider what you feel is most important for students, instructors, and even course designers to be expected to follow. How can these expectations best be communicated to students and instructors? The Code of Ethics may be a document all participants are requested to sign before enrolling as an online student or being hired as an instructor. The Code emphasizes behavior rather than knowledge, so think of it as a code of online behavior that respects the students, instructors, and content of a course.

Howard Gardner has discussed the importance of fostering fairness and ethical behavior as ways of thinking that will be important for individuals and institutions in the coming decades. This kind of thoughtful discussion is sometimes offered in courses or workshops on diversity, but the field of education has no formal code of ethics like the medical field has in the famous Hippocratic Oath that all physicians accept. The closest may be the NEA Code of Ethics for teachers.

Your Code of Ethics should relate to your current or desired position. The code of ethics for a public middle school program may have different priorities and legal requirements from a fully-online, nationwide commercial Master’s program. Instructors in a public education program, for example, may need to be aware of student IEPs.

You may begin by introducing the reason and need for a Code of Online Ethics in an introduction or preamble. The body of the document would be a list of behaviors that the code requires or prohibits for students and instructors. You may want to have a page or two that focuses on behaviors for both students and instructors, a page for student-specific behaviors, and a page for instructor-specific behaviors. The document would end with a brief closing statement and area for students or instructors to sign their commitment to the Code. A page of references
would follow. The references may be just those cited in the code, or they may be a list of references that the students or instructors can follow for more information.

We’re familiar with references to non-discrimination policies like this:
“Every public school receiving federal funding is required to have and publish a non-discrimination policy. Most states also require public schools create their non-discrimination policies and annually publish them to the school community. For the virtual school program that means schools must:
1. Advertise the school/district non-discrimination policies.
2. Be in compliance with them.”

Here’s an example of an introduction (https://sites.nea.org/aboutnea/code.html):

Preamble to the NEA Code of Ethics:
The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

Your introduction may cite sources like Gardner for reasons why fair and ethical behavior is important. The main part of the code is composed of the individual behaviors that are required, encouraged, or prohibited. Each item should have a clear one-sentence “rule” followed by a brief paragraph that explains what the rule means or why it is important. A brief example should be included if that would help. For example, some of the common rules we use in schools include:

Common rules that govern ethical conduct include:

• Fair Play
• The Greater Good
• The Golden Rule
• Equity and Justice

You may choose to use categories of ethical behavior such as the following:

• Moral leadership
• Relating to family
• Relating to peer educators
• Relating to administrators
• Ethical within the discipline and as a professional
• Ethics in the classroom
• Student honesty
• Harassment/bullying by students
• Discrimination by students

You may have a section on legal issues that could include some of the following related to visual, auditory, speech, and physical disability:

• Require Section 508 compliance
  or better, be aware of & consider emerging WCAG 2.0 standard from W3C
• Use accessibility checkers such as [www.section508.info](http://www.section508.info), NOAA accessibility checkers at: [http://www.nws.noaa.gov/sec508/htm/testing.htm](http://www.nws.noaa.gov/sec508/htm/testing.htm)
• CAST.org has course design and selection standards for UDL accessibility.

Other topics that would be appropriate
• Learning disability and enrichment/acceleration.
• Technical difficulties/assistance like from dial-up or use of non-home computers
• Course design bias toward linear, sequential thinking that discriminates against holistic or creative thinkers.
• Guidelines for updating courses or making/keeping them relevant.
• Guidelines for use of multiple media to address different learning styles.
• Opportunities for social learning and class activities.
• Opportunities to submit work that is not limited to text-based papers.

Final tips:
• You may want to encourage or require the positive rather than provide a rather negative list of “don’ts.”
• You don’t need to be comprehensive. Focus on enough topics and examples to demonstrate your understanding of fair and ethical conduct.
• The instructor provides the model of fair and ethical behavior to students, so make sure you address the instructor and not just the students.

Discussion, Posting, and Participation Rubric

A course is the sum of the contributions of its content, its instructor/designer, and its students. Think of participation as *your contribution to the course and its members.*

Active engagement in course topics, ideas, and activities is expected of each student. These activities include active and engaged participation in, and contribution to, asynchronous and synchronous discussions, postings, commenting, and collaborating. This participation accounts for 25% of the course grade. Participation is evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>Participation and engagement in these generally weekly activities is required, not optional or an afterthought.</td>
</tr>
<tr>
<td>Academic engagement</td>
<td>Participation should practice and demonstrate your growing awareness and understanding of academic content, including theory, research, and skills.</td>
</tr>
<tr>
<td>Timeliness</td>
<td>Each unit begins on Monday and ends the following Sunday. Activities that require replies should be completed by midnight Friday to permit two days for replies, which should be posted by unit’s end at midnight Sunday.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Text, audio, or video discussion posts should demonstrate both</td>
</tr>
<tr>
<td><strong>posting</strong></td>
<td>academic involvement and integration or synthesis with personal expertise and experience. Your posting documents the degree to which you can relate and apply course content to real world issues. Personal or hypothetical examples, counter-examples, and resources are appropriate to include. Academic references are expected even if formal APA-style academic citations may not be required.</td>
</tr>
<tr>
<td><strong>Comments and replies</strong></td>
<td>You are expected to contribute to the discussions begun by posts through thoughtful comments and replies of one or two paragraphs in length. These comments are expected to extend or challenge the ideas in the original post in an academic manner. Examples, counter-examples, and resources may be included in comments and replies. Simple statements like “I agree …” or “Good job!” are not sufficient. You would normally comment on two or more discussion posts (all should receive comments).</td>
</tr>
<tr>
<td><strong>Venues</strong></td>
<td>Participation and engagement may be demonstrated in asynchronous text-based forum posts, audio or video posts, and/or synchronous conference environments as specified by the instructor and each unit.</td>
</tr>
<tr>
<td><strong>Summary</strong></td>
<td>The instructor subjectively synthesizes your demonstrated level of participation and engagement according to the above criteria.</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td>The instructor may grade small assignments and postings, may provide a summary grade, or may combine those approaches. The instructor may comment on some or all of your posts, but commenting and replying to posts is regarded as primarily a student-to-student activity.</td>
</tr>
</tbody>
</table>

**Self Evaluation**
This is your last course assignment. Take a deep breath and begin to relax your mind to reflect on the experience. We studied how distance education has progressively added social interaction components following social constructivist theory from Vygotsky to Anderson. You had the opportunity to experience some of these social activities during the course. We studied intellectual property issues in some depth and from several perspectives. Finally we explored issues of fairness and integrity for students and instructors. You completed three projects, discussed, and commented upon your colleagues’ discussions.

In five to six paragraphs, reflect on YOUR experience. Maybe you felt the course was only valuable for the credit, or perhaps you think it will change your life. More likely you found some parts were more interesting and useful than other parts. You put more effort into some parts than others or learned more from some students or the instructor than you expected. Reflect on what YOU learned, how YOU may apply the ideas, and/or how the ideas may be of value to YOU in the future. Explain why.

Don’t base your response on what the instructor might want to hear or what other students might think. Note that you are not evaluating the course or the instructor; you are evaluating yourself.
by reflecting on what YOU learned and what you found valuable, interesting, or useful. Be specific and give examples. Your honest response is particularly valuable to the instructor.

### Course Grading

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper: Fostering Online Social Learning &amp; Relationships</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Project: Online Copyright Lesson</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Intellectual Property Quiz</td>
<td>5</td>
<td>5%</td>
</tr>
<tr>
<td>Project: Code of Ethics for Online Students and Instructors</td>
<td>100</td>
<td>25%</td>
</tr>
<tr>
<td>Participation/Collaboration/Community</td>
<td>70</td>
<td>20%</td>
</tr>
</tbody>
</table>

### Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topic(s) &amp; Readings</th>
<th>Discussions and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1</strong></td>
<td>Disrupting Class: the Evolution of Distance Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Introducing Our Course and Ourselves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Distance Education Evolves</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Social Roles of Distance Ed Teachers and Students Evolve</td>
<td></td>
</tr>
<tr>
<td><strong>Readings</strong></td>
<td>Please refer to course for assigned and suggested readings/resources.</td>
<td></td>
</tr>
</tbody>
</table>
| **Unit 2**    | Learning Together: Social Learning Theory
|               | • Foundations of Social Learning Resource |
|               | • Teacher and Student Roles in Social Learning Resource |
|               | • Applying Social Learning Theory to Distance Education |
| **Readings**  | Please refer to course for assigned and suggested readings/resources. |
| **Unit 3**    | Fostering Relationships and Communities of Learning |
|               | Class Discussion Assignment
|               | • Designing a More Interactive |

