



## EdTech 522

# Online Teaching for Adult Learners

3 Semester Credits

Fall 2011

### Course Description

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

Faculty  
Teresa Grey Dove, Ed.D.  
Email: [TeresaDove@boisestate.edu](mailto:TeresaDove@boisestate.edu)

Faculty Office Hours  
Appointment Only

The instructor reserves the right to change the syllabus and schedule if warranted and unexpected situations arise.

Online Teaching for Adult Learners

**EdTech 522**  
**FALL 2011**

### **COURSE OVERVIEW**

**EdTech 522:** This hands-on course explores the theory and practice of online teaching and learning with adults. It is geared for educators wishing to conduct teaching and learning using Internet-based technologies. Emphasis is placed on understanding strengths and weaknesses of various online teaching tools, engaging the online learner, creating collaborative and interactive e-learning, and gaining practical experience teaching online.

### **REQUIRED TEXTS AND COURSE MATERIALS**

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

#### **Required Textbooks**

1. Teaching Online: A Practical Guide (3rd Edition)  
Ko, S. and Rossen, S.  
New York: Routledge (2010)  
ISBN: 978-0-415-99726-3
2. Tools for Successful Online Teaching  
Dawley, L.  
IGI Publishing (2007)  
ISBN: 978-1-59140-956-4

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

Order the textbooks through the [Boise State Bookstore](#) or an online vendor. Examples of such vendors include [Amazon.com](#). Ensure quick shipping as you will both reading materials during the second week of this course. If you have trouble finding an in-stock copy of the Dawley book, you can find a copy from [Bookfinder.com](#).

#### **Required Hardware**

Students are **required** to purchase a **webcam** (unless your computer has one built in) to use for video conferencing. Please purchase one that is equivalent in quality to the Logitech QuickCam Pro 4000, which costs around \$70 on Amazon.com (or consider the discontinued model of the QuickCam Pro 9000, currently reduced to about \$60). Less expensive webcams may work but will give you lower quality audio/video output and make some assignments more difficult. To view other choices of webcams, do a search on a site such as [Amazon](#).

### **OPTIONAL TEXTS AND MATERIALS**

#### **American Psychological Association (APA), 6<sup>th</sup> Edition**

APA Exposed Video Tutorial: <http://flash1r.apa.org/apastyle/basics/index.htm>

APA Basics Video Tutorial: [http://isites.harvard.edu/icb/icb.do?keyword=apa\\_exposed](http://isites.harvard.edu/icb/icb.do?keyword=apa_exposed)

OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>

## TEACHING/LEARNING METHODOLOGY

EdTech 522 utilizes an active and collaborative teaching/learning methodology. Active learning occurs when students take a deliberate and participatory role in the course (Kane, 2004). In an active learning environment, the instructor serves as a facilitator instead of encouraging a traditional lecture environment. Collaborative learning is instruction that involves students working in teams to accomplish a common goal and is used frequently in distance education courses (Bernard & Lundgren-Cayrol, 2001). Student success in this course is highly dependent on the participation of all students in online discussions via Moodle and completion of assignments.

Bernard, R., & Lundgren-Cayrol, K. (2001). Computer conferencing: An environment for collaborative project-based learning in distance education. *Educational Research & Evaluation*, 7(2/3), 241-261.

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

## COURSE POLICIES AND GUIDELINES

Final Grade Scale	
Grade	Points Required
A+	970 - 1,000
A	940 - 969
A-	900 - 939
B+	870 - 899
B	840 - 869
B-	800 - 839
C+	770 - 799
C	740 - 769
C-	700 - 739
D+	670 - 699
D	640 - 669
D-	600 - 639
F	0 - 599

## Assignment Policy

Assignments are due by 11:59 pm Mountain Standard Time (MST). Assignments are due on the date indicated in the syllabus (usually Tuesdays and Fridays). **It is the student's responsibility**, in the event of an emergency, to contact faculty prior to the due date to discuss the options for completing assignments. The student is also responsible for notifying their small group/discussion group if they are unable to complete discussion board postings in a timely manner. All assignments and communication must include the student's name, faculty name and the course number. It is the student's responsibility to keep a copy of all submitted assignments.

Assignments submitted late will lose 10% of the grade each day. However, no work will be accepted more than 3 days late. Please stay current in the course so you don't run into any emergencies near a particular due date.

## Attendance Policy

Students will work through seven online learning modules during this course. Active participation in all of these components will be required in order to pass the course. This course will be delivered through the web-based system called Moodle.

Moodle is a Web-based course-management system designed to allow students and faculty to participate in classes delivered online. Moodle can be accessed on-campus or off-campus via a computer with Internet access.

Moodle Log-in: <http://edtechdev.mrooms2.net/>

## Time Management

An online course can take a considerable amount of time, since time you would spend in the classroom in a face-to-face class is devoted to additional readings and activities in an online class. For this reason, I strongly recommend starting assignments early. I will open several modules at a time. Work on them regularly over the weeks rather than waiting until the last day or two. That way, if a problem arises, you will have time to work it out or get help if needed. In addition, if you wait until the last day to post your blog or discussion assignments, your peers **will have no time to comment on them**. Assignments are always due within the specific module. Please do not submit assignments earlier.

