

Course Identifier: CEP 820

Course Name: Teaching K12 Students Online

Department: Counseling, Educational Psychology, and Special Education (CEPSE)

College: Education

Primary Contact Name:

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Faculty and Staff Involved in Developing and Offering the Course:

Design team:

Leigh Graves Wolf (gravesle@msu.edu) - MAET Program Coordinator/Instructor - Faculty
Michelle Schira-Hagerman (schiraha@msu.edu) - Graduate Student - Lead TA

With special thanks to current and former TAs: Ammon Wilcken, April Nimela, Sean Leahy, Andrea Zellner, Anne Heintz, Mike DeSchryver, Laeeq Khan, and Alan Wu

Which Competition Are You Entering (select one):

FULLY ONLINE COURSE (no required face to face component)

BLENDED/HYBRID COURSE (some face to face learning is replaced by online learning)

TECHNOLOGY-ENHANCED LEARNING INNOVATION (one specific technology innovation in a face-to-face or online course)

Semester(s) offered in 2011-2012 and number of students enrolled:

SEMESTER	# STUDENTS
Summer 2011	24
Fall 2011	35
Spring 2012	42

I. Course Description

This is a course about teaching students online. It is designed to meet the needs of a broad range of educational professionals who would like to think deeply about the ways that children, teens, and/or adults can learn on the Internet. It is also designed to help teachers create an online learning environment that includes essential markers of quality for online instruction, including tools that promote collaborative knowledge building and effective communication.

We recognize that CEP 820 students will all have unique background knowledge, personal learning goals and levels of expertise in instructional design but that we expect everyone to create the same thing -- an online course module. Whether you're already a well-seasoned online teacher/instructional designer or an absolute neophyte, we think the following three expectations -- inspired by the graphic below -- will help everyone understand what we expect.



(Thanks to Tom Fishburne, the inspiration for these ideas:
<http://www.tomfishburne.com/tomfishburne/2009/04/the-five-stages-of-recession.html>)

First - Stay Calm. Developing and teaching an online course will push you to consider new ideas and pedagogical methods. When we begin discussing the main ideas of online teaching and learning, you may feel as though your “world” is being turned upside down. Even if you already have experience in online teaching and learning we ask that you trust the ideas, let them simmer a bit and remain open to new possibilities.

Second - Don't Panic (too much). During the course of the semester you may feel stress. Understanding new ideas and then implementing them in your online course design might feel a bit overwhelming. Add this to the inevitable time pressures we all feel during the semester and panic may start to set in! Don't worry -- everyone experiences these feelings to a certain degree! Remember, you're not alone. You have colleagues to help you and your instructors are here to help. Also, try to give yourself the time to go through the cycle of learning something new. Learning new and complex skills takes time -- so be good to yourself and take it all in stride.

Third - Get Involved. Once you have had time to digest and think deeply on the ideas and concepts presented, you can then begin to think about all the new and exciting ways you can put those ideas and theories to practice.

II. Learning and Interaction Goals of the Course or Technology-enhanced Innovation

By the end of CEP 820, we hope that students:

- Understand the emerging field of online teaching and its essential differences from face-to-face teaching;
- Understand the affordances offered by online resources, technologies, and online teaching;
- Practice the use of various applications to enhance online learning;
- Develop strategies to foster student collaboration and communication within a global community;
- Comprehend the broad concept of digital citizenship and its implications, including ethical and safe practices in online learning and universal design for learning.

Students interact with bi-weekly course modules that are formatted as follows:

A Road Map –This is your “to do” list. It provides an overview of what you need to complete during each chapter. Key deadlines, including assignment deadlines, are listed in the Road Map for each chapter.

A *“Lecture”* – In each chapter there are required readings, videos, audio, and web-based explorations for you to “consume” independently. The instructor will give you suggestions designed to support your reading and exploration of lecture materials. Optional texts and readings are also provided for students who want to know more about the focus topic, or who would like to explore a topic that is tangentially related to the focus topic.

A *Lab* – Labs are hands-on opportunities to explore particular technologies related to the chapter.