WiZiQ Session (Time: TBA)
### Unit 4
#### Being Good: Honesty and Legal Issues

**Online**
- “IP” – Intellectual Property or Imaginary Property? Resource
- Copyright and Fair Use for Education

**Readings**
Please refer to course for assigned and suggested readings/resources.

#### Class Discussion Assignment
- Evolving our Understanding of Copyright

**Intellectual Property Pretest**

### Unit 5
#### Playing Fair: Inclusion and Equality

**Online**
- Copyright in Distance Education: The TEACH Act Resource
- Copyright Enhancement, Creative Commons, and Open Content Resource
- Fostering Inclusion and Equity in Online Education

**Readings**
Please refer to course for assigned and suggested readings/resources.

#### Class Discussion Assignment
- Exploring the Big Ideas Important to You

**Intellectual Property and Copyright Quiz**

**Copyright Lesson Project**

### Unit 6
#### Playing Fair (continued) and Doing What’s Right

**Online**
- Why Emphasize Inclusion and Equity? Resource
- Methods of Fostering Inclusion and Equity Resource
- What is Integrity? Why is it

#### Class Discussion Assignment
- Managing Students Online

**WiZiQ Session (Time: TBA)**
<table>
<thead>
<tr>
<th>Important?</th>
</tr>
</thead>
</table>
| **Readings**  
Please refer to course for assigned and suggested readings/resources. |

| Unit 7 | Doing What’s Right: Integrity for Students and Instructors  
• Academic Integrity for Students Resource  
• Academic Integrity for Instructors (and Institutions) Resource  
• Putting it All Together  
**Readings**  
Please refer to course for assigned and suggested readings/resources. | Class Discussion Assignment  
• Course Reflection (Self Evaluation)  
Code of Ethics for Online Students and Instructors Assignment |

Note that all policies have been removed from this version of the syllabus.
1. Course Title: **Action Research in the E-Learning Environment**

2. Course Number: _______ ED 5034

   *Coordinate with Registrar to insure course number is available*

3. Course Credit Hours:
   - Classroom Hours   3
   - Lab Hours
   - Other

4. Course Prerequisites: **None**

5. Course Description (as proposed for the Bulletin):

   Students will employ online data collection techniques, interpret the data to affect change in the online classroom, and develop a research plan that integrates and makes effective use of e-learning technology.

6. Required Documentation:

   *Proposed Syllabus*  
   *Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.*
Graduate Education Department Mission
The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5034</td>
<td>Action Research in the E-Learning</td>
</tr>
</tbody>
</table>

Course Description from Graduate Bulletin:
Students will employ online data collection techniques, interpret the data to affect change in the online classroom, and develop a research plan that integrates and makes effective use of e-learning technology.

Graduation Reminder to Students:
If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:

Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

Required Reference:
Topical Outline

List of Concepts

**Action Research**
- Defining action research; how action research relates to other types of research; how action research relates to teaching practices

**Overview**
- Observing; reflecting; planning; acting; various theories of action research; identifying an action research topic

**The Action Research Cycle**
- Qualities of a good action research question; phrasing action research questions; ethical issues related to action research questions

**Developing Research Questions**

**Planning Data Collection**
- Data collection methods; observation protocols; interview protocols; surveys

**Collecting Data**
- Data collection ethics; observations; interviews; surveys

**Analyzing Data**
- Observation-data analysis; interview-data analysis; survey-data analysis

**Interpreting Findings**
- Data triangulation; interpretive statements; over- and under-interpretation

**Reporting Action Research Findings**
- Writing reports; potential audiences; disseminating reports; reporting ethics

**Institutional Student Learning Outcomes (ISLO)**

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

**School of Education Learning Outcomes (SELO)**

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.

7. Collaborative skills that promote teamwork.

**Graduate Education Student Program Outcomes (GEPO)**

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

**Program Specific Student Learning Outcomes**

**Online Teaching Program Outcomes (OLTPO)**

1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communication skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

**Student Learning Objectives & Evidence of Student Learning**

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define the characteristics of action research.</td>
<td>I = 1-5</td>
<td>Assignment 1, 3, 5, 6, 7 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td></td>
<td>S = 1-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G = 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O= 1</td>
<td></td>
</tr>
<tr>
<td>Compare and contrast action research with other types of research.</td>
<td>I = 1-5</td>
<td>Assignment 1, 2, 4 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td></td>
<td>S = 1-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G = 1-2, 4-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O= 1</td>
<td></td>
</tr>
<tr>
<td>Relate action research to current teaching practices.</td>
<td>I = 1-3</td>
<td>Assignment 1, 2, 3, 4 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td></td>
<td>S = 1-8</td>
<td></td>
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<td></td>
<td>G = 1-2, 4-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>O= 1</td>
<td></td>
</tr>
<tr>
<td>Describe the phases of the action research cycle.</td>
<td>I = 1-5</td>
<td>Assignment 3, 4, 7 &amp; Reflection and Application Journal</td>
</tr>
<tr>
<td></td>
<td>S = 1-8</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G = 1-2, 4-5</td>
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<td></td>
<td>O= 1</td>
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</tr>
<tr>
<td>Task</td>
<td>I = 1-5</td>
<td>S = 1-8</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Identify an action research topic.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain what constitutes an excellent action research question.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Define various data collection methods.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a data collection plan for an action research project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct data collection in an e-learning course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze different types of data collected during an action research project.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Explain various methods used to interpret action research data.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write an action research report.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Present conclusions from an action research project to a specific audience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify ethical issues related to action research.</td>
<td></td>
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</tr>
</tbody>
</table>
Course Requirements & Assessments

Assignment 1 (1-B-1): Comparing Other Research Types with Action Research

1. Investigate one of the following types of research:
   - Experimental
   - Causal-comparative
   - Correlational
   - Descriptive
   - Historical
   - Qualitative

2. In a post to the Discussion, compare and contrast your selected research type with what you have discovered so far about Action Research. Which research type do you believe is more applicable to today's classrooms? Why?

3. Respond to two classmates who chose a different research type than yours. After reading their post, what conclusions can you draw from their research and application? Would it make you change your mind about the research type you chose for your own post? Explain.

Assignment 2 (1-B-2): Using Research Findings in Your Classroom

Research impacts teaching practices, whether we know it or not. Have you ever incorporated new ideas into your classroom on the say so of a mentor or from another trusted source? Chances are that they have learned about new research findings and are passing them on to you.

1. In a post to the Discussion, describe research findings that you have or would like to incorporate into your classroom and teaching practices. Explain why these findings are important and how they would impact your students.

2. Respond to at least one classmate. What can you learn from their research? How would you incorporate it into your classroom? Explain.

Assignment 3 (2-A-1): The Five Phases of Action Research


2. In a post to the Discussion, speculate how these phases of Action Research could be applied to a course you are teaching or have taught previously.

3. Respond to one classmate. Did your classmate cover all five phases? Do you have any suggestions for them? Explain.

Assignment 4 (2-B-3): Reviewing Action Research

The final project of this course is your Action Research project. To get a better feel for what you will be able to accomplish, you will review various Action Research projects available for viewing online.

1. Review one of the following projects:
   - Spark + Catalyst: Partnership for Learning
   - Extending Classroom Boundaries
   - Action Research Projects: Language, Literacy, Reading, and Writing
   - Action Research Projects: General Methods, Family Involvement, Motivation, and Intercultural Education
2. Post a synopsis of the research project that you reviewed to your small group Discussion. Include the following:
   - instructor's name
   - student's grade level
   - research topic
   - web site address (if needed)

As a small group, discuss the various applications of Action Research within the projects reviewed. Can you relate to what you discovered? Is it applicable to your situation? How can you use what you have learned for your own project?

Make sure you are in the Discussion early in the week so that your group members are able to respond to your post.

**Assignment 5 (3-A-2): Developing Your Action Research Questions**
Developing your Action Research question is the first step in creating your Action Research project. Reflect upon your teaching practices and the needs of your students and classroom before completing this assignment.
1. In a post to the Discussion, use the criteria stated in Module 3 Topic A: Key Information to write at least three Action Research questions that pertain to your classroom and teaching practices. Give a brief explanation of why you focused on these three questions.
2. Review and respond to two classmates' posts. How similar or different are their Action Research questions from your own? What did you learn from reading their questions? Explain.

**Assignment 6 (3-B-1): Creating Sub-Questions**
Use one of the questions that you developed for Activity 3-A-2: Developing Your Action Research Questions for this assignment.
1. In a post to the Discussion, develop sub-questions for the Action Research question posed in Activity 3-A-2. Use the sub-questions found in the table in Module 3 Topic B: Key Information as a guide.
2. Respond to the two classmates' posts that you responded to in Activity 3-A-2. Is there a chain of logic from the original question to the sub-questions? Does it make sense within an Action Research context? Explain.

