

Teaching in an Online World

Introduction:

As educators we try to expand our toolset to better help our students and grow as individuals. Through online research and class discussion, we will explore ways of enhancing curriculum with online solutions. Upon completion of the course, we will have explored ways to move your teaching materials online and how to address technological concerns as educational practices continue to evolve. This online course is for educators teaching k-12 courses who wish to explore ways to create a hybrid environment for their course content.

Course Expectations:

To be successful in this ten week course, you should plan on dedicating at least 10 hours per week to complete assigned readings, discussions and projects. Successfully completing this course will provide you with new tools and information that will allow you to enhance your curriculum by moving content online for student access in and out of the classroom.

All reading material will be provided within each module. There is no assigned text however the in-module readings are required to gain a better understanding of the discussions and to complete the assigned work.

Weekly grades will be posted no later than three days past the close of the week. I am available during my posted office hours if you prefer a synchronous chat or you may opt to post in the course questions section. My role is to help you succeed and gain a better understanding of the material. I look forward to working with all of you through the following weeks.

Online Course Outline

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Module One: The Digital Shift – As education standards evolve and we see more curriculum move online, this module will explore how this move affects learners.

- Ice Breaker Prompt:
 - o Before we begin learning about online resources, let's take time to get to know each other. Online learning allows us to meet people from many parts of the world. Along with posting your bio, describe specific terminology you find yourself using while communicating to others. One example might be the term for a water fountain. In some areas of the country people refer to this as a bubbler. What do you call it in your area? Can you think of other terms that vary by region?

- Readings:
 - o [Digital Equity](#) - *Digital equity* involves making sure all students have equal access to technology like devices, software and the internet.
 - o [Cognitive Overload](#) – too much information – is one type of problem for learners. Another type of problem that instructors can create for learners is too many distractions from too many tools. Here's how to recognize the problem, and what to do about it.
 - o [TEC-VARIETY](#) – In this free e-book written by Curtis Bonk and Elaine Khoo, you will learn “10 theoretically driven and proven motivational principles and.... over 100 practical yet innovative ideas based on decades of author experience teaching in a variety of educational settings.” Bookmark this site to explore in more detail later. Many useful assessment ideas and resources are shared.

- Discussion: Digital Equity
 - o Students may not have Internet access at home or even computing devices. How can we provide digital equity to all students?

- Assignment: Creating Online Content
 - o Learning Objective -
After reading the articles and considering our discussions on Digital Equity, you will post two different types of document's (text, visuals, PowerPoint, etc.) in digital form by achieving at least 80% in the rubric.
 - o Enabling objective -
 - You will categorize the different document types by completing the assigned readings prior to completing the modules assigned activity.
 - You will compile methods to upload different document types by assessing various upload procedures prior to completing the modules assigned activity.
 - You will demonstrate your ability to upload documents by successfully completing the assignment by the assigned due date.
 - o Specifics:
By the end of the module, post two different types of digital files that you have adapted from resources you currently use in your class. You can scan paper based resources and save and post as a PDF file. You can adapt lecture notes to a PowerPoint document, etc. Make sure the files are named in the following format: your last name_m1_a1_1 and your last name_m1_a1_2

Module Two: Classroom Management Tools – There are numerous tools to help educators manage the classroom. Digital notebooks and electronic gradebooks are just a few of the tools that can help help educators organize and manage course content.

