



CSE 616: Designing and Teaching Online Courses

Fall 2013

3 Credits ♦ Online

Instructor	Phone	Office	Email	Office Hours
Dr. Mary Bucy	503-838-8794	ED 202M	bucym@wou.edu	M 3:00—5:00 T 12:30—3:30

Course Description:

This class will introduce students to the philosophy and methodology of designing online courses and teaching online. Topics will include establishing a community online, fostering meaningful dialogue, facilitating group work, designing effective learning experiences, and assessing student progress. Students will learn skills for course construction in a variety of course formats, and will create a short course that uses tools within a course management system as well as resources available through the Web.

Text:

Palloff, R. & Pratt, K. (2007). *Building Online Learning Communities: Effective Strategies for the Virtual Classroom*. Jossey-Bass:San Francisco, CA. [ISBN 978-07879-8825-8]

Available online at: http://www.amazon.com/Building-Online-Learning-Communities-Strategies/dp/0787988251/ref=sr_1_1?ie=UTF8&s=books&qid=1253225856&sr=1-1

A note about our text: Throughout this course, you will be working on creating your own mini-class in Moodle. Much of this will involve specific procedures and a linear process. Our textbook is not linear and deals to a certain extent with philosophical ideas and best practices that do not necessarily align with a step-by-step course-building approach. These are important concepts to study and discuss, but they will not always synchronize with the hands-on practical work we are doing. I have decided that we will read the chapters in the order in which they are most relevant to the other work we are doing in class, rather than in chronological order. I will post chapters to read each week. I believe this will be the most effective way to approach this. Your feedback will allow me to reassess this idea before future classes are taught.

Course Objectives Aligned to Standards:

Course Outcomes	NETS-T Standards	Oregon TSPC Standards: Knowledge, Skills, Abilities and Professional Dispositions (KSAPB) Authorization levels	InTASC Standards	Conceptual Framework	Assessment
Discuss and apply best practices in online course design	2, 3	3c Middle: 2 High: 2	8: Instructional Strategies	App Pro	Weekly discussion responses Final mini-course
Develop a sense of community in an online course	1, 2	1c	3: Learning Environments	App IV	Create a unique look for course Create a discussion forum Design a collaborative assign.
Create online lectures using a variety of methods	1, 2	3c	8: Instructional Strategies	App	Create lectures in mini-course using three different methods.
Utilize a variety of assessment tools for evaluation of online assignments	2	3a	6: Assessment	Commit EE CS	Class discussion
Locate educational resources in a variety of formats for use in online classes	1, 2	3c	8: Instructional Strategies	Under	Locate and share resources from 4 different categories
Address accessibility issues within online courses	2	3c	8: Instructional Strategies	Commit CS EE	Make 5 changes to mini-course to improve accessibility
Work comfortably with all basic Moodle tools	2			Aware	Final mini-course

Course Format

This is an on-line course with no meetings at WOU. The course will include a variety of readings, videos, podcasts, online demonstrations, activities, assignments, and online discussions. Although there is some flexibility because it is an on-line course, students are expected to keep up with the readings and respond to discussion questions in a timely manner. Otherwise the on-line discussions are not effective. Please pay attention to posted deadlines.

This course will be taught as a series of different topics with a new topic introduced each week. New topics will be posted by 8:00 am each Tuesday. All discussion responses are due no later than Saturday evening by midnight. Responses to posts by other students are due by midnight on Monday. All other assignments are due by Monday night at midnight. You will be expected to log in to check discussions and other announcements several times each week.

You will be creating a mini-course in Moodle this term. This will allow you to apply the concepts we discuss, and practice with the tools we explore as the course progresses.

Online Discussions

Students are expected to do scheduled readings, respond to questions by the posted date and time and then respond to other students and the instructor. Appropriate responses make a substantial contribution to the discussion. Do not simply reply, “I like that, good job.” Rather, add new ideas of your own, include quotes from your peers and comment on them, cite views from readings, comment on why you find a particular idea intriguing, or lead us to related articles.

