

# EDTECH 522, Sections 4201

## Online Teaching for Adult Learners

### Course Syllabus

#### Spring 2019

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#### Instructor Information

Dr. Yu-Hui Ching

#### Contact Information:

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#### Course Description

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

#### Course 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.

#### Course Objectives:

Students will be able to

1. Explain adult learning theories and identify instructional strategies for effective adult learning.
2. Identify attributes of quality in online courses and teaching and evaluate online courses with the attributes.
3. Analyze strengths and weaknesses of online teaching tools for different instructional purposes.
4. Practice video presence to improve delivery and interaction in a video-based online learning environment.
5. Design and develop an original online lesson in a learning management system.
6. Analyze strengths and weaknesses of blended and flipped courses.

#### Course Location and Login Information

This is an online course delivered in Blackboard (<https://blackboard.boisestate.edu/>).

You will use your Boise State username and password to log in. If you have forgotten your Boise State password, click the link below the login box, "Forgot Your Password?" and you will be able to reset it.

## Course Text & Materials

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

### Required textbook:

#### 1. Teaching Online: A Practical Guide (4th Edition)

Ko, S. and Rossen, S.  
New York: Routledge (2017)  
ISBN: 978-0-415-83243-4

#### 2. Effective Online Teaching: Foundations and Strategies for Student Success

Stavredes, T.  
Jossey-Bass (2011)  
ISBN: 978-0-470-57838-4

e-book available on Boise State Library: <https://goo.gl/JzC9NZ>

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

### Hardware:

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

### Internet Connectivity

You need an up-to-date computer with an Internet connection in this course.

### Course Assignments

Your final grade is calculated as follows:

Assignments:	Points	Grading Scale
Compare and Evaluate 2 Online Courses	100	A+ = 990 to 1000 A = 930 to 989 A- = 900 to 929
Rich Media Tutorial	200	B+ = 880 to 899 B = 840 to 879
Blackboard Online Lesson	300	B- = 800 to 839 C+ = 780 to 799
Reflective Blog Posts (4@40pts. each)	160	C = 740 to 779 C - = 700 to 739
Discussion Forum Participation (6@40 pts. each)	240	D = 600 to 699 F Below 600
<b>Total Possible Points:</b>	<b>1000</b>	

### Major Assignments

#### 1. Compare and Evaluate 2 Online Courses

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

**2. Rich Media Tutorial**

Create a professional development tutorial for online teachers using rich media software.

**3. Blackboard Online Lesson**

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

**4. Reflective Blog Posts**

Reflect on module readings or relevant topics. Reflection question prompts will be provided.

**5. Discussion Forum Participation**

Participate in discussion relevant to adult learning theories, online teaching tools, and online pedagogies. Discussion prompts will be provided.

**AECT Standards**

Course assignments are aligned to the Association for Educational Communications and Technology ([AECT Standards, 2012 version](#)).

Assignments are listed by number (based on the assignments list above) in the following table under the standard they are aligned to.

	Standard 1 Content Knowledge	Standard 2 Content Pedagogy	Standard 3 Learning Environments	Standard 4 Professional Knowledge & Skills	Standard 5 Research
Creating	2, 3	2, 3	1, 2, 3		
Using	2, 3	1, 2, 3	1, 2, 3		
Assessing/Evaluating		1, 3	1, 3		
Managing					
Ethics					
Diversity of Learners					
Collaborative Practice				2, 3, 5	

Leadership					
Reflection on Practice				4	
Theoretical Foundations				5	
Method					

### Course Schedule

Please note that students are expected to spend 9-12 hours *each* week on *each* EDTECH course during a regular academic session. The workload is approximately doubled during the compressed summer sessions.

The instructor reserves the right to make changes to the schedule as needed.

Module	Duration	Major Assignments and Activities: Check Blackboard for Details
1	2 WK	<ul style="list-style-type: none"> <li>• Introduction Activity (Introduction &amp; Introductory Survey)</li> <li>• Mod. 1 Discussion Forum: (Effective Instructional Techniques) (40 pts.)</li> <li>• Reflection Entry Assignment/Create Blog (40 pts.)</li> </ul>
2	2 WK	<ul style="list-style-type: none"> <li>• Mod. 2 Discussion Forum: (Discuss Readings) (40 pts.)</li> <li>• Compare/Evaluate 2 Online Courses (100 pts.)</li> </ul>
3	2 WK	<ul style="list-style-type: none"> <li>• Mod. 3 Discussion Forum: (Online Learning Tools Presentation) (40 pts.)</li> <li>• Reflective Blog Post (40 pts.)</li> </ul>
4	3 WK	<ul style="list-style-type: none"> <li>• Mod. 4 Discussion Forum: (Post &amp; Discuss Rich Media Tutorials) (40 pts.)</li> <li>• Rich Media Tutorial (200 pts.)</li> </ul>
5	4 WK	<ul style="list-style-type: none"> <li>• Mod. 5 Discussion Forum (Post &amp; Peer Review Blackboard Online Lessons) (40 pts.)</li> <li>• Blackboard Online Lesson (300 pts.)</li> <li>• Reflective Blog Post (40 pts.)</li> </ul>
6	1.5 WK	<ul style="list-style-type: none"> <li>• Mod. 6 Discussion Forum (Analyze Blended/Flipped</li> </ul>

