Syllabus for 1009OMDE6109040

Faculty Contact Information

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Most questions related to the class are best asked under the Course Management conference or other relevant weekly conferences. When you wish to contact us directly, the quickest response will be received by emailing the instructors and copying the TA. We prefer this over the Private Messages area of this classroom.
When emailing us, please put OMDE 610 9040 and your name in your subject field so that we can more easily sort out your messages and address your issues and concerns.

Course Introduction
- This is a 3-credit graduate course.
- Semester covers 12 weeks.
- The course consists of 4 modules of study, and 12 major topic areas. The final week is for wraping up.
- The course officially begins on **September 6th and ends on November 27th, 2011**.
- The course schedule provides details on the activities, readings and assignments for each week. Please post by no later than midnight of the last day of the week.
- The last date for withdrawal without penalty is: **October 29, 2011**
- Students are encouraged to contact their instructor as needed.

It is expected that students will
- actively participate in discussion each week
- question assumptions, provide evidence and rationale for their own comments, and ask follow-up questions to refine understanding of concepts and ideas
- complete all readings and assignments on time; be well prepared for each new week of the course
- read thoroughly and critically
- engage in dialogue with classmates and the instructor while maintaining respect for others
- practice and improve their graduate-level writing and research skills while striving to learn about and maintain the highest levels of academic integrity
- let the instructor know of any problems, questions, or difficulties in a timely fashion
- let the instructor know if you will not be able to access the class for more than any 4-day period

Course Description
An exploration of the online teaching and learning dynamic, including its theoretical foundation and best practices. The themes that shape the online teaching/learning relationship are addressed through individual and collaborative projects. Topics include philosophical frameworks; instructional, social, and cognitive presence; interaction, collaboration, and participation; community and engagement; and administration and management.

Course Goals/Objectives
At the end of this course, students should be able to:
1. Identify the contribution of distance education theory to online teaching and learning;
2. Apply underpinning philosophical constructs to teaching and learning online;
3. Present and discuss theoretical and practical issues relevant to online teaching and learning related to social, instructional, and cognitive presence;
4. Clarify the roles of instructors, learners, administrators, designers, and other stakeholders in the delivery of online learning;
5. Analyze the impact of communication technologies on the pedagogies of online teaching and learning.

Course Materials
Click here to view the required and recommended materials to be purchased and to access ordering information.

Graduate School's Read Me First Document

Additional Readings/Materials
There is a substantial reading load in this course (as is customary for a graduate level course) and students are advised to keep up with the reading in order to get the most out of weekly discussions. All readings and where to find them are listed on the schedule and consist of:

- Readings from the assigned text book:
  Bullen, M., & Janes, D. (Eds.). (2007). *Making the transition to e-learning.* Hershey, Pa, USA: Information Science Publishing.
- Readings available online (URLs are provided)
- Readings available from within the Reserved readings area of this classroom

In addition to the class readings, students may find the following book focused on best practice of interest:
Ko, S. & Rossen, S. (2010). Teaching online: A practical guide. New York: Routledge. See
http://www.routledge.com/books/details/9780415997263/

Grading Information and Criteria

There are 100 potential points in this course, and the following assignments are required for this course and the number of points for each are indicated. Assignments and due dates are described under Project Descriptions and the instructor has indicated when additional detail is available under the Course Content area. Due dates are listed in the schedule.
• Assignment #1: Short reflective essay = **20** points.
• Assignment #2: Rubrics = **20** points
• Assignment #3: 10-15 Annotations = **30** points,
• Assignment #4: Reflective Learning Journal = **15** points
• Weekly participation in conferences = **15** total points
• Ongoing Activity for the final week: Social bookmarking (part of week 12).

Please Note:

1. It is expected that the work you submit for assessment purposes to this class is original. This means that you are the single author of your individual assignments and that you have not used this work in any other class, in this or any other academic program. (You can cite your own work as you can with any other source and this is a common practice in academia when building a body of knowledge in a particular area.) Plagiarism offences, including failure to cite your own work that was already used for another purpose, will result in a failing grade. Please carefully read the information below about the Policy on Academic Honesty and Plagiarism and the help available to you in learning how to properly cite sources in your assignments and papers.
2. Assignment papers will be submitted to Turnitin.com, a service that helps promote originality and proper citation as well as prevent plagiarism, by the TA. For more details, please read the section in this classroom under Academic Policies, Policy on Academic Integrity and Plagiarism. The writing coach will provide useful tips and general feedback throughout the course to help in application of APA. By maintaining academic integrity students are promoting their own development of knowledge and their skills in writing and critical thinking.
3. The TA will create student accounts that will allow you to submit your work before you submit to the Writing Coach and to the instructor. This will allow you to improve problematic areas that need you intention to avoid unintentional plagiarism.
4. The first writing assignment must be submitted first to the Writing Coach who will provide some guidance to you in how to improve your paper. Thereafter, it is not required, but you may choose to submit drafts for other writing assignments to the Writing Coach. The Writing Coach will post a schedule and details about how to submit drafts once the course has started.
5. Assignments received late (without having asked for an extention as outlined below) will automatically be reduced by one letter grade. Assignments will not be accpeted after one week of delay, unless negotiated in advance for documented reasons.
6. It is not possible for discussion participation credit for conferences to be "made-up", but since each week's participation is worth up to 3 points, if you must miss or cannot fully participate in any one week of discussion, it does not have a major impact on your final grade.

Project Descriptions
Conference Participation 15 points

Assignment # 1 - Short Reflective Essay on Theory = 20 points
Due at end of week 3, September 26 in the assignment folder.

A draft of this first assignment <u>must</u> be submitted first to TurnItIn and with this report to the Writing Coach by no later than September 21.

During the first few weeks we have been reading and discussing a number of theories, frameworks and models for online teaching and learning. Please compose an essay by reflecting on <u>one</u> of the following two topics and its questions related to theory and your own learning:

1. Have you developed a theory of online teaching and learning based on your own experience as a student? If so, how does that theory guide your approach to learning and affect your practices as a student?

2. What is theory and how does it affect our understanding of things or actions in life? Do you think learning theory has a potential benefit for faculty or for you as a student? If so, what is that possible benefit and how have you experienced or observed that benefit?

Criteria for this assignment:
- 800 words in length (+/- 50 words) -- direct citations are not to exceed 10%
- Double-spaced, 12 point font; proper citation of any sources, using APA style; no title page required, but make sure name, course and section is on first page, upper left; page numbers lower right hand
- Clearly written, with no major errors in grammar and spelling
- Should include a short introductory paragraph or thesis statement and a conclusion
- Should address all questions embedded in the topic you have chosen
- Style should be formal academic writing. As a reflective essay it should include your thoughts or describe your experience on the question you have chosen to write on, but also be supported through literature (from out course or additionally researched)

Formatting/Submission Guidelines
With respect to easy-to-handle file formats, we prefer **attachments**. Save your paper as a document (.doc or .docx) in your office software and attach it in the WebTycho Assignment folder to the appropriate tab. Click **Submit**.

When saving the file, please use the following filename convention: LastNameFirstNameInitial-A1_Topic#.doc[x]
For reasons of consistency, please use the following header on top of your essay:
[Your Name]
[OMDE 610] [Section 9040]
[Date]
[Title of assignment] – Please use the topic/question as the header of your essay
Please scan for viruses before submitting.

Assignment #2 - Rubrics = 20 points
Due at end of week 5, **October 10th** in the A2 tab in the assignment folder.

A draft of this first assignment <u>should</u> be submitted first to TurnItIn and with this report to the Writing Coach by no later than October 5.

Option #1:
Choosing <u>either</u> the Quality Matters <u>or</u> the ROI rubrics (see schedule for links to the rubrics), review and analyze a recent online or blended class you have taken. (If this is your first online class you may use this OMDE 610 course, but it is preferable for you to use a class that has already been completed if this is not your first course.) If you no longer have access to a classroom or the syllabus from that course, do your best to recall the course and apply as many of the points as you can from the rubric you have chosen.

Report on your review of the course and reflect on it by answering the following questions:
1. Identify which rubric you used
2. What areas from the rubric did the course rate the highest in and what areas rated lowest or what elements were missing or not possible to review? Please give specific examples.
3. Is there anything you experienced in the course that should be considered but is not covered by this rubric? If so, please explain what that is and why it was/is important to your learning experience.
4. Based on your own experience (assuming this is not your first online course), what are the most influential factors in online course design that help support a student's actual learning outcomes and satisfaction? (If this is your first online course, answer the question with respect to your own expectations about online learning.)
5. Does your own experience of online course design from the student perspective confirm or differ in any way from what our or other class readings say about good online course design? Please give specific examples.

