Welcome to:
College Teaching III: Building and Teaching an Online Course
Course #: 16:186:857, Index # 56361
TA Project - Rutgers Graduate School of Arts & Sciences

Course Overview
College Teaching III: Building and Teaching an Online Course is designed as an in-depth overview of both theory and practice related to distance, eLearning education. The principles identified and the issues studied in the course are applicable across a variety of settings, including but not limited to universities, and community colleges. This course will examine the theoretical framework, historical development, pedagogical issues and practical applications of distance and hybrid e-learning education. Students in the course will also have the opportunity to experience firsthand some of the online tools that are frequently used in distance education today. Further, as part of the course, students will be building their own course in the eCollege learning environment.

College Teaching III is a zero credit course that will appear on your transcript with a 'PA' designation upon successful completion. In order to successfully complete the course, students must attend all three in-person meetings, complete assigned readings, participate in online discussions according to articulated requirements, and complete periodic assignments that will result in a ready-to-deliver online course in the eCollege learning environment (content and knowledge are largely portable to other platforms).

The course will be facilitated by TAP Associate, Wendy Wright, wjlwright@rci.rutgers.edu and overseen by Rich Novak, Associate Vice President for Continuing Studies and Distance Learning and also Director of Special Projects for Academic Affairs. It is a twelve-week course and requires weekly online participation and three in-person meetings (4-6pm, location TBA, 1/22, 2/26, 4/16). Also required is timely completion of assignments. Failure to participate in or complete assignments for two consecutive or any three weeks of the semester will result in this course's being removed from your transcript.

Course Objectives
At the end of this course, students will be able to:

- Identify major trends in the distance education movement & online professional development movement
- Describe the history and major theoretical perspectives of distance education and eLearning
- Identify and evaluate current technologies used in online, distance education
- View and understand issues of eLearning from the perspective of the learner, instructor and providers and apply these understandings to an individualized course project
- Using a variety of technology tools, demonstrate proficiency as an online learner and instructor through ongoing participation and collaboration.

Overview of Learning Activities
If meaningful learning is to result from this course, all class members must share responsibility for the group's learning and participate actively in a spirit of self-directed inquiry. The instructor's main role is not to transmitt information, but to serve as a resource person, guide, and facilitator to aid the class and individual students in achieving their learning objectives. Students will be expected to...
complete assignments/projects, assigned readings and background reading, various online learning exercises, as necessary, to be fully prepared for class.

Students will be actively engaged each week in online activities that go beyond the readings and project assignments. This course is built around an active learning model and various synchronous and asynchronous tools will be used throughout the course to support this activity.

The primary entry to the course and repository for readings and assignments will be a course shell that is supported by Pearson Learning Studio (a.k.a. eCollege). For ease of description, henceforth we will refer to this online course shell as our eCourse. Students will access this eCourse shell at ecollege.rutgers.edu and will log in with a Rutgers NetID and password. In addition, this course will meet face-to-face at three times throughout the semester.

As noted above, this course is taught in an online format. It can be considered a demonstration course in that it will demonstrate, and students will practice, using a variety of methods that are currently in use for online courses around the world. This is also a project-based course in that students will use some of the tools employed in the course, as well as others, to create the core of a course to be offered in the future. Students will experience different strategies for online learning and will be required to identify those skills needed by the successful online learner. Likewise, students will be reflecting on practice and will identify those online learning strategies that are most effective.

Requirements

Participation - Students are expected to participate in a variety of ways throughout the semester, and their various assignments and projects will incorporate participation as part of their grade. Participation activities can include such things as engaging in online threaded discussions, posting reflective blog entries, providing online feedback to classmates’ projects, and so on. Details about each of the participation assignments are provided in the eCourse course shell.

Build Your Course – Throughout the semester, students will be completing discrete tasks that together will result in the core of a course to be offered online in the future. The specific timeline on this project

Course Organization
The course is organized into five modules. Each module includes several weeks of material, organized around a particular major theme. Students will read the readings assigned for a particular week and will participate in some active learning exercise. At the same time, students will be working on building their own online course as the semester progresses.

