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EDIS 5075: Online Instructional Procedures 3 Credit Hours

Curriculum, Instruction, and Special Education Spring, 2017

Student teaching experience or a teaching license

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# **Course Overview**

*Dates:* January 18 – May 2

*Meeting Schedule:* The course will be conducted online in a completely asynchronous online; we may schedule one or a few online synchronous meetings upon request and per availability, but these will not be required; for the practicum component, you will meet synchronously with your in-service mentor per a schedule you set with your mentor teacher

**Instructor**

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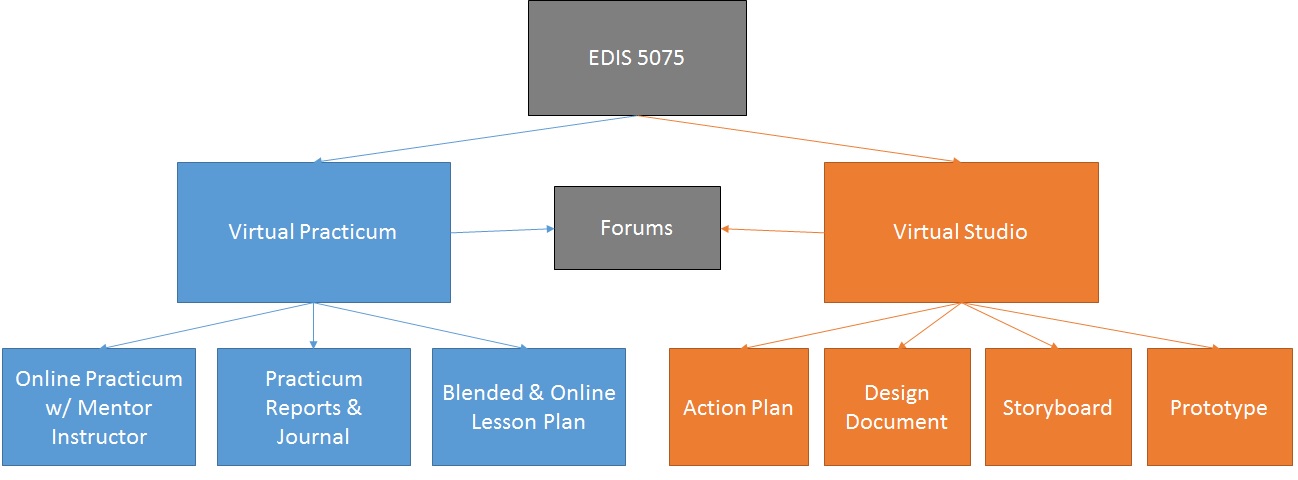
**Description**

This web-based course contributes to an understanding of the principles of online learning as well as the use of online components for blended learning. It prepares students to adapt strategies for a variety of course models (e.g. synchronous and asynchronous), employ innovative teaching strategies in an online environment, and apply research and theory specific to online learning to achieve desired outcomes. Students will develop skills in teaching online by applying theories of online instruction through the design and delivery of an online module and will develop a plan for an online learning system. Special topics will be covered as well, including accessibility and learner diversity in online learning.

Because this course attracts both students focused on K-12 applications as well as non-K-12 applications, there are two “pathways” through the course.

* **First, for pre-service and in-service K-12 teachers**, your primary activity is a virtual practicum in which you will be placed with a mentor teacher in a Virginia school district who is presently teaching online. You are not required to physically go to that school; however, you will meet and talk with your mentor online or by phone and will arrange to attend online sessions and work with your mentor on planning, prep, and delivery. *Please see the document “Virtual Practicum Overview and Details” on the course Collab site for more information.* **If you are doing the practicum, please make sure you complete the** [**practicum form**](https://docs.google.com/forms/d/e/1FAIpQLSdcpLmLjnGvWVAND3tqPy5tlgkCac1DCgp-vi-7_OaxZYeF_Q/viewform) **to aid in placements asap.** Details for your weekly schedule and assignments for this class can be found in the section of this syllabus labeled “[Practicum Pathway – Course Outline & Assignments](#_Practicum_Pathway_-).”
* **Second, for students in non-K-12 settings**, you will participate in a virtual studio process in which you develop an online learning module could be implemented in your context. We will follow a rapid instructional design process, and by the end of the semester you will have an actual functional prototype. Details for your weekly schedule and assignments for this class can be found in the section of this syllabus labeled “[Studio Pathway – Course Outline & Assignments](#_Studio_Pathway_-).”

