OTL546: Building Online Learning Communities

Credit Hours: 3

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Faculty Information

Faculty contact information and office hours can be found on the faculty profile page.

Course Description and Outcomes

Course Description:

This course covers ways for teachers to foster positive interactions with students, communicate effectively with student families, and develop their own professional learning network with other online educators. It also provides strategies for motivating online students, which can be challenging when you never meet the student face-to-face. Students in this course will use a variety of web-based tools and multimedia to build online learning and collaborative communities, to communicate, tutor, and enhance their daily lessons.

Course Overview:

An analysis of the process of developing a global collaborative project, with the intent of establishing online learning communities where students and teachers can learn together, is the intent of this course. Students will learn about the seven steps to flattening classrooms so that effective global collaboration can take place: connection, communication, citizenship, collaboration, choice, creation, and celebration. As students learn about these seven steps they are asked to reflect on Self (examining how they learn to become a lifelong learner), School (understanding how activities in the classroom fit with the big picture of their school), and Student (helping students to get excited about learning).

Relevant and appropriate readings are assigned in each module to support the successful design of a global collaborative project. Upon completion of this course, students WILL be able to design execute, and evaluate an effective global collaboration project.

Course Learning Outcomes:

1. Integrate principles for motivating students in an online environment.
2. Design effective communication strategies to use with students, families, and colleagues.
3. Design effective ways to network with other online educators, providing examples.
4. Evaluate and plan for the application of technologies for building online communities.

5. Investigate, evaluate, and integrate emerging trends in technologies that build learner capacity for collaboration.

iNACOL
This course aligns with the following iNACOL National Standards for Online Teaching:

BIG IDEAS INACOL: INTERACTIVE ONLINE LEARNING EXPERIENCES
- **Standard A:** The online teacher is able to **build learner capacity for collaboration** in face-to-face, blended, and online environments and encourages students to participate as global citizens.
- **Standard A:** The online teacher is able to **construct flexible, digital, and interactive learning experiences** that are useful in a variety of delivery modes.
- **Standard C:** The online teacher is able to facilitate and monitor **online instruction groups** to promote learning through **higher-order thinking and group interaction**.
- **Standard K:** The online teacher is able to **incorporate multimedia and visual resources** into an online module.
- **Standard K:** The online teacher is able to **arrange media and content to help transfer knowledge** most effectively in the online environment.

BIG IDEAS INACOL: FOSTERING ONLINE RELATIONSHIPS
- **Standard C:** The online teacher is able to apply effective facilitation skills by creating a **relationship of trust**; establish **consistent and reliable expectations;** and support and **encourage independence and creativity** that promotes the development of a **sense of community** among the participants.
- **Standard C:** The online teacher is able to **facilitate and monitor appropriate interaction** among students.
- **Standard C:** The online teacher is able to apply effective facilitation skills by creating a **relationship of trust**; establish **consistent and reliable expectations;** and support and **encourage independence and creativity** that promotes the development of a **sense of community** among the participants.
- **Standard C:** The online teacher is able to apply strategies for engagement in online learning environments, e.g., **asking questions to stimulate discussion.**
- **Standard C:** The online teacher is able to provide a variety of **ongoing and frequent teacher-student interaction, student interaction, and teacher-parent interaction, and teacher-mentor interaction** opportunities.
- **Standard D:** The online teacher is able to use **effective communication** skills with students.

Participation & Attendance

Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials

Required:

The links for all required reading assignments are included within each module.

Suggested:

NOTE: All non-textbook required readings and materials necessary to complete assignments, discussions, and/or supplemental or required exercises are provided within the course itself. Please read through each course module carefully.

Course Schedule

Due Dates
The Academic Week at CSU-Global begins on Monday and ends the following Sunday.
- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Critical Thinking: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	- iNACOL. (2013). *Online learning definitions project.* - Velasquez, A., Graham, C. R., & West, R. E. (2013). An investigation of practices and tools that enabled technology-mediated caring in an online high school. *International Review of Research in Open and Distance Learning, 14*(5), 277–299	- Discussion (25 points) - Critical Thinking (50 points)
2	- Delen, E., & Liew, J. (2016). The use of interactive environments to promote self-regulation in online learning: A literature review. *European Journal of Contemporary Education, 15*(1), 24-33. - Mindtools. (2014). *How good are Your Communication Skills?*	- Discussion (25 points) - Critical Thinking (80 points)
3	- Borup, J., Graham, C., & Davies, R. (2013). The nature of adolescent learner interaction in a virtual high school setting. *Journal of Computer Assisted Learning*, *29*(2), 153-167. - Cook, J. (n. d.). *A constructivist approach to online course design to enhance interaction and learner motivation in K12*. - iNACOL. (2008). *Online teacher support programs: Mentoring and coaching models*. - Madland, C., & Richards, G. (2016). Enhancing student-student online interaction: Exploring the study buddy peer review activity. *International Review of Research in Open and Distributed Learning*, *17*(3), 157-175.	- Discussion (25 points) - Critical Thinking (80 points)