		Courses) (40 pts.) • Reflective Blog Post (40 pts.)
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### Teaching/Learning Methodology

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

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

### Course Policies and Guidelines

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

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

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

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

Blackboard Log-in: <https://blackboard.boisestate.edu/>

**Technical Difficulties** - On occasion, you may experience problems accessing Blackboard or class files located within Blackboard, Internet service connection problems, and/or other computer related problems. Make the instructor aware if a technical problem prevents you from completing coursework. If a problem occurs on our end, an automatic due date extension is granted.

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

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

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

**Academic Honesty** – Students are expected to create original work for each assignment. Students must follow the [Boise State Student Code of Conduct](#) as well as observe [U.S. copyright laws](#) in this course. In the event of academic dishonesty, a complaint is filed with the Boise State Student Conduct Office with supporting documentation. This complaint remains on file and actions may be taken against the student (e.g., loss or credit, grade reduction, expulsion, etc.).

**Reasonable Accommodations** - Students with disabilities needing accommodations to fully participate in this class should contact the Educational Access Center (EAC). All accommodations must be approved through the EAC prior to being implemented. To learn more about the accommodation process, visit the EAC website at <https://eac.boisestate.edu/>

The EAC is located on the first floor of the Lincoln Parking Garage, on the corner of Lincoln Ave. and University Dr. at Boise State University. They are available Monday through Friday 8:00 a.m. to 5:00 p.m. Mountain Time.

Phone: 208.426.1583

Email: [eacinfo@boisestate.edu](mailto:eacinfo@boisestate.edu)

Website: <https://eac.boisestate.edu/>

**Privacy Information-** EDTECH courses involves online delivery and for some courses public display of assignments on websites or social media spaces. In the online course, your name and email address may be visible to others who have logged into Blackboard. You are advised to familiarize yourself with privacy settings on Blackboard or other social media sites associated with the course. Privacy settings can sometimes be adjusted to restrict certain types of information. Please contact your instructor if you have questions or concerns.

**Policy for Incompletes-** Incompletes are not guaranteed. However, when they are given incompletes adhere to [Boise State University guidelines](#) as follows:

Instructors can enter a grade of I—for incomplete—if both of the following conditions are present:

- Your work has been satisfactory up to the last three weeks of the semester.
- Extenuating circumstances make it impossible for you to complete the course before the end of the semester.

In order to receive an incomplete, you and your instructor must agree to a contract stipulating the work you must do and the time in which it must be completed for you to receive a grade in the class. The terms of this contract are viewable on my.BoiseState under Your Student Center To Do List. The contract time varies as set by the instructor but may not exceed one year. If no grade other than incomplete has been assigned one

year after the original incomplete, the grade of F will automatically be assigned. The grade of F may not be changed without approval of the University Appeals Committee. You may not remove the incomplete from your transcript by re-enrolling in the class during another semester. A grade of incomplete is excluded from GPA calculations until you receive a final grade in the course.

## **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.

<https://deanofstudents.boisestate.edu/scp-codeofconduct/>

**Net Etiquette**—Discussion via Blackboard 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 Blackboard 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 Blackboard and email become an issue and are not corrected. The following is a link on Net Etiquette:

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

**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.

## **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.

### **Boise State University Academic Calendar**

Please refer to the Boise State University Academic Calendar for University dates and deadlines: <http://registrar.boisestate.edu/academic-calendar.shtml>

### **Graduate Catalog**

*Graduate Catalogs* for present and prior academic years can be found online at: <http://graduatecatalog.boisestate.edu/>

### **College of Education - The Professional Educator**

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

### **Department of Educational Technology Mission**

The [Department of Educational Technology](#) is a diverse and international network of scholars, professional educators and candidates who:

- Lead research and innovations in online teaching and learning
- Model, promote, manage, and evaluate digital-age work and learning resources in educational environments
- Inspire creativity and expertise in digital media literacies
- Design and develop imaginative learning environments
- Empower learners to be evolving digital citizens who advocate cultural understanding and global responsibility
- Promote and pattern participatory culture, professional practice, and lifelong learning
- Forge connections between research, policy, and practice in educational technology