Option #2:
Based on your readings and additional research on assessment rubrics, create an assessment rubric for Assignment 1, 2 or 4 or a critical thinking or participation rubric for this class.
1. Identify the learning objective(s) that you will be addressing
2. let the reader know which type of rubric you will be developing and
3. provide the rationale for your choice
4. issues and barriers you encountered during the development
5. modifications you might have made

6. determine the usefulness and distinguish between a rubric and grading criteria or other alternative feedback methods

Criteria for this assignment:
- **Option 1:** 600-800 (+/- 50 words) words in length
- **Option 2:** 500 words in length (+/- 30 words) and excluding the actual rubric -- direct citations are not to exceed 10%
- Double-spaced, 12 point font; proper citation of any sources, using APA style; no title page required, but make sure name, course and section is on first page, upper left; page numbers lower right hand
- Include an Introduction, an analysis and a conclusion
- Clearly written, with no major errors in grammar and spelling
- Should address all questions embedded in the topic you have chosen
- Style should be formal academic writing

Formatting/Submission Guidelines
With respect to easy-to-handle file formats, we prefer **attachments**. Save your paper as a document (.doc or .docx) in your office software and attach it in the WebTycho Assignment folder to the appropriate tab. Click **Submit**.

When saving the file, please use the following filename convention: LastNameFirstNameInitial-A1_Topic#.doc[x]
For reasons of consistency, please use the following header on top of your essay:
[Your Name]
[OMDE 610] [Section 9040]
[Date]
[Title of assignment] – Please use the topic/question as the header of your essay
Please scan for viruses before submitting.

Assignment #3 - Annotations = 30 points
Due at end of week 7, **October 24th** in the A3 tab in the assignment folder.

A draft of this first assignment should be submitted first to TurnItIn and with this report to the Writing Coach by no later than October 19.

The annotated bibliography is designed to acquaint you with the literature of the field**.** Focus your choices for the bibliography around a specific topic and identify that topic in an introductory note to the assignment. Suggested topics are: the nature of the online learner; teaching online; online community; participation; online technology; designing for online learning. (If you have doubts about your topic contact your instructors.) Choose a minimum of 10 (maximum of 15) works, at least two from full-text journal articles available online. Do **NOT** choose readings used in this course. This is an analytical annotation, not a descriptive annotation. Ensure that you understand what is required. Review the UMUC resource on Annotations on the MDE 610 Library Module. Referencing style is important since it is a bibliography, please check your APA style and consult your manual and the resources provided in the WC Conference.
Note 1: Do **NOT** borrow from/use an abstract that describes the article you are annotating.

Criteria for this assignment:
- Maximum 2000 words in length (+/- 50 words)
- Double-spaced, 12 point font; proper citation of the annotations, using APA style; no title page required, but make sure name, course and section is on first page, upper left; page numbers lower right hand.
- Clearly written, with no major errors in grammar and spelling
- Should include a short introductory paragraph; a conclusion is not necessary
- Should address the requirements for an analytical annotation and include full citation of each reading cited

Formatting/Submission Guidelines
With respect to easy-to-handle file formats, we prefer **attachments**. Save your paper as a document (.doc or .docx) in your office software and attach it in the WebTycho Assignment folder to the appropriate tab. Click **Submit**.

When saving the file, please use the following filename convention: LastNameFirstNameInitial-A1_Topic#.doc[x]
For reasons of consistency, please use the following header on top of your essay:
[Your Name]
[OMDE 610] [Section 9040]
[Date]
[Title of assignment] – Please use the topic/question as the header of your essay
Please scan for viruses before submitting.

Assignment #4 - Learning Journal = 15 points
Due at end of week 11, **November 21** in the A4 Tab in the Assignment folder.
Copies of your first two entries in the learning journal must be posted to the *workbook* by **September 19.**

Although this assignment is not due until the end of the course, it is essential that you begin it right away. Its purpose is to help you document and consider your own learning. It must be an iterative and evolving document. It can easily be constructed as a blog. If you have a tool that you used for a similar activity in another course please feel free to use this à ensure that you provide the instructors and the TA access to all tools. There is no word length for this assignment, but see notes below. Remember to revisit the videos on reflective learning journals under Course Management.

We are just embarking on a course about online teaching and learning. This may be your first online course or you may be a more experienced online learner. The learning journal is intended to document your journey through the course. To do so, you will incorporate a number of techniques into your writing. Some examples of what to do:

a. Select critical incidents from the course (readings, interactions, assignments, feedback) and describe them, detailing how they contribute to your awareness of yourself as an online learner. What did you learn about yourself from this incident? How will you capitalize on that learning as you proceed through this course as a learner? How can you capitalize on that learning in a teaching role (if applicable)?
b. Use incidents or parts of class discussion to make links to other aspects of your program learning.
c. Reflect on readings or activities in greater detail than you did online.
d. Refer to outside readings or other sources of information to elaborate upon your learning.
e. Refer back to previous journal entries with follow-up observations about your own process.