**Assignment 7 (3-C-1): The Action Research Plan**
1. In a post to the Discussion, plan out your Action Research project using the guidelines stated in Module 3 Topic C: Key Information and the readings.
   - Please note that your plan must be executable within the timeframe of this course.
2. Include the following:
   - Schedule, either daily, weekly or monthly with due dates
   - Coordination with other people including a backup plan should those people not be available or other problems arise
   - Plan for resources that you may need to complete your Action Research project. Even little things need to be considered, like photocopies, pencils, etc.
3. Respond to at least one classmate.
Assignment 8 (3-D-1): Ethics Statement

1. In a post to the Discussion, choose one Action Research question developed in Activity 3-A-2.
2. Using the Ethics Statement on page 81 of You and Your Action Research Project, create an ethics statement specifically detailed to that question, Chapter 5.
3. Respond to at least one other classmate's statement and provide suggestions or ideas for improvement.

Assignment 9 (4-A-1): Online Interview Resources

There are many different ways to interview someone over the Internet: chat rooms, whiteboards, discussion boards, and even e-mail. Each person should conduct an Internet search using Google to find web-based interview tools. In the Online Interview Resources Google Doc for Activity 4-A-1, list at least one tool for each of the following:
   - chat rooms
   - whiteboards
   - discussion boards
   - e-mail
   - video
   - audio

For each tool you found, explain why you believe that this tool would be of help or support for an Action Research project, why your fellow students should use it, and whether it's free or fee-based. This Google Doc will become a class resource for everyone to use when creating their Action Research projects.

Assignment 10 (4-A-2): Develop Your Interview Protocols

As part of your Data Collection Plan, you will develop an interview protocol. You will use your overarching question to guide the questions you would ask your students. The protocol is your list that will consist of questions related to your overall action research questions. The questions may be focused on the online element of your class, or on any other element(s) of the class experience that are relevant. You can think of it as a script of things you want to ask. Refrain from asking "right there" and "yes" or "no" questions because you want people to talk about what they think and feel about the topic.

NOTE: Other questions about your topic might be constructed a little differently if you also intend to interview parents and/or other teachers. Also, your script of questions is your guide. You will find that some questions you ask are spontaneous and are, therefore, “unstructured.” Sometimes the answers to those questions provide you with more information.

1. In a post to the Discussion, detail your interview protocol. Include the following:
   - Brief explanation of your action research project to share with the interviewee.
   - Topics and the type of information you will need to cover them.
   - Questions, preferably open-ended, about your topics.
   - Questions that ask the interviewee to be more specific.
   - Questions that allow the interviewee to say what is on his/her mind.
   - Interactive tool(s) you will use to conduct the interview(s).

Respond to one other person.
Assignment 11 (4-B-1): Your Observation Protocol
1. Review the observation protocol example websites included in Topic B: Key Information.
2. In a post to the Discussion, create an observation protocol for your Action Research project that includes:
   • whom you are observing
   • what behavior you will be observing
   • why you are observing them
   • when you will be observing them
   • how you will record your observations (counting events, categorizing events, writing descriptions, etc)
3. Respond to two other classmates. Does their observation protocol include everything on the list? What areas need improvement? Which parts really stand out as excellent? Explain.

Assignment 12 (4-C-2): Create an Online Survey
1. Using one of the web-based survey tools posted in Activity 4-C-1: Online Survey Tools, create a survey for your Action Research project.
   o When you are creating your questions, ask yourself if the questions are:
     • answerable
     • clear
2. Post the survey web address to the Discussion.
   No response is required; however, discussion is encouraged.

Assignment 13 (5-A-1): Conduct a Virtual Interview
You will use the interview protocols developed in 4-A-2: Develop Your Interview Protocols for this assignment.
1. Decide upon a virtual tool for the interview you will conduct, either from the list provided in Module 5 Topic A: Key Information or from the 4-A-1: Online Interview Resources assignment.
2. Contact two or more interviewees and request permission to interview them for your project. Make sure to send them a Permissions Letter before the interview.
3. Using the interview protocols developed in 4-A-2: Develop Your Interview Protocols, conduct the interviews.
4. Post your interview notes to Assignments 5-A-1: Conduct a Virtual Interview.
   o Please replace the interviewee's name with "Interviewee" to maintain their anonymity.
You may post your notes as inline text or as an attachment.

Assignment 14 (5-B-1): Conduct an Online Observation
Use the observation protocols that you developed for 4-B-1: Your Observation Protocol for this assignment.
1. Using observation protocols, conduct an online observation of either this course or of a course you are currently teaching.
2. Post your observations to Assignments 5-B-1: Conduct an Online Observation.
   o You may use inline text or an attachment for this assignment.
Assignment 15 (5-D-1): Ethics Critical Reflection
1. Review Module 5 Topic D: Key Information.
2. In a post to the Discussion, critically reflect on how ethical considerations will affect your research project. Detail how you will manage ethical dilemmas during data collection.
Response is not required; however, discussion is encouraged.

Assignment 16 (6-A-1): Analyze Your Interview Data
1. Before beginning this assignment, review your interview notes, recordings, and/or transcripts.
2. Using either the case-by-case, aggregate, or a combination of these data analysis methods, in a word processing document analyze the interview(s) you have already conducted for your research project.
3. If you use the case-by-case method, include the following:
   • one quote
   • summary of each interviewee's experience
   • similar structure for each summary
4. If you use the aggregate method, include the following:
   • predominant themes or trends from interviews
   • focus on each theme or trend individually
   • numerical data that supports the predominant themes or trends
5. If you use a combination of the case-by-case and aggregate analysis methods, include the following:
   • predominant trends in the data
   • summary of cases to illustrate trends
6. Explain the results in context of your project as a whole.
7. Post to Assignments 6-A-1: Analyze Your Interview Data.
   • Inline text is not acceptable for this assignment. Please use the attachment option.
   • In your document, share which method of analysis you have chosen and why.

Assignment 17 (6-B-1): Analyze Your Observation Data
1. Using either the descriptive case, aggregate, or comparison data analysis methods, in a word processing document analyze the data you recorded during the observation(s) you have conducted for your research project.
   • If you use the descriptive case method, synthesize the data into a narrative. Include quotes to illustrate the main themes.
   • If you use the aggregate method, count the frequency of a particular occurrence. Create a chart that describes the occurrence.
   • If you use the comparison method, count the frequency of several similar occurrences. Then compare the frequency of the occurrences in the same chart.
2. Explain the results in context of your project as a whole.
3. Post to Assignments 6-B-1: Analyze Your Observation Data.
   • Inline text is not acceptable for this assignment. Please use the attachment option.

Assignment 18 (6-C-1): Analyze Your Survey Data
1. Access the results of your survey.
2. Depending upon the type of questions you asked, graph the results as bar graphs, pie charts, etc.
   o Upload your image to either an image depository (like Flickr or Photobucket) or to your Resources folder. Make sure to copy the URL of the image file.
3. In a post to the Discussion, explain what the results of the survey mean in context to your research project as a whole. Include your graph in the Discussion post.
4. Comment on two classmates' findings. Does their graph reflect the survey results accurately? Speculate how the results will affect the Action Research project.

Assignment 19 (7-B-1): Determining Reliability
In your small group Discussion, create a defense that details how to determine the reliability of online data collection. Include examples.

Assignment 20 (7-B-2): Determining Validity
1. In a post to the Discussion, explain how you will determine the validity of the data you have collected. Include examples. Then, explain the steps you must take if your data is not reliable or valid. How will you address this fact?
2. Comment on one classmate's explanation. How are your validation methods alike? Different? Do you agree with your classmate's steps when data is not reliable or valid? What would you do differently? The same? Explain.

Assignment 21 (7-D-1): Creating Criteria to Evaluate Your Project
1. In a post to the Discussion, use the information from Criteria and standard for judging the quality of action research, pp. 207-215, You and Your Action Research Project, 3rd edition to guide you in creation of criterion for each phase of your Action Research project.
2. Explain how you will determine if the action taken was successful or not.
3. Comment on two classmates' criteria. In your estimation, do the phases match the criteria? Explain.

For this assignment, review Action Research examples from 2-B-1: Your Action Research Setting. NOTE: This link opens a previous module.
1. In a word processing document, outline your project using the typical report structure found in the typical report structure found in Module Eight Topic A: Key Information.
   o This assignment is only an outline. The full report will be submitted in Activity 8-D-2.
3. Inline text will not be accepted for this assignment.