- Readings:
 - o [Comparison of Notetaking Applications](#) - Evernote, OneNote, SimpleNote, ZoHo – what are they and how do they compare?
 - o [Software evaluation form](#): This template was developed by the International Society for Technology in Education to help you engage in the analysis process.
 - o [Excel gradebook tutorial](#): Called a techtorial, this document for beginners shows you the step-by-step process to create an interactive gradebook.
 - o [Top Gradebook Software Products](#)
- Compare, preview and try different (free) gradebook options.
 - o [Jupiter Gradebook](#)
 - o [iGradePlus](#) - With most of the free gradebooks you can include data from multiple subjects, classes, terms and teachers in the same reports.
- Discussion:
 - o With consideration to our readings, what software would you find most useful and how will this selected software tool enhance your classroom management?
- Assignment:
 - o Learning Objective -
After completing the readings and discussions on classroom management tools, the student will analyze classroom management tools in 500 words or more.
 - You will categorize the different classroom management tools by completing the assigned readings prior to completing the modules assigned activity.
 - You will compare and contrast classroom management tools by successfully completing the assignment by the assigned due date.
 - o Specifics –
In a 500 word essay and using the readings as a guide, analyze the digital notebooks that are available. How will these tools help you manage your course content? Which digital notebook do you feel is best for your needs and explain why. When completed post the file in the course dropbox. Make sure the file is named in the following format: your last name_m2_a1

Module Three: Assessment Tools – In this module various assessment tools are discussed. Many free resources are available to allow educators to incorporate assessments into presentations or class session activities.

- Readings:
 - o Ronan, A. (2015) *Every Teacher's Guide to Assessment*. Retrieved June 8, 2015, from <http://www.edudemic.com/summative-and-formative-assessments/>
 - o Johnson, S. (2014) *How to Write Survey Questions: 7 Things NOT to Do*. Retrieved June 8, 2015, from <http://blog.hubspot.com/marketing/how-to-write-survey-questions-not-do-slideshare>
 - o DeSantis, R. (2014) *Best Practices: 30 Tips for Creating Quiz Questions*. Retrieved June 8, 2015, from <http://www.moodlerooms.com/resources/blog/best-practices-30-tips-creating-quiz-questions-0>
 - o (2015) *National Academic Quiz Tournaments: Resources for Writing Questions*. Retrieved June 8, 2015, from <https://www.naqt.com/resources/question-writing.html>
 - o Resources
 - [Curated Archive: Quizzes](#) Here you'll find a small archive of articles, and reviews about online quiz systems. Additionally, there are some thought provoking pieces on the value of testing in general.
 - [Quia](#) Quia is an acronym for Quintessential Instructional Archive. Quia allows you to create quizzes and games over the Internet. Quia claims to have 1 million activities available online. This is a polished professional system as at a low yearly cost. They offer a 30 day trial so you can see how it all works before you make a purchasing decision.
 - [Hot Potatoes!](#) This system is still online and functioning. However, it is no longer being upgraded or supported. This suite of six software applications allows you to create interactive multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering and gap-fill exercises for your school website. You can download these tools to your computer and build your exercises offline. These tools are developed by the 'half-baked chaps' at the University of Victoria, Humanities Computing and Media Centre. The software is free for nonprofit classroom use. Hot Potatoes assessments can be imported into Moodle. (It is a somewhat complex process.)
- Discussion - Research of online assessment tools
 - o There are many online sites that offer ways to assess student learning. Consider the readings in this module and conduct online research to discover assessment tools you can use in your own class. Share your findings in the discussion thread and describe how you might use these tools in your classroom.
- Assignment:
 - o Learning Objective -
Using research conducted in this module and considering discussions conducted on online assessment tools, the student will create an online assessment by achieving at least 80% in the rubric.
 - You will research assessment tools using search engines and the assigned readings prior to completing the modules assigned activity.
 - You will create an online assessment by successfully completing the assignment by the assigned due date.

Module Four: Social Media – How social media changed the classroom and the school environment is discussed in this module. Social media was once seen as a distraction and not associated with learning. Many schools have adopted social media as part of the learning process while others have banned student devices.

