

Note: In Spring 2017, we will be migrating to Canvas, and therefore, syllabus is subject to change drastically as new features will be implemented.

Welcome to:

College Teaching III: Introduction to Online/Hybrid Teaching (16:186:857)

TA Project – Rutgers University, Graduate School-New Brunswick

Spring 2016

Course Details

- Facilitators: TA Project Coordinators Luis Leyva (luis.leyva@gse.rutgers.edu) and Michelle Cheng (michelle.cheng@rucss.rutgers.edu)
- Meetings: This is a twelve-week hybrid course. It requires weekly online participation and four in-person meetings (4:15-6:00pm, Scott 103, CAC, on 1/19, 2/9, 2/23, 4/12).
- Credit: This is a zero credit course that will appear on your transcript with a 'PA' designation upon successful completion.

Overview

This course is designed to provide an introduction to both theory and practice related to distance, eLearning education. We will examine the theoretical framework, historical development, pedagogical issues, and practical applications of distance and hybrid e-learning education.

The course can be considered a demonstration course in that it will demonstrate, and students will practice, using a variety of methods that are currently in use for online courses around the world. This is also a project-based course in that students will use some of the tools employed in the course, as well as others, to begin building and developing a course that they could offer in the future. Students will experience different strategies for online learning and will be required to identify those skills needed by the successful online learner. Likewise, students will be reflecting on practice and will identify those online learning strategies that are most effective. The principles, issues, and tools studied in the course are applicable across a variety of settings, including but not limited to universities and community colleges.

Requirements

In order to successfully complete the course, students must:

1. Attend all four in-person meetings
2. Complete assigned readings and participate in online discussions according to articulated (weekly) requirements
3. Complete all course-building tasks in the eCollege learning environment

Failure to attend/participate/complete assignments for any two weeks of the semester will result in this course being removed from your transcript.

Objectives

At the end of this course, students will be able to:

1. identify major trends in the distance education movement and online professional development movement,
2. evaluate the utility of current technologies for in online, distance education,
3. examine issues of online, distance education that affect the learner, instructor, and providers as well as apply these understandings to their own course design, and
4. demonstrate proficiency as both an online learner and instructor through ongoing use of a variety of technology tools, for the creation of an online course.

Overview of Learning Activities

Students will be actively engaged each week in online activities that go beyond the readings and project assignments. This course is built around an active learning model and various synchronous and asynchronous tools will be used throughout the course to support this activity. The primary entry to the course and repository for readings and assignments will be a course shell that is supported by Pearson

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Learning Studio (a.k.a. eCollege), which is available at ecollege.rutgers.edu by logging in with a Rutgers NetID and password. The primary learning activities in which students will be engaged are as follows:

- reflection and (online) discussion of assigned readings;
- evaluation and discussion of content designing and course-building tasks; and
- participation in in-person meetings and workshops.

Course Organization

The course is divided into the following units:

1. **Introduction to eLearning (weeks 1-3):** Readings and discussion focused on the current state of online, distance, and hybrid teaching and learning, in an effort to support students in identifying major trends and issues to take into consideration in designing their own courses.
 - In-person meeting in week 1 (January 19, 2016)
 - Topics: History, globalization, pedagogical and technological trends, learner needs and expectations, institutional issues
 - Course building tasks: Request eCollege practice course shell.
2. **Introduction to course building (weeks 4-9):** Workshops, (limited) readings and discussion focused on building the course in the online platform (eCollege). Course-building activities will allow students to experience and experiment with different tools and technologies in order to determine the most appropriate and effective ways to deliver content and facilitate learning in their online or hybrid courses.
 - Workshop/hands-on meetings in weeks 4 and 6 (February 9 and February 23)
 - Topics: Methods and technologies, universal design, discipline specific issues
 - Course building tasks: In eCollege practice course shell: create course structure, upload syllabus, create a sample course unit with uploads or links to content items/readings/videos/etc, experiment with new tools/technologies.
3. **Assessment and evaluation (weeks 10-12):** Readings, discussion and course building activities focused on questions of quality and effectiveness in the online or hybrid course. Students will develop a course project as an assessment piece.
 - In-person meeting in week 12 (April 12)
 - Topics: Evaluating quality, web-based projects, academic integrity
 - Course building tasks: Design and upload materials for an assessment that embraces the web. Evaluate (compare and contrast) your web-based assessment and that of another student in the course.

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