Assignment 23 (8-B-1): Potential Audiences
1. In a post to the Discussion, identify the audience for your report. Explain why they would be interested.
2. Respond to one classmate. Compare and contrast your audience with your classmates. Why do their interests differ or coincide? Explain.
Assignment 24 (8-D-1): Your Dissemination Plan
1. In a post to the Discussion, decide how you will disseminate your report to the audiences that you chose in 8-B-1: Potential Audiences. Rationalize your dissemination plan.
2. Comment on one classmate's dissemination plan. Examine their plan carefully. In your opinion, will their plan reach the intended audience? Rationalize your answer.

Assignment 25 (8-D-2): Your Action Research Report
2. Inline text will not be accepted for this assignment.

<table>
<thead>
<tr>
<th>Assessments</th>
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<tr>
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<td>Module 6: Analyzing Data</td>
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<td>Module 8: Reporting Action Research Findings</td>
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Class Schedule for the Semester

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<tr>
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Course Outcome Correlations With Model Core Teaching Standards (InTASC)

Standard 1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Course Outcomes: 2, 3, 6, 8, 11, 14, 15

Standard 2: Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Course Outcomes: 2, 3, 6, 8, 11, 14, 15

Standard 3: Learning Environments
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Course Outcomes: 2, 4, 6, 7, 8, 9, 10, 11, 13, 14, 15

Standard 4: Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Course Outcomes: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15

Standard 5: Application of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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Standard 6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

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Standard 7: Planning for Instruction
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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Standard 8: Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

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Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Propositions and Standards

Proposition 1: Teachers are Committed to Students and Their Learning.

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NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

They respect the cultural and family differences students bring to their classroom.

They are concerned with their students’ self-concept, their...
motivation and the effects of learning on peer relationships.

NBCTs are also concerned with the development of character and civic responsibility.

**Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject. They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject. They are able to use diverse instructional strategies to teach for understanding.

**Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused. They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals. NBCTs know how to assess the progress of individual students as well as the class as a whole. They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**
NBCTs collaborate with others to improve student learning. 3, 5, 8, 11, 12, 14
They are leaders and actively know how to seek and build partnerships with community groups and businesses. 3, 5, 12, 14
They work with other professionals on instructional policy, curriculum development and staff development. 3, 6, 8, 12, 13, 14
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives. 5, 9, 10, 14
They know how to work collaboratively with parents to engage them productively in the work of the school. 14

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References


*Note that all policies have been removed from this version of the syllabus.*
1. Course Title: Blended and Synchronous Learning Environments

2. Course Number: _______ ED 5035
   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3  Lab Hours______  Other______

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):
   This course focuses on two different formats for online learning environments: blended and synchronous. Students will define these environments, understand the development process each one requires, and conclude with considerations for implementing each.

6. Required Documentation:
   Proposed Syllabus  Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
<th>Location</th>
<th>Meeting Times</th>
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<tr>
<td>ED 5035</td>
<td>Synchronous Learning Design™</td>
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Instructor Contact Information

<table>
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<tr>
<th>Instructor Name</th>
<th>Office Hours (if applicable)</th>
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<th>Phone Number</th>
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Course Description from Graduate Bulletin:

This course focuses on two different formats for online learning environments: blended and synchronous. Students will define these environments, understand the development process each one requires, and conclude with considerations for implementing each.

Graduation Reminder to Students:

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOB). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

Required Textbook(s) & Readings:


Instructors and learners will also use instructor-generated materials, learner-generated materials, and Web-based resources to facilitate learning.

Required Reference:

Institutional Student Learning Outcomes (ISLO)

**Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:**

1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to
effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes
Online Teaching Program Outcomes (OLTPO)
1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communication skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare and contrast the various types of blended learning.</td>
<td>I = 1-5 S = 1-6 G = 1-3</td>
<td>Assignment 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 &amp; Reflection in Blog</td>
</tr>
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<td></td>
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</tr>
</tbody>
</table>
| 2. | Decide which blended-learning solution is best for any given learning situation. | I = 1-5  
S = 1-8  
G = 1-2, 4  
O = 1, 3-4 | Assignment 1, 2, 4, 5, 8, 12, 13 & Reflection and Application in Blog |
| 3. | Distinguish blended learning from synchronous learning and determine how each is implemented in the classroom. | I = 1-3  
S = 1-8  
G = 1-2  
O = 1, 3-4 | Assignment 1, 2, 4, 5, 8, & Reflection and Application in Blog |
| 4. | Plan a blended-learning course. | I = 1-5  
S = 1-8  
G = 1-2, 4  
O = 1-4 | Assignment 2, 3, 4, 5, 10, 12, 13 & Reflection and Application in Blog |
| 5. | Plan a synchronous-learning course. | I = 1-5  
S = 1-8  
G = 1-2, 4  
O = 1-4 | Assignment 2, 6, 7, 9 & Reflection and Application in Blog |
| 6. | Implement the steps necessary to create a blended- and a synchronous-learning environment. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1, 4 | Assignment 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 & Reflection and Application in Blog |
| 7. | Convert an existing traditional course to a blended- or synchronous-learning environment. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1-4 | Assignment 3, 4, 5, 6, 7, 8, 9, 10 & Reflection and Application in Blog |
| 8. | Assess student learning in blended- and synchronous-learning activities. | I = 1-5  
S = 1-7  
G = 1-4  
O = 1, 4 | Assignment 2, 10, 11, 12 |
| 9. | Create rubrics as one method of assessing student learning in blended and synchronous learning. | I = 1-5  
S = 5-7  
G = 1-4  
O = 1, 3-4 | Assignment 10, 11 |
| 10. | Evaluate blended- and synchronous-learning courses. | I = 1-3  
S = 1-3, 5-6  
G = 1-4  
O = 1, 3-4 | Assignment 3, 4, 7, 12 & Reflection and Application in Blog |
| 11. | Facilitate a blended- or synchronous-learning activity. | I = 1-5  
S = 1-8  
G = 1-2, 4-5  
O = 2-4 | Assignment 3, 5, 7, 8, 9 & Reflection and Application Journal |
| 12. | Demonstrate how to support blended- and synchronous- | I = 1-5  
S = 1-8 | Assignment 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 & |
Course Requirements & Assessments

Assignment 1: (1-C-1) Challenges in Creating Blended and Synchronous Courses
Reflect upon a course you have taught or, if you have not taught previously, a traditional, face-to-face course in which you participated.
1. In a post to the Discussion, briefly describe a course that you have taught or participated in. Include the following:
   - What are some of the issues you would need to address if you were to include blended learning into your course?
   - If you were to include synchronous online learning into your course?
   - Include at least one example each for blended and synchronous learning issues.
2. Respond to at least one other participant.

Assignment 2: (1-D-1) Project Selection
Throughout the following modules, you will be developing a unit that incorporates blended and online synchronous learning components.
1. In a post to the Discussion, describe the unit of study for which you plan to create or revise into a blended format including both synchronous and asynchronous activities.
   *Be sure to include what course and age group this unit of study is from.*
   No response is required; however, discussion is encouraged.

Assignment 3: (2-B-1) Blended Course Policies
1. Create a policy for your blended unit of study addressing attendance, missed work, and plagiarism. Share your policy in a post to the Discussion.
2. Respond to another student's posting comparing their policy to your own.

Assignment 4: (2-D-1) Converting Existing Courses
You will be assigned to a small group conference. As a group, discuss the following questions:
- What are the benefits of going to a blended format?
- What will be the biggest challenges?
- How could some of those challenges be overcome?
- Is your school open to blended learning?
- Why or why not?
- If not, how could you change their mind?

Assignment 5: (3-B-1) Blended Learning Activity Lesson Plan
1. In a word processing document, design a lesson plan for the blended learning activity you created in Activity 3-A-1: Blended Learning Activity. Include the following information:
   - Objective or goal of lesson
   - Overview or context of lesson topic
Assignment 6: (4-A-1) Synchronous Course Schedule
1. In a post to the Discussion, design a course schedule for your course project. Include:
   o date and time for online portions of the course
   o length of meetings
   o indication of lecture, activities, or both
   o type of technology needed for online portion

No response is required; however, discussion is encouraged.

Assignment 7: (4-B-1) Synchronous Course Policies
1. In a post to the Discussion, define what your course policies for use in the synchronous portions of an online course would be. Use Topic 4B Key Information as a guide.
2. Respond to at least one other classmate, comparing similarities and differences of their policies to yours.

Assignment 8: (5-A-1) Synchronous Learning Activity
You will be assigned to a small group, which will hold a conference session. In the conference, describe the type of synchronous activity you would like to develop for your course project and how this activity will benefit your student. As participants, comment on the activities chosen and whether you think they are appropriate to the learning unit and type of learning needed. Offer suggestions as needed.

Assignment 9: (5-D-1) Facilitating Synchronous Online Activities
1. In a post to the Discussion, explain how you will facilitate the synchronous, online activity that you created during Module 5.
   • Use the questions asked in Topic 5D Key Information as a guide.
2. Respond to one classmate's post. Offer at least two suggestions to help your classmate successfully facilitate his or her learning activity.

