



**Professional Online Educator:
Beyond the Online Classroom
12 weeks**

Course Description

This course offers an in-depth exploration of the performance tools and support available to instructors and students through technology. Students will analyze and evaluate technologies that are currently available, as well as those emerging in the near future. Students will develop a plan for professional development for the online instructor and examine strategies for maintaining a professional online presence. This course also examines trends in online learning and their impact on instructors and students.

Course Prerequisites

No prerequisites for this course are required.

System Requirements

- Computer with word processing software
- Internet access connection
- Online video viewing capabilities/Adobe flash player
- Software capable of reading PDF files

Operating Systems	Browsers
Windows XP	Firefox, Chrome
Windows 7 and 8	IE9, IE10, Firefox, Chrome
Windows Vista	IE9, IE10, Firefox, Chrome
Mac OSX	Safari, Firefox, Chrome
iOS devices (tablets and phones)	Safari
Android devices (tablets and phones)	Chrome

NOTE: Additional software will be used, but will either be free and open-source or trial versions, and will be based on the individual needs of each teacher's Web site development and deployment needs. The instructor will work closely with each teacher to assist in determining the appropriate software.

Text Books/Supplemental Reading

Critical reading of assigned articles and text is embedded throughout the course.

Global Goals of the Course

Upon completion of the course, the learner will be able to:

1. Assess the performance tools currently available for online instructors
2. Evaluate the support tools available to students through technology
3. Design a plan for instructor productivity and professional development
4. Assess trends in online learning and their influence on instructors and students
5. Evaluate the impact of online learning on student development
6. Debate the varying social, ethical, legal and human issues involved in online learning

Instructional Objectives

The learner will deepen existing knowledge of content and apply professional expertise to the skills and strategies contained in this course by meeting the following instructional objectives:

Lesson 1: Current and Future Online Teaching Methods

- 1.1 Describe performance tools and support systems available to online instructors
- 1.2 Identify strategies for online instructors to adapt to new technologies

Lesson 2: Performance Tools for the Online Instructor

- 2.1 Correlate current online teaching methods to new technological advancements
- 2.2 Explore future potential performance tools for online instructors

Lesson 3: Support Tools for Students

- 3.1 Investigate current support tools available to students

Lesson 4: Exploring Technological Innovation in an Academic Setting

- 4.1 Explore how future hardware and software technological innovations will impact students
- 4.2 Assess how technology's connections to school and home impact student learning and development

Lesson 5: Instructors and a Professional Online Presence

- 5.1 Demonstrate how instructors can maintain a professional online presence
- 5.2 Analyze various techniques to aid online instructors in productivity

Lesson 6: Professional Development

- 6.1 Describe the elements of effective professional development
- 6.2 Employ the use of technology resources available to facilitate ongoing professional development (Web 2.0)

Lesson 7: Trends in Online Learning

- 7.1 Compare and contrast online education trends
- 7.2 Evaluate how trends in technology and media can influence both instructors and students

Lesson 8: Online Learning Experience

- 8.1 Describe the online schools of the future and strategies for making the online learning experience better
- 8.2 Examine online resource centers and their impact on student learning

Lesson 9: Understanding Delivery Methods of Interactive Learning

- 9.1 Assess the various delivery methods of online learning to students
- 9.2 Evaluate instructor websites that alert parents of student status and work activities

Lesson 10: Online Learning and Student Development

- 10.1 Investigate interactive learning using new technological delivery methods

Lesson 11: Influence of Social Networks

- 11.1 Compare and contrast social networks and their influences in online learning

Lesson 12: Social, Ethical, and Legal Issues in Online Learning

- 12.1 Discuss ways to promote the safe and healthy use of technology resources
- 12.2 Demonstrate legal and ethical practices related to social networking

Teaching Methodology and Delivery Model

Teaching methodologies used in this course are specifically designed to maximize learning in a graduate-level, online distance-learning model. Each course facilitator is trained and/or experienced in facilitating graduate-level online courses as well as the specific content and skills of this course.

1. Online methodologies include instructor/expert presentations, directed skill practice, assignment and quiz completion, as well as the synthesis of new knowledge and skills in designing educational applications.
2. The course is taught in a supportive learning environment with teacher-participant interaction and feedback.
3. Content focuses on the presentation of advanced concepts linked to instructional strategies which accommodate learning needs of a diverse student population.
4. Course content, activities, and assignments are organized into Lessons/Milestones that participants complete during the 12-week span of the course. Course content is intended to cover material equal to 45 seat hours of instructional time.
5. Class participants actively construct their own learning and make it personally relevant by acquiring and applying course knowledge/skills to their own teaching situation.

Topics Agenda

Milestone One: Current and Future Online Teaching Methods

This milestone focuses on enhancing online courses, improving online courses with performance tools, and implementing potential performance tools. After completion of this milestone, participants will be able to assess the performance tools currently available for online instructors.

Milestone Two: Performance Tools for the Online Instructor

This milestone focuses on the types and benefits of online performance tools, writing performance objectives, and strategies to learn new technology. After completion of this milestone, participants will be able to assess the performance tools currently available for online instructors.

Milestone Three: Support Tools for Students

This milestone focuses on current online support tools, support tools for online college courses, and online learning tools. After completion of this milestone, participants will be able to evaluate the support tools available to students through technology.

Milestone Four: Exploring Technological Innovation in an Academic Setting

This milestone focuses on learning online tools, innovations in technology, and other benefits of technology innovations. After completion of this milestone, participants will be able to evaluate the support tools available to students through technology.