Class Assignments and Expectations:

Note: *When you e-mail me any correspondence, please include, in the subject heading of the e-mail, the text “CSE616 assignment” or “CSE616 question” so that I know your email is associated with this class. I am inundated with e-mails, and this will ensure that I recognize your message as high-priority.*

1. Read assigned text chapters and posted articles, explore resources assigned weekly, and be prepared to actively participate in online discussions of the issues raised in these readings.
2. Submit weekly assignments on time and following instructions.
3. Create a mini-course, using Moodle, following instructions provided throughout the term.

Grading

Activity	%
Participation in discussions (with evidence that readings were completed)	25%
Completion of all weekly activities and assignments	25%
Final mini-course	50%

Grades (%)	
A	93-100
A-	90-92
B+	88-89
B	83-87
B-	80-82
C+	78-79
C	73-77
C-	70-72
D	60-69
F	below 60

Class Schedule (subject to change – see course website for updates)

Week	Topics	Readings
1	Introductions and Overview	All readings are from Palloff & Pratt, <i>Building Online Learning Communities</i> unless noted. Chapter 1 Appendix A
9/30-10/7	Effective teaching and learning online Effective online course design Introduction to Moodle and your mini-courses	
2	Welcoming your Students / Intro to Moodle	Chapter 7
10/8-10/14	Establishing a presence online Orientation—organizing content Establishing expectations Syllabi, Due dates, Tech support Time management	
3	Establishing a Community	Chapter 2 Chapter 8
10/15-10/21	Faculty-student and Student-student interaction Group work online Online dialogue	
4	Online Lectures	Chapter 6
10/22–10/28	Methods for online presentations Screencasts, videos, and podcasts	
5	Locating Resources Online	Chapter 5
10/29–11/4	Linking to outside sources Finding educational videos, podcasts, articles	
6	Hands-on Activities in an Online Class	Chapter 4
11/5—11/11	Fieldwork online Lab work online	
7	Assessment Online	Chapter 10
11/12-11/18	Online gradebooks Rubrics Assessing discussion posts	
8	Synchronous Activities	Chapter 3
11/19-11/25	Using asynchronous tools synchronously AdobeConnect, Elluminate AnyMeeting Chat rooms Office hours	
9	Accessibility Issues	Chapter 10 <i>Ten Simple Steps Toward Universal Design of Online Courses</i> (Link will be available on Moodle)
11/26-12/2	Captioning Alt text on images PDFs W3C	
10	Testing your Course	
12/3—12/9	Peer reviews of mini-courses	
Finals Week	Final Mini-Course Due	
12/10-12/13		

Some Tips for Navigating Moodle

1. All assignments, activities, etc. will be identified in the Unit Overview to ensure that you are aware of them. However, actual assignments will be listed under a separate heading in the Unit. A link on Moodle will show the assignment and due date and will have a place at the bottom for you to upload your assignment. Please put your name on the assignment following our naming protocol and upload it. All assignments are to be submitted in Word, unless otherwise noted. If this is a problem, let me know and we will determine another way for you to submit assignments.
2. Any time you wish to return to the main page, go to the top of the page you are on and click on the course number. Some websites are set to open in a separate window. In this case, simply close the window when you are done and our Moodle site will be open underneath it.

Guidelines for a Successful Online Course

Modified from Palloff, R. & Pratt, K. (2007). Building Online Learning Communities: Effective Strategies for the Virtual Classroom. Jossey-Bass: San Francisco, CA.

