

# Online Education

## syllabus



### course description

Students study online learning in distance and blended classes, virtual schools in both higher education and K-12 settings. Looking at pedagogy, best practices, interactivity and student-centered design, this class considers the positive and negative potential of online learning in terms of universal accessibility, teacher development, and economic sustainability.

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#onlinelearning

**office hours**  
**Alumnae Hall 234**  
Mon 2-4 PM  
Tues 4-5 PM (ONLINE)  
Wed 1-2 PM (ONLINE)

## course goals

Online, blended and web-enhanced learning is a major part of both higher education and K-12 teaching, learning. Students need to become aware of this new method of teaching, learning and instructional delivery. Students who wish to become educational professionals need to understand the pedagogy, best practices, interactivity and student-centered instructional design principles required for quality online, blended and web-enhanced learning. Students should also have an understanding of the political issues surrounding online, blended and web-enhanced learning such as cost, technical infrastructure, teacher development, student and teacher support and profit.

By the end of the course, students should be able to:

- Understand the basic tenets, movement and use of online, blended and web-enhanced learning in K-12 and higher education
- Understand various technologies used for teaching and learning and course delivery in online, blended and web-enhanced environments
- Apply principles for the development of engaging and interactive online, blended and web-enhanced curriculum
- Design learning environments that address the challenges of creating interaction and community in online and virtual environments
- Apply best practices for teaching in online, blended and web-enhanced environments

## important notes

- Look through the **Progress Report** that contains all the rubrics and finer details of how you will be assessed. I will share the spreadsheet with you in the first week of class (or sooner). **You can find it in the Google Drive associated with your Adelphi email account.**
- When **sending attachments via email or Moodle**, be sure to include the assignment name, and your first and last name, for example: "JaneSmith\_AssignmentName.docx". Be sure to include file extension! Please use only Microsoft style extensions, such as .doc/.docx, .ppt/.pptx. If you don't have Word, you can use Google Documents and export it as a .doc or .docx file. **Don't send documents as PDFs or RTFs.**
- If you are citing or paraphrasing from another source, be sure to follow APA.
- All papers should be in Times New Roman, 12-point font, and double-spaced. Please also include your name and page numbers.

**note**

Readings are subject to change. Please stay up to date by checking Moodle, which will have the latest updates.

date	topic	reading	assignments due
3/20/17	introduction		
Foundations			
3/27/17	fundamentals	<p>Readings depend on which chapter you signed up for:</p> <p><b>Opinions About Online Teaching and Learning:</b> Bender (2012). Chapter 9.  <b>Rethinking Learning Theory within the Online Class:</b> Bender (2012). Chapter 3.  <b>Research into K-12 Online and Blended Learning and Blending Teacher and Online Instruction in K-12 Schools:</b> Clark &amp; Barbour (2015). Chapter 5; Means, Bakia, &amp; Murphy (2014). Chapter 5.  <b>Interest-Driven Learning Online:</b> Means, Bakia, &amp; Murphy (2014). Chapter 4.</p>	
4/3/17	key topics	<p>Readings depend on which topic you signed up for:</p> <p><b>Flipped classroom:</b> Lowenthal, York, &amp; Richardson (2014). Chapter 4; Bergmann &amp; Sams (2012). Chapter 2.  <b>Problem-based learning:</b> Savin-Baden &amp; Wilkie (2006). Chapter 1 and 4.  <b>Peer review (Writing-focused):</b> Lowenthal, York, &amp; Richardson (2014). Chapter 2 and 4.  <b>MOOCs:</b> Lowenthal, York, &amp; Richardson (2014). Chapter 5; Rhoads (2015). Chapter 1.  <b>Discussions:</b> Koc &amp; Wachira (2015). Chapter 13; Bender (2012). Chapter 7.  <b>Diversity:</b> Jung &amp; Gunawardena (2014). Chapter 6 and 8.  <b>Assessments:</b> Lowenthal, York, &amp; Richardson (2014). Chapter 11; Koc &amp; Wachira (2015). Chapter 4.  <b>Primary Schools:</b> Lowenthal, York, &amp; Richardson (2014). Chapter 10; Clark &amp; Barbour (2015). Chapter 5.</p>	
4/10/17	design and tools	<p>Novak (2016) UDL in the Cloud. Chapter 1 and 2.</p> <p>Additional hands-on activities on Moodle to be determined.</p>	



