CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

Spring 2012- Term 2 - CRN: 22184 ~ EDST-641

Best Practices for Online Teaching and Learning (3 Unit)

Professor: **Stacey Campo**
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Equipment: **Participants must have access to up-to-date computer and Internet Access**
Office Hours: Online or phone by appointment
Meetings: **Online modules begin each week on Tuesday.**

School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance.
(Adopted by COE Governance Community, October, 1997).

COURSE DESCRIPTION

Description: This course prepares teachers to design online experiences using appropriate instructional media and assessment for effective web-based learning.

Graduate Credit
This is a graduate level course, and successful completion can be applied toward elective requirements for some Masters Programs including the Masters in Education General Option. Note that students must receive an A or B in order to use the course as one of their masters program courses.

Graduate Writing Requirements
The California State University maintains a Graduation Writing Assessment Requirement (GWAR) for master's candidates. This requirement must be achieved prior to Advancement to Candidacy. A master's candidate will satisfy the graduate writing requirement by receiving a passing score on a written product as assessed with the GWAR rubric. Toward the goal of providing opportunity for graduate students in the School of Education to satisfy the writing requirement, all papers in all graduate classes must adhere to the writing and format style guidelines detailed in the sixth edition of the Publication Manual of the American Psychological Association. This manual is a required textbook for all CSUSM School of Education graduate-level courses.

Required Course Materials and Texts

1. Essential Elements: Prepare, Design, and Teach Your Online Course. Authors: Elbaum, McIntyre and Smith. Copyright 2002. ISBN: 1-891859-40-4. Atwood Publishing.
2. Building Online Learning Communities: Effective Strategies for the Virtual Classroom. Authors: Palloff & Pratt. Copyright 2007. ISBN: 978-0-7879-8825-8. Jossey-Bass.
3. Storage device: Flash Drive recommended (1Gig) Note: back up all work.

4. Email Account – Your campus account will access the Moodle shell starting on Feb 6th.
5. *Computer Access –you must have a computer available throughout the course with ability to preview online audio clips and videos. Firefox Browser is preferred for use of Moodle.
6. You should have Microsoft Office software suite including Word, Excel and PowerPoint.

Course Goals: Learner Outcomes

By the end of this course, participants will:

- participate in online learning experiences that provide an opportunity to reflect and understand learning needs from the perspective of a student in an online environment.
- plan, design and incorporate strategies to encourage active learning, interaction, participation and collaboration among students in the online environment.
- develop appropriate pedagogy and instructional strategies to support student success in an online environment. (i.e., clear expectations, prompt response, and regular feedback).
- collaborate with colleagues to build an online community using communication skills that reflect an awareness of self and others, along with an ability to convey ideas in a variety of contexts.
- utilize a variety of media and content to ensure success for students to achieve learning goals in the online environment.
- understand how to advocate, model and teach safe, legal and ethical use of digital information and technology including respect for copyright, intellectual property and the appropriate documentation of resources.
- consider how to meet the diverse needs of all learners by using learner-centered strategies and incorporating access to digital resources.
- develop and practice use of assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.

Attendance Policy
In this online course, It is expected that all students will have an active presence in the online community, or you cannot receive a grade of A or A-; if you are inactive for one week or more, you cannot receive a grade of B+ or B. If you have extenuating circumstances, you should contact the instructor as soon as possible. Organize each week so that you **visit the Moodle shell every 2-3 days.** This will provide you the opportunity to stay in touch with the module assignments and discussions. You will need to use an up-to-date computer and operating system that has the ability and speed to use Moodle and participate in activities, as well as play sound files and movie clips. **It is your responsibility to check these capabilities out as soon as you begin the course** and have a plan for completing and accessing these resources regularly. Note that assignment documents must be completed in Microsoft Office (Word, PowerPoint and/or Excel). The Firefox Browser must be used for full edit capabilities in Moodle). *Modules begin on Tuesday each week and end on Monday the following week. Initial posts in each module are due on Friday after the module start date.*

Grading Policy
It is expected that all required work will be submitted on time, and that students will proofread and edit their assignments prior to submission. Students will ensure that all text is error-free (grammar, spelling), and ideas are logically and concisely presented. Each assignment grade will be negatively affected as a result of proof reading oversight. Each written assignment will be graded approximately 80% on content and context (detail, logic, synthesis of information, depth of analysis, etc.), and 20% on mechanics (grammar, syntax, spelling, format, uniformity of citation, etc.). All citations, where appropriate, will use American Psychological Association (APA) format. Consult American Psychological Association (APA) Manual, 6th edition for citation guidance.

