



**Professional Online Educator:
Introduction to Online Learning
12 weeks**

Course Description

This course presents an overview of the online learning environment from the instructor's point of view. This course addresses basic online learning concepts, the roles of the teacher and student in online learning, the components of the online learning environment, teaching methodologies, types of blended learning, and guidelines for making the transition from the traditional classroom to the online classroom. The course also discusses hardware, software, and other tools and technologies used in online learning.

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. Demonstrate a personal understanding of online learning
2. Examine the components of an online learning experience
3. Distinguish multiple differences between a traditional classroom and an online classroom
4. Evaluate forms of blended learning
5. Describe the hardware, software, and other types of tools commonly used in the online environment
6. Analyze various types of course management systems

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: Introduction to Online Learning

- 1.1 Define online learning
- 1.2 Identify how online learning environments are different from traditional or hybrid learning environments

Lesson 2: Roles and Responsibilities in Online Learning

- 2.1 Articulate the instructor's role and responsibilities in online learning
- 2.2 Articulate the student's role and responsibilities in online learning
- 2.3 Describe issues of academic integrity such as Fair Use, the TEACH Act, and copyright compliance

Lesson 3: The Online Learning Experience

- 3.1 Explain each of the common components found in various online learning environments
- 3.2 Identify components that may be unique to specific online learning environments

Lesson 4: Standards of Quality in Online Learning

- 4.1 Describe the standards of quality used to evaluate online learning
- 4.2 Assess how online standards of quality differ from the traditional classroom

Lesson 5: Comparing Traditional and Online Learning Methods

- 5.1 Compare traditional and online teaching methodologies
- 5.2 Compare course materials designed for the traditional classroom to those designed for the online learning environment
- 5.3 Compare the online experience to the traditional classroom experience

Lesson 6: Managing the Online Learning Experience

- 6.1 Apply different techniques used in managing the learning process in an online course

- 6.2 Analyze the importance of the different communication channels available for students and teachers in an online learning environment

Lesson 7: Blended Learning

- 7.1 Examine multiple definitions of blended learning
- 7.2 Compare varying types of blended learning and their applications

Lesson 8: Planning for Blended Learning

- 8.1 Explore the characteristics of a hybrid learning environment
- 8.2 Prepare a plan for integrating blended learning in a course in order to optimize the learning experience

Lesson 9: Hardware and Software Requirements for Online Learning

- 9.1 Identify the hardware required in the online learning environment
- 9.2 Describe the software required in the online learning environment

Lesson 10: Online Learning Tools

- 10.1 Outline other tools and technologies used in the online learning environment
- 10.2 Describe resources available for improving the instructor's expertise in using online tools

Lesson 11: Learning Management Systems

- 11.1 Define the purpose of the learning management system
- 11.2 Describe components of a learning management system

Lesson 12: Techniques for and Types of Learning Management Systems

- 12.1 Describe techniques for using learning management systems effectively to administer an online course
- 12.2 Distinguish between proprietary and open source learning management systems

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: Introduction to Online Learning

This milestone focuses on online learning basics, online learning delivery methods, learning environments, hybrid learning, and the advantages and disadvantages of online learning. After completion of this milestone, participants will be able to demonstrate a personal understanding of online learning.

Milestone Two: Roles and Responsibilities in Online Learning

This milestone focuses on online instructors and students, online teaching strategies, and academic integrity. After completion of this milestone, participants will be able to demonstrate a personal understanding of online learning.

Milestone Three: The Online Learning Experience

This milestone focuses on common online learning components, media in online learning, additional course components, and web 2.0 technologies in online learning. After completion of this milestone, participants will be able to examine the components of an online learning experience.

Milestone Four: Standards of Quality in Online Learning

This milestone focuses on designing and developing online courses, delivering course content online, and quality measures and standards for online courses. After completion of this milestone, participants will be able to examine the components of an online learning experience.

Milestone Five: Comparing Traditional and Online Learning Methods

This milestone focuses on traditional versus online teaching methodologies and traditional and online learning environments. After completion of this milestone, participants will be able to distinguish multiple differences between a traditional classroom and an online classroom.

Milestone Six: Managing the Online Learning Experience

This milestone focuses on managing the learning process and transitioning to online classrooms. After completion of this milestone, participants will be able to distinguish multiple differences between a traditional classroom and an online classroom.

Milestone Seven: Blended Learning

This milestone focuses on blended learning definitions, blended learning applications, and blended learning delivery methods. After completion of this milestone, participants will be able to evaluate forms of blended learning.

Milestone Eight: Planning for Blended Learning

This milestone focuses on the advantages and disadvantages of blended learning and integrating blended learning. After completion of this milestone, participants will be able to evaluate forms of blended learning.

Milestone Nine: Hardware and Software Requirements for Online Learning

This milestone focuses on hardware requirements for online learning, software requirements for online learning, and application software for online learning. After completion of this milestone, participants will be able to describe the hardware, software and other types of tools commonly used in the online environment.

Milestone Ten: Online Learning Tools

This milestone focuses on e-learning development tools, web 2.0 in e-learning, and professional teaching development. After completion of this milestone, participants will be able to describe the hardware, software and other types of tools commonly used in the online environment.

Milestone Eleven: Learning Management Systems

This milestone focuses on the importance of an LMS and components of an LMS. After completion of this milestone, participants will be able to analyze various types of learning management systems.

Milestone Twelve: Techniques for and Types of Learning Management Systems

This milestone focuses on using LMS features efficiently, as well as the differences between proprietary source and open source. After completion of this milestone, participants will be able to analyze various types of learning management systems.

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.