Note 1: References and a bibliography are not required in this assignment. However, if you use someone else's ideas or materials, you must cite and reference them.
Note 2: A minimum of one weekly entry must be included. Entries should NOT be synopses of the week's work. The journal's emphasis is on reflection and connection.
Note 3: Please date your entries.
Note 4: By the end of week 2 post the URL to your blog or other tool to the workbook area and ensure that instructors and TAs have access. If you have not set up a blog or wiki before we recommend GoogleSites or blogger. In both cases you need to create a free account.

Two important parts of the Learning Journal assignment:

1. Please submit to your workbook your first two entries no later September 19th, 2011. This will permit us to give you formative feedback as to how you are doing on this assignment.
2. Your last entry in your Journal must address the following questions:
a. What five adjectives do you feel best describe your participation in this course?
b. What strength(s) do you feel that you brought to this course? How/when was that strength exhibited?
c. What area(s) of weakness, if any, did you discover in your own learning?
d. Describe one thing that you learned about yourself as an online learner through your participation.

Participation Grade - Weekly Conferences = 72 points **(15% of the final grade)**
Please review and look at the expectations noted in each week's conference: Every week there are two topics with related questions – thus you are required to respond to one question under each topic and to one classmate's post under each topic. What is rewarded by the participation mark? These are the kinds of behaviors that can earn you a good participation mark:
- Substantive responses that show thoughtful consideration of the question(s), relevant comparisons or analysis, probing questions, application to real-life experience, provides examples, etc. Substantive responses are those that help drive the conversation forward or encourage deeper exploration. Provide evidence, whenever possible or appropriate for your observations, assertions, and arguments
- Substantive response to at least one classmate's posting, in the form of a comment, follow-up question or other response that encourages deeper thinking about the issues, builds on classmates' observations, or offers alternate explanations and points-of-view
- Comments such as "wow," "great," "I agree," are welcome in that they show enthusiasm, contribute to building community and acknowledging classmates' contributions, but these are not counted toward the participation grade.
- Regular, frequent, and consistent contributions to the discussion
- Compliance with what is asked of you (ie, post within the timeframes)
- Courtesy and sensitivity to your colleagues' work

Please note:

- Points are distributed as follows: 2 points for each topic question to which you responded; one point for each peer you responded to -- in both cases to receive two or one point respectively, the posts must be substantive as described above. This means that there are six points to be earned each week. A total of 6 points per week equals a total of 72 points.
  After week five we will post the number of points achieved thus far (a high of 30 points is possible at this point) to give you an idea of how you are doing.
- If you are going to be away for a short time and cannot get access to a computer, missing out on a week's discussion will probably not affect your participation grade if the rest of your time in the course has been spent/is being spent constructively. Nonetheless, as a courtesy, please let the class and us know that you will be absent.

Ongoing Activity – BookMarking Exercise

Visit to Delicious.com or Diigo.com and respond in week 12 conference. Contribution of a link to the social bookmarking site with reading references related to the course.

Delicious.com and Diigo.com are two social bookmarking sites that can assist students in researching topics on the Web. You must visit at least one of these two social bookmarking sites, but we recommend that you visit both to compare, to take a tour and explore what each has to offer, how each is set up and begin by adding the works you will be annotating for assignment #3. You will then respond in the week 12 conference discussion topics.

Note that either service allows your own annotated bookmarks to be made public; you may make it private after the end of the course. Both of these social bookmarking sites will allow you to search by topic, see how many websites are cited for that topic by others who belong to the site, allow you to read publicly available annotated comments written by others who recommend the websites, etc. Diigo also permits users to highlight and add sticky notes to website references and to form private groups.

You should join and create an account in one of the two (it is free) and use the site to organize and save at a minimum the readings that you annotated for Assignment #3. You may add others and we hope you will continue to use this tool for your upcoming courses in the MDE.