Late Assignments:
Assignments are due by midnight on the date specified. Late assignments will receive a penalty of 5% per day. Students must submit all assignments at an acceptable level to pass the course.

<u>**Forum Posting (Value Added Model)**</u>
Start a forum with a greeting to an individual or to the whole group. Contribute your understanding or thinking to the forum using proper English format. Close your post with your name.

When replying to a posting in the Forum area (or through a Web Blog) by another student, instructor, or guest, you must **refer to the person by name and refer to their comments** within your posting. **To Add Value**, your response must do one of the following: **give an example** of what the prior post described; **provide a different perspective** of the topic posted; OR **expand upon the idea** posted in the message by including more detail and depth. The instructor will provide feedback in the first few modules to support understanding of this concept. Peers will also be asked to review how others conform to this aspect of the course discussions.

<u>**Assignment Questions:**</u> There is a **Questions** topic section in the Forum area of Moodle. This section is included to allow everyone the benefit of having access to instructor responses to questions about the course, activities, and/or assignments. Please review the posted questions before posting your question(s). Instructor will respond to posts within 48 hours. If you do not have a response by 48 hours, please contact the instructor directly by email or phone. Students may also respond to questions when they have information that will help other students.

<u>**Moodle Help:**</u> Contact the CSUSM help desk. Their location and hours are listed on the web: http://www.csusm.edu/iits/sth/ Be sure to leave a phone number and/or email if you leave a message at the help desk regarding a problem you are having. They can help with all technical aspects of the Moodle environment including problems with accessing files, uploading assignments, and using Moodle tools. **If you write to the instructor about a problem with Moodle,** please confirm that you have communicated with the Help Desk first and refer to who replied to your question.

<u>**Important Considerations:**</u>
- Assignments are due when noted in the module and/or assignment link.
- **All assignments should be based on thoughtful reflection**, and submitted only after final edits, proof-read and word-processed. The university has a 2500-word writing requirement for each course that is met through the course reflections, assignments and discussions. Use Microsoft Word for any Word Processed documents, but post directly to discussion instead of posting a file.
- **Contact instructor in advance** of any extended absence to accessing and contributing to module activities. If you contact the instructor about an absence, suggest a timeline for how you will make up missed sessions, contribute to group work, and if there is a need for an alternative assignment.
- **Grading of coursework** will be based on adherence to the assignment guidelines, evidence of application of course readings and resources, and clear evidence of specified revisions, clarity, and coherence, in revised work. Points are deducted for spelling and/or grammar errors.
- **Remember to cite** all information obtained from others completely in APA 6th Edition format. References are required.
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<u>**Grading Scale**</u>

A = 93-100	A -= 90-92	B+ = 86-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- =70-72
D = 60-69	F = 59 or lower		

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Week Start Day	Module	Topics	Points
March 17	0	Getting Started and Overview	50
March 20	1	Elements of Online	100
March 27	2	Community Building	100
	3	Preparing to Design	100
April 3	4	Designing Online Activities	100
	5	Learning Styles/Collaboration and Group Work	100
April 10	6	Teaching and Learning in the Virtual Community	100
	7	Assessment and Feedback	100
April 17	8	Digital Citizenship	100
	9	Transformative Learning	100
April 24	10	Meeting Learning Outcomes	100
May 1	11	Reflective Practice and Next Steps	50
		Total Points	1200
All assignments, requirements and due dates are available in the course Moodle Shell. Participants should check regularly for updates under Announcements.			