	• Trespalacios, J., & Perkins, R. (2016). Sense of community, perceived learning, and achievement relationships in an online graduate course. *Turkish Online Journal of Distance Education*, *17*(3), 31-49.	
4	• Al-Azawei, A., Serenelli, F., & Lundqvist, K. (2016). Universal Design for Learning (UDL): A content analysis of peer-reviewed journal papers from 2012 to 2015. *Journal of The Scholarship of Teaching and Learning*, *16*(3), 39-56. • National Center on Universal Design for Learning. (2012). *UDL guidelines, version 2.0*, principle 3. • Stewart, G. (2014). *Promoting and managing effective collaborative groupwork.* Belfast Education and Library Board. • Nipp, M. B., Palenque, S. M. (2017). Strategies or successful group work. Journal of Instructional Research, 6, 42-45. Retrieved from https://files.eric.ed.gov/fulltext/EJ1152959.pdf.	• Discussion (25 points) • Critical Thinking (80 points)
5	• Magna Faculty Focus. (n.d.). *Synchronous and asynchronous learning tools: 15 strategies for engaging online students using real-time chat, threaded discussions, and blogs*. • University of Oregon Teaching Effectiveness Program. (n.d.). Generating and facilitating engaging and effective online discussions. Retrieved from https://florida.theorangegrove.org/og/file/fd41b3c7-a0fe-874e-de78-2e16c592e5b8/1/generating_and_facilitating_engaging_and_effective_online_discussions.pdf.	• Discussion (25 points) • Critical Thinking (80 points)
6	• Miles, C. A., & Fogget, K. (2016). supporting our students to achieve academic success in the unfamiliar world of flipped and blended classrooms. *Journal of University Teaching and Learning Practice*, *13*(4). • Murphy, M., Redding, S., Twyman, J. S., & Temple University, C. L. (2016). Handbook on personalized learning for states, districts, and schools. • Staker, H., & Horn, M. B. (2012). Classifying K-12 blended learning. • Zainuddin, Z., & Halili, S. H. (2016). Flipped classroom research and trends from different fields of study. *International Review of Research in Open and Distributed Learning*, *17*(3), 313-340.	• Discussion (25 points) • Critical Thinking (80 points)
7	• Baker, C., Gentry, J., & Larmer, W. (2016). A model for online support in classroom management: perceptions of beginning teachers. *Administrative Issues Journal: Education, Practice, And Research*, *6*(1), 22-37. • Lakarnchua, O., & Wasanasomsithi, P. (2013). What is said and what is done: EFL student writers' perceptions of peer feedback through blogs and their actual use. *Turkish Online Journal of Distance Education*, *14*(4), 308-319. • Shaffer, S. (2016). One high school English teacher: on his way to a flipped classroom. *Journal of Adolescent & Adult Literacy*, *59*(5), 563-573.	• Discussion (25 points)
8	• iNACOL. (2013). *Online learning definitions project*.	• Discussion (25 points) • Portfolio (350 points)

Assignment Details

This course includes the following assignments/projects:

Module 1

CRITICAL THINKING ASSIGNMENT (50 points)
LMS Choice for Professional Site

The Critical Thinking assignments in this course are cumulative in nature and lead to the final Portfolio Project due in Week 8. This final project, an online toolkit, is designed to assist you and your colleagues in meeting the iNACOL standards and in fostering quality online relationships with students in online environments within your grade level and content area.

In this module, you will select the Learning Management System (LMS) in which you plan to create a professional learning site for your toolkit. In addition to a compilation of resources, this site will include examples of student-centered activities and assessments that can be used to further develop caring and trusting relationships with students.

Make sure that the LMS you choose has tools for building relationships, fostering interaction, and collaboration, for example. You may also want to check with your District Instructional Technology Coordinator to see if the district already has a Learning Management System that you can use, or if the one you choose is compatible with district use policies and firewalls, for example.

For this assignment, you will provide a document with the following components:
- Description of your learning situation (e.g., age range of learners, content area, and setting—online school or charter school).
- Link to your online course.
- Login information for the instructor of this course, with "instructor" rights (the same as you have in the course), so that he or she can provide you with personalized support to ensure competency.
- A brief rationale for your choice of LMS, specifically related to relationship building. The rationale may be presented as a bulleted list, in a table with features you need, or aligned with features of the LMS, for example. In other words, present it in a usable format rather than paragraph style.

Your total assignment should be one or two pages in length, well written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page. Support your choices with research from at least two scholarly sources. The CSU-Global Library is a good place to find these sources.

