



Note: The syllabus is not a binding legal contract. The instructor may modify it when the student is given reasonable notice of the modification, particularly when the modification is done to rectify an error that would disadvantage the student.

Cyber Pedagogy (Online Course)

Fall 2014 - CTLE 6510-090 / CTLE 651-090 – 3 credit hours

Prerequisite: Graduate/post-graduate standing; computer skills

Instructor:	Linda S. Ralston, Ph.D.
Office:	Annex 1001 – Also, available in the Faculty Center (Marriott Library 1705)
Phone	801-581-8080 (Phone forwards to my cell phone when out of the office)
Office Hours	By appointment/See Canvas Home Page
Email (primary)	Canvas Mail

Text: There is no required text to purchase for this course since online technology and teaching change so frequently. We will use electronic readings available on Canvas and the Marriott Library.

Readings: You will also be directed to other articles, text excerpts, online books, weblinks, videos, etc., each week as needed in the UOnline Canvas course for other resources. Each week I will also provide “*Extend your Thinking*” readings if you would like additional materials on the topics we are working on. The optional readings materials will be available all semester for you to access.

COURSE CATALOG DESCRIPTION

Transitioning from a successful in-person classroom course into a hybrid or an online learning environment involves much more than uploading PowerPoint presentations, PDF readings, and scheduling a few discussions on the institution’s educational technology platform. The effective use of technology in teaching requires a different way of thinking about educational objectives; optimize engagement with and between students; content organization and presentation; fostering a positive learning community involving both the students and the instructional team. This course introduces instructional technology paradigms by exploring the application of learning theories to instructional technology strategies; offering examples of instructional technology best practices; exploring resources and expertise existing on the university campus; and, providing participants the opportunity to experiment with designing their own teaching strategies, techniques and approaches. Whether your goal is the integration of technology to supplement your existing in classroom activities in a hybrid/blended course or transitioning to a fully online course delivery, this course will help you achieve your goals.

LEARNING OUTCOMES

By the end of this course, students will have:

- Mastered the UOnline Canvas Course Management System from the learner and teacher perspective
- Identified differences between traditional face-to-face instruction, hybrid, and online instruction
- Explored current issues relative to online pedagogy
- Examined the influence of the theory of learning on the design and development of

elearning environments.

- Designed and built a minimum of 3 learning modules as part of an online or hybrid course within UOnline Canvas
- Shared best practices, disciplinary perspectives and accumulated a toolbox of web-based teaching and learning resources

COURSE OVERVIEW

Creating an online course requires a huge commitment upfront to design and layout the sequence of the learning, which can be very different from a traditional face-to-face class. The purpose of this course is to provide both theoretical and application principles for designing and implementing an online course. We will begin with learning about the differences of face-to-face (F2F) learning and online learning, the principles of effective teaching online, and we will gradually work on building an online course and experimenting with available tools. By the end of the course, you will have designed and developed an online course with three components (learning/assessment activities) and gained insight into the nature of online students, creating online learning environments, and the best practices of online teaching.

Course content is organized using a weekly study guide that can be found on the homepage of the course. All of the content, assignments, discussions etc. that you will need for working for a particular week can be found linked within the study guide. The navigation menu on the left side of the Canvas window is available with direct links to the assignments, discussions, etc.

TEACHING METHODS

The course uses readings, reflection, discussion, online research and resources, written assignments and online interaction to achieve the learning outcomes. This course emphasizes experiential learning through using, practicing and critiquing different online courses, tools, and approaches. You will work simultaneously on creating a course in UOnline Canvas while you learn about the specifics of online learning and teaching theory and application. You will experience the course first as a student as you complete readings and assignments and then gradually you will move into the role as an instructor where you will build online course components. You use a variety of tools as well as different tool features so that you can see how each one works. We will also use the group feature so that you can interact in small groups as well as in a full class format and see how that works.

The course structure is based on a philosophy of self-directed learning. This online course has been designed in an *asynchronous* format so that learners have flexibility in managing their own learning and schedule. *Asynchronous* means that there is no scheduled course time that learners must all be present online. Requirements for the course have been established on a weekly basis and students may fulfill these requirements at their convenience during the week; however they must complete their work sometime during the scheduled week. You cannot put off completing assignments until the end of the course just because the course is online. You will also have an opportunity to participate in some optional real-time interaction (*synchronous discussions*) in the form of Canvas Chats, TweetChats, and Skype if you are interested in doing so later in the semester.

STUDENT RESPONSIBILITIES:

Students electing to take online courses must demonstrate a high level of initiative, autonomy and ability to work independently. Time management and organizational skills are essential to the successful completion of an online course. In the beginning of this course, you will have experiences just as an online student would so that you can see the online course from the student perspective. This course content is scheduled in weekly learning modules. Each week's module will be posted no later than Sunday of the current week. Students will be expected to complete the work no later than Friday at 12 noon unless otherwise noted in the Canvas

Assignment Description. Please see the "Will I make a Good Online Student" and "Are you Ready to Learn Online" to verify your level of readiness to proceed.