- Readings:
 - o [Should cell phones be allowed in school](#) - Are cellphones in school a distraction or a welcomed tool to enhance the learning experience?
 - o [France Bans cell phones in school](#) - France's education chief says that when students go back to school next fall, all mobile phone use will be banned in schools for students roughly 15 and younger.
 - o [The end of the traditional gatekeeper](#) - This study identifies salient issues of news outlets and conducts rank order correlations between the agenda of traditional media offline and the agenda of the 'most popular' articles (MPAs) from news outlets online.
 - o [Digital Gatekeeping](#): This article describes the function and effect of this new generation of *gatekeepers* and discusses the *influence* of various forces.
 - o [How social media is reshaping news](#) - How do social media users discover news? Facebook is an important source of website referrals for many news outlets, but the users who arrive via Facebook spend far less time and consume far fewer pages than those who arrive directly.
- Discussion: Social Media in School
 - o Does the grade level affect the positive or negative viewpoint on this topic? What could the benefits and/or negative consequences be to posting aspects of you as a teacher or your students, on sites like Facebook?
- Assignment:
 - o Learning Objective -
After reading the article on Media Gatekeeping, the student will create a PowerPoint presentation on the impact social media has, if any, on the traditional media outlets and the Gatekeeping process by achieving at least 80% in the rubric.
 - You will research Media Gatekeeping using the readings as a guide prior to completing the modules assigned activity.
 - You will create a PowerPoint presentation on the impact social media has, if any, on the traditional media outlets and the Gatekeeping process by successfully completing the assignment by the assigned due date
 - o Specifics – The Gatekeeping process as a concept has not changed however social media has changed this process. How have you seen social media impact your own students when it comes to learning about current events? Create a PowerPoint presentation on how the Gatekeeping process, or lack thereof, is affected by social media and how your students view news.

Module Five: Collaboration Methods – This module will require a group collaboration project to be conducted. There is no discussion question in this module, however there is a group project that will require the group to select a collaboration tool, conduct at least two synchronized collaboration sessions; one to discuss the assignment goal and the second to refine and determine the final group project. Group communication beyond this can be asynchronous. The module goal is to help everyone experiment with online collaboration tools and discover solutions to incorporate these tools in your own curriculum.

- Readings: Research of online collaboration tools
 - o <http://www.edsmart.org/50-free-online-collaboration-tools-for-educators/> - Whether you are looking for tools that can bring an online class together or tools to help students and teachers in traditional classrooms working on group projects, the following collaboration tools will help with any need.
 - o [Online Discussion Groups](#)- Facing the Challenge of e-Learning: Reflections on Teaching Evidence-Based Practice through Online Discussion Groups.
 - o [20 collaborative learning tips](#) - Research by Webb suggests that students who worked collaboratively on math computational problems earned significantly higher scores than those who worked alone. Plus, students who demonstrated lower levels of achievement improved when working in diverse groups.

- Assignment: Group Project
 - Learning Objective - After conducting research on Effective Collaboration Tools, using the online collaboration session, the students in teams of four, will create a visual presentation on the groups favorite collaboration tool by achieving at least 80% in the rubric.
 - You will conduct an online collaboration session by successfully logging into a ZOOM online session prior to completing the modules assigned activity.
 - You will create a visual presentation on the groups favorite collaboration tool by successfully completing the assignment by the assigned due date.

Module Six: Use of Media in lessons – The use of media in lessons will allow you to reach a broader range of learners. We know that people learn differently and presenting material in various forms will help in the transference of knowledge. To include media elements just because they may be relevant however, may or may not add value to your lesson. The issue at hand in this module will be to evaluate if media elements are needed and if so, use best practices to include them. Adding interactivity to past media presentations is one way of enhancing the element and add value to the lesson.

- Readings:
 - o [Why Use Media to Enhance Teaching and Learning](#) - Research suggests that people learn abstract, new, and novel concepts more easily when they are presented in both verbal and visual form (Salomon, 1979).
 - o [Advantages and disadvantages of schools using Multimedia](#) – Interesting article from Hearst Media
 - o [The Importance of Media in the Classroom](#) – Very brief article depicting strong points of Media use.
 - o [Why Media and Technology?](#) – Post by the University of Chicago
 - o [Podcasting in Education](#) – This is a helpful resource to help you get started with Podcasts.
 - o [Making PowerPoint presentations Interactive](#) – here are six tips to try in your classroom presentations.