Module 2

CRITICAL THINKING ASSIGNMENT (80 points)
Communication Tools

Since communication is a crucial component of teaching in an online environment, the focus of this assignment is to evaluate and compile resources and examples of effective communication with students. Keep in mind that a primary goal of this communication is to build relationships in online environments with students in your content area and learner profile.

Please add the following components to your toolkit:
1. **Resources** for synchronous and asynchronous communication (include links to the websites for the resources, if applicable). Note: In the spirit of collaboration, you can use resources provided from this course and/or shared in the discussion with your colleagues.
2. **Examples** of at least two different types of asynchronous communications to students (e.g., text announcement, audio podcast, and video lecture).
   - You may want to use communications with current students as examples to make it more relevant.

- If you use the LMS tools to create the examples (e.g., announcement), make sure to provide directions for where the examples are located. Example directions: You can find an example of an announcement to students on the homepage when you login to the course. Below is a link to an example of a podcast to a student.
3. **Progress Update**: Submit a separate document which should be two pages in length, well written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page. Submit a brief update indicating the resources, examples, and any other changes made to your toolkit this week (a communications folder with synchronous and asynchronous communication resources, student announcement example, and podcast example).
4. Include the link to your toolkit in your progress update and a section explaining any possible challenges, support, or added resources that may be needed.
5. Support your findings with at least one high-quality, scholarly, or peer-reviewed source.

Your instructor will access your online course and provide you with feedback on the development of the course. Please consider student and parent privacy when using examples pertaining to current or former students.

Module 3

CRITICAL THINKING ASSIGNMENT (80 points)
Interaction

Teaching in an online environment may require teachers to re-evaluate strategies for interacting with students and parents, and you are building a collection of research-based solutions that will assist your colleagues in improving these interactions. The creation of this toolkit can serve as a way to mentor colleagues in online teaching. In this module, you will explore strategies for interacting with students that will help you foster meaningful relationships in online environments for students in your age range and in your content area.

Please add the following components to your toolkit:
1. **Resources** for ways to interact with students and parents in an online environment (include links to the websites for the resources, if applicable). Note: In the spirit of collaboration, you can use resources provided from this course and/or shared in the discussion with your colleagues.
2. **Examples** of at least two different types of interactions—one with a student and one with a parent. Describe the tool used, the reason for the interaction, and a sample of the interaction.
   - You may want to use communications with current students and parents as examples to make it more relevant.
   - Sample interaction:
     - Audience: Student
     - Tool used: Skype
     - Transcript (from teacher's perspective): "Hi John, I wanted to check in with you to see how your research for your project is progressing. I know that it was really important for you to connect with a mentor; were you able to do that? Here is an article on mentoring you may wish to incorporate…"
3. **Progress Update**: Submit a separate document which should be two pages in length, well written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page. Submit a brief update indicating the resources, examples, and any other changes made to your toolkit this week (a communications folder with synchronous and asynchronous communication resources, student announcement example, and podcast example).
4. Include the link to your toolkit in your progress update and a section explaining any possible challenges, support, or added resources that may be needed.
5. Support your findings with at least one high-quality, scholarly, or peer-reviewed source.

Your instructor will access your online course and provide you with feedback on the development of the course. Please consider student and parent privacy when using examples pertaining to current or former students.

Module 4

CRITICAL THINKING ASSIGNMENT (80 points)
Online Groups

Group work represents a valuable but potentially tricky aspect of teaching in an online environment. In this module you will add resources and examples to your toolkit regarding strategies and tools used to effectively group students and facilitate online group work. You will also add ideas for how to use group work as a way to build relationships in online environments for students in your age range and in your content area.

Please add the following components to your toolkit:
1. **Resources** for synchronous and asynchronous collaboration and group work (include links to the websites for the resources, if applicable). Note: In the spirit of collaboration, you can use resources provided from this course and/or shared in the discussion with your colleagues.
2. **Examples** of at least one group project that includes higher-order thinking skills. Describe the project, the method and learner characteristics used to group the students, and all of the collaboration and communication tools that will be used by the group. How would you identify the learner characteristic of your students? For instance, if the learners are grouped by interest, how would you determine the interests of your online students in order to put them in groups?
3. **Progress Update**: Submit a separate document which should be two pages in length, well written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page. Submit a brief update indicating the resources, examples, and any other changes made to your toolkit this week (a communications folder with synchronous and asynchronous communication resources, student announcement example, and podcast example).
4. Include the link to your toolkit in your progress update and a section explaining any possible challenges, support, or added resources that may be needed.
5. Support your findings with at least one high-quality, scholarly, or peer-reviewed source.

Your instructor will access your online course and provide you with feedback on the development of the course. Please consider student and parent privacy when using examples pertaining to current or former students.

