COURSE SYLLABUS

E-Learning for Educators

Spring 2013

Instructor: Kathleen M. Hoppe, Director of Teaching and Learning
Howard-Suamico School District
Email: kathhopp@hssd.k12.wi.us; Phone: 920-662-7825

Instructional Mentors: Tim Mulrain and Ryan Adameak

Credit: Two (2) Graduate Credits

Course Number: ED & HUD 795-2, section 7407 (#0038D)

Prerequisite: Graduate Standing (Must have earned a bachelor’s degree); must be employed as an educator at Bay Port High School and approved by Kathy Hoppe in order to enroll in this course.

Schedule: The course will begin January 28 and end on April 14, 2013.

Participants will meet on January 28th from 3:00-4:30 p.m. at Bay Port High School to begin with an overview of the course, including a review of the course syllabus and a discussion of e-pedagogy and learning of the collaborative tool – Moodle. Over the span of ten weeks, each participant will receive a minimum of two hours of individualized conferencing with the instructional mentors, in addition to the online feedback in the collaborative work space. Open lab times, in addition to required meeting times, will be offered.

Location: Bay Port High School Forum Room and Online

Course Emphasis: This course addresses the pedagogy -- instructional best practices -- for infusing 21st Century skills into a blended learning format to increase the differentiation and engagement through the personalization of learning. The NACOL National Standards for Quality Online Teaching will be examined and be experienced in this blended online learning environment.

Course Rationale: There is a digital transformation movement in education. Giving students devices is not the answer to increasing the level of learning and engagement in today’s classroom unless sound pedagogy is fully implemented simultaneously.

Course Description: In this course, educators will study the pedagogy that ensures heightened learning in “E-learning or blended learning” instruction. The participants in this course will demonstrate understanding through the development of a blended learning course module aligned with the Common Core State Standards and utilizing Moodle as a Learning Management System.
Course Objectives - Through the application of course content, participation in the learning activities, and the related assessment techniques, participants will be able to:

- Demonstrate computer literacy skills to support the ability to integrate technology into teaching practice.
- Demonstrate communications skills that will encourage the development of students to communicate ideas and opinions.
- Demonstrate group effectiveness skills that will support the notion of a collaborative learning culture using technology.
- Utilize the technologies used to connect teachers and learners for distance education.
- Discuss how technology and resources influence the distance learning environment.
- Explain the responsibilities of the instructor for ensuring student participation.
- Explain the importance of creating a learning community.
- Discuss the role of assessment in the instructional design process.
- Discuss the advantages and limitations of Internet-based learning.
- Develop and facilitate a blended learning course module/unit of instruction.
- Engage in the ongoing use of the created online activities.
- Understand current best practice blended learning pedagogy.
- Understand the needs of diverse learners and be able to match strategies with learners through technology to heighten a culturally responsive learning community.
- Utilize the Common Core State Standards to state measurable course objectives and define expectations for students that allow for differentiation as a standard practice.

Required Readings:


In addition, participants will engage in research in the area of the content for the blended learning course module they are developing.

Recommended Reading:

NACOL National Standards for Quality Online Teaching:

a) The teacher has the prerequisite technology skills to teach online.

b) The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.

c) The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.

d) The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.

e) The teacher understands and is responsive to students with special needs in the online classroom and is able to implement individualized instructional plans (IEPs) as necessary.

f) The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures.

g) The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.

h) The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.

International Society for Technology in Education, National Educational Technology-Teachers (NETS-T):

1. **Facilitate and Inspire Student Learning and Creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

2. **Design and Develop Digital-Age Learning Experiences and Assessment.** Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

3. **Model Digital-Age Work and Learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4. **Promote and Model Digital Citizenship and Responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5. **Engage in Professional Growth and Leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
Course Requirements:

Introductory Module: eLearning - Teaching Online
This introduction to the course will focus primarily on the practical issues and skills needed to develop an online or blended learning course module using Moodle. It serves as an introduction for teachers new to online or blended learning.

- Hidden from students: Videos used Page
- Course Introduction Page
- Course Outline and Assessment Page
- General Forum
- News forum
- Licensing and Acknowledgements Page
- Software and Tools used Page

Module 1: Introduction & Concept Mapping
In this first part of the course, you'll introduce yourself to the fellow course participants, learn about some general e-learning concepts and how to create mind maps using open source (free) software. It's also an opportunity for the course teachers and instructional mentors to learn about your expectations from the course, to ensure we're meeting your personal learning targets.

- 1.1 Participants Introduction Page
- 1.2 Thin Client Overview Page
- 1.3 What does elearning mean to you? Forum
- 1.4 Elearning concepts and development Page
- 1.5 Overview of Moodle Page
- 1.6 Virtual Learning Environments Choice
- 1.7 Concept mapping with CMapTools Lesson
- Assignments (Blended Mode/Group work) Create a concept map on a topic of the day.
- Assignment: Creating a mind map for your course

Module 2: Moodle Course Creation
Now we'll look at how you can log in to Moodle and begin to create your course module online by showing you how you can upload resources. You'll also prepare a course outline (based on your course syllabus) to upload into your Moodle course, this will help you structure your course module well.

- 2.1 Moodle: Getting Started Lesson
- 2.2 Course Outline Template Page
- 2.3 Creating your first course Lesson
- 2.4 Uploading files/resources Page
- 2.5 Learning Styles Page
- 2.6 What's your learning style? Choice
- Assignment: Course creation and file uploading
- Assignment: Your course template
Module 3: Moodle Activities and Multimedia Tools
Now that you have created a course module, you can start adding some activities. We will look at a few of the more commonly used Moodle activities as well as some multimedia tools you can use for image editing and in creating how-to videos.

