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.

Online Education

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Alumnae Hall 234
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important notes

- Look through the Google Spreadsheet 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_Assignment.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.

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

Date	Topic	Reading	Assignments Due
3/19-3/25	**Fundamentals**	Readings depend on which chapter you signed up for: • **Paradigm Lost**: Bender (2012). Chapter 4. • **Rethinking Learning Theory within the Online Class**: Bender (2012). Chapter 3. • **Research into K-12 Online and Blended Learning** and **Blending Teacher and Online Instruction in K-12 Schools**: Clark & Barbour (2015). Chapter 5; Means, Bakia, & Murphy (2014). Chapter 5. • **Interest-Driven Learning Online**: Means, Bakia, & Murphy (2014). Chapter 4.	
3/26-4/1	**Key Topics**	Readings depend on which chapter you signed up for: • **Flipped classroom**: Lowenthal, York, & Richardson (2014). Chapter 4; Bergmann & Sams (2012). Chapter 2. • **Problem-based learning**: Savin-Baden & Wilkie (2006). Chapter 1 and 4. • **Peer review (Writing-focused)**: Lowenthal, York, & Richardson (2014). Chapter 2 and 4. • **MOOCs**: Lowenthal, York, & Richardson (2014). Chapter 5; Rhoads (2015). Chapter 1. • **Discussions**: Koc & Wachira (2015). Chapter 13; Bender (2012). Chapter 7. • **Diversity**: Jung & Gunawardena (2014). Chapter 6 and 8. • **Assessments**: Lowenthal, York, & Richardson (2014). Chapter 11; Koc & Wachira (2015). Chapter 4. • **Primary Schools**: Lowenthal, York, & Richardson (2014). Chapter 10; Clark & Barbour (2015). Chapter 5.	**Narrated Tutorial**
4/2-4/8	**Universal Design**	Novak (2016) UDL in the Cloud. Chapters 1 and 2.	**Adaptive Quiz**
4/9-4/15	**Tools**	Test from a list of online tools to be provided.	**Chatbot**

Class Sessions

Date	Topic	Reading	Assignments Due
4/16-4/22	**Prototyping I**	Half of you pilot your mini-units; the other half participate as students Additional readings may be added as needed.	**Prototype**
4/23-4/29	**Prototyping II**	Half of you pilot your mini-units; the other half participate as students Additional readings may be added as needed.	**Prototype**
4/30-5/6	**Final Run I**	Half of you pilot your final units; the other half participate as students. Additional readings may be added as needed.	**Final Unit**
5/7-5/13	**Final Run II**	Half of you pilot your final units; the other half participate as students. Additional readings may be added as needed.	**Final Unit**
5/14-5/17	**Reflection**	Make final polishes to your mini-unit and submit your reflection.	**Reflection**

Class Sessions

Mini-Assignments

Narrated Tutorial

Create a short (3-5 minute) standalone, narrated video tutorial or mini-lecture and upload it to YouTube. This video should be clearly narrated and thoughtfully designed using an appropriate mix of multimedia (text, visual, audio, etc.) components. The video should also have subtitles, which you can create through YouTube. The topic is up to you, although you are encouraged to pick one that you might use for your mini-unit or in a future lesson. The video can easily be created using applications such as PowerPoint. While you can use clips from other content, most of the video should be original.

Adaptive Quiz

Adaptive quizzes are quizzes that adjust its questions based on the answers provided, and they can be a powerful way to do pre-assessments and mid-unit checkpoints. For this assignment, design a simple quiz/assessment using Google Forms and its branching question structure. The quiz should be functional and meaningfully adaptive (i.e., the branching logic makes sense). Like the narrated tutorial, the topic is up to you. The quiz should be differentiated for at least two users and be at least 5 questions deep; in other words, there should be at least one point in which the quiz branches off into two paths, designed for two different quiz-takers. In addition to submitting the quiz, please also submit a short outline of the questions that shows all the questions and short rationale on why you designed the adaptive quiz in the way you did.

Chatbot

Chatbots are automated bots with multiple uses, most commonly to answer frequently asked questions. Using a tool such as snatchbot.me, design a simple, functional chatbot that you can use in your class, mini-unit or workplace. The chatbot should be able to address three questions. In addition to the chatbot, submit a short summary of how the chatbot can be used. As a class, you will be testing each others chatbot for functionality.

Grades

Participation	25%
Mini-Assignments	15%
Narrated Tutorial	5%
Adaptive Quiz	5%
Chatbot	5%
Prototype	15%
Final Unit	30%
Reflection	15%

note to students

If you miss an important assignment or consistently miss participation due to an emergency, you can make it up as long as you have documentation. Participation points can usually be made up in later weeks or through Power Ups.

Grades and Assignments

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 discussion by the dates noted in the Progress Report, 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. Your pilot testing of one another's prototypes will also be part of your participation grade.

Your participation grade is given out on a weekly basis. You can track your participation grade through your Progress Report. Late or missed points cannot be made up, although you can earn points through Power Ups. Any participation posted two days after the deadline cannot be made up.

Prototype and Final 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. **(Note: Although Edmodo is a popular choice, I encourage you to avoid it if you can, as its restrictions on design makes it tedious to use.)**

The prototype will run in weeks 4 and 5. While it does not have to be polished, it should be somewhat functional. 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.

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?

Grades and Assignments

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.

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. 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.

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

Policies and Documents

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.

Policies and Documents