Module 5

CRITICAL THINKING ASSIGNMENT (80 points)
Discussion and Announcements

When working within a learning management system (LMS), it is worth harnessing the power of the tools provided to help engage your learners. In this module, you will add resources and examples to your toolkit demonstrating the effective facilitation of online discussions and the use of announcements. You will also explore how to use discussions and announcements as a means to build relationships in online environments with students in your age range and in your content area.

Please add the following components to your toolkit:
1. **Resources** for announcements and online discussions. Include guidelines for use and/or facilitation, as well as any appropriate multimedia resources (include links to the websites for the resources, if applicable). Note: In the spirit of collaboration, you can use resources provided from this course and/or shared in the discussion with your colleagues.
2. **Examples** of each tool:
   - One announcement that incorporates content area learning and multimedia.
   - One discussion forum thread that makes the concept being taught relevant, fosters critical thinking, and includes a different form of multimedia than the announcement.
3. **Progress Update**: Submit a separate document which should be two pages in length, well written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page. Submit a brief update

indicating the resources, examples, and any other changes made to your toolkit this week (a communications folder with synchronous and asynchronous communication resources, student announcement example, and podcast example).
4. Include the link to your toolkit in your progress update and a section explaining any possible challenges, support, or added resources that may be needed.
5. Support your findings with at least one high-quality, scholarly, or peer-reviewed source.

Your instructor will access your online course and provide you with feedback on the development of the course. Please consider student and parent privacy when using examples pertaining to current or former students.

Module 6

CRITICAL THINKING ASSIGNMENT (80 points)
Global Citizens

For educators teaching in an online space, the concept of global citizenry is in practice on a daily basis. Teaching students to be responsible global citizens and helping them connect to other students is the focus of this module and of the resources and examples that you will add to your toolkit this week—in addition to demonstrating how to effectively design global collaboration activities.

Please add the following components to your toolkit:
1. **Resources** to help students become responsible global citizens (include links to the websites for the resources, if applicable). Note: In the spirit of collaboration, you can use resources provided from this course and/or shared in the discussion with your colleagues.
2. **Examples** of at least one activity that helps an individual, small group, or class make global connections. Describe the activity, the learner profile, and any tools used to facilitate the activity.
3. **Progress Update**: Submit a separate document which should be two pages in length, well written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page. Submit a brief update indicating the resources, examples, and any other changes made to your toolkit this week (a communications folder with synchronous and asynchronous communication resources, student announcement example, and podcast example).
4. Include the link to your toolkit in your progress update and a section explaining any possible challenges, support, or added resources that may be needed.
5. Support your findings with at least one high-quality, scholarly, or peer-reviewed source.

Your instructor will access your online course and provide you with feedback on the development of the course. Please consider student and parent privacy when using examples pertaining to current or former students.

Module 8

PORTFOLIO PROJECT: (350 points)
Building Online Learning Communities Toolkit

Your Portfolio is your final course toolkit designed to assist you and your colleagues in meeting the iNACOL standards and fostering quality online relationships with students in online environments within your grade level and content area. The weekly Critical Thinking assignments form the basis of your toolkit, with the addition of a reflective section to draw final conclusions. Refer to the course syllabus for a list of the iNACOL standards covered in this course. The toolkit will be situated within a learning management system (LMS) to which you will provide your instructor access.

Your online course toolkit must include:
- Synchronous and asynchronous resources for yourself and colleagues. You may use resources provided within this course or shared in the weekly discussions; in this case, it is collaboration, not cheating.

- Examples of the resources described. Include at least two different types, and provide your instruction with access and directions to locate any of the examples embedded within your LMS.
- Final reflection section (see below for more information).

The weekly Critical Thinking assignments will provide additional guidance to help you select appropriate resources and examples.

Resource Topics, by Week
- Week 2: Communication tools
- Week 3: Interactions with students and parents
- Week 4: Collaboration and group work
- Week 5: Announcements and discussions
- Week 6: Creating global citizens and global connections
- Week 7: Academic and behavioral expectations and procedures

Professional Reflection
After creating your toolkit, reflect on issues or challenges you feel you might face in building relationships with online students, and in creating engaging interactive online learning experiences for them. Plan ways to address those issues and/or challenges, and support your strategies with research. Your reflection should be 3-4 pages in length, well written, and in conformity with the CSU-Global Guide to Writing and APA, including a cover page and separate reference page with at least five scholarly sources.

Course Policies

Course Grading

20% Discussion Participation
45% Critical Thinking Assignments
35% Final Portfolio Project

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies
For information on late work and incomplete grade policies, please refer to our **In-Classroom Student Policies and Guidelines** or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity
Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style
All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the "APA Guide & Resources" link. A link to this document should also be provided within most assignment descriptions in your course.

Disability Services Statement
CSU–Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at 720-279-0650 and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette
Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.