The following visual is a summary of the pathways and major assignments you will complete during this class. The same objectives and the vast majority of the content is the same for these pathways, but the content and principles of this class take different shapes depending on your context of application. So the pathways reflect the settings and the nature of online learning that takes place in those settings to afford you the most directly applicable experience possible in this class.



**Learning Objectives**

* Learners will demonstrate an understanding of the history of online learning and how it is currently applied across various settings.
* Learners will be able to construct a concept map or taxonomy that reflects their understanding of the universe of online learning and related technologies.
* Learners will investigate and apply research foundations and theories from the literature on online learning and distance education.
* Learners will be able to design effective online learning by identifying appropriate instructional strategies and select appropriate tools to facilitate effective and engaging online instruction.
* Learners will apply standards of online learning in their lesson planning and delivery during the practicum.
* Learners will plan and deliver online instruction:
  + You will develop two lesson plans as assignments for this class: one that is for blended instruction and one that would be delivered 100% online
  + Working with a mentor, you will participate in the planning and preparation of online lessons or sessions
  + Working with a mentor, you will deliver or take part in the delivery of an actual online lesson
  + Working with a mentor, you will support learners as part of an online learning experience (e.g. participate in discussions or provide feedback or answer questions)
* Learners will demonstrate their understanding of the diverse range of learners who take online courses and address those diverse needs in the design of their online instruction.
* Learners will share and reflect on their experiences as both online learners and online instructors as it informs their practices in designing and teaching online as well as how to manage the integration of online into their daily classroom routines

**Instructional Methods**

Our class session will be online via Collab with weekly readings, discussions/activities, videos, and other materials as appropriate. Make sure you check our course Collab site at the start of each week (every Monday) and check back on discussions and announcements at least 2-3 times throughout the week.

For your virtual practicum, you will be provided directions on how to access online systems or courses and contact information for your mentor teacher. This will not occur through Collab but rather will be through the learning management system (LMS) used by the school where you are doing your practicum.

We may elect to have a few guest talks throughout the class, in which case I will send out a Doodle Poll to determine availability, and these will be conducted live online using Blackboard Collaborate. Any such events will be recorded, and those recordings will be available on the Collab site for anyone who cannot attend. If we do these, they will not be required for the course, just opportunities for enrichment.

You also may elect to self-organize live online meetings with your classmates throughout the semester as you work in groups on lesson plans and materials. For such purposes, Blackboard Collaborate is provided in our Collab site – I have set that up so that there is a session open any time. You are also welcome to use Skype, Google Hangouts, or whatever other online collaboration tools you find helpful.

**Course Texts**

*Required*

Clark, R., and Mayer, R. (2011). *e-Learning and the science of instruction: Proven guidelines for consumers and designers of multimedia learning (3rd ed.)*. San Francisco, CA: Pfeiffer.

Means, B., Bakia, M., and Murphy, R. (2014). *Learning online: What research tells us about whether, when and how.*  New York, NY: Routledge.

*Instructor-Provided*

Additional required materials will be provided via Collab – make sure you consult the schedule in Collab to access these readings

# Course Policies

**Submission Requirements**

All assignments should be submitted via Collab under Assignments, not via email. I will not accept any assignments sent to me via email. If you have trouble submitting an assignment, please email me to let me know what problem you are having so we can troubleshoot and allow you to submit your assignment in Collab. The format for each assignment may vary – additional details are provided under each assignment’s description in the Collab site under Assignments.

When submitting assignments, make sure your last name is clearly indicated as part of the file name. You should also make sure any documents follow APA formatting and have your name and the assignment title clearly indicated in the document (e.g. header, title page, etc.).

**Late Assignments**

For each day an assignment is late, 20% of the total possible will be deducted and a late assignment will only be accepted after the due date IF the student includes a communication with me about the reason for lateness. After five days, the assignment will not be accepted.