Module 1 includes an Introduction session and an Overview of eLearning. The Overview reviews the history of distance education and introduces some of the major concepts in distance education. Students will also begin the process of designing an online course.

Module 2 seeks an understanding of the eLearning Context and Participants. As such, there is a focus on the learners, faculty, institutional issues in addition to learning theories and global context. Students will continue building their course, focusing on the development of learning objectives.

Module 3 addresses the successful development and implementation of eLearning Environments and
looks at planning for student success and developing effective communities of practice. This module will include a review of some web conferencing technologies and the key issues of copyright and intellectual property. During this module, students will begin to build lessons for delivery.

Module 4 focuses on assessment and evaluation of eLearning environments. This includes issues related to learner performance, including cheating, and the issue of quality. During this module, students will work on developing appropriate students student assessments.

Module 5 is future oriented and takes several different approaches to understanding and perhaps predicting the future of eLearning. In addition, it looks to support students in their role as promoters and advocates of eLearning in their own respective communities. In this section, methods for assessing your course as a whole will be discussed.

Readings

Module 1 – Introduction and Overview of eLearning (Week 1)

Week 1 – Introduction & History of Distance Education

Digital Habitats, Digital Habitats Chapter 2

Optional
This is a conference video presented by the authors of the Digital Habitats book. It's a long 63 minute video. http://www.ustream.tv/recorded/1543953
History of Distance Learning. This video contextualizes online learning in a larger historical narrative: http://www.youtube.com/watch?v=SbdR3FtiL_PW
McKee, T: Thirty Years of Distance Education: Personal Reflections. International Review of Research in Open and Distance Learning, v11 n2 p100-109 May 2010. 10 pp. (Click on link above, login to ERIC, and click on “Full Text From ERIC”).
The Historical Development of Distance Education through Technology by Casey (TechTrends)

Week 2 – Continued Overview and Introduction to Major Concepts

Going the Distance with Online Education by Larreamendy-Joerns & Leinhardt (Rev. of Ed Research)
The power of music and images together. Wired editor and author Jonah Lehrer says this about the video:
"At first glance, it's a mere collection of ordinary moments - a falling teardrop, an escaped balloon, a dive into a pool - but I think it's also evidence that the things we see everyday, when carefully framed, can ache with ignored beauty." Watch for yourself, then you decide: http://www.youtube.com/v/jNVPalNZD_I&hl=en&fs=1&

Optional:
The History of Distance Education – Michael Jeffries http://www.digitalschool.net/edu/DL_history_mJeffries.html
Digital Habitats, Digital Habitats Chapter One and Digital Habitats Chapter Three
Module 2 – Understanding the eLearning Context and Participants (Weeks 3-5)

**Week 3 - Context Part 1 – Learning Theories, Globalization, Community context**


*Implications of Globalization for Distance Education in the United States* As published in Distances et Savoirs (D & S—7/2009. À la croisée des recherches, pages 699 to 712)

Ouanessa Boubsil (University of Maryland University College), Kayleigh Carabajal (The University of New Mexico) (Click on link above, login to ERIC, and click on “PDF Full Text”.)

**Digital Habitats, Chapter 7**

This is a short video from an organization called The Uncultured Project. It features an interview with an officer from a communications company that works with the UN to bridge the digital divide.  [http://www.youtube.com/watch?v=uk-lE7EjChU](http://www.youtube.com/watch?v=uk-lE7EjChU)

**Optional**

Hung, D: *Theories of Learning and Computer-Mediated Instructional Technologies*. Educational Media International, v38 p281-87 Dec 2001. (Click on link above, login to ERIC, and click on “PDF Full Text”.)