Assignment Submissions: Assignments must be posted through the Canvas Assignment or Discussion page. No assignments will be accepted in person or via email. In addition, you will have an opportunity for several assignments to be revised and resubmitted before the end of the semester if you chose to do so.

Due Dates and Times: All assignments submitted in this course will be due at 12 noon. Please print and post the **CTLE 6510 Master Calendar** somewhere you will be reminded of the deadlines. The Uonline and Marriott Library Help Desk staff is available at 12 noon to assist you with any technical difficulty.

Late Submission Policy: Late assignments will **not** be accepted in this course unless prior arrangements have been made with the instructor **before** the assignment due dates. Unfortunately, students can make some very appealing rationales for missing a deadline but the only acceptable exceptions will be for lengthy illnesses and medical emergencies that can be supported with written authorization from a doctor.

Collaboration: The learning community fostered in this course depends on the cooperation of all members. Therefore, it is very important that you complete assignments on time as we move through the semester because assignments build on each other and there are points where collaboration with your peers and peer reviews are critical to the assignment at that time.

Grading Scale: Each student is empowered to control their own fate in this course as I do not grade on a curve. I use the standard percentages accepted by the University of Utah. Please note that students must achieve the percentage for the grade desired. No appeals will be accepted solely on the basis of being one or two points away from a desired grade. Students will have an opportunity to earn bonus points to make up for missed quiz questions or missed assignments.

GRADING PERCENTAGES

94-100	A	90-93	A-		
87-89	B+	83-86	B	80-82	B-
77-79	C+	73-76	C	70-72	C-
67-69	D+	63-66	D	60-62	D-
59-below	E				

ASSIGNMENT DESCRIPTIONS (Please see the detail on the Assignment Page)

Discussion Forum Participation: This course uses online discussions to help facilitate interaction and idea sharing on online teaching and learning topics. For grading purposes, each discussion forum assignment will include **two required parts: your initial response to the readings and then replies to the postings of at least 2 peers.** A response is defined as your initial discussion board posting that addresses the specific discussion topic. A reply is defined as a discussion board posting that comments on a posting of another learner or the instructor. Your initial response for all discussion forums should be approximately 250-500 words. There is no minimum word requirement for replies, however an "I agree" does not qualify as a reply. If you cite the course readings in your posts, which we are all familiar with, you do not have to cite and reference those readings. If you integrate sources beyond the course requirements, please cite and provide a reference list for those resources to share with your peers.

Participation points for both responses and replies are assigned as follows:

- **Full credit (5 points):** thoroughly addresses each part of the discussion instructions /

question; is effectively organized; well written; displays correct grammar and spelling; shows evidence of critical thinking; meets required deadline.

- **Partial credit (2.5 points):** (1) posting is completed on time; however, it does not meet the full quality requirements; or (2) original post is completed and peer responses are not completed; or (3) postings are completed past the due dates.
 - **Zero credit (0 points):** no posting (participation) by the learner on the assigned discussion topic in the designated week.
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3. **Online Teaching/Technology Tool Review** (10% - 10 points for the posting of a short review of one additional technology tool that could be integrated with your UOnline Canvas course and answering any student questions about your summary)

In addition to learning about the capability of the UOnline Canvas Learning Management System, students will also be required to identify alternative technology tools that are of interest to them and/or relevant to their discipline that could be used to supplement their UOnline Canvas online learning environment. For example, tools such as a wiki, a blog, narrated lectures, video websites, animations, podcasting, are some possible technologies that could be used to enhance an online course. The learner will select and research one tool of interest to them and relevant to their discipline and post a word document attachment in the discussion forum that contains a brief description of their selected online tool/topic, advantages/disadvantages of using that tool, and related links and/or references. The learner will also monitor the forum for the week and answer questions from peers about their summary posting

The purpose of this assignment is to provide an opportunity for students to research a new technology that might be of interest to them and then share what they learned with their fellow students. A discussion forum will be created with a thread for students to post what they have learned about the tool they have selected. Students will then use the discussion forum to comment on the reviews, ask questions about the tools and share any expertise they may have about the tools. Please see the Assignment Rubric.

4. **Designing / Building an Online or Hybrid Learning Experience/Course** *consisting of the development of the online course divided into 7 Steps, each with their own evaluation rubric.*

Because students taking this course are at various stages of mastery of the UOnline Canvas tools, this part of the course will be evaluated based on the learner-defined components that they commit to develop for their course. Students will select three course components (teaching activity/assessment activities) from their alignment grid to develop in a test UOnline Canvas Course based on their UOnline Canvas proficiency level. These three course components will be used to evaluate the online course designs. Learner-built sites will also be evaluated by the instructor and reviewed by other peers enrolled in the course at the end of the course. Online UOnline Canvas Chat and Virtual Office Hours as well as Skype sessions will be available during the last weeks of the semester for students who would like additional one-on-one assistance with their course development process.