Assignment 10: (6-B-1) Blended Activity Rubric
1. Develop a general rubric to assess the blended learning activity in your class project. Share your rubric in a post to the Discussion.
2. Comment on at least one other student's rubric highlighting the rubric's strengths and/or making suggestions for improvement.
Assignment 11: (6-D-1) Synchronous Online Activity Rubric
1. Develop a general rubric to assess the synchronous learning activity in your class project. Share your rubric in a post to the Discussion.
2. Comment on at least one other student's rubric highlighting the rubric's strengths and/or making suggestions for improvement.

Assignment 12: (7-D-1) Evaluation Plan
1. In a word processing document, write a brief evaluation plan for:
   o blended activities
   o synchronous, online activities
   o course
2. Include the following information:
   o evaluation questions
   o evaluation methods
   o development time for surveys, etc. if needed
   o resources to collect
   o time table to conduct interviews, etc.
   o activities to be observed
3. Post your document as an attachment to Assignments 7-D-1: Evaluation Plan.

Inline text will not be accepted for this assignment.

Assignment 13: (8-C-2) Final Project
Continue working on your final project.

Course Grading

<table>
<thead>
<tr>
<th>Assessments</th>
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<td></td>
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<td>Module 7: Evaluating Blended and Synchronous Learning</td>
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<tr>
<td></td>
<td>They respect the cultural and family differences students bring to their classroom.</td>
<td>1, 2, 3, 4, 6, 11</td>
</tr>
<tr>
<td></td>
<td>They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.</td>
<td>1, 2, 3, 6, 8, 11, 12</td>
</tr>
<tr>
<td></td>
<td>NBCTs are also concerned with the development of character and civic responsibility.</td>
<td>1, 8</td>
</tr>
</tbody>
</table>

**Proposition 2: Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students.**

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-world applications of the subject.</th>
<th>1, 2, 3, 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They have skill and experience in teaching it, and they are very familiar with the skills gaps and preconceptions students may bring to the subject.</td>
<td>1, 2, 3, 4, 5, 6,</td>
</tr>
<tr>
<td></td>
<td>They are able to use diverse instructional strategies to teach for understanding.</td>
<td>2, 3, 4, 5, 6, 7, 8</td>
</tr>
</tbody>
</table>

**Proposition 3: Teachers are Responsible for Managing and Monitoring Student Learning.**

<table>
<thead>
<tr>
<th>Course Outcomes</th>
<th>NBCTs deliver effective instruction. They move fluently through a range of instructional techniques, keeping students motivated, engaged and focused.</th>
<th>1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>They know how to engage students to ensure a disciplined learning environment, and how to organize instruction to meet instructional goals.</td>
<td>1, 3, 4, 6, 7, 8, 9, 10, 11, 12</td>
</tr>
<tr>
<td></td>
<td>NBCTs know how to assess the progress of individual students as well as the class as a whole.</td>
<td>8, 9, 10, 11, 12</td>
</tr>
</tbody>
</table>
They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

**Proposition 4: Teachers Think Systematically about Their Practice and Learn from Experience.**

NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things.

They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education.

They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

**Proposition 5: Teachers are Members of Learning Communities.**

NBCTs collaborate with others to improve student learning.

They are leaders and actively know how to seek and build partnerships with community groups and businesses.

They work with other professionals on instructional policy, curriculum development and staff development.

They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.

They know how to work collaboratively with parents to engage them productively in the work of the school.

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References


Note that all policies have been removed from this version of the syllabus.
1. Course Title: Building Online Collaborative Environments

2. Course Number: ED 5036

   Coordinate with Registrar to insure course number is available

3. Course Credit Hours:
   Classroom Hours 3
   Lab Hours
   Other

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):

   Students will experience the Web as a means of constructing new knowledge through conversation, networking, and collaboration. This course focuses on currently-available tools, such as blogs, podcasts, and wikis, and their utilization for learner engagement in research, writing, and learning.

6. Required Documentation:

   Proposed Syllabus

   Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) informations, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
<th>ED Number</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5036</td>
<td>Building Online Collaborative Environ</td>
</tr>
</tbody>
</table>
Institutional Student Learning Outcomes (ISLO)

Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:

1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.
School of Education Learning Outcomes (SELO)

Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:

1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

Graduate Education Student Program Outcomes (GEPO)

1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

Program Specific Student Learning Outcomes

Online Teaching Program Outcomes (OLTPO)

1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communication skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

Student Learning Objectives & Evidence of Student Learning

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on the use of emerging Web technologies in education.</td>
<td>I = 1-5</td>
<td>Assignment 1, 2, 3, 4, 5, 6, 7, 8, 9, &amp; Reflection and Application Blog</td>
</tr>
<tr>
<td></td>
<td>S = 1-6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>G = 1-3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| 2. | Discuss how emerging Web technologies affect all areas of life, including politics, business, journalism, and media. | I = 1-5  
S = 1-8  
G = 1,2,4,5  
O = 1,2,4 | Assignment 1, 2, 3, 4, 6, 9 & Reflection and Application Blog |
| 3. | Examine the cultural changes that these technologies are driving. | I = 1-4  
S = 1-8  
G = 1-5  
O = 1,2 | Assignment 1,6,9 & Reflection and Application Blog |
| 4. | Analyze how networked learning communities are supported by emerging Web technologies. | I = 1-5  
S = 1-8  
G = 1,2,4,5  
O = 1,2 | Assignment 2, 3, 4, 5, 6, 8, 9, & Reflection and Application Blog |
| 5. | Describe how the nature of knowledge, learning, and teaching are changed by emerging Web technologies. | I = 1-5  
S = 1-8  
G = 1,2,4,5  
O = 1,3,4 | Assignment 1, 2, 3, 4, 5, 6, 7, 8, 9, & Reflection and Application Blog |
| 6. | Understand how blogs work. | I = 1-5  
S = 1-8  
G = 1-5  
O = 2,3,4 | Assignment 2, 3, 5, 6, 7, 9 & Reflection and Application Blog |
| 7. | Search for and read blogs related to education. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1,2 | Assignment 2, 3, 5, 6, 7, 9 & Reflection and Application Blog |
| 8. | Create a professional blog. | I = 1-5  
S = 1-8  
G = 1-5  
O = 2,3 | Assignment 2 |
| 9. | Use a blog for reflective practice. | I = 1-5  
S = 1-8  
G = 1-5  
O = 2,3 | Assignment 3, 4, 5, 6, 7, 8, 9 & Reflection and Application Blog |
| 10. | Develop a plan for blogging with students. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1-4 | Assignment 2, 5, 7 & Reflection and Application Blog |
| 11. | Find and subscribe to RSS feeds, including a custom search feed. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1,2 | Assignment 2, 3 & Reflection and Application blog |
| 12. | Create resource pages that are compiled with RSS. | I = 1-5  
S = 1-8  
G = 1-5  
O = 1,2 | Assignment 3 & Reflection and Application blog |
<p>| 13. | Describe the educational uses of | I = 1-5 | Assignment 1, 3, 4, 5, 6, 9, |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>social bookmarking.</strong></td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
<td>$O = 2,4$</td>
</tr>
<tr>
<td><strong>14. Use Web technologies to find and connect with educators around the world.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>15. Integrate the use of social bookmarking and networking sites into daily practice.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>16. Describe the characteristics and uses of wikis, especially in education.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>17. Collaborate with others to create and edit a wiki.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>18. Recognize the barriers to the adoption of emerging Web technologies in the classroom and develop strategies to address these barriers.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>19. Identify the multimedia Web publishing and sharing tools currently available.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>20. Discuss the effects of multimedia Web publishing in education.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>21. Develop a lesson plan that includes multimedia publishing and sharing to support student learning.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>22. Understand how social networks work and what their main appeal is.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1,2,4,5$</td>
</tr>
<tr>
<td><strong>23. Evaluate how emerging Web technologies support student learning.</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td>$G = 1-5$</td>
</tr>
<tr>
<td><strong>24. Outline education strategies to promote student safety while</strong></td>
<td>$I = 1-5$</td>
<td>$S = 1-8$</td>
<td></td>
</tr>
</tbody>
</table>
Course Requirements & Assessments

Assignment 1 (1-E-1): Goals and Visions
What would you like to accomplish? What are your goals for yourself and your students? How do you envision your ideal teaching practice using these technologies (based on what you know so far)? What brought you to this class and motivated you to enroll? (This will be used as the basis for a blog entry later.) Write your reflections on the above questions in a word processing document and submit to your instructor.

