



**Professional Online Educator:  
Instructor Technology Preparation  
12 weeks**

**Course Description**

This course addresses the role of technology in online learning and teaching, and it familiarizes the online instructor with various technologies that enable students to gather information, problem-solve, and use critical thinking skills online. Technology topics covered include hardware, software, peripheral devices, integrating the Internet and social networking, content management systems, and troubleshooting.

**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. Examine the role of technology in online learning
2. Evaluate which technologies are best suited for online learning
3. Integrate Web 2.0 technology to foster twenty-first century information literacy skills
4. Incorporate technology to create and share Web content
5. Explore content management system functions and features
6. Investigate challenges presented by technology 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: Fostering Online Learning with Technology**

- 1.1 Identify the benefits of effective use of technology to foster online learning
- 1.2 Explain how technology encourages twenty-first century literacy

### **Lesson 2: Current Technologies in Online Learning**

- 2.1 Trace the role of the Internet from Web 1.0 to Web 2.0
- 2.2 Summarize how to use technology to support teaching models

### **Lesson 3: Technical Requirements for Online Learning**

- 3.1 Recognize hardware requirements for facilitating online learning
- 3.2 Recognize software requirements for facilitating online learning

### **Lesson 4: Understanding Technological Tools**

- 4.1 Match software categories to instructional strategies
- 4.2 Summarize how other tools facilitate online learning

### **Lesson 5: Web 2.0 Technology**

- 5.1 Evaluate online resources for legitimacy and credibility
- 5.2 Examine Web 2.0 applications, tools, and technologies that enhance online learning

### **Lesson 6: Emerging Online Trends**

- 6.1 Integrate Social Networking and tools and platforms to create and encourage a collaborative online learning environment
- 6.2 Identify emerging trends in online learning environments

### **Lesson 7: Authoring Online Content**

- 7.1 Investigate tools used to author web content

### **Lesson 8: Effectively Sharing Content**

- 8.1 Demonstrate how digital cameras, scanners, videos, and media players are used to enhance online content
- 8.2 Evaluate tools to publish and share content over a learning network
- 8.3 Design an interactive instructional module

### Lesson 9: Content Management Systems

- 9.1 Discover how to use content management systems to manage digital tools, resources and distractions in online learning
- 9.2 Investigate free and open-source content management systems

### Lesson 10: Effectively Using Content Management Systems

- 10.1 Apply functions and features of content management systems to effectively promote communication and collaboration in online learning

### Lesson 11: Keeping Up with Technology

- 11.1 Prepare a plan to effectively use the I.T. department
- 11.2 Summarize methods to stay abreast of continually changing technology

### Lesson 12: Challenges Presented by Technology

- 12.1 Create policies that outline the appropriate use of technology resources in online learning environments
- 12.2 Identify ways to find the time to make technology work

## 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: Fostering Online Learning with Technology*

This milestone focuses on benefits of technology in online learning and twenty-first century literacy initiatives. After completion of this milestone, participants will be able to examine the role of technology in online learning.

### *Milestone Two: Current Technologies in Online Learning*

This milestone focuses on the evolution of the Internet from web 1.0 to 2.0 and ways to use technology to support teaching models. After completion of this

milestone, participants will be able to examine the role of technology in online teaching.

*Milestone Three: Technical Requirements for Online Learning*

This milestone focuses on hardware requirements for online learning and traditional software. After completion of this milestone, participants will be able to evaluate which technologies are best suited for online learning.

*Milestone Four: Understanding Technological Tools*

This milestone focuses on software requirements for online learning, instructional software, and online learning tools. After completion of this milestone, participants will be able to evaluate which technology is best suited for online learning.

*Milestone Five: Web 2.0 Technology*

This milestone focuses on legitimacy and credibility of online resources, technology integration planning models, and integrating web 2.0 technology in the classroom. After completion of this milestone, participants will be able to integrate web 2.0 technology to foster 21st century information literacy skills.

*Milestone Six: Emerging Online Trends*

This milestone focuses on social networking and trends in online learning. After completion of this milestone, participants will be able to integrate web 2.0 technology to foster 21st century information literacy skills.

*Milestone Seven: Authoring Online Content*

This milestone focuses on planning and authoring web content. After completion of this milestone, participants will be able to incorporate technology to create and share web content.

*Milestone Eight: Effectively Sharing Content*

This milestone focuses on enhancing online content, sharing content, and publishing content. After completion of this milestone, participants will be able to incorporate technology to create and share web content.

*Milestone Nine: Content Management Systems*

This milestone focuses on the functions and features of CMS and collaboration in online learning. After completion of this milestone, participants will be able to examine content management system functions and features.

*Milestone Ten: Effectively Using Content Management Systems*

This milestone focuses on CMS and communication in online learning. After completion of this milestone, participants will be able to examine content management system functions and features.

### *Milestone Eleven: Keeping Up with Technology*

This milestone focuses on the information technology department, staying abreast of trends in changing technology, and fears in dealing with online technology. After completion of this milestone, participants will be able to investigate challenges presented by technology in online learning.

### *Milestone Twelve: Challenges Presented by Technology*

This milestone focuses on appropriate use of online technology and integrating technology into the classroom. After completion of this milestone, participants will be able to investigate challenges presented by technology 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.