- Discussion:
 - o There are definite advantages of incorporating media in lessons. Activating prior knowledge and visualizing real world situations is a big benefit. Explain the pro's and con's of using media content in your class lessons?

- Assignment:
 - Learning Objective -
After exploring ways to make PowerPoint presentations interactive, the students will create an Interactive PowerPoint presentation, demonstrated learned techniques by achieving at least 80% in the rubric.
 - You will research way to make PowerPoint interactive by conducting web research and reading the provided material prior to completing the modules assigned activity.
 - You will create an interactive presentation using methods you discovered in the readings and web research by successfully completing the assignment by achieving at least 80% in the rubric.

Module Seven: Web Research tools and Plagiarism – Plagiarism has always been a concern in education. As we moved to digital research methods, plagiarizing became easier and in some cases, the learners were unaware that they were plagiarizing content. We will explore not only tools and techniques to detect plagiarism but how to educate your students on how to avoid plagiarizing.

- Readings: Plagiarism and Fair Use
 - o [Detecting plagiarism](#) – "The two keys to prevention when teaching online are assertion and participation."
 - o [Video Tutorial On Using a Search Engine to Detect Plagiarism](#) – Act on your suspicions. **NOTE:** Use only the Play or Pause buttons on the video player. **DO NOT** use the Previous/Next links at the bottom of the screen.
 - o "[Cybercoaching model explained](#)" – This paper compares key educational assessment points that have been applied in this formative assessment model. Peterson, N. (2005). "Cybercoaching: Rubrics, Feedback and Metacognition, Oh My!" E.C.Moore Symposium, February 25, 2005.
- Discussion:
 - o Cite some specific ways you can detect plagiarism without third party software tools. How do these 20th century skills compare to 21st century software?
- Assignment:
 - Detecting Plagiarism – Learning Objective - After reviewing a sample research article, the students will use learned techniques to detect plagiarism by achieving at least 80% in the rubric.
 - You will analyze the provided article to discover ways to detect plagiarism prior to completing the modules assigned activity.
 - You will demonstrate effective ways to detect plagiarism by successfully completing the assignment by achieving at least 80% in the rubric.

Module Eight: Online LMS Systems - you will explore Learning Management Systems (LMS) that will help build an online/blended learning community, and professional online groups that will help you connect with other professionals in your area of interest.

- Readings:
 - o [Campfires in Cyberspace](#): Primordial Metaphors for Learning in the 21st Century (This is a PDF File.) This is another classic essay with a powerful underlying metaphor.
 - o [Paul Gorski's Guide to Ground Rules](#) - Paul Gorski's article on setting ground rules is intended for face to face workshops dealing with social justice. Do Gorski's insights apply to the online classroom?
 - o [Learning Management Systems applied to secondary education](#) - Learning Management System. As technology develops, education is moving out of the classroom and onto many people's computers. Online learning, also called e-learning, is used by millions of students in early childhood, secondary and post-secondary education.
- Discussion: David Thornburg describes three learning environments in his article, "Campfires in Cyberspace". Describe your takeaway from this article. Do you notice convergence of the three world David describes, now that bandwidth speed is no longer an issue?
- Assignment:
 - After reviewing the given website resource: [The Top 20 Most Popular LMS Software](#) The students will give a brief summary of the pros and cons of their chosen LMS, and then explain how they use or could use this LMS in an online or blended setting in 500 words or more.
 - You will analyze the provided website to evaluate the various LMS's prior to completing this modules assigned activity.
 - You will determine your favorite LMS by successfully summarizing the pros and cons of their selected LMS and explaining how they could use this LMS in an online or blended environment in 500 words or more.

Module Nine: Tools for Curation of Online Content - As an online teacher you work in the Internet. Your classroom floats in a sea of resources. To build a content rich learning environment you must first find your focus. Then search with essential descriptive vocabulary for the information you need to understand your subject and effectively teach it online.

