

EDUC 6033 - Online Learning Instructional Practices

Course Description

The examination of tasks and skills needed to assist professionals to attain and maintain a desirable learning and teaching situation for all e-learners. Best practices for e-learning will be explored.

Course Prerequisites

No prerequisites are required

SC Department of Education Equivalency

Teaching Online Courses Effectively

Required Materials

Required materials are available in each Canvas weekly module overview. There is no textbook required for purchase.

Accreditation

Southern Wesleyan University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Southern Wesleyan University.

The teacher education programs at Southern Wesleyan University are accredited by the National Council for Accreditation of Teacher Education (NCATE), www.ncate.org. This accreditation covers initial teacher preparation programs and advanced educator preparation programs at the main campus in Central and all other learning centers operated by SWU. The university's teacher education programs are also approved by the South Carolina State Board of Education.

Program Learning Outcomes

1. Connect instructional design theories to real-world applications for effective online teaching and e-teaching.
2. Exhibit requisite skills required for online e-technologies and instructional design.

3. Demonstrate a working knowledge of digital devices and media design.
4. Participate in, promote, and model life-long learning relative to e-learning and instructional design.
5. Integrate Christian Ethic of Care in all Instructional Design leadership and development capacities by:
 - promoting digital citizenship;
 - modeling the safe and effective use e-technologies;
 - promoting design for a culturally responsive society.

Course Learning Outcomes

Course Learning Outcome	Program Learning Outcome	ISTE Standards
1. Evaluate theories and frameworks that guide online course design & delivery practices.	1	(1) Learner, (5) Designer
2. Describe an effective online learning environment and evaluate the differences between online, hybrid, and face-to-face teaching and learning.	1	(1) Learner, (4) Collaborator
3. Evaluate strategies for effective online communication, feedback, and engagement.	1, 2	(6) Facilitator
4. Evaluate learning objects and make recommendations based on effective online principles.	2, 5	(5) Designer, (7) Analyst
5. Design a course plan that employs learning theories and online learning best practices.	1, 2	(5) Designer

Course Learning Assignments and Assessments

Grading

Grading Category	Percentage
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Discussions	40%
Online Instructor Competencies Paper	10%
Instructional Strategies Project	30%
Instructional Course Plan	20%

Assignment Descriptions

Discussions - 40%

In an online learning community, discussions are imperative to both the success of the individual student as well as the greater good of the group. Therefore, monitoring and engagement in discussions throughout the course is expected. Through interactions with peers and the instructor, the student will question, encourage, promote critical thinking, elaborate, clarify, probe and prompt. Personal examples and resources should be openly shared. The discussion forum is a safe place, and professionalism and Christian ethic of care are expected. Some examples include:

- Suggest why you might see things differently.
- Ask a probing or clarifying question.
- Share an insight from having read your peer's posting.
- Offer and support an opinion.
- Validate an idea with your own experience.
- Make a suggestion.
- Expand on a peer's posting.
- Ask for evidence that supports the posting.

The instructor has only what the student posts to determine preparation and level of understanding. Therefore, it is imperative that the student clearly states responses to the prompts, including personal experiences, connections to course resources (readings, videos, etc.), and questions related to further exploration or application of the topic.

The following format must be used for online discussion:

Initial post is due Thursday by 11:59PM/EST

- 1st paragraph answers prompt using citations/substantiation from course resources (APA format)
- 2nd paragraph ties theory to practice with examples from own placement
- APA References

Monitoring and engagement through replies to peers plus instructor must be evident throughout the discussion window: Initial post Thursday; interactions Friday OR Saturday; interactions on Sunday. Failure to interact and/or respond will result in a lower grade.

Submitting the minimum number of posts does not automatically mean maximum number of points.

Online Instructor Competencies Paper - 10%

As someone who may both design and deliver online learning, what competencies would you expect that you should have to be an effective online instructor? After considering the competencies of an online instructor, where does your faith also fit into your approach for online learning? Articulate these beliefs in your own online instructor competencies paper.

This paper should be 2 pages maximum.

Some questions below to get you thinking about your approach:

- What should learners expect of you if you were facilitating their online learning experience?
- How do you encourage community and interaction among learners in your course?
- How will you provide feedback for learners?
- What specific ways do you engage learners in an online environment?