## POLICIES AND STATEMENTS

### Statement on Academic Integrity and Conduct

Assignments you submit must be your original work and cannot be used in other courses in the EdTech program without specific permission from the teachers. Nor can you use significant portions of assignments completed for another course in this course.

All work that you submit must show your own ideas and current understanding. Assignments you submit must be original and developed by you. You are welcome to get ideas from other sources. However, you must adapt such ideas to support the point you are trying to make and cite your sources, even though they are paraphrased. Anything copied from another source must be indicated by quotation notations.

Students must abide by the *BSU Student Code of Conduct* regarding Academic Dishonesty (refer to the Boise State University Student Handbook). Students may not give or receive help on any test from any other student. Students may not discuss the content of any tests with other students until all students have taken the test. This includes students who may have missed the scheduled test time due to illness or emergency.

The Boise State University *Student Code of Conduct* and policies on Academic Dishonesty are located at the following websites. We encourage you to read these carefully. Students will be held to these standards in all areas of academic performance.

<http://www.boisestate.edu/osrr/>

[http://www.boisestate.edu/osrr/scp/student\\_code.html](http://www.boisestate.edu/osrr/scp/student_code.html)

### Net Etiquette:

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

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

### ADA Information:

Any student needing information on American Disabilities Act (ADA) services at the university should contact the Boise State University Disability Resource Center at 208 426-1583 or

[Elysetaylor@boisestate.edu](mailto:Elysetaylor@boisestate.edu). You can also access information on the BSU web page:

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

### Copyright Statement:

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

## **BOISE STATE UNIVERSITY STATEMENT OF SHARED VALUES**

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

## **COURSE BEHAVIORAL NORMS AND PROFESSIONAL EXPECTATIONS**

Faculty members in higher education have a unique responsibility to encourage debate and to promote intellectual inquiry. To do so, we must bring civility to discourse and respect to our conversations and encounters. Fostering a classroom environment conducive to student learning and evocative dialogue is critical. Therefore, co-creating classroom and clinical norms on the first day of class is essential in fostering a civil environment. This process instills in students a sense of ownership and commitment to a respectful academic environment. When norms are created and implemented, students and faculty are more likely to abide by them.

A critical component of successful learning is the mutual respect and the expectation for success that both teachers and students bring to their interactions, whether in a face-to-face or distance setting. As your instructor, I commit to creating a professional and respectful atmosphere in this course, where people may share experiences and ask questions in a safe and supportive environment. It is my expectation that we will follow similar norms in the classroom, with other students and faculty within our school, and in our interactions outside the course setting. Civil, respectful behavior is equally as important in our communications away from the real or virtual classroom, whether in a face-to-face discussion, an email, a voicemail, or on a social networking site. By setting norms and treating each other with respect and courtesy, we model the role of a professional educator.

## COURSE MODULES & ASSIGNMENTS

A presentation including audio components for each of the seven modules will need to be reviewed.

If an assignment is due during a specific module, the deadline is noted next to the assignment (see details below). Please do not wait until the final due date to begin an assignment. Utilize your classmates and faculty as a support system for questions on assignments.

It may serve you well to develop a calendar and note when each DQ, reply, and assignment is due so that you can submit all required work in a timely fashion. Please do not hesitate to contact me for questions or clarification. I am here to help make the course beneficial and a success for you.

Title	Description	Assignments	Reading
<b>Module #1</b> <b>August 22 –</b> <b>September 6</b>	Introductions  Course Overview & Review Course Site  Adult Learning Theory  Understanding the Online Learner  Best Practices in Online Teaching	Review Module #1 PowerPoint  DQ #1 – <b>due August 26</b>  Social Networking Assignment – <b>due September 2</b>  Survey Assignment – <b>due August 29</b>  Reflection Entry Assignment – <b>due September 2</b>  DQ Replies – <b>due September 6</b>	Dawley (2007) CH. 1  Ko & Rossen (2010) CH. 1  Taylor & Kroth, 2009  Stewart, Bachman, Johnson 2010  Sloan 2010 Report
<b>Module #2</b> <b>September 6 –</b> <b>September 19</b>	Comparing Online Courses & Course Management Systems (CMS)	Review Module #2 PowerPoint  DQ #2 – <b>September 9</b>  Creating a Blog – <b>due September 16</b>  DQ Replies – <b>due September 19</b>	Dawley (2007) CH. 9  Ko & Rossen (2010) CH. 2  Ternus, Palmer, & Faulk (2007)  Lane (2009)
<b>Module #3</b> <b>September 20 –</b> <b>October 3</b>	Effective Use of Online Learning Tools & Web 2.0  Presentation Tools  Synchronous Chats	Review Module #3 PowerPoint  DQ #3 – <b>due September 23</b>  DQ Replies – <b>due October 3</b>  Synchronous Chat Session with Blog posting – <b>due October 3</b>  Presentation of Online Teaching Tool – <b>due October 3</b>  Continue Posting to your Blog	Dawley (2007) CH.6 & 7  Ko & Rossen (2010) CH. 11 & 13  Chat Tips handout  Select a peer-reviewed journal article  LinkingDots.com: Teaching Tools  Educause “7 Things you Should Know About”