**Bridging the Digital Divide**. Short film about Uganda which gives perspective to our global component: [http://www.youtube.com/watch?v=qt1rdqf6mHA](http://www.youtube.com/watch?v=qt1rdqf6mHA)


**Week 4 – The Learners**

Student Barriers to Online Learning by Muilenburg (Distance Education)

Characteristics of adult learners with implications for online learning design (Cercone – author, AACE Journal)


Additional materials to be assigned.

**Week 5 – Context, part 3 – Faculty and institutional issues**


Institutional Perspectives: The Challenges of e-Learning Diffusion by Mark Nichols (British Journal of Ed Technology)


Online Learning as a Strategic Asset. Volume II: The Paradox of Faculty Voices: Views and

Optional:

Faculty and Student Use of Technologies, User Productivity, and User Preference in Distance Education Zhao, Jensen J.; Alexander, Melody W.; Perreault, Heidi; Waldman, Lila; Truell, Allen D.; Journal of Education for Business v. 84 no. 4 (March/April 2009) p. 206-12

Models of eLearning: Technology Promise vs Learner Needs Literature Review by Meredith & Newton (Int. Journal of Management Education)

Digital Divide Readings
● The Digital Divide and the Cognitive Divide http://itidjournal.org/itid/article/viewFile/618/258
● The Digital Divide: Where We Are http://www.edutopia.org/digital-divide-where-we-are-today
● Without Ready Access to Computers, Students Struggle http://www.washingtonpost.com/wp-dyn/content/article/2009/12/05/AR2009120501746.html
● Digital Divide 2.0 http://www.edweek.org/dd/articles/2007/09/12/02divide.h01.html

Module 3 – The Successful Development and Implementation of eLearning Environments (Weeks 7-9)

Week 6 – Planning for student success

Employing Universal Design for Instruction. Shaw, Robert A. New Directions for Student Services no. 134 (Summer 2011) p. 21-33

Digital Habitats, Chapter 8

Optional:
Barriers to Innovation in Online Pedagogy by Christie & Jurado (European Journal of Engineering Education)


Week 7 – Communities of practice (part 1)

Digital Habitats, Chapters 4, 5, 6

The Khan Academy is sure to turn education on its head. This resource can be placed in so many different parts of this course, as it impacts student and faculty roles, instructional design, institutional issues, assessment and evaluation and even the future of eLearning.

Take a look:
http://www.youtube.com/user/khanacademy?blend=1&ob=4

Optional

Charalambos, V., et. al., The Design of Online Learning Communities Educational Media International v. 41 no. 2 (June 2004) p. 135-43

iTeach – Collaborative Professional Development Network http://iteach.ning.com/

Week 7b – Tools That Support and Issues that Confront Communities of practice (part 2)

Videoconferencing and web conferencing tools. Elluminate (Blackboard Collaborate), Adobe Connect, Skype, DimDim, and more. Readings to be assigned.

Copyright and Intellectual Property:

University of North Carolina copyright primer:
http://www.unc.edu/policy/copyright_primer.html

The Rutgers University Libraries copyright information Research Guide. Review the Copyright and Distance Education resources:
http://www.libraries.rutgers.edu/rul/rr_gateway/research_guides/copyright/copyright.shtml

Module 4 – Assessment and Evaluation of eLearning Environments (Weeks 8-10)

Week 8 – Assessment of Learner Performance in eLearning Environments

Watson, G., et. al., Cheating in the Digital Age: Do students cheat more in online courses? Online Journal of Distance Learning Administration v. 13 no. 1 (Spring 2010)

Harmon, O. R., et. al., Assessment Design and Cheating Risk in Online Instruction. Online Journal of Distance Learning Administration v. 13 no. 3 (Fall 2010)

Nichols, T. Ensuring Higher Order Thinking Skills Development in Distance Learning. Distance Learning v. 7 no. 3 (2010) p. 69-71


Optional:

7 Questions to ask about educational technology, online learning http://goo.gl/1YEFq


Hura, G. A student perspective on how online discussions should be graded. Journal of Educational Technology Systems v. 39 no. 2 (2010/2011) p. 163-72
Week 9 – The Question of Quality of eLearning

Distance Education Programs: Interregional Guidelines for the Evaluation of Distance Education (Online Learning)

Quality on the Line: Benchmarks for Success in Internet-Based Distance Education. Benchmarking Quality in Online Degree Programs: Status and Prospects (2006)
Mariasingam and Hamna: http://www.westga.edu/~distance/ojdla/fall93/mariasingam93.htm
Digital Habitats, Chapter 10

Quality Matters
National Standards for Quality Online Teaching.