Milestone Five: Instructors and a Professional Online

This milestone focuses on the elements of effective professional development, social networking, and productivity techniques. After completion of this milestone, participants will be able to design a plan for instructor productivity and professional development.

Milestone Six: Professional Development

This milestone focuses on elements of effective professional development and methods for promoting professional development. After completion of this milestone, participants will be able to design a plan for instructor productivity and professional development.

Milestone Seven: Trends in Online Learning

This milestone focuses on personal learning and informal online learning, social networks and technology developments, and effects of trends in online learning. After completion of this milestone, participants will be able to assess trends in online learning and their impact on both instructors and students.

Milestone Eight: Online Learning Experience

This milestone focuses on schools of the future and online media centers. After completion of this milestone, participants will be able to assess trends in online learning and their impact on both instructors and students.

Milestone Nine: Understanding Delivery Methods of Interactive Learning

This milestone focuses on active learning and new technology delivery methods. After completion of this milestone, participants will be able to evaluate the impact of online learning on student engagement and interactivity.

Milestone Ten: Online Learning and Student Development

This milestone focuses on synchronous and asynchronous online learning and parent Web sites. After completion of this milestone, participants will be able to evaluate the impact of online learning on student development.

Milestone Eleven: Influence of Social Networks

This milestone focuses on social networking websites, social networks, and online learning. After completion of this milestone, participants will be able to debate the varying social, ethical, legal, and human issues in online learning.

Milestone Twelve: Social, Ethical, and Legal Issues in Online Learning

This milestone focuses on promoting safe and healthy uses of technology, social networking and legal issues, ethical and strategic issues. After completion of this milestone, participants will be able to debate the varying social, ethical, legal, and human issues involved in online learning.

Assessments and Grading

In keeping with best instructional and assessment practices, this course requires participants to demonstrate synthesis and application of course knowledge linked to the instructional objectives of this course. Assessment of the projects should not be limited to the quantity of work submitted but should carefully consider the quality and intellectual value of the work. Assessments are due and will be submitted to the instructor within the 12 weeks of the allotted class time. Unless the instructor states otherwise, all papers are expected to be properly formatted electronically.

Graded Assessment Types	Weights (%)
Writing Assignments	80%
Quizzes	20%
Total:	100%

Copies of performance assessment rubrics are included in the course. Points are assigned based on a four-point criterion rubric specifically delineated for each assessment that can be further defined as follows:

Distinguished: The assessment is highly imaginative; demonstrates critical thought; is unique; shows substantial application to one's own teaching or professional position; *goes above and beyond requirements*; is creative; demonstrates both breadth and depth of knowledge of transition-related subject matter; shows individual's personality; is professional in presentation and appearance; and demonstrates considerable effort. The assessment is exceptionally completed and demonstrates clear understanding of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Distinguished" on the course rubric.

Proficient: The assessment is well-organized and complete; is effectively and clearly presented; demonstrates clear understandings; applies what has been learned to the author's own classroom situation; clearly shows connections; is detailed; and is thoughtful and supported with ideas. A thoroughly completed assessment demonstrates that the participant shows awareness of the tasks, gives explanations, and shows how the assessment applies to a teaching/learning situation. The assessment meets the specific criteria delineated in "Proficient" on the course rubric.

Basic: This is the lowest passing grade. The assessment meets minimum requirements; includes general information but lacks descriptive detail; shows limited application to teaching/learning; and lacks originality. This denotes work that does not meet **all** aspects of standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Basic" on the course rubric.

Unsatisfactory: The assessment is missing evidence or information; is sloppy and poorly organized; demonstrates only surface understandings; shows no evidence of application to the author's own teaching situation; is poorly written; and does not meet minimum standards for academic performance in a graduate-level course. The assessment meets the specific criteria delineated in "Unsatisfactory" on the course rubric.

Academic Honesty and Integrity

All participants are expected to maintain academic honesty and integrity by doing their own work to the best of their ability. Academic dishonesty (cheating, fabrication, plagiarism, etc.) will result in the participant receiving a zero for that assignment or paper.

Americans with Disabilities Act Compliance

In compliance with Section 504 of the Rehabilitation Act and The Americans with Disabilities Act, participants who have any condition, either permanent or temporary, which might affect their ability to perform in this class, are encouraged to inform the Director of Academic Affairs prior to the first session. Reasonable academic accommodations, aids, and adjustments may be made as needed to provide for equitable participation.

Attendance

Participants will have 12 weeks from the time of their first date of login to complete the course. They will need to contact The Connecting Link at (888) 550-5465 should they not be able to complete the online class in the time given.

Late Work and Make-Up Policy

Failure to complete all work in this time frame will result in an **incomplete** or a grade of **F** for the work, depending on the reason for the delay.

University Compliance

Course content and instruction are bound by policies associated with the university granting academic credit for the course. Such policies include, but are not limited to: academic integrity and honor codes, institutional objectives and grade grievance procedures. These policies are located within the official academic catalogs which can be accessed through the university's official website.

Compliance with National Standards

Alignment to the Danielson Framework for Effective Teaching

The *Danielson Framework for Effective Teaching* is designed to provide educators with a structure for analyzing and assessing teacher practice and in constructing techniques to strengthen that practice.

Compliance with International Society for Technology in Education (ISTE) Standards for Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.

Compliance with Interstate Teacher Assessment and Support Consortium (InTASC) Standards for Teachers

InTASC is guided by the basic premise that an effective teacher must be able to integrate content knowledge with the specific strengths and needs of students to ensure that all students learn and perform at high levels.