COURSE POLICIES Online

Guidelines

There are unique responsibilities that come with taking a course having an online component. In an online course, the workload is purposely distributed across the semester so that students can receive continuous formative feedback since they will not see the instructor in a face-to-face class each week. You

must stay on top of deadlines and complete your work on time so that you can engage with your peers when the assignment is active. You cannot postpone your work until the end of the semester or when it is convenient to you and expect to do well. Deadlines for the online forum discussions and assignments will be strictly enforced. I will post course content and assignments 3 weeks in advance so that you can work ahead if you know you have commitments in the future or will be out of town. I do not make the entire course visible to you at once so that you do not become overwhelmed.

Electronic or equipment failure: It is your responsibility to maintain your computer and other equipment needed to participate in online forums in a manner that enhances your experience. Repeated equipment failures will not be an acceptable excuse for late or absent assignments. Utilize campus lab computers around campus to make sure you adhere to deadlines if you need to do so. Do not wait until 11:58 pm to begin posting your assignments on the due dates.

Classroom equivalency: Online communications, including e-mail, discussion threads, and chat rooms are equivalent to the classroom and are subject to the Student Code. Specifically:

- Posting photos or comments that would be off-topic in a classroom are still off-topic in a discussion thread.
- Off-color language is never appropriate.
- Using angry or abusive language is called "flaming", and is not acceptable.
- Do not use ALL CAPS, except for titles, since it is the equivalent of shouting online, as is overuse of certain punctuation marks such as exclamation points !!!! and question marks?????
- Online communications, including e-mail in UOnline Canvas, are University property and subject to GRAMA regulations. Privacy regarding UOnline Canvas communications must not be assumed unless mutually agreed upon in advance.
- As with assignments, instructors are required to respond to e-mails in a "reasonable" amount of time. Note that email content may be shared with the class when there are valid teaching/learning reasons for doing so and unless mutual privacy agreements for the communications have been previously made.

COMMUNICATION POLICIES

Announcements. The announcement feature in UOnline Canvas will be used for "broadcast" messages intended for everyone enrolled in the course. I will keep the announcements brief to facilitate the receipt of these announcements via mobile telephones. Please update your profile and notifications in order to receive these announcements in a timely manner.

Discussions. The discussion board feature in UOnline Canvas will be used for (1) online discussions about specific topics; (2) as a place to post questions and answers between students and faculty; and (3) as a place for students to communicate with each other. There is a course question and answer forum and technical support forum posted on the course homepage. Please use them to post questions, comments, and issues about the course or technical problems. Many times several students have the same questions and problems so I like to address those publically so all can see instead of individually in private emails. Check the forums first before emailing me questions.

Email. The primary methods of teacher-to-student communication for the semester will be via course announcements and internal UOnline Canvas email. Now all email you receive through the UOnline Canvas email system will be forwarded automatically to whatever email address you add. However, there is one BAD downside. You cannot reply to emails sent this way in your regular email account. You must login to UOnline Canvas and reply within that system. One trick I often use is to forward the email and use the student's external account when I reply instead of logging into UOnline Canvas to reply to emails. The instructor will check the UOnline Canvas email on a regular basis. Just because this course is mainly in an online format does not mean you cannot have face-to-face interaction with the instructor.

Students should check for new emails in their external email on a regular basis and also check on a regular basis their UOnline Canvas email.

Response from instructor. Unless otherwise noted, students may expect a response from the instructor within 48 hours. In most cases I will try to reply as soon as I can and sooner than 48 hours but I am not online 24/7. If you have not heard from me in 48 hours feel free to send a reminder email to me.

Appointments: Please contact me via Canvas Mail or via telephone to arrange an appointment. I am available outside of my office hours and we can chat via Canvas or Skype in the evening or weekends as needed. Call me at 801-581-8080. My office telephone will forward to my mobile phone when I am not in the office.

TECHNOLOGY HELP

Resources for technology related questions include: UOnline email: info@uonline.utah.edu phone: (801) 585-5959

ACADEMIC HONESTY

You must do your own original work in this course. Wherever the ideas or words of others appear in your own work, they must be properly cited. Failure to make clear the sources of any outside material you incorporate in your work constitutes plagiarism, which is against university standards. Plagiarized material submitted for assignments will not be tolerated and may result in failure of the course and potential dismissal from the University of Utah.

It is required that you are aware of the University of Utah policies as you will be held accountable to University of Utah standards. Please read the [University of Utah Code of Student Rights and Responsibilities](#), which states in part, "In order to ensure that the highest standards of academic conduct are promoted and supported at the University, students must adhere to generally accepted standards of academic honesty, including but not limited to refraining from cheating, plagiarizing, research misconduct, misrepresenting one's work, and/or inappropriately collaborating." Instructors also have responsibilities to students and you can find information about [instructor responsibilities here](#).

ADA STATEMENT

"The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. Upon request, this information is available in alternative formats, such as cassette, Braille, or large print."