Your submission must adhere to APA style (Times New Roman, 12 pt. font, double-spaced). No title page is needed - include a brief title and running head.

Instructional Strategies Project - 20%

You will develop a guide for new instructors in an online environment, focusing on different instructional strategies that an instructor should use in an online environment. The guide should take into account various learning theories and strategies discussed through our readings and discussions each week. A brief reflection on the strategies you chose and the implications of the strategies in relation to a Christian ethic of care must also be included.

This project will be divided into phases to focus on different strategies:

- Week 3: Strategies for engaging with different learning approaches
- Week 5: Strategies for communication in an online environment
- Week 7: Strategies for assessing and giving feedback

Instructional Course Plan - 30%

Develop an online module map for a course that you will deliver online. You may use a face-to-face course that you have already taught or develop a new course. The map should focus on activities and assessments that would foster engagement and address a variety of learning approaches appropriate for an online environment.

This project will be scaffolded with the following benchmarks:

- Week 2: Selected course and learning outcomes (10%)
- Week 4: Draft plan (20%)

- Week 6: Final plan (70%)

Grade Equivalency Table

All grades are reported in a system of eleven letter grades designated as “A” through “F” with appropriate plus and minus additions reflecting the following scheme:

Percentage Value	Letter Grade	Numeric Value for GPA
96-100	A	4.0
93-96	A-	3.7
90-93	B+	3.4
87-90	B	3.0
84-87	B-	2.7
81-84	C+	2.4
78-81	C	2.0
75-78	C-	1.7
73-75	D+	1.4
70-73	D	1.0
<70	F	0.0

Course Policies

Attendance Policy

Regular attendance is a key to success in the course. Please refer to the Attendance Policy outlined in the Catalog for full details of the SWU policy on attendance.

Online attendance is based on completion of at least one designated assignment by the due date/time posted within the course site for each week. Online activities may include lecture, assignments, readings, discussion forums, and assessments (e.g. quizzes, tests).

Late Assignment Policy

Assignments

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Assignments are due by midnight on the days specified.

In the case of extenuating circumstances (such as hospitalization, child birth, major accident, injury, military obligation, or bereavement), it is the responsibility of students to contact the instructor as soon as practicable. The instructor may waive the penalty for late work if the circumstances are justified.

Students must submit final course assignments no later than the last day of the term. No assignments are accepted after the last day of the term.

Discussions

Students must submit discussion board postings during the time frame indicated.

Communication

The course site (Canvas) and SWU email are the primary tools for class communication, assignments, handouts, etc. All participants must have access to the course site and SWU e-mail and are expected to access them on a daily basis.

While it is important to maintain good communication with the instructor, Internet connectivity problems and home computer problems are not considered adequate excuses for missing assigned class work.

Technology Requirements

To be successful in this course, all participants are expected to ensure their technology equipment meets the [recommendations \(Links to an external site.\)](#) provided by SWU's Technology Services.

Students requiring technical support related to their courses or other SWU-provided technologies should send an e-mail to helpdesk@swu.edu or call 864.644.5050.

Academic Honesty

Honesty in all matters - including honesty in academic endeavors - is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters.

No forms of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty should be reported to the faculty directly. Faculty, upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another's intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, must follow the procedure outlined in the Catalog (under *Academic Honesty*). This includes but is not limited to a zero for the work involved, 10% course grade reduction, or a failing grade for the course. Unresolved cases may be appealed using the Appeal Process outlined in the Catalog (under *Academic Honesty*).

Accommodations for Students with Disabilities

Southern Wesleyan University is committed to creating a learning environment that meets the needs of its diverse student body without barriers to learning. All students at SWU will receive equal access to an education as well as equal and fair treatment in compliance with the Americans with Disabilities Act of 1990, a federal civil rights law structured to provide equal opportunities for all people with disabilities, and Section 504 of the Rehabilitation Act of 1973 that protects individuals from discrimination based on their disabilities.

To qualify for services, students can follow the steps outlined in **Accommodations for Learning Disabilities** found in mySWU's Student tab under **Student Central - Learning Resources**.

Students can be assured of reasonable academic accommodations based on appropriate documentation as well as confidentiality in all matters of documentation and educational record.