Additional Information
TECHNICAL ASSISTANCE AND WEBTYCHO SUPPORT
Understanding and navigating through WebTycho is critical to successfully completing this course. All students are encouraged to complete UMUC's Orientation to Distance Education and WebTycho Tour at http://www.umuc.edu/distance/de_orien.
UMUC 360 Support is accessible directly in the WebTycho classroom. Technical support is available 24 hours a day, 7 days a week, 365 days a year via self-help, phone, and chat at http://support.umuc.edu or toll-free 888-360-UMUC (8682), or 301-985-6710.
LIBRARY SUPPORT
Extensive library resources and services are available online, 24 hours a day, seven days a week at http://www.umuc.edu/library. Information and Library Services provides research assistance in creating search strategies, selecting relevant databases, and evaluating and citing resources in a variety of formats via its Ask a Librarian service (http://www.umuc.edu/library/help/ask.shtml), which includes 24/7 chat and e-mail. The Search by Subject area of the library's Web site (http://www.umuc.edu/library/subjects.shtml) provides a listing of resource guides for each subject area, with each guide containing relevant databases, Web sites, books, and other resources along with technical and citation assistance. A guide to using UMUC's library databases is available at http://www.umuc.edu/library/tutorials/research/mod6.shtml.

Academic Policies
Graduate School of Management and Technology's Academic Policies (GSMT)
GRADING GUIDELINES
According to the Graduate School of Management and Technology's grading policy, the following marks are used:
A (90-100) = Excellent
B (80-89) = Good
C (70-79) = Below standards
F (69 or below) = Failure
FN = Failure for nonattendance
G = Grade pending

P = Passing
S = Satisfactory
U = Unsatisfactory
I = Incomplete
AU = Audit
W = Withdrew

The grade of "B" represents the benchmark for the Graduate School of Management and Technology. It indicates that the student has demonstrated competency in the subject matter of the course, e.g., has fulfilled all course requirements on time, has a clear grasp of the full range of course materials and concepts, and is able to present and apply these materials and concepts in clear, well-reasoned, well-organized, and grammatically correct responses, whether written or oral.

Only students who fully meet this standard and, in addition, demonstrate exceptional comprehension and application of the course subject matter earn a grade of "A."

Students who do not meet the benchmark standard of competency fall within the "C" range or lower. They, in effect, have not met graduate level standards. Where this failure is substantial, they can earn an "F." The "FN" grade means a failure in the course because the student has ceased to attend and participate in course assignments and activities but has not officially withdrawn.

ACADEMIC STANDARDS

Graduate students are expected to maintain a 3.0 or higher grade point average (GPA) at all times, with no grade of F. An assessment of academic standing is made of each student at the end of every semester. Each student's GPA is computed for all UMUC graduate-level graded coursework to make a determination of academic standing as described in the policy below.

UMUC policy on academic levels of progress (exclusive of doctoral level)
UMUC Doctoral program policies

WITHDRAWAL

Students who officially withdraw from a course receive a mark of W (Withdrawal). The grade of W will appear on the official transcript but will not be used in calculating the grade point average (GPA). Students must follow the withdrawal procedures as outlined in the catalog, schedule of classes, or Web site. Graduate students must officially withdraw at least two weeks (14 calendar days) before the final class. Students who do not officially withdraw by the deadline receive the grade earned for the course.

WRITING STANDARDS

Effective managers, leaders, and teachers are also effective communicators. Written communication is an important element of the total communication process. The Graduate School of Management and Technology recognizes and expects exemplary writing to be the norm for course work. To this end, all papers, individual and group, must demonstrate graduate level writing and comply with the format requirements of the Publication Manual of the American Psychological Association, 6th Edition. Careful attention should be given to spelling, punctuation, source citations, references, and the presentation of tables and figures. It is expected that all course work will be presented on time and error free.

POLICY ON ACADEMIC INTEGRITY AND PLAGIARISM

UMUC policy on academic dishonesty and plagiarism
Tutorial:
UMUC offers the VAIL Tutor, a tutorial covering academic integrity and strategies to help students avoid academic dishonesty and plagiarism.
Turnitin.com:
The University has a license agreement with Turnitin.com, a service that helps prevent plagiarism from internet resources. Your instructor may be using this service in this class by either requiring students to submit their papers electronically to Turnitin.com or by submitting questionable text on behalf of a student. If you or your instructor submit part or all of your paper, it will be stored by Turnitin.com in their database throughout the term of the University's contract with Turnitin.com. If you object to this temporary storage of your paper, you must let your instructor know no later than two weeks after the start of this class. Please Note: If you object to the storage of your paper on Turnitin.com, your instructor may utilize other services to check your work for plagiarism.

COURSE EVALUATION FORM

UMUC values its students' feedback. You will be asked to complete a mandatory online evaluation toward the end of the semester. The primary purpose of this evaluation is to assess the effectiveness of classroom instruction. UMUC requires all students to complete this evaluation. Your individual responses are kept confidential.