In rare cases, I will accept late assignments. However, this is only done if a student has communicated with me first, PRIOR to a deadline. This will be handled on a case-by-case basis *only*. If a student has a major life event arise that will cause him or her to turn in an assignment late or unable to participate in class, please email me immediately to work with me on a solution.

In some limited cases, I will return graded work and allow a student to revise and resubmit the work. This is also done only on a case-by-case basis as I determine. In such cases, the student has one week to revise and resubmit the work, and the maximum grade allowable is an A-. No revised work will be accepted after one week.

**University Email Policy**

Students are expected to activate and then check their official U.Va. email addresses on a frequent and consistent basis to remain informed of University communications, as certain communications may be time sensitive. Students who fail to check their email on a regular basis are responsible for any resulting consequences.

**University of Virginia Honor System**

All work should be pledged in the spirit of the Honor System of the University of Virginia.The instructor will indicate which assignments and activities are to be done individually and which permit collaboration. The following pledge should be written out at the end of all quizzes, examinations, individual assignments and papers: “I pledge that I have neither given nor received help on this examination (quiz, assignment, etc.)”. The pledge must be signed by the student. For more information please visit <http://www.virginia.edu/honor/>.

**Special Needs**

It is the policy of the University of Virginia to accommodate students with disabilities in accordance with federal and state laws. Any student with a disability who needs accommodation (e.g., in arrangements for seating, extended time for examinations, or note taking, etc.),should contact the Student Disability Access Center (SDAC) and provide them with appropriate medical or psychological documentation of his/her condition. Once accommodations are approved, it is the student’s responsibility to follow up with the instructor about logistics and implementation of accommodations.

If students have difficulty accessing any part of the course materials or activities for this class, they should contact the instructor immediately. Accommodations for test taking should be arranged at least 14 business days in advance of the date of the test(s). Students with disabilities are encouraged to contact the SDAC*:* 434-243-5180 (Fax - 434-243-5188);   Email:  [SDAC@Virginia.edu](mailto:SDAC@Virginia.edu); Website: <http://www.virginia.edu/studenthealth/sdac/sdac.html>.

**Class Attendance and Excused Absences**

Regular attendance in all classes is expected. Absences traditionally excused are those that occur because of death in a student's family, important religious holidays, or authorized University activities. Students who anticipate absence for cause should obtain permission from the instructor in advance of the absence. Unforeseen absences resulting from sickness, or from other circumstances considered to be emergencies, may be excused by the instructor and arrangements may be made with the instructor to complete the assignments missed.

**Students in Distress**

Services for students in various forms of distress are offered by Counseling and Psychological Services (<http://www.virginia.edu/studenthealth/caps.html>) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (**434-972-7004)** is available. In addition, if you are concerned about another student, call 434-**243-5150** during business hours, and request the consulting clinician.

**Classroom Civility Statement**

Students are asked to refrain from conversations that deviate from class topics in class settings, and are requested to use appropriate language and behavior that are not demeaning or disruptive to either the instructor or the other members of the class. See <http://www.virginia.edu/president/speeches/12/message120621.html>

**Student Safety**

As members of the Curry School of Education faculty, we are concerned for your safety and support a caring and violent-free environment on Grounds. We concur with the University’s intolerance of power-based violence and encourage all of us to maintain a safe community.

We care about your well being. If you or someone you know is feeling overwhelmed, stressed, or isolated, there are many individuals who want to provide help. You can make an appointment to talk with any of your instructors. Or the Student Health Center also offers Counseling and Psychological Services (CAPS) for all students. Call 434-243-5150 or the after hours number at 434-972-7004 to schedule an appointment. If you prefer to speak anonymously and confidentially over the phone, call Madison House’s HELP line any time of the day at 434-295-8255.

There is also support if you or someone you know experiences stalking, partner violence or sexual assault. Resources can be found at <http://www.virginia.edu/sexualviolence> and [www.virginia.edu/justreportit/confidential\_resources.pdf](http://www.virginia.edu/justreportit/confidential_resources.pdf). We believe everyone in our community plays a role in preventing violence and isolation. We all need to make choices to reach out to others.

