

CEP 820 - Teaching K-12 Students Online Fall 2009

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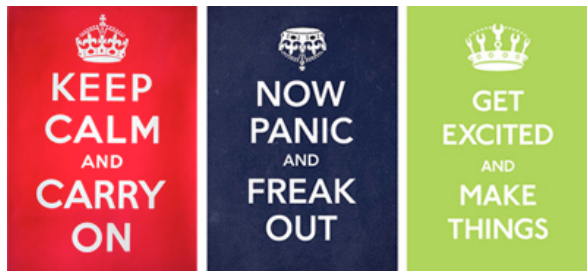
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Course Rationale

This is a course about teaching K-12 students online designed with two main threads in mind. One thread is to examine ways in which K-12 teachers can bring the world of online learning into their classrooms to meet the educational needs of their students. The second is the reverse, that is, to focus on ways in which teachers and students can broadcast their ideas and information to the outside world for purposes of collaboration and communication.

Expectations and Assumptions

In every online course I teach, I ask students to wear “virtual t-shirts” when they come to class. This semester, I would like you to wear the following t-shirt:



(via <http://www.tomfishburne.com/tomfishburne/2009/04/the-five-stages-of-recession.html>)

We all come at the world of online learning and teaching online with different conceptions, aims and goals. To accomplish these goals and to make sense of the online world, we have to keep our wits about us (keeping calm), inevitably some sort of panic will set in (time crunches or fear), but, we have to jolt out of this stage and move on to the third, get excited! This is a very exciting time to be in the teaching profession, each and every one of you has the ability to leave an impact on the world of hybrid, blended or online K12 education.

The major goal of this course is for teachers (or those that work closely with teachers) to develop strategies to help students to learn and participate in an online environment.

To accomplish this goal, the primary objectives for participants in this course are to:

- ◆ understand the emerging field of teaching K-12 students online and its essential differences from face-to-face teaching;
- ◆ perceive the affordances offered by online resources, technologies, and online teaching;
- ◆ practice the use of various applications to enhance online learning;
- ◆ develop strategies to foster student collaboration and communication within a global community;
- ◆ comprehend the broad concept of digital citizenship and its implications including ethical and safe practices in online learning.

I have very high expectations from each of you and hope you have high expectations of the course as well. I promise to try my best to make this course as useful and enriching as possible for each of you.

Tentative List of Major Topics

The course will be divided into 7 “chapters” – within each chapter you will find

A Road Map – This is your “to do” list, it will give you an overview and clearly details list of assignments and expectations for the chapter.

A Lecture – In each chapter there will be required readings, videos, audio and explorations guided by the instructor. Optional texts and readiness are for students who want to know more about the focus topic, or a side topic.

A Lab – The lab will be a hands-on opportunity to explore particular technologies related to the chapter.

An assignment – In each chapter there will be required assignments to do by particular due dates. Detailed instructions for each assignment will be found in the ANGEL course site in each chapter.

List of Chapters

Each chapter lasts approximately 2 weeks. This allows for flexibility on your behalf to schedule the lecture, lab and assignment to your individual work habits.

Introduction

September 2- September 6

Chapter 1 - Roles and Responsibilities of Online Learners and Teachers

September 8 – September 20

Chapter 2 – Learning Management Systems
September 20- October 4

Chapter 3 – Building a Virtual Classroom
October 4- October 18

Chapter 4 – Communication and Collaboration
October 18 – November 1

Chapter 5 - Assessing Student Learning
November 1 – November 15

Chapter 6 – Classroom Management
November 15 – November 29

Chapter 7 – Course Assessment (assessing effectiveness of online courses)
November 29 – December 6

Epilogue
December 6 - 11

There will be no regularly scheduled meeting days for the course. The content will be delivered via ANGEL, and communication among members of the class will take place primarily asynchronously via discussion board postings, multimedia tools, and email. We will schedule a blended learning experience during Chapter 4 (where I deliver material via a course collaboration tool and you attend virtually.) I will offer a few of these sessions (as we all live in different time zones) and recordings will be available to students who cannot make the scheduled online meetings (i.e. you will not be penalized if you cannot make it to one of the scheduled sessions.)

Grading & Assignments

The explicit details of major and weekly assignments will be explained in great detail within the course chapters. For each of the major assignments, a detailed rubric will be provided to you explicitly spelling out evaluation criteria.

Major Assignments – 80% of grade

Online Course Module – 40%

Each student will be required to design and develop his/her own online teaching module in which he/she demonstrates an authentic use of a course management system along with other collaborative online resources that we have discovered.

Justification Paper– 40%

The purpose of this assignment is to prepare students to intelligently defend their online teaching application against possible objections they might encounter, either from parents, administrators, fellow teachers, or students. In this paper, students need to explain why this lesson or application of online resources is worthwhile, how using these online resources and learning online genuinely enhances the content of their lesson or application, and allows for substantial, additional learning or opportunities that otherwise would not be possible.

Chapter Assignments, Discussions & Labs – 20% of grade

You will be grouped into triads and assigned a “dorm” for the purposes of sharing ideas and giving feedback and participation in labs. As much of the work in the class depends upon collaboration with other class members, students are expected to participate regularly and make every effort to keep up with the work in a timely fashion. Please let the instructor know if circumstances prohibit your timely participation.

Required Readings and Texts

The trends and theories in teaching K-12 students online are accelerating. Thus, there are no required textbooks, nor course packs, for this class. Instead, most readings are drawn from freely available resources on the web, provided in the ANGEL course site, or available online through MSU Library’s Electronic Resources.

As we learn and grow over the semester, we will develop a “wish list” of books that may be of interest to you and others in the arena of K12 online learning.

Technology Requirements

You do not need to purchase any special software for this course. You will (obviously) need access to a computer and a high-speed internet connection to view multimedia course content. You will need access to a Webcam along with a microphone. You do not need a high-end webcam – just something that will record audio/video directly to your computer and that will work with Skype.

ANGEL Course Management System Help

The ANGEL Help Desk is available 24/7 to provide support to students and to help avoid technology glitches that may hinder the learning experience. The ANGEL Help Desk can be reached by telephone: 1-517-355-2345 or toll-free at 1-800-500-1554.

Instructor and Student Communication Policy

Though this course is taught by an instructor and teaching assistant, please send all questions about the course to Leigh (gravesle@msu.edu) to avoid confusion. If you email me - you will receive a response within 24 hours. If I email you, I would like you to respond within 48 hours. If an out of office assistant is on indicating that you are unavailable, I will certainly take that into consideration.

As the saying goes – “life happens” - If you are having difficulty with the course, completing assignments, etc. please email me right away BEFORE things get out of hand.

Disability Policy

MSU provides accommodations for students with disabilities. Students with disabilities are encouraged to contact the Resource Center for Persons with Disabilities (<http://www.rcpd.msu.edu>) to establish reasonable accommodations. For an appointment with a counselor, you should call 353-9642 (voice) or 355-1293 (TTY). You may also contact a disability counselor on the following webpage: <http://www.rcpd.msu.edu/about/teamrcpd>. You may also email me for assistance.

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Code of Conduct

Participation in this course assumes that students will abide by the University's Student Regulations (see Spartan Life: <http://www.vps.msu.edu/SpLife/>.) Violations of these codes or legal statutes may result in penalty in your course grade or removal dismissal from the course and/or university.

CEP 820 History & Thank You

This course was created by Dr. Robin Dickson. We are very thankful for her leadership in the creation of this course and appreciate her willingness to share her expertise and allow us to adapt her materials for this offering of CEP 820.