Assignment 2 (2-D-2): Blog Lesson Plan
Develop a lesson plan for your classroom which asks students to blog. Ideally, this should be an actual lesson which you hope to implement. Include either a summary of how you will evaluate the project or a rubric. Submit the lesson plan to your instructor as a .doc or .rtf file. Note: You will share this lesson plan with your classmates in Activity 4-C-3: Lesson Plan Wiki.

Assignment 3 (3-C-1): RSS Resource Page
1. Review this sample resource page to get an idea of what is possible with a resource page.
2. Using NetVibes, create a resource page related to this class and/or your specific teaching area. Your resource page should include at least six different feeds.
3. Make your resource page public. (This will require creating a Public Page using the steps included in the Share Pages Key Information.)
4. Post a link to your resource page on your blog so your instructor can view it.
5. Optional: Look at a classmate's feed and comment on their blog.
Note: This assignment is worth 30 points rather than the usual 18 for a blog post. The focus of the assignment is on the resource page rather than the blog post.

Assignment 4 (4-C-1): Wiki Collaboration
1. You will receive an invitation to join the class wiki from your instructor. Please accept the invitation and create a wikispaces account.
2. Your instructor will assign you to small groups and give each group a topic. Groups and topics will be listed on the main page for the class wiki. A starting page for each group will be linked from the main class wiki page.
3. Subscribe to the RSS feed for changes for your group page(s) (click the Notify Me tab at the top of the page).
4. Use the discussion page for your group’s home page to plan and assign tasks to specific members.
5. Collaborate with your group to create a wiki about your topic.
   a. Divide your topic into headings and subtopics. See the Student Data Storage wiki for an example.
   b. Provide an overview of the topic.
   c. Add additional text for subtopics, including links to your sources.
   d. If you use any images or other media, be sure that you have permission to use them. Cite the sources for media. (To find acceptable images, check the list of
Your group wiki should include links to at least 5 external resources, not counting any internal links.

f. Your group must create at least one additional page that allows readers to "drill down" further into your topic. Be sure all additional pages are linked to your group's primary page and can easily be found by your instructor.

Assignment 5 (5-D-1): Multimedia Lesson Plan
In your small group, develop a lesson plan which integrates at least one of the following multimedia Web publishing tools:

- Podcasts
- Screencasts
- Vodcasts
- Flickr

Your plan may include students responding to works created by you (the teacher) or others, or you may outline how students will create and share their own multimedia works. Resources are available in Key Information to provide ideas. Be sure to include an objective explaining what you expect your students to accomplish using these tools. If you plan to use any specific online resources (such as a podcast to which your students will respond), please provide links to those resources. Please identify the grade(s) and subject(s) for your lesson plan. Create your lesson plan on a new page in your group wiki. Use the discussion area of the wiki to collaborate with your group.

Assignment 6 (6-A-1): Connectivism Position Pages
Your group will be assigned to a position either for or against connectivism. On your group wiki, you will collect resources and summarize arguments either in support of connectivism or critiquing it.

1. Read both Verhagen’s criticism of connectivism and Siemens’ response to Verhagen. (Links can be found in Key Information.)
2. Research connectivism further, using online or offline resources available to you.
3. Use your wiki to build a position page either for or against connectivism. You may consider any of the following questions to help focus your research:
   - Is connectivism a learning theory?
   - Is connectivism relevant to your teaching practice? If so, how?
   - Does connectivism support your students?
   - Are parts of the theory more compelling or relevant to you than others?
   - Are there parts of the theory which you find confusing?
4. Cite all sources. Provide links on the wiki whenever possible. Your group's position page should include at least 6-8 additional sources (not counting the two articles from the Key Information for this topic).
5. Use the discussion page within thewiki to collaborate with other members of your group.
Assignment 7 (7-D-1): Teaching Safe Behavior
Develop a lesson plan which outlines how you will teach students safe, responsible behavior for one Read/Write Web technology you will use in your classroom. Your lesson plan should include the following:

- Objective or goal of the lesson
- Technology which will be used (blogs, wikis, RSS, Flickr, etc.)
- Brief explanation of how the technology will be used
- Description of what behavior is expected of students
- Process or steps for teaching (i.e., what you will actually do in the classroom)
- What actions you will take and how you expect your students to respond if they find inappropriate content
- Citations for any sources used, if applicable

Share your lesson plan in a Discussion post. Give feedback in the form of a reply to at least two of your classmates. In your feedback, include at least one aspect of the lesson you feel is very strong and one suggestion for improvement.

Assignment 8 (8-A-1): Web Applications
1. Review the Key Information and explore several of the web applications mentioned.
2. Pick one of the web applications and describe a situation in which you would recommend this application to a student to support his or her individual learning style.
3. Post your explanation of the possibilities for this web application on your blog.
4. Include tags in your post. (See the Key Information for Topic 7-C for more information.)
5. Comment on one of your classmates' blogs.
6. On the Discussion, post a link to your blog comment.

Assignment 9 (8-C-1): 2020 Vision
What is your vision of what the world could be like in 2020? How will changes in the world affect education, and how will changes in education affect the world? How will your choices and innovations in the classroom affect others? How will being a teacher be different in 2020 than it is today?

On your blog, post your vision of the year 2020. This post is a final assessment synthesizing the entire course. Your vision should demonstrate the application and depth of understanding of all topics addressed in this course. Keep your broader audience in mind; besides your classmates and facilitator, this could be read by numerous others. This is a gift from you to other educators and the global community.

- The length requirement for this post is 1000-1500 words. This should be much longer than a typical blog post.
- Because this is a summative evaluation, this post will be worth 30 points rather than the typical 15 for blog posts.
- Use of other media (photos, images, audio, video) is not required. However, you are welcome to include other media if it will help you share your vision.
- Comment on at least two other classmate blogs in response to their visions. What did you find compelling or inspiring in their visions? How does your vision differ from your classmates’?
- On the Discussion, post a link to your two blog comments.
### Course Grading

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1: The Read/Write Web</td>
<td>86</td>
<td>-</td>
</tr>
<tr>
<td>Module 2: Blogs</td>
<td>84</td>
<td>-</td>
</tr>
<tr>
<td>Module 3: RSS and Social Bookmarking</td>
<td>82</td>
<td>-</td>
</tr>
<tr>
<td>Module 4: Wikis and Wikipedia</td>
<td>100</td>
<td>-</td>
</tr>
<tr>
<td>Module 5: Multimedia Publishing on the Web</td>
<td>115</td>
<td>-</td>
</tr>
<tr>
<td>Module 6: Growing an Online Learning Network</td>
<td>90</td>
<td>-</td>
</tr>
<tr>
<td>Module 7: The Read/Write Web in the Classroom</td>
<td>110</td>
<td>-</td>
</tr>
<tr>
<td>Module 8: Our Students’ Future: Where Are We Headed?</td>
<td>96</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total Points Possible for all Modules</strong></td>
<td><strong>763</strong></td>
<td>-</td>
</tr>
</tbody>
</table>

### Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topic(s) &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>The Read/Write Web</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Blogs</td>
</tr>
<tr>
<td>Unit 3</td>
<td>RSS and Social Bookmarking</td>
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<td>Unit 8</td>
<td>Our Students’ Future: Where Are We Headed?</td>
</tr>
</tbody>
</table>

### Course Outcome Correlations With Model Core Teaching Standards (InTASC)

**Standard 1: Learner Development**

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging

Course Outcomes: 1, 3, 5, 8, 14, 15, 23
learning experiences.

**Standard 2: Learning Differences**
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard 3: Learning Environments**
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard 4: Content Knowledge**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard 5: Application of Content**
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard 6: Assessment**
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

**Standard 7: Planning for Instruction**
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard 8: Instructional Strategies**
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard 9: Professional Learning and Ethical Practice**
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on
others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard 10: Leadership and Collaboration**
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

The Interstate New Teacher Assessment and Support Consortium (InTASC) standards were developed by the Council of the Chief State School Officers and member states. Copies may be downloaded from the Council’s website at http://www.ccsso.org/intasc.


**Course Outcome Correlations With National Board of Professional Teaching (NBPTS) Propositions and Standards**

**Proposition 1: Teachers are Committed to Students and Their Learning.**
NBCTs are dedicated to making knowledge accessible to all students. They believe all students can learn.

Course Outcomes

1, 2, 3, 4, 5, 6, 7, 10, 11, 14, 15, 16, 17, 18, 20, 23

They treat students equitably. They recognize the individual differences that distinguish their students from one another and they take account for these differences in their practice.

NBCTs understand how students develop and learn.

1, 4, 5, 6, 10, 13, 14, 16, 20, 21, 22, 23, 24

They respect the cultural and family differences students bring to their classroom.

1, 2, 3, 4, 5, 6, 7, 22

They are concerned with their students’ self-concept, their motivation and the effects of learning on peer relationships.

