Online Pedagogy & Practice

Friday, September 19, 2008

"You don't have to worry about my future any more
— I just downloaded an entire college education."
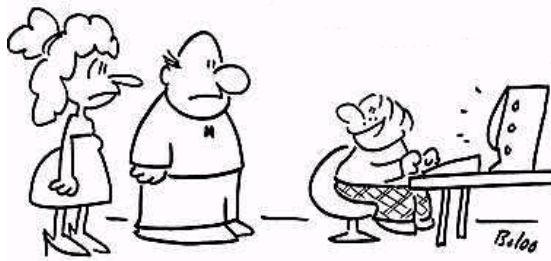
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Virtual Office	http://blackboard.sbccd.cc.ca.us/		

Course Materials:

Susan Ko and Steven Rossen (2008). *Teaching Online: A Practical Guide.* Routledge; 2nd edition (August 13, 2008).

Computer headset with Microphone (any kind)

Access to high-speed internet daily

AGENDA

Course Objectives

    A.   Class Introductions (Roster, contact information, digital pictures)
    B.   Course Objectives
    C.   Class momentum—Participation
    D.   Building Community
    E.   Levels of experience and expertise
    F.   Online Course Tools
        o   BlackBoard (http://blackboard.sbccd.cc.ca.us/)
        o   SKYPE (http://www.skype.com)
    G.   Ongoing Learning: Special Requests

Student Contact Information

First Name	Last Name	Email	SKYPE Handle

Face-to-face meetings reinforce the online social relationships and provide a context around which learners can share and discuss issues and ideas.

(Nichani, 2000)

A. <u>Class Introdcutions</u>

- o Roster
- o Contact Information
- o Digital Pictures

B. <u>Course Objectives</u>

After taking this course, students will:

- o understand the importance of building community when teaching online
- o become familiar with a variety of tools for online learning include those used for both asynchronous and synchronous discussions
- o understand the fundamental differences between teaching face-to-face and online
- o create a syllabus for a class that is taught online
- o setup a BlackBoard course for use in one of this classes

C. <u>Class momentum—Participation</u>

- o Online Participation Rubric
- o Time Commitment—Frequency
- o Synchronous vs. Asynchronous
- o Support—teacher & students=one learning community

- ▪ <u>Areas of evaluation:</u>

  - o Frequency & Timeliness
  - o Quality
    - o Contribution of new ideas to class
    - o Builds on the ideas of others
  - o Written Expression
    - o Spelling
    - o Grammar
  - o Tone (politeness)
  - o Relevance (to course material)

D. <u>Building Community</u>

- o The face-to-face encounter
- o Synchronous discussion
- o The "angst" of online isolation

E. <u>Levels of experience and expertise</u>

- o The technological barrier—those who know and those who don't
- o Experts and newbies

- o Leadership roles—Experts show the newbies
- o Expertise among this class
- o Online learning experience
- o Technological facility

F. <u>Online Course Tools</u>

- o **BlackBoard**: http://blackboard.sbccd.cc.ca.us/

- o **SKYPE**: http://www.skype.com

- o **Free PDF Maker: http://convert.neevia.com/**
  This is a very helpful tool for working with students across different platforms. If you use a PC, and a student uses a Mac, you may have compatibility problems when trying to read their documents. Have them convert their documents to PDF and the documents become universally accessible. This is the GREATEST tool!

- o **http://writeboard.com/**
  If you want your students to work on documents online, this is a good tool for document sharing. It will alert group members if the document is currently being edited so that there are no duplications. There are countless programs of this type available online. This is 100% free.

- o https://www.blogger.com/start
  This is an easy way to have your students record journals entries or even to submit work to you. There is no file exchange. Rather, the student posts to a blog and you can go to the URL to read/evaluate his/her work. Blogs have many other uses in the online class.

FILE STORAGE/TRANSFER

- o **http://www.yousendit.com/**
  This is an easy way to send BIG files (up to 100mb) without having to clog your email. Files will be stored for 7 days and they can be accessed up to 100 times

- o **http://www.transferbigfiles.com/**
  - ▪ This is a similar site as www.yousendit.com but you can upload files as big as 1 GB. Files will be stored for 5 days and can only be downloaded up to 20 times.