Optional:

Analyzing Online Teacher Networks by Schlager et al. (Journal of Teacher Education)
A Virtual Revolution: Trends in the Expansion of Distance Education (2001)
Distance education: Guidelines for good practice (2000)

Week 10 – Supporting Quality, Good Practice and Assessment
Podcasting: A new technological tool to facilitate good practice in higher education. Fernandez, Vicenc; Simo, Pep; Sallan, Jose M. Computers & Education v. 53 no. 2 (September 2009) p. 385-92

Increasing validity in the evaluation of new distance learning technologies. Feldon, David F.; Yates, Kenneth A. Computers in Human Behavior v. 23 no. 5 (September 2007) p. 2355-66
Kawka, M., et. al., Emergent Learning and Interactive Media Artworks: Parameters of Interaction for Novice Groups. International Review of Research in Open and Distance Learning v. 12 no. 7 (November 2011) p. 40-55
Kim, N., et. al., Assessment in Online Distance Education: A Comparison of Three Online Programs at a University. Online Journal of Distance Learning Administration v. 11 no. 1 (Spring 2008)

Optional:
For the adventurous, assessment of eLearning in virtual worlds (Second Life), work done by the University of Adelaide in Australia.
Website: http://transformingassessment.com/
Video: http://www.youtube.com/watch?v=oq_DdIu8Ko4&feature=player_embedded

Development and evaluation of a virtual campus on Second Life: The case of SecondDMI. De Lucia, Andrea; Francese, Rita; Passero, Ignazio; Tortora, Genoveffa. Computers & Education v. 52 no. 1 (January 2009) p. 220-33

Module 5 – The Future of eLearning, Promotion and Advocacy (Weeks 13-15)

Week 11 – The Future – Emerging Technologies and New Models
Digital Habitats, Chapter 9 and Chapter 11
The Future of the University in the Digital Age by Duderstadt
Virtual worlds for learning, Clive Shepherd. Saffron 100 Advance Programme.

Each year, the Horizon Report describes six areas of emerging technology that will have
significant impact on higher education and creative expression over the next one to five years. 

**2012 Horizon Report**

*Optional*


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**Week 12 – The Future - Leadership and Advocacy: Personal, Institutional, Global; The Future of eLearning**

*Digital Habitats*, Chapter 12

The Leadership Roles of Distance Learning Administrators (DLAs) in Increasing Educational Value and Quality Perceptions. Donovan A. McFarlane Ed.D. Online Journal of Distance Learning Administration, Volume IV, Number I, Spring 2011

*A Blueprint for Big Broadband*

Media Spaces: Past Visions, Current Realities, Future Promise. Baecker, Ron (University of Toronto), Buxton, Bill (Microsoft Research), Churchill, Elizabeth (Yahoo Research), Harrison, Steve (Virginia Tech), Poltrock, Steve (The Boeing Company), April 2008.

*Optional*

**The Future of e-Learning:**

**Penn State World Campus:**
Video: [http://youtu.be/TMqUZo7BsI8](http://youtu.be/TMqUZo7BsI8)  
Welcome Video: [http://youtu.be/HVji4KvBDYk](http://youtu.be/HVji4KvBDYk)

A futuristic world – both in terms of technology and pedagogy. What might teaching in the near future look like?  
[http://youtu.be/6cJsSjPvjig](http://youtu.be/6cJsSjPvjig)
