



EdTech 522 Syllabus

Online Teaching for Adult Learners

Fall 2009
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Course Description

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.

Course Text & Materials

Order the textbook and webcam through the [Boise State bookstore](#) or an online vendor, such as Amazon.com. Ensure quick shipping as you will need the text in Week 2 of class.

1. **Text:** *Tools for Successful Online Teaching*
Dawley, L.
IGI Publishing (2007)
ISBN: 978-1-59140-956-4
2. Students are required to **purchase a webcam** (unless your computer has one built in) to use for video conferencing. Try to buy one that is equivalent in quality to the Logitech QuickCam Pro 4000, which costs around \$85 on Amazon.com. Less expensive webcams may work but will give you lower quality audio/video output and make at some assignments more difficult. To view other choices of webcams, do a search on site such as Amazon
3. Additional readings, assigned by instructor, will be available online.



Course Goals/Objectives

Participants will:

- Develop an online collaborative community with peers.
- Learn basic models and theories of adult learning and clarify or begin to define a personal perspective.
- Learn terminology and “best” (effective) practices of online teaching for adults.
- Demonstrate an awareness of current trends, research, and standards in online teaching and learning.
- Analyze the range of technologies available for online education and training, and identify key features and uses for distance learning.
- Evaluate various online teaching and learning tools for potential use in their own instructional program.
- Design online learning activities that successfully engage learners and are appropriate to their learners.
- Gain real life experience teaching others online.
- Successfully use administrative features of learning management systems.
- Support the professional development of other educators in the area of online teaching.

Assignments & Grades

Grades will be based on total number of points earned on the following:

1. **Weekly Class Activities, Assignments & Participation** – Your online participation is critical to your own learning. Each week, you will participate in weekly discussions, group work, activities, or mini-assignments. These activities are designed to enhance your understanding of the current topic. Your contributions will be based on the quality of your critical thinking, your reflections, your ability to find connections between materials, between theory and practice, your ability to contribute new understandings to the course, to assist your peers in their own learning and problem solving. If I feel you aren't reaching this standard, I will communicate with you. I will indicate minimum requirements. You are always welcome to add more. Grading criteria are provided to help you contribute meaningfully.
2. **Reflective Posts** – Using a web-based site, student will create a personal page and post blog entries. Guidelines and grading criteria for the posts will be provided in class.
3. **Tutorial Presentation** – Students will design and present a tutorial for other education professionals, selecting their topics with the instructor's input, and using guidelines posted in class. This project provides the opportunity to meet professional standards for educational technologists that require opportunities to provide professional development to others.
4. **Partner Lessons** – Each student will design and create lesson content for an assigned partner. Lessons must: (a) take into consideration the needs of the student partner; and (b) include the use of, discussion about, or research on online teaching tools such as video conferencing, discussion boards, learning

management systems, social networking (Web 2.0) tools, etc.

5. **Final Project** – Each student is required to complete a final project demonstrating application and synthesis of the course topics. Projects may vary according to student interest or need, but must: (a) meet a real-life need of the student; and (b) include either the use of, discussion about, or research into online teaching tools such as video conferencing, discussion boards, learning management systems, etc. Project guidelines are provided in the assignment. Rubrics for assessing the project are designed specifically for each project, and are negotiated between the instructor and student.

Assignments	Points
Weekly Discussions, Activities, and Reflective Blogs	450
Partner Lessons	150
Tutorial Presentation	150
Final Project	250
Grand Total Points	1000

Grading Scale:

A = 90-100%

B = 80-89%

C = 70-79

D = 60-69

F = 0-59

Course Expectations

The course work is divided into three modules, with weekly assignments and due dates throughout the semester. The types of assignments and the level of interactivity vary from week to week. **This is not a self-paced course, and projects involving collaboration with peers are required.** I will always try my best to give clear directions about what, where, when, and how in the weekly assignment folder.

Communication with the instructor and/or students in the class can be readily accomplished through the email, group functions, and chat mode in both Blackboard and other Web-based tools we will use. I try my best to return email and phone calls within 24 hours, and I'm happy to schedule a time with you to discuss your questions and work. A "hallway" forum is provided for you to visit about any topic of interest. I encourage you to use this forum to visit with other class members (much as you would in the hallway before an on-campus class).

There is also a Q&A forum where you may ask questions and post general comments related to the course. I may also post questions students ask me that I think may be of general interest to the class. Please don't feel hesitant about asking questions. Online environments vary greatly, as well as students' experiences with them. Questions and answers posted in this forum will benefit the entire class, not just one person.

Class Assignments

Instructions for where and when to submit assignments will be given in the agendas in the Assignments folder. Weekly assignments are due by 11:59pm **Mountain Time** each Tuesday at the latest, unless indicated otherwise. Late assignments will result in grade reductions (up to 10% for every day they are late).

Remember: **Always save a copy of your assignment on your hard drive!** Don't work directly in your Web browser. It's better to work in a text editor such as Notepad, or in a WYSIWYG (what you see is what you get) webpage editor such as [KompoZer](#), a free, open-source program I sometimes use (or Dreamweaver, if you are experienced using it). Then copy and paste what you have written into Blackboard or other web-based tools we will be using.

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. Work on them regularly over the week 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 blog and discussion assignments, you peers will have no time to comment on them.

Academic Honesty

All students are required to abide by Boise State University's [Student Code of Conduct](#) on academic dishonesty. Assignments you submit must be your original work and cannot be used in other courses in the EdTech program. 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 revise such ideas significantly **and** cite your sources. Anything copied from another source must be indicated by appropriate quotation notations.

Reasonable Accommodations

Boise State University's Disability Resource Center (DRC) coordinates services to meet the educational needs of students with documented disabilities. The DRC works with students and faculty to arrange reasonable accommodations and promote an environment that is free of both physical and attitudinal barriers.

For more information on BSU Disability Resource Center (DRC) see the website at <http://drc.boisestate.edu>. To schedule an appointment, call (208) 426-1583.

Finally...

To me, the greatest potential of the Internet is to build human connections over great distances with people we might otherwise never meet—enriching our lives and our learning. That's what I look forward to happening this fall in EdTech 522 as you get to know each other and I get to know each one of you.