- 3.1 Creating Assignments Page
- 3.2 Sample Moodle Courses Database
- 3.3 Quizzes Lesson
- 3.4 Image editing with GIMP Lesson
- Assignment: Uploading images
- Assignment: Creating Quizzes
- 3.5 Creating interactive tutorials using Wink Page
- 3.6 Rapid ELearning Lesson
- Assignment: Videos and Tools
- Assignment: Presenting your video or tool

Module 4: Open Educational Resources (OER) and Learning Objects
Congratulations, you are about halfway through the course now and we hope you are enjoying it. To let you catch your breath we have a relatively short topic coming up (with no assignment!). We'll learn about how you can use freely available content in your course (using Open Education Resources), alternative ways and tools for you to manage course content, and how you can introduce your students to the course you are creating.

- 4.1 Open Educational Resources Introduction SCORM package
- 4.2 Video introduction to MIT OpenCourseWare URL
- 4.3 Getting Students Started - Student Inductions Lesson
- 4.4 Preparing for the coming topics Page

Module 5: Course Structure
Structuring your course well with content and activities clearly laid out is essential for your students to actively participate. If students can't find the activity or if it is in the wrong section of your course, they'll get confused. In this part of the course, we will give you some ideas for how you can structure your course module online, adding narrative as well as how to scaffold your course.

- 5.1 Gluing your course together Lesson
- 5.2 Creating web pages
- 5.3 Managing Files Page
- 5.4 Student view Page
- 5.5 Introduction to usability and accessibility Page
- Assignment: Quiz
- Assignment: Managing your course files
Module 6: Moodle Activities
In this part of the course, we focus heavily on how to use the activity types available within Moodle. We will only have time to cover some of the most commonly used activity types and their settings, but this will give you a good foundation for exploring the other options and activities available.

- 6.1 Linking to external websites Page
- 6.2 Using Forums Lesson
- 6.3 Blocks Page
- 6.4 Roles and Permissions Page
- 6.5 Student Assignments Lesson
- Assignment: Quiz
- Assignment: on Assignments

Module 7: Moodle Activities and Course Management
We've already learned about a few of the activity types available in Moodle. Now we'll see a few more types of activities, how you can monitor the participation of your students, and where you can go to for help and advice in Moodle.

- 7.1 Instant Messaging and Chat Lesson
- 7.2 Managing your students Lesson
- 7.3 Choices, choices Page
- 7.4 Finding help Page
- Assignment: Quiz
- Assignment: Adding Choice

Module 8: Images, Audio and Video
We've previously covered some aspects of using images, audio and video in your course, specifically with respect to the tools available for creating multimedia content. Now we'll focus on some of the issues surrounding this type of content and how you can embed it into Moodle. We'll also discuss the importance of creating a closing section to your course.

- 8.1 Using Images Lesson
- 8.2 Audio Lesson
- 8.3 Video & Flash Lesson
- 8.4 Closing your course Page
- 8.5 Gathering student feedback Page
- Assignment: Quiz
- Assignment: Summing Up
- Assignment: Student Feedback
Module 9: Course Delivery Review

In this final section we look at assessing your course. You need to review the participation of your students, which activities worked, which didn't and the possible reasons for this. You'll plan out what changes and improvements you'll make to your course for the next time it is offered. This course has only touched the surface of the issues and potential of online learning. We've covered a huge range of topics in a very short time, so what is your next step?

- 9.1 Review of online activities and content
- 9.2 Student Feedback and Participation Review Forum
- 9.3 Self Assessment Review Forum
- 9.4 Assignment: Peer review and feedback
- 9.5 Assignment: Action Plan for course development
- 9.6 Participants Survey
- 9.7 Summary Page

Evaluation and Assessment - there are 3 methods of assessment in this course:

<table>
<thead>
<tr>
<th>Assessment Method</th>
<th>Minimum Proficiency Expectation</th>
<th>Percentage of Final Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment Activities</td>
<td>Obtain 80% on each of the topic assessments.</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Obtain at least 80% in each of the topic quizzes.</td>
<td>20%</td>
</tr>
<tr>
<td>Blended Learning Course Module Development:</td>
<td>Obtain at least 80% on the development of the blended learning course module.</td>
<td>60%</td>
</tr>
</tbody>
</table>
  - Course formatting and structure (introduction, summary, layout, narrative etc.) (30% of the points for this assignment)
  - Upload course outline document (10% of the points for this assignment)
  - Upload course content in appropriate format (30% of the points for this assignment)
  - Course activity creation (30% of the points for this assignment)
Schedule and Outline:

<table>
<thead>
<tr>
<th>Week of January 28th</th>
<th>Introductory Module</th>
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<tbody>
<tr>
<td>Week of February 4th</td>
<td>Module 1</td>
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<tr>
<td>Week of February 11</td>
<td>Module 2</td>
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<tr>
<td>Week of February 18</td>
<td>Module 3</td>
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<tr>
<td>Week of February 25</td>
<td>Module 4</td>
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<tr>
<td>Week of March 4</td>
<td>Module 5</td>
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<td>Week of March 11</td>
<td>Module 6</td>
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<tr>
<td>Week of March 18</td>
<td>Module 7</td>
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<tr>
<td>Week of March 25</td>
<td>HSSD Spring Break</td>
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<tr>
<td>Week of April 1</td>
<td>Module 8</td>
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<tr>
<td>Week of April 8</td>
<td>Module 9</td>
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</tbody>
</table>

Wisconsin Standards for Teacher Development and Licensure:

3. Teachers understand that children learn differently. The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.

4. Teachers know how to teach. The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.

6. Teachers communicate well. The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Teachers are able to plan different kinds of lessons. The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.

8. Teachers know how to test for student progress. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

9. Teachers are able to evaluate themselves. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

10. Teachers are connected with other teachers and the community. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.