# class sessions

date	topic	reading	assignments due
Design and Prototyping			
4/17/17	<b>prototyping 1</b>	Half of you pilot your mini-units; the other half participate as students Additional readings may be added as needed.	<b>mini-unit prototype</b>
4/24/17	<b>prototyping 2</b>	Half of you pilot your mini-units; the other half participate as students. Additional readings may be added as needed.	<b>mini-unit prototype</b>
5/1/17	<b>final run 1</b>	Half of you pilot your mini-units; the other half participate as students. Additional readings may be added as needed.	<b>mini-unit final</b>
5/8/17	<b>final run 2</b>	Half of you pilot your mini-units; the other half participate as students. Additional readings may be added as needed.	<b>mini-unit final</b>
5/15/17	<b>reflection</b>		<b>reflection</b>



## progress report

At the beginning of the course, I will share with you a Google Sheet that shows your “**Progress Report**.” This report shows you where all your points come from, including participation and assignments. It also contains all the rubrics and deadlines for all the assignments. Please be sure to check the rubrics before each assignment to make sure you meet all the criterion listed.

## mini-unit

Design a self-contained mini-unit that uses some of the tools and concepts discussed in class. The mini-unit can be about anything. It can be about something you might teach in class or it could be something fun that works well as an online unit. The entire unit should take roughly 4-5 hours of the student’s time in total and should contain some form of assessment that checks for understanding. It should also contain some progression, so it shouldn’t be just a single lesson or tutorial. You will run your mini-unit twice. Students in our course will enroll in your mini-unit and participate as a student, then offer you feedback. You can design the unit on any platform you want and have access to. If you want to design it on Moodle, I can unlock a module for you to use. You can work alone or with one partner.

The **prototype** will run in weeks 4 and 5. While it does not have to be polished, it should be in a presentable form. On week 4, half of you will teach your unit while the other half participates as students; on week 5, you switch places. Then you will take your unit and give you feedback, which you will use to revise for your **final run** in Weeks 6 and 7. You will be graded for your unit’s coherence, assessment, creativity, use of tools, engagement, delivery, and content.

## participation

This is a graduate course where you are expected to complete weekly readings and fully participate in discussions in class and on Moodle. In order for the discussion to flow smoothly online, you should respond to the forum discussion by the dates noted on the syllabus, and spend the remainder of the week responding to what your peers have posted. Your responses to your peers should be thoughtful, critical and substantive. Your participation grade will be based on the timeliness and quality of your posts, your responses to your peers, and any other activities that might be associated with the week.

Each week, you will be given a grade that varies from 1-4. It roughly translates to:

- 1 - Missing/late/long VoiceThread
- 2 - Base score
- 3 - Bonus/Extra credit (rare)
- 4 - Super bonus (very rare)

Your participation grades are updated on your Progress Reports **every Friday**.

## grades

participation	25%
mini-unit prototype	15%
mini-unit final	30%
mini-unit participation	15%
reflection	15%

## mini-unit participation

Throughout the course, you will be asked to participate in four of your peers' mini-units (two prototypes and two final versions). You will participate as if you were a student enrolled in that course, so you will complete all assignments pertaining to the unit. Then you will fill out an evaluation to help your peer improve the unit. You will have an opportunity to provide comments that will be shared with your peers, and any comments you want to share only with me. All four units you enroll in have to be different. You are welcome to re-do a unit (i.e., enroll in both prototype and final) but that won't count towards your mini-unit participation. You are evaluated based on your comments you send to your peers, how you connect to concepts discussed in class, your serious engagement with the mini-unit, and your completion of all four mini-units.

## reflection

You will write a 4-5 page paper that reflects on your learning throughout the course. This paper should touch on the readings and concepts we discussed, as well as your participation and design of the mini-units. This paper should follow the conventions of a traditional academic paper. Some additional prompts that may help (you are not required to use these):

- Which types of students do you think benefit the most for asynchronous online classes, where students do not need to “meet” online/virtually at any set time? Which type of learners would find this format the most challenging?
- Can students learn core content at anytime and at any place? Do you think it is best that they learn this content outside of the classroom or within the classroom? What are the challenges of maintaining a quality education as learning is moved beyond the physical classroom?
- Would you like to attend a fully virtual school, as a student? Would you like to work in one as a teacher? Why or why not.
- As a current or future teacher, what do you think are the challenges of supporting robust collaboration and professional development when working in a primarily online or virtual school?