1, 2, 3, 4, 6, 9, 10, 22, 23, 24

NBCTs are also concerned with the development of character and civic responsibility.

1, 2, 3, 7, 15, 22, 24

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NBCTs have mastery over the subject(s) they teach. They have a deep understanding of the history, structure and real-
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They use multiple methods for measuring student growth and understanding, and they can clearly explain student performance to parents.

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NBCTs model what it means to be an educated person – they read, they question, they create and they are willing to try new things. They are familiar with learning theories and instructional strategies and stay abreast of current issues in American education. They critically examine their practice on a regular basis to deepen knowledge, expand their repertoire of skills, and incorporate new findings into their practice.

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NBCTs collaborate with others to improve student learning. They are leaders and actively know how to seek and build partnerships with community groups and businesses. They work with other professionals on instructional policy, curriculum development and staff development.
They can evaluate school progress and the allocation of resources in order to meet state and local education objectives.  

They know how to work collaboratively with parents to engage them productively in the work of the school.

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References


Additional Online Resources

del.icio.us: http://del.icio.us/
Flickr: http://www.flickr.com/
MySpace: http://www.myspace.com/
Weblogg-ed: http://weblogg-ed.com/
YouTube: http://www.youtube.com/

An extensive list of links can be found at http://del.icio.us/plsonline.

Note that all policies have been removed from this version of the syllabus.
1. Course Title: Developing Online Programs

2. Course Number: ED 5037

3. Course Credit Hours:
   Classroom Hours 3  Lab Hours  
   Other  

4. Course Prerequisites: None

5. Course Description (as proposed for the Bulletin):

   This course will examine the critical resources, leadership, support, and planning needed to
develop and sustain quality online programs.

6. Required Documentation:

   Proposed Syllabus  
   Attach proposed syllabus immediately after this document. In
some situations the official syllabus may contain information which is beyond the review
needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to
attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should
contain the following information: Course Title, Course Number, Credit hours, Faculty
Information (name contact information, office hours), Course Description, Course
Outcomes or Objectives, Assessment (grading) information, required texts (or other things
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Graduate Education Department Mission

The mission of the Graduate Education Department at Wilkes University is to provide the educational community with opportunities to become leaders in classroom instruction and in the administration of schools. As such, the Graduate Education Department seeks to promote the highest levels of intellectual growth and career development through a collaborative environment that supports teaching in a diverse learning environment, while valuing commitment to the educational communities it serves.

<table>
<thead>
<tr>
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<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 5037</td>
<td>Developing Online Programs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section/Semester</th>
<th>Location</th>
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</tr>
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</table>

**Instructor Contact Information**

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</tbody>
</table>

**Course Description from Graduate Bulletin:**

This course will examine the critical resources, leadership, support, and planning needed to develop and sustain quality online programs.

**Graduation Reminder to Students:**

If this is the final semester of a degree program and students are completing all requirements for the master’s degree, students can self-register for the graduation audit (GRD-OOOb). For more information, go to: http://wilkes.edu/academics/graduate-programs/masters-programs/graduate-education/graduation.aspx. Students should check with their advisor before registering for the graduation audit if unsure that all program requirements were met.

**Required Textbook(s) & Readings:**


International Association for K-12 Online Learning (2013). A roadmap for implementation of blended learning at the school level: a case study of the iLearnNYC lab schools.


Required Reference:


Institutional Student Learning Outcomes (ISLO)
Students will develop and demonstrate through coursework, learning experiences, co-curricular and extracurricular activities:
1. the knowledge, skills, and scholarship that is appropriate to their general and major field areas of study.
2. effective written and oral communication skills and information literacy using an array of media and modalities.
3. practical, critical, analytical, and quantitative reasoning skills.
4. actions reflecting ethical reasoning, civic responsibility, environmental stewardship, and respect for diversity.
5. interpersonal skills and knowledge of self as a learner that contribute to effective team work, mentoring, and life-long learning.

School of Education Learning Outcomes (SELO)
Education students will develop and demonstrate the following learning outcomes as appropriate to their selected level and field:
1. the knowledge, skills, and scholarship appropriate in their chosen field of study.
2. effective written and oral communication skills.
3. information literacy that fosters intelligent and active participation in the educational community.
4. technical competence and pedagogical skill to infuse technology in support of the teaching and learning process.
5. the ability to make informed decisions based on accurate and relevant data.
6. Actions reflecting integrity, self-respect, moral courage, personal responsibility, and the ability to understand individual differences in order to meet the needs of the students and communities served.
7. collaborative skills that promote teamwork.

**Graduate Education Student Program Outcomes (GEPO)**
1. The student will develop the knowledge, skills, and scholarship that are appropriate to the educational program.
2. The student will demonstrate effective written and oral language skills appropriate to knowledge acquisition and professional responsibilities of the discipline.
3. The student will demonstrate data driven decision-making skills.
4. The student will demonstrate an understanding of diversity by applying differentiation to the educational process.
5. The student will understand the critical role of collaboration in creating an effective educational process.

**Online Teaching Program Outcomes (OLTPO)**
1. Apply action research, data analysis, and assessment techniques to design effective instruction that facilitates student learning in an online environment.
2. Employ effective communications skills and strategies to facilitate and build an online learning community consistent with a personal code of ethics.
3. Effectively design appropriate learning activities to engage students and meet the needs of diverse learners in an online environment through the application of theory and strategy.
4. Evaluate and apply varied instructional design models and emerging technologies to achieve best practices in online teaching.

**Student Learning Objectives & Evidence of Student Learning**

<table>
<thead>
<tr>
<th>The students will:</th>
<th>Alignment to Outcomes</th>
<th>Evidence of Learning</th>
</tr>
</thead>
</table>
| Explore the mission and purpose of online programs. | | • Discussion  
• Case Study  
• Becoming a Change Agent  
• Strategic Plan for Online Program |
| Identify the organizational structures, personnel, and support required to support online programs. | | • Discussion  
• Case Study  
• Strategic Plan for Online Program |
| Identify the impact of strategic planning and goal-setting for online initiatives. | | • Case Study  
• Strategic Plan for Online Program |
| Examine practices that promote accessibility to online education. | | • Discussions  
• Case Study |
Explore best practices in curriculum selection aligned to district, state, or national needs and requirements.

- Discussions
- Case Study

Explore faculty selection, support, and development for online programs.

- Discussion
- Strategic Plan for Online Program

Describe the establishment of programmatic and student assessment plans for online programs.

- Case Study
- Strategic Plan for Online Program

Identify strategies to engage the school community including parents and school board members in online programs and initiatives.

- Discussion
- Becoming a Change Agent

**Course Requirements & Assessments**

**Discussion Forums (20%)**
Students will complete a weekly discussion post. Initial post will be completed by Thursday of each week and replies to at least two classmates will be submitted by Sunday.

**Case Study: iLearnNYC Lab Schools (25%)**
Read the introduction and select one school in the appendix. Compose a succinct analysis of the school you chose, addressing the following items:

- Summarize the characteristics of the blended program.
- Why was this program successful?
- What components drove the student-centered approach?
- Are there any areas that can be improved?
- How can this be replicated?

**Becoming a Change Agent (25%)**
Organizations are not always receptive to change. Understanding the value of online learning, you need to make the case for moving this initiative forward. Following Kotter and Cohen’s eight-step path to success, develop a presentation for one of the following constituents:

- Parents
- School Board Members
- Principal or Superintendent
- Teachers

You will present this to the class via a synchronous session that will allow for discussion following your presentation.

**Strategic Plan for Online Program (30%)**
Based on the iNACOL Quality Online Program Standards, develop a plan for a new online program at your school or compile information on the current program in place. You will not be
required to address Standard G but there should be an acknowledgement for cost-effective measures throughout the plan.