# Practicum Pathway - Course Outline

|  | **Week** | **Topic** | **Readings** | **Activities** |
| --- | --- | --- | --- | --- |
| **FOUNDATIONS** | **1**  **Jan. 18-24** | *Pre-course activity: Being a successful online learner*  Foundational definitions  Brief history of distance education | Moore & Kearsley – Ch. 1,2 and 3 (through p.56 in Ch. 3)  Handbook of Online in K-12 (HK-12) – Ch. 1  Video: Welcome | Discussion (introductions; history and definitions)  Optional: Class Q&A - live online class session Sunday, Jan. 22, 12-1 EST – access via Blackboard Collaborate tab  Pre-course activity: Orientation for being an online learner |
| **2**  **Jan. 25-31** | Standards for Online Learning in K-12  Taxonomy of Technologies  The Online Teacher | iNACOL Standards  A Taxonomy for Learning Technologies; e-learning definitions  Promising Practices for Blended Instruction  Moore & Kearsley – Ch. 6  Video: Online Planning & Organization | Discussion: Mapping the Universe of Online Learning  **Practicum Focus Question Set 1** (individual)  **Assignment #1:** Start work on blended lesson plans (develop individually; share and discuss in groups) |
| **3**  **Feb. 1-7** | e-Learning: Promise and Pitfalls; Research on online learning | Clark & Mayer Ch. 1, 3  Head, Lockee, and Oliver – Distance Education Effectiveness  Video: Overview of Online Research | Discussion: Observations and Insights from Practica and Focus Questions  **Assignment #1:** Continue to work on your blended lesson plans |
| **Research and Evidence-Based Practice** | **4**  **Feb.  8-14** | Research on online learning | Moore & Kearsley Ch. 10  Dept. of Ed. Online Learning Report (skim)  Video: Three Big Ideas from Research | Discussion  **Assignment #1:** Continue to work on your blended lesson plans  **Practicum Focus Question Set 2** |
| **5**  **Feb. 15-21** | Applications in Content Domains  (3 examples) | Handbook, Chapters 7-9  **Video: Inquiry-based Learning Using Online** | Discussion: Observations and Insights from Practica and Focus Questions  **Assignment #1:** Continue to work on your blended lesson plans  **Practicum Report #1 Due Feb. 21, MIDNIGHT EST** |
| **6**  **Feb. 22-28** | Research into Practice: Types of Interaction and Social Learning – how to bridge the distance through interaction and feedback | Moore & Kearsley – review Ch. 6; Ch. 9  Moore – Theory of Transactional Distance (skim)  Wiggins – 7 keys to Effective Feedback | Discussion  **Assignment #1:** Continue to work on your blended lesson plans  **Practicum Focus Question Set 3** |
| **7**  **March 1-7** | Research into Practice: Types of Interaction and Social Learning – how to bridge the distance through interaction and feedback | Social Presence  Community of Inquiry  Clark & Mayer – Ch. 13, Collaborative Learning  **Video: Implications for Instruction** (creating social presence in your online course) | Discussion: Observations and Insights from Practica and Focus Questions  ***ASSIGNMENT #1 BLENDED LESSON PLAN  DUE BY MARCH 4, 5 p.m. EST*** |
| **8**  **March 8-14** | SPRING BREAK | SPRING BREAK | SPRING BREAK |
| **9**  **March 15-21** | Research into Practice: Multimedia Learning principles for learning materials | Clark & Mayer, 4-7 | Discussion  **Assignment #2:** Start work on *online* lesson plans (develop individually; share and discuss in groups)  **Practicum Focus Question Set 4** |
| **10**  **March 22-28** | Research into Practice: Multimedia Learning principles for learning materials | Clark & Mayer, Ch. 8-10 | Discussion: Observations and Insights from Practica and Focus Questions  **Practicum Report #2 Due March 28, MIDNIGHT EST** |
|  | **11**  **March 29 – April 4** | Research into Practice: Examples and Practice | Clark & Mayer, Ch. 11, 12,15 | Discussion  **Assignment #2:** Continue to work on *online* lesson plans  **Practicum Focus Question Set 5** |
| **12**  **April  5-11** | At-risk learners in Online Environments | Handbook, Ch. 5  Use of Online for At-risk learners | Discussion: Observations and Insights from Practica and Focus Questions  **Assignment #2:** Continue to work on *online* lesson plans |
| **13**  **April 12-18** | Learners with Disabilities in Online Environments | Handbook, Ch. 6  Moore & Kearsley excerpt – Ch. 5 (pp. 113-4)  UDL video and resources  Making Online Accessible in K-12  For further exploration: Special Issue of *Teaching Exceptional Children* on Online Accessibility | Discussion: Accessibility activity – making Word documents and videos accessible; application to your lesson materials  **Assignment #2:** Continue to work on *online* lesson plans  **Practicum Focus Question Set 6** |
| **14**  **April 19-25** | Additional Trends in Online: Open education and mobile learning | Wiley – open education  Handbook, Ch. 18 & 19 | Discussion: Observations and Insights from Practica and Focus Questions  Open education activity  ***ASSIGNMENT #2 ONLINE LESSON PLAN  DUE BY APRIL 25, MIDNIGHT EST*** |
|  | **15**  **April 26 – May 4** | Additional Trends in Online: Individualized (or Personalized) learning  Reflection and Wrap-up | Handbook, Ch. 20  SDL Overview | Discussion  **Practicum Report #3 Due April 29, MIDNIGHT EST**  **Mentor Teacher Report Due May 3** |