The evaluation notice will appear on your class screen about 21 days before the end of the semester. You will have approximately one week to complete the evaluation. If, within this 21-day period, you do not open the file and either respond to the questions or click on "no response," you will be "locked out" of the class until you do complete the

evaluation. This means that you will not be able to enter the classroom. Once you have completed the evaluation, you will regain access to the classroom. If you have any problem getting back in your classroom, you should immediately contact UMUC 360 support by phone toll-free, 888-360-UMUC (8682), or 301-985-6710 or via chat.

The Graduate School of Management and Technology takes students' evaluations seriously, and in order to provide the best learning experience possible, information provided is used to make continuous improvements to every class. Please take full advantage of this opportunity to provide constructive recommendations and comments about potential areas of improvement.

STUDENTS WITH DISABILITIES

Students with disabilities who want to request and register for services should contact UMUC's technical director for veteran and disabled student services at least four to six weeks in advance of registration each semester. Please email vdsa@umuc.edu or call 301-985-7930 or 301-985-7466 (TTY).

OMDE610 9040 – Course Schedule – Fall 2011

Modules	Week and Important Due Dates	Activities
PreWeek **August 30 - September 5, 2011**	**Pre-Week 0: Aug. 30 - Sept. 5, 2011**	1. Order books 2. Get acquainted: post personal biography 3. Q & A about course in Q & A conference 4. Check out writing coach in writing coach conference 5. Begin readings
Module 1: Framing the Issues September 6 - 24, 2011	**Week 1: Sept. 6 - 12** **Introduction & Defining DE Theory, ELearning and Pedagogy**	1. Introduce yourself in the Introductions conference 2. Q & A about course in Q & A conference 3. Check out writing coach in writing coach conference 4. Begin readings **REQUIRED READINGS:** • Ally, M. (2008). Foundations of educational theory for online learning. In T. Anderson (Ed.), *The Theory and practice of online learning (2nd Ed.)* pp. 15-49. Athabasca, CA: Athabasca University Press. *Retrieved from* http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf • Anderson, T. (2008). Toward a theory of online learning In T. Anderson (Ed.), *The Theory and practice of online learning (2nd Ed.)* pp. 45-74. Athabasca, CA: Athabasca University Press. Retrieved from http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf **CONFERENCE:** Participate in the week 1 conference discussions
	Week 2: Sept. 13- 19 **Models and Frameworks**	**REQUIRED READINGS**: • Garrison, R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: a retrospective. *The Internet and Higher Education*, 13 (1-2) pp. 5-9. **Available under Reserved readings in this classroom** • Kanuka, H. (2008). Understanding e-learning technologies in practice through philosophies in practice. In T. Anderson (Ed.), *The Theory and practice of online learning (2nd Ed.)* pp. 91-120. Athabasca, CA: Athabasca University Press. Retrieved from http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf • Morrison, D. (2007). E-learning in higher education: The need for a new pedagogy. In M. Bullen & D. Janes (Eds.), *Making the transition to e-learning* (pp. 104-120). Hershey, Pa, USA: Information Science Publishing. **Ch. 7 in Bullen & Janes textbook** • Anderson, T. (2008). Teaching in an online learning context. In T. Anderson (Ed.), *The Theory and practice of online learning (2nd Ed.)* pp. 343-366. Athabasca, CA: Athabasca University Press. Retrieved from http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf

		CONFERENCE: Participate in the week 2 conference discussions
	Week 3: Sept. 20 – 26 **Teaching and Learning** **Assignment 1 due:** **Monday, September 26**	**REQUIRED READINGS:** • Collins and Berge. (1996). Facilitating interaction in computer mediated online courses. Retrieved from http://members.fortunecity.com/rapidrytr/dist-ed/roles.html • Conrad, D. (2007). The plain hard work of teaching online. In M. Bullen & D. Janes (Eds.), *Making the transition to e-learning* (pp. 191-207). Hershey, Pa, USA: Information Science Publishing. **Ch. 12 in Bullen & Janes textbook** • Gabriel, M. (2007). Toward effective instruction in e-learning environments. In M. Bullen & D. Janes (Eds.), *Making the transition to e-learning* (pp. 173-190). Hershey, Pa, USA: Information Science Publsihing. **Ch. 11 in Bullen & Janes textbook** • Mayes, T. (2006). Theoretical perspectives on interactivity in e-learning. In C. Juwah (Ed.), *Interactions in online education* (pp.9-26). London/NewYork: Routledge. **Available under Reserved readings in this classroom** **CONFERENCE:** Participate in the week 3 conference discussion **ASSIGNMENT:** Write 500-800 word Reflective Essay on Theory and submit by September 26 via Assignment folder. See detailed directions for this assignment under Syllabus, Project Descriptions
Module 2: **Theory into** **Practice:** **Considerations** **for design and** **delivery** **Sept. 25 –** **October 15, 2011**	**Week 4: Sept. 27 - Oct. 3** **Design**	**REQUIRED READINGS:** • Kirschner, P., Strijbos, J-W., & Kreijns, S. (2004). Designing integrated, collaborative e-learning. In W. Jochems, J. van Merrienboer, and R. Koper (Eds.), *Integrated e-learning: Implications for pedagogy, technology & organization* (pp. 24-38). New York: RoutledgeFalmer. **Available under Reserved readings** • Sangra, A., Guardia, L., & Gonzalez - Sanmamed, M. (2007). Educational design as a key issue in planning for quality improvement. In M. Bullen & D. Janes (Eds.), *Making the transition to e-learning* (pp. 284 - 299). Hershey, Pa, USA: Information Science Publishing. **Ch.17 in Bullen & Janes textbook** • Visit the Quality Matters website at http://www.qmprogram.org and review the Quality Matters rubric for online course design at http://www.qmprogram.org/rubric. • Visit the Rubric for Online Instruction website at http://www.csuchico.edu/celt/roi/ and review their rubric at http://www.csuchico.edu/tlp/resources/rubric/rubric.pdf. • Pierce, W. (2006). *Designing rubrics for assessing higher order thinking*. AFACCT Conference Presentation Columbia, MD, on January 13, 2006. Retrieved from http://academic.pgcc.edu/~wpeirce/MCCCTR/Designingrubricsassessingthinking.html • Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, *7*(25). Retrieved from http://www.learner.org/workshops/tfl/resources/s7_rubrics.pdf • Center for Innovative Teaching and Learning. (2007). *Rubric design guide - Establishing rubrics*

		to guide your grading. Retrieved from http://citl.gwu.edu/pdf/RubricDesignGuide.pdf **CONFERENCE:** Participate in the week 4 conference
	Week 5: Oct. 4 - 10 **Web 2.0 and Learning Environment** **Assignment 2 due:** **Monday, October 10th**	**REQUIRED READINGS:** • Lee, M., & McLoughlin, C. (2010). Beyond distance and time constraints: Applying social networking tools and Web 2.0 approaches in distance education, In G. Veletsianos (Ed.), *Emerging technologies in distance education* (pp. 61-87). Athabasca, CA: Athabasca University Press. Retrieved from http://www.aupress.ca/books/120177/ebook/04_Veletsianos_2010-Emerging_Technologies_in_Distance_Education.pdf • Kop, R. & Hill, A. (2008). Connectivism: Learning theory of the future or vestige of the past? In *The International Review of Research in Open and Distance Learning*, *9*(3), 1-13. Retrieved from: http://www.irrodl.org/index.php/irrodl/article/view/523/1137 **CONFERENCE:** Participate in week 5 conference discussion **ASSIGNMENT:** Design Framework Review or Rubric. Due via Assignment folder October 10th. See details of assignment under Syllabus, Project Descriptions.
Module 3: Theory into Practice II — Facilitating Learning **October 9 – October 22, 2011**	**Week 6: Oct. 11 – 17** **Facilitating Interaction and Communication**	**REQUIRED READINGS:** • Wozniak, H. (2007). Empowering learners to interact effectively in asynchronous discussion activities. . In M. Bullen & D. Janes (Eds.), *Making the transition to e-learning* (pp. 208 - 228). Hershey, Pa, USA: Information Science Publishing. **Ch.13 in Bullen & Janes textbook** • Beaudoin, M. (2003). Learning or lurking? Tracking the 'invisible' online student. In U. Bernath, & E. Rubin (Eds.), *Reflections on teaching and learning in an online master program* (pp. 121-130). Oldenburg: Bibliotheks- und Informationssystem der Universität Oldenburg. **Available under Reserved readings in this classroom** • Murphy E., & Laferriere, T. (2007). Adopting tools for online synchronous communication: Issues and strategies. In M. Bullen & D. Janes (Eds.), *Making the transition to e-learning* (pp. 318-334). Hershey, Pa, USA: Information Science Publishing. **Ch. 19 in Bullen & Janes textbook** **CONFERENCE:** Participate in week 6 conference discussion
	Week 7: Oct. 18 – 24 **Fostering Community** **Assignment 3 due:** **Monday, October 24**	**REQUIRED READINGS:** • Wilson, B. G., Ludwig-Hardman, S., Thornam, C.L. & Dunlap, J.C. (2004). Bounded community: Designing and facilitating learning communities in formal courses. In *The International Review of Research in Open and Distance Learning,(5)*3, 1-22. Retrieved from http://www.irrodl.org/index.php/irrodl/article/view/204/820 • Shih, L., & Swan, K. (2005). Fostering social presence in asynchronous online class discussions. *Proceedings of the 2005 conference on Computer Support for Collaborative Learning: Learning*