- Readings:
 - o The following articles will give you more information on curation as a way of teaching and learning. (Browse according to your interest.)
 - [Ask What Value You Can Add](#) – by Harold Jarche
 - [Student Curators: Powerful Learning](#) – by Nancy White
 - o [Fair Use: 5 Rules to being an Ethical Content Curator & Content Curation -](#) Look here for a short list of five best practices for curating your Internet magazine. This is aimed at marketing professionals, but is also excellent advice for educators. Following these best practices will help you deal with online copyright issues.
 - o [Fair Use Checklist](#) - Use this critical thinking guide to apply the four factors stipulated in the U.S. Copyright Act: Section 107 when you are curating resources this week. Keep in mind that educational fair use gives us greater privileges to online copyrighted materials than marketers enjoy.
 - o [E-Learning and Online Teaching](#) - This Scoop.it started with a focus on the ideas and technologies identified in the Horizon Reports. Scoop.it makes it very easy to share resources by simply clicking the rescop button.
- Discussion:
 - o Curation tools are essential for all educators to collect resources and material for their courses. Describe how you would incorporate curation techniques in a lesson for your students where the students use curation for assigned projects. Additionally, explain how the project rubric would look like (you can attach a file of your rubric along with your post).
- Assignment:
 - Learning Objective -
After completing the readings and discussions on curation, the student will analyze curation tools and synthesize what tool is their favorite and how that will help in their curriculum in 500 words or more.
 - You will complete the provided readings and discuss with peers your point of view on curation methods prior to completing the modules assigned activity.
 - You will analyze curation tools and synthesize what tool is your favorite and how that will help in their curriculum in 500 words or more.

Module Ten: Universal Design – This module covers Universal Design Principles (UDL). help raise awareness of fundamental design principles. Understanding the relationship between universal design for learning and accessibility is a professional necessity.

- Readings – Be sure to turn on the CC option when viewing the video resources.
 - o [The Missing Piece](#) – “With over 94% of teachers now regularly using video in the classroom as an effective teaching aid, there has been a dramatic increase in number of websites attempting to provide the use of educational video online. Yet virtually without exception, all those video providers have overlooked the inclusion of the single most important feature that arguably provides the most important educational benefit for students – the Subtitles, or otherwise known as Closed Captioning.”
 - o [SHARE: NAD Sues for Online Education Access](#) - This video from NAD (the National Association of the Deaf) does not have a sound track. NAD explains their motives for suing Netflix, MIT and Harvard. Note this video is accessible to a blind person using a screen reader because NAD provided a transcript.
 - o [This video from Gary Robson](#) at TEDxBozeman provides historical context as well as an update on current laws regarding closed captioning for mass media.
 - o [Subtitles with YouTube](#) - This very brief video demonstrates the cultural and global reach of closed captioning on YouTube.
 - o [Essential for Learning](#) - Australian educators and students speak about the power of captioned video.
 - o [5 minute film festival: The power of assistive technology](#) - Browse this great archive of videos from Edutopia. Watch a video that grabs your attention.
- Discussion
 - o How would you incorporate Universal Design principles in the development, delivery, and assessment of your instruction?
 - ~ OR ~
 - o How would you incorporate Accessibility principles in the development, delivery, and assessment of your instruction?
- Assignment
 - o Learning Objective -
After conducting research on Universal Design, using the online resources as a guide, the students will create a visual presentation incorporating UDL principles and closed captioning and posting their video to YouTube by achieving at least 80% in the rubric.
 - You will conduct online research on universal design by completing readings and web research prior to completing this modules assigned activity.
 - You will create a visual presentation incorporating UDL principles and closed captioning and posting their video to YouTube by achieving at least 80% in the rubric.

Module Eleven: Capstone Project Review and submission (If warranted)

- Assignment: Creating your Online Environment and moving your course content online.