## academic sources

In order of preference to cite in your short papers:

- **Academic sources:** Peer reviewed academic journals; academic books published by academic or university publishers
- **Commercial sources** (okay if academic sources not available): Trade journals (typically < 10 pages); popular academic books (written for commercial audience)
- **Unmonitored sources** (okay only if all of the above are unavailable: Websites, wikis, blogs, online videos (YouTube, etc.), aggregate websites (sites that pull information from other sites)

Note: You are welcome to *start* your research anywhere, as long as the paper itself cites from academic, reputable sources.

## university statement on academic integrity

You are expected to behave with the highest level of academic integrity. Cheating and other forms of dishonesty will not be tolerated and will result in the proper disciplinary action from the university. Classroom behavior that interferes with the instructor's ability to conduct the class or ability of students to benefit from the instruction will not be tolerated. All beepers and cellular phones should be turned off while class is in session. You are expected to come to class prepared – this means having read and studied the assigned chapters before class. By having prepared in this manner, you will be able to maximize your time spent in class.

Adelphi University demands the highest standards of academic integrity. Proper conduct during examinations, the proper attribution of sources in preparation of written work, and complete honesty in all academic endeavors is required. Submission of false data, falsification of grades or records, misconduct during examinations, and plagiarism are among the violations of academic integrity. Students who do not meet these standards are subject to dismissal from the University.

## the code of academic honesty

The Code of Academic Honesty prohibits behavior that can broadly be described as lying, cheating, or stealing. Violations of the Code of Academic Honesty will include, but not be limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas not approved by the professor
3. Unauthorized multiple submission of one's own work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating
10. Other forms of academic dishonesty



## the writing center

If you would like assistance with writing, revising or editing your papers, utilize the resources of The Writing Center. The center is open to any student, of any ability, who wants to improve his or her writing process. The Writing Center is in Earle Hall, Lower Level, (516) 877-3145, email: [writingcenter@adelphi.edu](mailto:writingcenter@adelphi.edu).

## university statement on academic assistance for students with disabilities

If you have a disability that may significantly impact your ability to carry out assigned coursework, please contact the Student Access Office (SAO) at 516-877-3806 or send an email to [sao@adelphi.edu](mailto:sao@adelphi.edu). The staff will review your concerns and determine, with you, appropriate and necessary accommodations. Please allow for a reasonable time frame for requesting ASL Interpreters or Transcription Services.

## student course evaluations

During the last two weeks of the class, you will receive notification, via email and eCampus, that the course evaluation is available for your input electronically. Availability will end at the start of the final examination period. Your feedback is valuable and I encourage you to respond. Please be assured that your responses are anonymous and the results will not be available to the instructor until after the end of the semester and therefore after course grades have been submitted.

## use of student work

All teacher education programs in New York State undergo periodic reviews by accreditation agencies and the state education department. Additionally, all Adelphi University faculties have their work peer-reviewed regularly including reviews of their teaching performance. For these purposes, samples of students' work are made available to those professionals conducting the review. Student anonymity is assured under these circumstances. If you do not wish to have your work made available for these purposes, please let the professor know before the start of the second class. Your cooperation is greatly appreciated.

**\*\*New York State requires 15 hours of instructional time for each credit hour. In this 3 credit course, the required 45 hours consists of 30 instructional hours (27.5 clock hours) of in-class instruction and 15 instructional hours (15.0 clock hours) of extended instruction. Extended instruction refers to "outside of the classroom" learning, the delivery and content of which will be determined by the instructor.**

**\*\*In this course, extended instruction will consist of the following. In this course, extended instruction will be offered through Moodle discussion board. Students will be asked to view a short video clip and then engage in discussion via a Moodle discussion board. Several questions will be posed to the students in order to engage in thoughtful debate. The instructor will monitor the responses and actively participate in the class discussion. Total Moodle Time: 10 hours.**