		2005: the next 10 years!, 602-606. Retrieved from the ACM Digital Library. **Available in Reserved readings in this classroom** • Palloff & Pratt (2009). Web 2.0 technologies and community building online. *Proceedings of 25th Conference on Distance Teaching and Learning, 1-6.* Available at http://www.uwex.edu/disted/conference/Resource_library/proceedings/09_20002.pdf **CONFERENCE:** Participate in week 7 conference discussion **ASSIGNMENT:** Write 10-15 Analytical Annotations. Due via Assignment folder October 24th. See details of assignment under Syllabus, Project Descriptions.
Module 4: **Best Practices and the Big Picture** **October 23 – November 27, 2011**	**Week 8: Oct. 25 – 31** **Best Practices and Standards**	**REQUIRED READINGS:** • Lewis, C. C. & Abdul-Hamid, H. (2006, May). Implementing effective online teaching practices: Voices of exemplary faculty. *Innovative Higher Education, 31*(2), 83-98. **Available under Reserved readings** • Moisey, S. & Hughes, J. (2008). Supporting the online learner. In T. Anderson (Ed.), *The Theory and practice of online learning (2nd Ed.)* pp. 419-440. Athabasca, CA: Athabasca University Press. Retrieved from http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf • The Community of Inquiry Survey Instrument (n.d.). Retrieved from http://communitiesofinquiry.com/methodology. Click on the "Download the COI survey" link. **CONFERENCE:** Participate in week 8 conference discussion
	Week 9: Nov. 1 - 7 **Emerging Technologies and Implications for Teaching and Learning Online**	**REQUIRED READINGS:** • Horizon 2011 Report. (2011). Retrieved from http://net.educause.edu/ir/library/pdf/HR2011.pdf • Veletsianos, G. (2010). A definition of emerging technologies for education. In G. Veletsianos (Ed.), *Emerging technologies in distance education* (pp. 3-22). Athabasca, CA: Athabasca University Press. Retrieved from http://www.aupress.ca/books/120177/ebook/99Z_Veletsianos_2010-Emerging_Technologies_in_Distance_Education.pdf • Dabbagh, N. & Reo, R. (2010). Back to the future: Tracing the roots and learning affordances of social software. In M. Lee, and C. McCoughlin (Eds.), *Web 2.0 based e-learning: Applying social informatics for tertiary learning. Retrieved from* link of left of page to "Free Sample Chapter" at http://www.igi-global.com/Bookstore/TitleDetails.aspx?TitleId=40272 **CONFERENCE:** Participate in week 9 conference discussion
	Week 10: Nov 8 - 14 **The State of Online Teaching and Learning**	**READINGS:** • Sloan Survey— Learning on demand: Online education in the United States, 2009. Available at http://www.sloan-c.org/publications/survey/learning_on_demand_sr2010 • Parker, N. (2008). The quality dilemma in online learning revisited. In T. Anderson (Ed.), *The*

| | | *Theory and practice of online learning (2nd Ed.)* pp. 305-340. Athabasca, CA: Athabasca University Press. Retrieved from http://www.aupress.ca/books/120146/ebook/99Z_Anderson_2008-Theory_and_Practice_of_Online_Learning.pdf

CONFERENCE:
Participate in week 10 conference |
| | **Week 11: Nov. 15 - 21**
Meta-Analysis of Online Learning Studies

Assignment 4 due:
Monday, November 21 | **REQUIRED READINGS:**
• U.S. Department of Education (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.* Retrieved from http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

CONFERENCE:
Participate in week 11 conference discussion

ASSIGNMENT: Learning Journal |
| | **Week 12: Nov. 22 – 27**
(short week) | **CONFERENCE:**
Participate in week 12 conference discussion
Wrap-Up |