G. <u>Ongoing Learning: Special Requests</u>

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Class Schedule

Date	Agenda
Week 1 9/22/2008	**Building Community: The *Virtual* Face-to-Face Meeting** ● Class Introductions ● Objectives for today: ○ build connections--faces, voices, names ○ familiarize ourselves with technology: ▪ BlackBoard (contact: Denise Hoyt: dhoyt@sbccd.cc.ca.us) ▪ SKYPE--tool for real-time voice & video conferences ▪ email--daily communication ● Course Objectives ○ understand the importance of building community when teaching online ○ become familiar with a variety of tools for online learning include those used for both asynchronous and synchronous discussions ○ understand the fundamental differences between teaching face-to-face and online ○ create a syllabus for a class that is taught at least partially online ○ be able to setup a BlackBoard course for use in one of their classes ● BlackBoard site: http://blackboard.sbccd.cc.ca.us/webapps/login/ ● direct link availalbe from Crafton Hills main page: http://www.craftonhills.edu/ ● More tools: ○ SKYPE: http://www.skype.com ● Modes of Learning: Push/Pull Media: Synchronous, Asynchronous, Webpages, Listservs, Podcasts, etc. ● Online Profiles on BlackBoard—Uploading Digital Pictures **Extending the Learning** ● For the rest of the week, post in the Discussion Board of BlackBoard. Do the following: ○ Post an introduction to yourself ○ Attach a picture of yourself or an icon to your post ○ Post a digital copy of one of your syllabus/syllabi to BlackBoard's discussion board ● **Homework Reading:** Read PART I of *Teaching Online: A Practical Guide* (to be provided to you at the first face-2-face meeting. ● Respond to the thread on the discussion board.
Week 2 9/29/2008	**Asynchronous Discussion: The Backbone of the Online Class** ● During this introductory segment, we will engage solely in asynchronous discussion using BlackBoard's Discussion Board.

Date	Agenda

Students will begin thinking about the courses they currently teach and how they might adapt them to the online environment. Topics will include:

- o   Developing a syllabus

- o   Rubrics for Student Participation

- o   Instructor Feedback

Extending the Learning

- **Homework Reading:** Read PART II of _Teaching Online: A Practical Guide_, specifically Chapter 3, Course Conversion, and Chapter 4, Creating an Effective Syllabus.

- Post the syllabus for a class you have already taught to BlackBoard's discussion board.
- As a follow-up, post a revised syllabus based upon suggestions in chapter 4's reading (don't worry if you don't have full understanding of the online course--just take a stab at it!)
- Comment on on another's revisions.

**Week 3
10/6/2008**

Synchronous Class—SKYPE

This will be our first foray into synchronous discussion from different locations. We will try a few formats, beginning with BlackBoard's CHAT feature.

Extending the Learning

- **Homework Reading:** Read PART II of _Teaching Online: A Practical Guide_, specifically Chapter 5, Building an Online Classroom, and Chapter 6, Student Activities in the Online Environment.
- Discuss readings in synchronous meeting (a follow-up thread will be posted in BlackBoard for lingering questions and comments).

**Week 4
10/13/2008**

Using BlackBoard: Creating a Virtual Space for your Online Class

- During this segment, you will work on building your respective BlackBoard courses to include all of the elements that you will need when you take your classes online.

- Each student will develop the course shell they have been given for their existing class (or you can request a separate development BlackBoard shell).

- We will add each other as "students" to our training shells

Extending the Learning

- **Homework Reading:** Read PART II--Putting the Course Together--of _Teaching Online: A Practical Guide_, specifically Chapter 7, Creating Courseware, and Chapter 8, Copyright and Intellectual property
- Discuss readings in BlackBoard's Discussion Board

Date	Agenda
Week 5 10/20/2008	**Synchronous Discussion: The Social Glue of Online Learning** • We will focus our discussion on the importance of incorporating synchronous chat into course design • Synchronous Meeting in SKYPE--individual conferences--groups of 2-3 • Date TBD **Extending the Learning** • **Homework Reading:** Read PART III--Teaching in the Online Classroom--of *Teaching Online: A Practical Guide*, specifically chapter 9, Preparing students for online learning. • Discuss readings in BlackBoard's Discussion Board
Week 5 10/27/2008	**Synchronous Class—BlackBoard** • Synchronous Meeting in SKYPE--whole group meeting. • Date TBD
Week 6 11/3/2008	**Learning Together: Creating & Facilitating Collaborative Projects** • During this segment, you will work together on a group assignment with several members of this class. • Actual Assignment TBD **Extending the Learning** • Homework--Post a PowerPoint presentation in BlackBoard that pertains to your own course material
Week 7 11/10/2008	**Beyond BlackBoard: Exploring Tools for Online Presentations** • Students will experiment with tools such as PowerPoint for both synchronous and asynchronous classes. **Extending the Learning** • Continue building online BlackBaord course site • View and comment upon the courses of others
Week 8 11/17/2008	**Synchronous Class—BlackBoard** **Extending the Learning** • Complete BlackBoard course materials using suggestions from your instructor & peers

Date	Agenda
Week 9 11/24/2008	**REFLECTING ON THE ONLINE EXPERIENCE** **Possible face-to-face meeting--Friday, 12/5/2008 or date TBD** • Students will showcase the work they have done in their online classes by presenting course materials

Assessing Effectiveness of Student Participation in Online Discussions

Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24 hour period; requires occasional prompting to post	Consistently responds to postings in less than 24 hours; demonstrates good self-initiative	
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear "hasty"	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings	
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to discussion content; prompts further discussion of topic	Consistently posts topics related to discussion topic; cites additional references related to topic	
Expression Within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to topic evidenced in minimal expression of opinions or ideas	Opinions and ideas are stately clearly with occasional lack of connection to topic	Expresses opinions and ideas in a clear and concise manner with obvious connection to topic	
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group's efforts; marginal effort to become involved with group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic	
				TOTAL (20)	