**Grading**

|  |
| --- |
| Grade Ranges for Final Grades |
| A+ 98-100  A 93-97  A- 90-92  B+ 87-89  B 83-86  B- 80-82 |

**Assessments & Weighting**

Students in this course are expected to complete all assignments and will be graded according to the following scale:

Virtual Practicum (observations, planning and preparation, delivery and support) 320 points

Focus Questions Journal for Virtual Practicum   
(6 entries, 20 points each) 120 points

Planning and preparation 100 points

Delivery of Instruction & Support for Online Learners 100 points

Practicum Reports (3) & Mentor Teacher EOC Evaluation (20 points each) 80 points

Blended Lesson Plan and Materials 200 points

Lesson plan 100 points

Multimedia materials 100 points

Online Lesson Plan and Materials 200 points

Lesson plan 100 points

Multimedia Materials 100 points

Participation – Discussions, peer review of lessons, etc. (weekly) 140 points

This includes participation in whole class discussion, some of which will involve actual activities in which we are applying what we’re discussing (e.g. accessibility activities) as well as participation in small groups on lesson plans. Refer to the handout and rubric on participation for more details.

**Total 940 points**

**Major Assignments Details**

**Focus Questions Journal for Virtual Practicum**

In order to provide you structure and focus for your observations and discussions with your mentor teachers, we have created six sets of “Focus Questions.” These are questions that you should read *at the start* of every two weeks and identify some time to talk with your mentor teacher and tune into related details while you do your observations. If you put this off until the night before they are due, you will not be able to answer the questions effectively. They are focus questions to focus your attention on particular elements, not reflection questions for looking back.

The schedule notes when a set of Focus Questions will be made available. You will complete these in a GoogleDoc that we will check in on. Two weeks are devoted for each set of questions; in the second week for each set we will devote our weekly discussion that week to sharing as a class your observations and insights. (So, again, if you tend to these last-minute you won’t be able to participate in every other weekly discussion.)

**Evaluation of Planning, Preparation, Delivery and Support**

At the end of the semester, your mentor teacher will score your performance in these four key areas using the rubric entitled “Rubric: Plan, Prepare, Deliver, and Support Online Learning.” Your mentor teacher has been provided a copy of this rubric. You are more than welcome to discuss this rubric with your mentor teacher and/or with me and even use it for your own self-evaluation and for formative feedback from your mentor teacher throughout the semester. For grade calculations, I will only use the final score submitted to me by your mentor teacher at the end of the semester. This rubric includes many features in the iNACOL standards but also incorporates some additional emphasis on evidence-based practices not emphasized in the standards. The document has two separate rubrics: one for planning & preparation and one for delivery & support. Your final score on each of these will be used for calculating your grades under the “Virtual Practicum” for “Planning and Support” and “Delivery of Instruction and Support for Online Learners.”

