

Fundamentals of Online Teaching Course Syllabus

Instructor Information

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Communication & Availability

For the purposes of this course, participants should contact me via email. If I am not available right away, I will respond to inquiries within one business day (Saturdays and Sundays are not business days). If I will be unavailable for a period of time outside of these parameters, I will post notifications in the News Forum. Students are expected to see News Forum posts within 24 hours.

Course Elements & Objectives

Using Moodle as the classroom meeting and communication platform, participants will identify, apply, evaluate, and synthesize lessons based on established principles of online pedagogy by completing readings, activities, discussions, assignments, evaluations, and journals.

Readings

Using Moodle or the Corette Library website to access the course readings listed in the bibliography of this document, participants will review and identify established principles of effective online pedagogy by reading a series of scholarly articles on the subject.

Activities

Using Moodle from various locations, participants will critically reflect on established principles of online pedagogy by completing a diverse series of Moodle activities.

Discussions

After completing Moodle activities, participants will critique their content and application by responding to Moodle discussion forums.

Assignments

Participants will work independently to apply concepts and practices identified through reading and discussion by constructing Moodle activities.

Evaluations

After participating in each other's Moodle activities, participants will evaluate each other's application of core course concepts by participating in Moodle workshops.

Journals

After completing evaluations and reviewing their own evaluation data, participants will assess and revise their plans for application of principles of online pedagogy by completing journal entries in Moodle.

Course Routine and Participant Expectations

This class works on a repeating two-week cycle. Deadlines for completion of course elements are listed below. This pattern repeats every two weeks. There are four cycles in this course which adds up to a total of eight weeks.

Course Cycle

Week	Day	Expectations
1	Monday	View Reading, Activity, and Discussion by 11:55pm.

Course Cycle

Week	Day	Expectations
1	Tuesday	none
1	Wednesday	Complete Reading and Activity by 11:55pm.
1	Thursday	View Assignment by 11:55pm. Post to Discussion by 11:55 pm.
1	Friday	none
1	Saturday	none
1	Sunday	none
2	Monday	Post two replies to Discussion by 11:55pm. Submit Assignment by 11:55pm.
2	Tuesday	none
2	Wednesday	none
2	Thursday	none
2	Friday	View journal prompt by 11:55pm. Complete and evaluate all participant activities by 11:55pm.
2	Saturday	none
2	Sunday	Complete Journal by 11:55pm

Course Grading and Certification

Course grades will be aggregated in 5 categories, distributed as follows to calculate the final grade. Certification for teaching online will be awarded to participants earning 70% or greater for the course. Grades will be posted in Moodle Gradebook within 2 business days of the completion of the activity.

Activities 15%

Participants will receive credit for these activities based on their responses to the engagement tools embedded in them.

Discussions 20%

Participants will receive full credit for discussion posts that demonstrate knowledge and analysis of the learning activities or tools being discussed. Participants will receive full credit for discussion replies that enhance another's analysis of a concept or share experience with the topic of the original discussion post.

Assignments 30%

Participants will receive a grade for these assignments that represents a combination of teacher grading and peer reviews. Assignments will be evaluated using rubrics that will be made available in advance of the assignment.

Evaluations 15%

Participants will receive credit for completing evaluations of other's assignments based on how well they match the average evaluation for the activity being evaluated.

Journals 20%

Participants will receive full credit for journal entries that make concrete plans for integrating a tool or strategy in an online course and makes reference to relevant academic literature supporting its use.

Course Bibliography

Batts, D., Mallett, W., McFadden, C., and Pagliari, L. (2010). Training for Faculty Who Teach Online. *Community College Enterprise*, 16(2), 21+.

Bigatel, P. M., Ragan, L. C., Kennan, S., May, J., & Redmond, B. F. (2012). The Identification of Competencies for Online Teaching Success. *Journal of Asynchronous Learning Networks* 16(1): 59–77.

Brinkerhoff, J., & Koroghlanian, C. M. (2007). Online Students' Expectations: Enhancing the Fit between Online Students and Course Design. *Journal of Educational Computing Research*, 36(4), 383–393.

Dougiamas, M. and Taylor, P.C. (2002). [Interpretive analysis of an internet-based course constructed using a new courseware tool called Moodle.](#) Proceedings of the Higher Education Research and Development Society of Australasia (HERDSA) 2002 Conference, Perth, Western Australia.

Dougiamas, M. and Taylor, P.C. (2003). [Moodle: Using Learning Communities to Create an Open Source Course Management System.](#) Proceedings of the EDMEDIA 2003 Conference, Honolulu, Hawaii.

Fuller, P., & Geungu, Y., (2014). Lessons learned: Online teaching adventures and misadventures. *Journal of Social Sciences* 10(1): 33–38.

Henry, J., & Meadows, J. (2008). An Absolutely Riveting Online Course: Nine Principles for Excellence in Web-Based Teaching. *Canadian Journal of Learning and Technology / La Revue Canadienne de L'apprentissage et de La Technologie* 34(1).

Hoffman, S. J., (2011). Teaching the humanities online: A practical guide to the virtual classroom. Armonk, N.Y.: M.E. Sharpe.

Kafai, Y. B., (2011). Constructionism in Practice: Designing, Thinking, and Learning in a Digital World. New York: Routledge.

Ragan, L. C., (2011). Ten principles in effective online teaching: Best practices in distance education. Madison, WI: Magna.