1. This is not a self-paced course. It is designed on a weekly format and to be successful you will need to login to check the course several times each week.
2. Discussions require frequent checking and participation. Check them regularly. Stay current and up-to-date. Replies posted late will not become a part of the discussion and will likely be missed by other participants. Discussions cannot be “caught-up” once others have moved on. Monitor discussions for responses to your own posts and be prepared to post follow-up messages.
3. This course may ask you to provide feedback to your classmates as they work on their online mini-courses. Please provide feedback in a timely manner so that your peers will have the time to act upon your suggestions. Expect the same of those providing you with peer feedback.
4. This course provides many opportunities to try out new technologies. Some of these activities may require you to step outside your comfort zone. You may occasionally run into technical difficulties (though I am not anticipating many problems). Don’t expect to check your assignments at the end of the week and be able to submit them the following day. Give yourself time to complete your work by checking assignments as soon as they are posted (on Tuesdays) so that you can plan your time accordingly.
5. If possible, complete readings near the beginning of the week so that you have time to think about them and draw from them as you complete assignments and/or discussions for the week.
6. Have contingency plans for computer problems. Become familiar with the Internet services at your public library. Seek out friends or family members who will let you use their Internet services in the case yours crashes. Do not expect to be able to catch up after missing two or more weeks of class.

7. Online learning happens in real time. As with on-campus classes, you will need to juggle your commitments even when personal or work activities encroach on your study time. Your success depends upon your ability to master course content at the same time you deal with other life challenges. If an unforeseen event occurs and work cannot be submitted on time, get yourself back on track as soon as possible. Contact me immediately if you are having problems. I am understanding and will work with you, but it is difficult to help when students fall far behind.
8. Because this is an online class, your schedule can be quite flexible. This does not mean, however, that there is less work than in a 3-credit face-to-face class. Graduate courses at WOU carry an expectation of 4 hours of homework for every hour in class. This equates to 15 hours/week for a 3-credit course. While this will vary from week to week and there will certainly be light weeks, please be prepared to schedule your time to manage weeks when there is a heavy workload. I will do my best to make this manageable, and I think you will find our readings and assignments to be interesting and relevant.

What You Can Expect of Me as Your Instructor:

Modified from Palloff, R. & Pratt, K. (2007). Building Online Learning Communities: Effective Strategies for the Virtual Classroom. Jossey-Bass:San Francisco, CA.

1. I understand the uncertainties of online communication. When you email me, I will respond within 48 hours (usually much faster). If you send me something, I will respond with a "Got it" email. If you do not hear from me, check to make sure I received it. (Assignments submitted on Moodle should show you when they have been posted successfully).
2. Open communication and instructor availability are critical to the success of an online course. Email me any time you have questions. This is the fastest way to reach me. If you need to talk by phone, my number is 503-838-8794. Please email me to let me know you are trying to reach me by phone and I will arrange an appointment to talk.
3. Please email me anytime you are confused or unclear on instructions. I will respond quickly. If your question would be of interest to others in the class, I will post my responses on our course announcements page.
4. Although I may be traveling for conferences a few times during the term, I will continue to check our class regularly. If for any reason I will be unable to connect, I will post a message to let you know.
5. I will do my best to respond to assignments with feedback within a week. I will be preparing class materials each week as well as monitoring discussions and assignments. Having course materials available on time will be my top priority, but I will move as quickly as possible on feedback.

Plagiarism policy

Much of the work we do in this class involves using online electronic texts and images as a resource. If you use material you have found online, you are expected to acknowledge the source and, in the case of text, paraphrase as appropriate. If you use another writer's words, you must put those words in quotation marks (or use block quote formatting) and formally cite where they came from. If you cut and paste text or any other material without crediting your source, you are plagiarizing. Plagiarism is unethical and can lead to a failing grade.

WOU Student Support Services Available

- Disability Accommodation: If you have a documented disability that may require assistance, you will need to contact the Office of Disabilities Services (ODS) for coordination in your academic accommodations. The ODS is located in the Academic Programs and Support Center (APSC) Suite 405. The phone/TTY is (503) 838-8250
- Writing Center (www.wou.edu/las/humanities/writingctr)
- Learning Resource Center (www.wou.edu/provost/aalc/learning)
- Student Health and Counseling Center (<http://www.wou.edu/student/health/>)
- Department or College Resources