An *Assignment* – In each chapter there will be required assignments to do by particular due dates. Detailed instructions for each assignment will be found in the folder for each chapter on Angel.

The use of Google Docs is deeply integrated into course activities. One primary example is the “assignment tracker.” Here is a brief video explaining the assignment tracker: <http://www.screencast.com/t/Y8WAbYkB>. Further points of innovation and integration of Google Docs is explained in the following section.

III. Points of Interest and Innovation □

There are 3 key areas we would like to focus on and share with the judges. Each are explained in detail (with screenshots and examples) in the blog posts below:

Video Voicemails -

<http://www.leighgraveswolf.com/2010/08/31/video-voicemails/>

Google Docs as a Developer Notebook -

<http://www.leighgraveswolf.com/2010/02/19/google-docs-as-a-developer-notebook/>

Verbal Feedback -

<http://www.leighgraveswolf.com/2009/11/04/adventures-in-verbal-feedback/>

The course uniquely student-centered. Because students need to review several rubrics for evaluating their online course module, this process makes them aware of different perspectives on e-learning/virtual schooling and general standards of excellence. Ultimately, by choosing their own rubric, we hope the design process feels all the more authentic and respectful of the different needs, goals and perspectives that students bring from such a wide range of professional disciplines.

IV. Accessibility

We include a unit in the course on Universal Design for Learning and strive to integrate the principles into our own course.

V. Evidence of Effectiveness with Students

The following are comments from students on SIRS forms & Course feedback survey:
This course was extremely well run. It is perhaps my favorite course so far in the MAEd Online Program. Although I was intimidated at first by the challenges presented to us (creating an

entire online course!), Leigh (and Andrea) were supportive and responded very quickly via email whenever I had questions or concerns. I think I learned a TON about online presentation and tools, and I am excited to try out all of these ideas with my students. Thank you for a great term!!

I really enjoyed this course. I think it was organized wonderfully. I loved how the main project of developing an online course was so real and authentic. I learned a lot.

I loved this class because I felt that what I was learning I could use! It wasn't like some of my other online classes where you read and then post, it was hands on and interactive.

I liked the developer notebook a lot. It helped me see my visions and through my discussions I have 2 other course visions started.

I really liked the Monday screencast message. It is so nice for me to have a human side to a course with a face and a voice.

I loved that we received feedback in our Developer's Notebooks and not grades! It was exactly what I am trying to emulate in my classroom right now. I want to put the emphasis on learning and not just working for a grade. I think both Michelle and Ammon did a fantastic job providing those comments and suggestions. Thank you. I also loved Google docs! Thank you for opening that door for me.

The best thing about the course was learning how to design an online course and getting into my management system. I like the development process and I also liked using the developer's notebook. The concept of being able to write anything in there to keep all my thoughts in one place was very beneficial.

I really liked the way the course itself modelled the behaviors, technologies and online pedagogical goals that we were learning.

I really liked the overall tone of the narration throughout the course. Content was introduced in an interesting way and I felt as though I could really hear the voice behind the words, giving it a great flow and continuity throughout.

VI. Plans for Sustainability

Each semester we give the students a comprehensive feedback survey:

https://docs.google.com/spreadsheet/viewform?hl=en_US&formkey=dFBucVNGeDBFRnR1NWVlaFhXdzlxUE6MQ#gid=0 The responses to the survey are carefully considered and weigh heavily on improvements to course structure and content.

One example of an improvement from the survey is the development of an "exemplar site" <http://www.msuedtechsandbox.com/CEP820/> (the site is currently a work in progress.) Many former students had requested seeing examples of course modules created by others in the class. This will be a tremendous resource not only for the CEP 820 community, but for others interested in online course development.

Another point of innovation in the Spring 2012 iteration is video answers to students' questions in the course. Additionally we have created CMS-specific discussion forums where students who are using the same CMS can share tips with one another.

Finally, the title of the course is currently going through the curriculum committee process. The title will be changed to "Teaching Students Online" to cover the more comprehensive nature of the course as many of our students create modules for learners outside of the traditional K12 setting.