<p><b>Module #4</b> <b>October 4 –</b> <b>October 17</b></p>	<p>Designing Online Learning</p> <p>Rich Media Tutorials</p> <p>Communicating with Video and Audio</p>	<p>Review Module #4 PowerPoint</p> <p>DQ #4 – <b>due October 10</b></p> <p>DQ Replies – <b>October 17</b></p> <p>Rich Media Tutorial – <b>due October 17</b></p> <p>Continue Posting to your Blog</p>	<p>Dawley (2007) CH. 3 – 9</p> <p>Resources in this module for creating rich media</p>
<p><b>Module #5</b> <b>October 18 –</b> <b>November 7</b></p>	<p>PART I: Planning, Designing, and Facilitating Online Instruction</p>	<p>Review Module #5 PowerPoint</p> <p>“Partner Information Exchange Results” DQ – <b>due October 24</b></p> <p>Lesson Plan – <b>due October 31</b></p> <p>Lesson Plan &amp; Moodle Project – <b>due November 7</b></p> <p>Post Moodle Course Information on Facebook – <b>due November 7</b></p> <p>DQ #5 – <b>due November 3</b></p> <p>DQ Replies – <b>due November 7</b></p> <p>Continue Posting to your Blog</p>	<p>Variety of resources throughout Module 5</p>
<p><b>Module #6</b> <b>November 7 –</b> <b>November 18</b></p> <p><b>NOTE:</b> <b>THANKSGIVING</b> <b>BREAK THE</b> <b>WEEK OF</b> <b>NOVEMBER 21-25</b> <b>– ENJOY TIME</b> <b>WITH LOVED</b> <b>ONES!</b></p>	<p>Teaching Hybrid / Blended Courses</p>	<p>Review Module #6 PowerPoint</p> <p>Practicum Assignment – <b>due November 11</b></p> <p>DQ #6 – <b>due November 14</b></p> <p>DQ Replies – <b>due November 18</b></p> <p>Continue Posting to your Blog</p>	<p>Ko &amp; Rossen (2010) p. 48-51 p. 372-372 p. 374-375</p> <p>Dawley (2007) p. 2</p> <p>Select a peer reviewed article of your choice published between 2007 – present</p> <p>Variety of resources throughout Module 6</p>
<p><b>Module #7</b> <b>November 28 –</b> <b>December 12</b></p>	<p>Analysis, Synthesis, and Sharing of Knowledge</p> <p>Reflection of Significant Learning Experiences</p>	<p>Review Module #8 PowerPoint</p> <p>DQ #7 – <b>due December 2</b></p> <p>Analysis, Synthesis, and Sharing Project – <b>due December 9</b></p> <p>DQ Replies – <b>due December 9</b></p> <p>Course Evaluation – <b>due December 9</b></p>	<p>Dawley (2007)</p> <p>Ko &amp; Rossen (2010)</p> <p>Variety of resources throughout Modules 1 - 6</p>

## EVALUATION / GRADING

All Final grade in this course will be determined by completion of the following:

Points	Assignment	Description
70 pts.	7 Assigned Discussion Questions	Modules 1, 2, 3, 4, 5, 6 & 7
75 pts.	Class Discussion Questions (minimum of 15 responses to classmates)	Modules 1, 2, 3, 4, 5, 6 & 7
20 pts.	Survey Assignment	Module 1
20 pts.	Reflection Entry Assignment	Module 1
20 pts.	Social Networking Assignment	Module 1
50 pts.	Creating a Blog & Posting throughout the Semester	Module 2
50 pts.	Synchronous Chat Session with Blog posting Part I, II, III, IV	Module 3
70 pts.	Presentation of Online Teaching Tool Parts I & II	Module 3
150 pts.	Rich Media Tutorial	Module 4
255 pts.	Lesson Plan & Moodle Project	Module 5
70 pts.	Practicum Assignment	Module 6
150 pts.	Analysis, Synthesis & Sharing Project	Module 7
<b>1,000 pts.</b>	<b>Total Points for EdTech 522</b>	

### ISTE/NCATE PORGRAM STANDARDS ADDRESSED IN EDTECH 522

#### [ISTE/NCATE Program Standards](#)

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

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

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

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

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

1. Identify and evaluate instructional design principles associated with the development of technology resources.
6. Evaluate methods and strategies for teaching concepts and skills that support use of

distance learning systems appropriate in a school environment.

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

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

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

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

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

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

## Get Skype for Free

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