In addition, your mentor teachers will complete and end of course (EOC) evaluation of your work throughout the semester that includes feedback for you. Your mentor teacher should meet with you to discuss this and will submit it to me. This counts as the 20 points in your grade calculation for the “Mentor Teacher EOC Evaluation.”

**Online Instructional Delivery – Practicum Reports**

As part of your practicum experience, you will be expected to participate in the planning, preparation, delivery and support of online instruction with your mentor teacher. You should discuss this expectation early with your mentor teacher and develop a clear plan and timeline for when and how you will meet these expectations.

Because every class is different and these activities may occur at different times, and every mentoring relationship will be different, we will be using the **Practicum Reports** to identify when you are able to do planning, preparation, delivery of instruction, and support of online learners. These should include specific details and descriptions on what you did. I will also ask the participating mentor teachers to provide an end-of-semester evaluation of the degree and quality of your practicum participation. Their evaluation of your work will be factored into your grade and will be used to inform the Practicum Reports.

**Blended Lesson Plan**

During the first part of the course, you will develop a lesson plan with blended features along with the supporting materials you would need to deliver that lesson plan. You will not have to deliver this lesson plan; you will develop and articulate it in detail along with the attending materials. As you work on this, you will also work in a small group with classmates to provide each other feedback, encouragement, etc. Please refer to the rubric and details for the Blended Lesson Plan. There will also be a separate Forum each week for group work with further guidance provided.

**Online Lesson Plan**

During the second part of the course, you will develop a lesson plan that would be delivered in an entirely online format, along with the supporting materials you would need to deliver that lesson plan. You will not have to deliver this lesson plan; you will develop and articulate it in detail along with the attending materials. It can be fully asynchronous, fully synchronous, or a blend of these modalities, but there cannot be any in-class component for this lesson plan. I want you to really think about how you would facilitate discussions, interactions, practice, etc., in a fully online environment. By now, hopefully you have seen some examples in action, maybe even helped your mentor teacher with some fully online lessons.

Like the process for the blended lesson plan, as you work on this, you will also work in a small group with classmates to provide each other feedback, encouragement, etc. Your online lesson plan and materials should be a reflection of the research-based principles, strategies, and practices we have discussed and explored throughout class. It should also reflect attention to diversity and accessibility considerations that we explore further on in the class. Please refer to the rubric and details for the Online Lesson Plan for expectations and how these will be evaluated. There will also be a separate Forum each week for group work with further guidance provided.

**Participation – Discussions & Discussion Activities, Small Group Work**

Participation is critical in an online course, as we will explore, and that is no less the case for this course. If you have not already done so, take some time before we get going to work through the online orientation section on preparing to be an effective online learner. While this tutorial is aimed for students in an online program, it has good tips for scheduling and time management that you can apply even if this is the only course you’re taking.

You will be expected to participate in weekly discussions. Each week we will have a whole-class discussion Forum either on the topic of that week or sharing your observations and insights from your practica. Each week we will also have small-group Forums where you will work together in small groups on your blended or online lessons.

You cannot check on these forums once a week or late in the week and be successful or contribute meaningfully! One major tip for success for online learners is to set a schedule for when you will check in on discussions to post your initial response and follow-up responses throughout the week. A successful student checks in and posts responses ***3 times a week at a minimum***, usually twice during the week and once on the weekends. (This does not mean you only post 3 posts - this means you are devoting a least three chunks of time each week to read and respond to posts, meaningfully).

Some of our weekly discussions will be in the form of brief activities that you do and share (e.g. create your own map of online; make a document or video accessible). Directions will be provided each week in the whole-class discussion Forum.

Please refer to the Participation rubric for further details.