### Course Grading

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Point Value</th>
<th>Weight (% out of 100)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Case Study</td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td>Becoming a Change Agent</td>
<td></td>
<td>35%</td>
</tr>
<tr>
<td>Strategic Plan for Online Program</td>
<td></td>
<td>30%</td>
</tr>
</tbody>
</table>

### Class Schedule for the Semester

<table>
<thead>
<tr>
<th>Units &amp; Dates</th>
<th>Topic(s) &amp; Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>Basic Structures of Online and Blended Programs</td>
</tr>
<tr>
<td>Unit 2</td>
<td>Leadership</td>
</tr>
<tr>
<td>Unit 3</td>
<td>Planning</td>
</tr>
<tr>
<td>Unit 4</td>
<td>Personnel</td>
</tr>
<tr>
<td>Unit 5</td>
<td>Accessibility</td>
</tr>
<tr>
<td>Unit 6</td>
<td>Curriculum Selection</td>
</tr>
<tr>
<td>Unit 7</td>
<td>Planning for Assessment</td>
</tr>
<tr>
<td>Unit 8</td>
<td>Support Services</td>
</tr>
<tr>
<td>Unit 9</td>
<td>Technical Needs</td>
</tr>
<tr>
<td>Unit 10</td>
<td>Community Outreach</td>
</tr>
<tr>
<td>Unit 11</td>
<td>Implementation</td>
</tr>
<tr>
<td>Unit 12</td>
<td>Sustaining Quality and Integrity</td>
</tr>
</tbody>
</table>

Note that all policies have been removed from this version of the syllabus.
1. Course Title: **Teaching and Learning in the Online Environment**

2. Course Number: ______ ED 5038

   *Coordinate with Registrar to insure course number is available*

3. Course Credit Hours:
   - Classroom Hours 3
   - Lab Hours _______
   - Other ______

4. Course Prerequisites:
   - ED 521 Using Technology for Assessment
   - ED 530 Utilizing Emerging Technologies to Improve Learning
   - ED 5030 Instructional Design for Online Educators
   - ED 5031 Facilitating Online Learning Communities
   - ED 5032 Online Teaching for Pennsylvania Educators
     - or -
     - ED 5033 Social & Ethical Issues in Online Learning -Title Change
   - ED 5034 Action Research in the E-Learning Environment
   - ED 5035 Blended and Synchronous Learning Environments
   - ED 5036 Building Online Collaborative Environments
   - ED 5037 Developing Online Programs

5. Course Description (as proposed for the Bulletin):

   This culminating course is designed to examine the competencies that drive online teaching and learning. Students will explore ways that pedagogy and technology innovation intersect to drive change in education and create learning opportunities for all students.

6. Required Documentation:

   **Proposed Syllabus**  
   Attach proposed syllabus immediately after this document. In some situations the official syllabus may contain information which is beyond the review needs of the Curriculum Committee (such as extensive rubrics, etc). It is permissible to attach an abbreviated syllabus. In general, syllabi (whether full or abbreviated) should contain the following information: Course Title, Course Number, Credit hours, Faculty Information (name contact information, office hours), Course Description, Course Outcomes or Objectives, Assessment (grading) information, required texts (or other things such as tools, software, etc), pertinent policies and a proposed schedule of topics.
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This culminating course is designed to examine the competencies for online teaching and learning. Students will explore ways that pedagogy and technology innovation intersect to drive change in education and create learning opportunities for all students.

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<tbody>
<tr>
<td>Identify the characteristics of learning environments that promote student success in the online environment.</td>
<td></td>
<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Identify strategies for teacher leadership that drive innovation and online initiatives forward.</td>
<td></td>
<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Explore the qualities of online teachers that drive successful teaching practices and professional interaction.</td>
<td></td>
<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Utilize reflective practices to critically analyze teaching, student learning, and feedback from students, parents, colleagues, and administrators.</td>
<td></td>
<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Apply communication and problem solving strategies to address challenges in the online classroom.</td>
<td></td>
<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Identify the role of data collection in the online classroom.</td>
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<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Explore strategies to create individualized, student-driven learning experiences in the online environment.</td>
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<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
<tr>
<td>Examine the technical knowledge needed by online teachers to assist in student support, course development, and identification of appropriate classroom tools and resources.</td>
<td></td>
<td>• ePortfolio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
</tr>
</tbody>
</table>
Course Requirements & Assessments

Discussion Forums (20%)
Students will complete a weekly discussion post. Initial post will be completed by Thursday of each week and replies to at least two classmates will be submitted by Sunday.

ePortfolio (70%)
Students will address a set of competencies focused on online teaching and learning over the duration of the course. The products created to assess each competency will be added to the eportfolio. The instructor will maintain continued involvement and provide support throughout the completion of the assessments. Competencies will draw upon topics addressed throughout the program.

Reflection (10%)
Having participated in asynchronous, synchronous, and competency-based coursework, how will you leverage your experiences to improve your teaching? How will this impact your ability to address the opportunities and challenges of online and blended programs? Are online and blended learning truly disruptive?

Course Grading

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<tbody>
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<td>Discussion Forums</td>
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<tr>
<td>ePortfolio (repository for assessments completed to address competencies)</td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>Reflection</td>
<td></td>
<td>10%</td>
</tr>
</tbody>
</table>

Class Schedule for the Semester

Focus of Competencies

- Driving Organizational Initiatives for Online Learning
- Characteristics of Online Teachers
- Promoting Student Success
- Instructional Practices
- Technical Expertise
- Curriculum
- Data-driven Decision Making
- Selecting Technology Tools
- Pedagogy
- Assessment
- Communication
- Professional Learning

Note that all policies have been removed from this version of the syllabus.
1. Course Title: Social and Ethical Issues in Distance Learning
2. Course Number: ED 5001
3. Course Credit Hours: As listed in the most current University Bulletin
   Classroom Hours 3       Lab Hours       Other
4. Effective date of course deletion (semester/year)
   Fall 2015
Wilkes University Curriculum Committee
COURSE DELETION FORM- page 2

1. Course Title: Instructional Design for Online Educators

2. Course Number: ED 5002

3. Course Credit Hours: As listed in the most current University Bulletin
   Classroom Hours 3 Lab Hours Other

4. Effective date of course deletion (semester/year)
   Fall 2015
1. Course Title:  Facilitating Online Learning Communities

2. Course Number:  ED 5003

3. Course Credit Hours:  As listed in the most current University Bulletin

   Classroom Hours 3       Lab Hours ______       Other ______

4. Effective date of course deletion (semester/year)

   __________ Fall 2015 __________
1. Course Title: Action Research in the E-Learning Environment

2. Course Number: ED 5004

3. Course Credit Hours: As listed in the most current University Bulletin

   Classroom Hours 3  Lab Hours  

4. Effective date of course deletion (semester/year)

   Fall 2015
1. Course Title: Teaching 3-D: Virtual Classroom Environments

2. Course Number: ED 5010

3. Course Credit Hours: As listed in the most current University Bulletin
   Classroom Hours: 3
   Lab Hours: ______
   Other: ______

4. Effective date of course deletion (semester/year)
   __________ Fall 2015 ____________________
5. Course Title: Digital Video in Instructional Design and Delivery

6. Course Number: ED 5011

7. Course Credit Hours: As listed in the most current University Bulletin

   Classroom Hours 3       Lab Hours _______       Other _______

8. Effective date of course deletion (semester/year)

   __________ Fall 2015 _______________
1. Course Title: Trends and Innovations in Instructional Technology

2. Course Number: ED 5012

3. Course Credit Hours: As listed in the most current University Bulletin
   Classroom Hours 3 Lab Hours ______ Other ______

4. Effective date of course deletion (semester/year)
   Fall 2015
1. Course Title:  Blended and Synchronous Learning Environments

2. Course Number:  ED 5021

3. Course Credit Hours:  As listed in the most current University Bulletin
   Classroom Hours ___3___  Lab Hours _____  Other _____

4. Effective date of course deletion (semester/year)
   Fall 2015
5. Course Title: Building Online Collaborative Environments

6. Course Number: ED 5023

7. Course Credit Hours: As listed in the most current University Bulletin

   Classroom Hours 3          Lab Hours Other

8. Effective date of course deletion (semester/year)

   Fall 2015
Wilkes University Curriculum Committee
COURSE CHANGE FORM- page 1

Directions: Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

Course Number: ED 5001
Course Title: Social and Ethical Issues in Distance Learning

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</tr>
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<td>Course Title</td>
<td>Social and Ethical Issues in Distance Learning</td>
</tr>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.)</td>
<td></td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td></td>
</tr>
</tbody>
</table>

Course Description (as proposed for Bulletin)

Existing
This course will lead students through the historical development of online and other forms of distance education and the associated ethical and social issues that have accompanied them. Students will examine issues from multiple perspectives and formulate position statements that can be translated into policy and practice in educational settings.

Proposed
This course will lead students through the historical development of online education and the associated ethical and social issues that have accompanied it. Students will examine issues from multiple perspectives and formulate position statements that can be translated into policy and practice in educational settings.

Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.
**Wilkes University Curriculum Committee**  
**COURSE CHANGE FORM - page 2**

**Directions:** Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Course Number:** ED 521  
**Course Title:** Statistics in Education

<table>
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<tr>
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<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.)</td>
<td>Statistics in Education</td>
<td>Using Technology for Assessment</td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>Correlation and regression through statistical inference.</td>
<td>This course will explore the use of various technological tools in assessment that helps improve teaching and learning in both face-to-face and online environments. Students will examine practices and strategies for developing effective assessments and utilizing assessment data.</td>
</tr>
</tbody>
</table>

1 Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.