



**Professional Online Educator:
Online Teaching Internship
12 weeks**

Course Description

Participants will demonstrate their ability to meet the unique needs of online learners by applying real synchronous and asynchronous online learning tools. Participants will demonstrate best practices for promoting reflective and critical thinking in students through online discussions and group projects. Participants will explore multiple instructional modalities, reflect on their experiences, and use a performance rubric to measure their own progress. Participants will organize and submit an e-portfolio that highlights their professional growth and internship accomplishments.

Course Prerequisites

2 or more of the following: *Assessing Knowledge and Skills in the Online Classroom, Beyond the Online Classroom, Instructional Design for Online Learning Environments Instructor Technology Preparation, Introduction to Online Learning, Promotion Student Success in the Online Learning Environment*
OR pre-approval from TCL's Director of Academic Affairs

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. Develop an online learning community
2. Engage learners in online learning environments
3. Apply various asynchronous and synchronous online teaching tools
4. Promote participation in online discussions
5. Incorporate strategies for encouraging group work in online learning contexts
6. Conduct a self-evaluation of instructional progress

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: Getting Started in the Online Course

- 1.1 Create an online introduction
- 1.2 Identify the unique learning needs of the diverse distance learner

Lesson 2: Developing an Online Community

- 2.1 Demonstrate strategies to build an online learning community

Lesson 3: Engaging the Online Learner

- 3.1 Incorporate techniques that personalize your online persona

Lesson 4: Planning Engagement Strategies

- 4.1 Prepare a plan that incorporates strategies to engage the learner in online learning

Lesson 5: Teaching Across Instructional Modalities

- 5.1 Use various asynchronous and synchronous online teaching tools

Lesson 6: Asynchronous and Synchronous Online Teaching Tools

- 6.1 Demonstrate an understanding of best practices using asynchronous online teaching tools
- 6.2 Demonstrate an understanding of best practices using synchronous online teaching tools

Lesson 7: Moderating Online Discussions

- 7.1 Summarize discussion forum moderation techniques

Lesson 8: Crafting Online Discussion Questions

- 8.1 Use appropriate questioning techniques to craft discussion questions

Lesson 9: Group Work in Online Learning

- 9.1 Establish guidelines that encourage student participation in group projects in multiple instructional modalities
- 9.2 Summarize strategies for teaching critical thinking in multiple formats

Lesson 10: Managing Online Group Work

- 10.1 Prepare a plan for dealing with disruptive online students

Lesson 11: Analysis of Your Internship

- 11.1 Document thoughtful analysis of your actions, decisions, and instructional results

Lesson 12: Create an Internship e-Portfolio

- 12.1 Create an internship e-portfolio

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: Getting Started in the Online Course

This milestone focuses on building and maintaining trust in online learning, positive online learning environments, and different needs of online learners. After completion of this milestone, participants will be able to develop an online learning community.

Milestone Two: Developing an Online Community

This milestone focuses on increasing social presence and online learning community. After completion of this milestone, participants will be able to develop an online learning community.

Milestone Three: Engaging the Online Learner

This milestone focuses on increasing student retention and strategies for engaging students in online learning. After completion of this milestone, participants will be able to engage learners in online learning.

Milestone Four: Planning Engagement Strategies

This milestone focuses on models for motivating and engaging online students and promoting student retention. After completion of this milestone, participants will be able to engage learners in online learning.

Milestone Five: Teaching Across Instructional Modalities

This milestone focuses on blended instruction and teaching a blended course. After completion of this milestone, participants will be able to examine various asynchronous and synchronous online teaching tools.

Milestone Six: Asynchronous and Synchronous Online Teaching Tools

This milestone focuses on best practices, asynchronous learning tools, and synchronous learning tools. After completion of this milestone, participants will be able to examine various asynchronous and synchronous online teaching tools.

Milestone Seven: Moderating Online Discussions

This milestone focuses on online discussions and the role of student moderators in online discussion. After completion of this milestone, participants will be able to promote participation in online discussions.

Milestone Eight: Crafting Online Discussion Questions

This milestone focuses on facilitating effective online discussions and preparing discussion questions. After completion of this milestone, participants will be able to promote participation in online discussions.

Milestone Nine: Group Work in Online Learning

This milestone focuses on matching learning activities with learning styles and promoting critical thinking. After completion of this milestone, participants will be able to incorporate strategies for encouraging group work in online learning.

Milestone Ten: Managing Online Group Work

This milestone focuses on incorporate teamwork in online learning and wiki projects. After completion of this milestone, participants will be able to incorporate strategies for encouraging group work in online learning.

Milestone Eleven: Analysis of Your Internship

This milestone focuses on digital teaching portfolios and the digital teacher portfolio process. After completion of this milestone, participants will be able to self-evaluate instructional progress.

Milestone Twelve: Create an Internship e-Portfolio

This milestone focuses on creating the digital teacher portfolio. After completion of this milestone, participants will be able to self-evaluate instructional progress.

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.