# Studio Pathway - Course Outline

|  | **Week** | **Topic** | **Readings** | **Activities** |
| --- | --- | --- | --- | --- |
| **FOUNDATIONS** | **1**  **Jan. 18-24** | *Pre-course activity: Being a successful online learner*  Foundational definitions  Brief history of distance education | Moore & Kearsley – Ch. 1,2 and 3  Means, Bakia, & Murphy – Ch. 1  Video: Welcome | Discussion (introductions; history and definitions)  Optional: Class Q&A - live online class session Sunday, Jan. 22, 12-1 EST – access via Blackboard Collaborate tab  Pre-course activity: Orientation for being an online learner |
| **2**  **Jan. 25-31** | Standards for Online Learning in K-12  Taxonomy of Technologies  The Online Teacher | Moore & Kearsley – Ch. 6  Means, Bakia, & Murphy – Ch. 2, 3  A Taxonomy for Learning Technologies; e-learning definitions  Videos:  Online Planning & Organization | Discussion: Mapping the Universe of Online Learning  **Assignment #1:** Start work on Action Plan |
| **3**  **Feb. 1-7** | e-Learning: Promise and Pitfalls; Research on online learning | Clark & Mayer Ch. 1, 3  Head, Lockee, and Oliver – Distance Education Effectiveness  Video: Overview of Online Research | Discussion: Reflective approach to online learning practices  **Assignment #1:** Continue to work on Action Plan – **Due Tuesday, Feb. 7, by midnight EST** |
| **Research and Evidence-Based Practice** | **4**  **Feb.  8-14** | Research on online learning | Moore & Kearsley Ch. 10  Means, Bakia, & Murphy – Ch. 4  Dept. of Ed. Online Learning Report (skim)  Video: Three Big Ideas from Research | Discussion – Application of research to design  **Assignment #2:** Start on Design Document  A sample design doc is provided, and an example of an evolution of a project is provided – you can look through the example over weeks 4 and 5 |
| **5**  **Feb. 15-21** | Emerging approaches and designs in online - open and mobile learning | Wiley – open education  Means, Bakia, & Murphy – Ch. 6  SDL (Self-directed learning) Overview | Discussion: Application of online learning research – peer review of design documents  **Assignment #2:** Continue to work on your design document |
| **6**  **Feb. 22-28** | Research into Practice: Types of Interaction and Social Learning – how to bridge the distance through interaction and feedback | Moore & Kearsley – review Ch. 6; Ch. 9  Moore – Theory of Transactional Distance  Wiggins – 7 keys to Effective Feedback | Discussion – Types of interaction – integrate types into your design  **Assignment #2:** Continue to work on your design doc – **Due Tuesday, Feb. 28, by midnight EST** |
| **7**  **March 1-7** | Research into Practice: Types of Interaction and Social Learning – how to bridge the distance through interaction and feedback | Social Presence  Community of Inquiry  Clark & Mayer – Ch. 13, Collaborative Learning | Discussion: Online community / presence  **Assignment #3:** Start on Draft Storyboard |
| **8**  **March 8-14** | SPRING BREAK | SPRING BREAK | SPRING BREAK |
| **9**  **March 15-21** | Research into Practice: Multimedia Learning principles for learning materials | Clark & Mayer, 4-7 | Discussion - peer feedback on storyboards; applying Mayer  **Assignment #3:** Continue working on Draft Storyboard – **Due March 21, MIDNIGHT EST** |
| **10**  **March 22-28** | Research into Practice: Multimedia Learning principles for learning materials | Clark & Mayer, Ch. 8-10 | Discussion: Application of Mayer to your project  **Assignment #4:** Start your Final Storyboard (really, continue working you’re your Draft to finish it) |
|  | **11**  **March 29 – April 4** | Research into Practice: Examples and Practice | Clark & Mayer, Ch. 11, 12,15 | Discussion: Application of Mayer to your project  **Assignment #4:** Continue to work on Final Storyboard – **Due April 4, MIDNIGHT EST** |
| **12**  **April  5-11** | At-risk learners in Online Environments | Means, Bakia, & Murphy – Ch. 7 | Discussion: Accessibility online – activities in discussion  **Assignment #5:** Start work on Draft Prototype |
| **13**  **April 12-18** | Learners with Disabilities in Online Environments | Handbook, Ch. 6  Moore & Kearsley excerpt – Ch. 5 (pp. 113-4)  UDL video and resources | Discussion: Accessibility activity – making Word documents and videos accessible; application to your lesson materials  **Assignment #5:** Continue work onDraft Prototype – **Due April 18, MIDNIGHT EST** |
| **14**  **April 19-25** | Beta and Pilot Testing | Additional reading(s) TBD (may declare this a “work week”) | Discussion: Prototype peer feedback  Assignment: Continue work on Final Prototype |
|  | **15**  **April 26 – May 4** | Looking Ahead in Online  Reflection and Wrap-up | Means, Bakia, & Murphy – Ch. 9  Specter – Future Directions for Online Learning | Discussion – Design Debrief  **Assignment: Final Prototype - due May 3*, MIDNIGHT EST*** |

**Grading**

|  |
| --- |
| Grade Ranges for Final Grades |
| A+ 98-100  A 93-97  A- 90-92  B+ 87-89  B 83-86  B- 80-82 |

**Assessments & Weighting**

Students in this course are expected to complete all assignments and will be graded according to the following scale:

Project Action Plan 5%

*This is a project planning document. See Rubric and Handout for more details.*

Design Document 10%

Draft Storyboard 10%

Final Storyboard 25%

Draft Prototype 10%

Final Prototype 25%

Participation 15%

**Total 100%**

**Major Assignments Details**

*Detailed handouts are provided for the Project and for each of the assignments in the project via the course site on Collab.*

## Project Plan

For purposes of this class, your Action Plan is essentially a Project Plan. Before you get started, you need to put together a project plan that maps out what the project is and what the major tasks are for the project along with sub-tasks, parties responsible or who should be consulted, resources available or to acquire, timelines and deadlines, etc. If you prefer to create a GANTT chart, that is fine; a table or spreadsheet is otherwise fine. Focus on the details and careful planning, not the format.

See the Action Plan handout and rubric for more information. An example is provided on the Activities table.

## Design Document

A design document describes not only what you will be covering (e.g. content and materials) but also addresses:

* the rationale and need;
* the learner characteristics and how that influences design decisions;
* the learning objectives (stated in assessable terms);
* what the design will be – your delivery method, instructional strategies, major instructional features, etc.;
* the content;
* materials your assessment plan;
* how you will evaluate the instructional product you create (e.g. beta and pilot testing), and
* in our case, how you will apply online principles and facilitate the types of interaction in your design.

Design documents capture a lot, and the more detailed and descriptive your design document is, the better. I will want you to elaborate in great detail on these so I can clearly see what you’re thinking and addressing (or not). You should be able to hand your design document to another designer, and that person would be able to take over your project and know what you have in mind and what you intend.

See the Design Document handout and rubric for more information. Examples are provided on the Activities table.

## Storyboard

For this class you will submit a draft of your storyboard and then a final version of your storyboard as part of iterating on your design. The draft version is just a quick check for me to see where you are at and provide some formative feedback during the storyboarding process. You can develop your storyboard in Word, PowerPoint, or any other software you choose.

I have provided you a lot of examples and created videos on how to set things up in PowerPoint if you elect to use that. Please do read through the project document and the Storyboard handout and rubric for more detail.

## Prototype

As with the Storyboard, you will submit both a Draft prototype and a Final prototype so I can check in on things during the development process and provide formative feedback. You can develop your prototype in PowerPoint or any other software you choose. I will not provide technical support on PowerPoint or any other software. I have created some tutorials for those who elect to use PowerPoint; also take advantage of the university’s license for Lynda.com for further tutorials.

See the Prototype handout and rubric and the project document for more detail.

Participation

Participation is absolutely crucial to us achieving a virtual studio. It is awfully hard to have a design studio if the designers don’t show up and participate or are too late for a conversation to happen. We will be using our Forum discussions as places where to share your work and get on-going feedback from your peers and me. These are also designed as opportunities for you to see what others are doing to gather ideas. This should be a marketplace of ideas! So share yours and go learn from others. I will be creating some videos or sharing some of my own work as well.

From time to time, we may wish to schedule live sessions to share our work and discuss in real time. I’m happy to set these up and will poll everyone to see (a) if you’re interested and (b) what times are best. These will not be required but are optional, and they will be recorded for those who cannot attend.

Participation grades will be based on your timely and regular feedback to your peers, posting your own materials to share, and responses in weekly discussions. I recommend you set a regular schedule and interim targets for having things ready to share and set aside regular times 3-4 times a week to check in on the Forums. That’s what I do!