

ETE 691 - eLearning Tools & Techniques
3 credits, Web-based

Spring 2021

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I. Course Description

This course focuses on design, delivery and assessment of online learning and instruction in K-12, higher education and adult learning. A hands-on approach and research-based practice will provide a basis for understanding the pedagogy of online learning in creating an effective teaching and learning environment.

Prerequisite: ete 690

II. Course Rationale

This course provides a foundation to teaching online as a part of the Online Teaching certification program.

III. Texts

Course readings will be provided on Blackboard and accessible on the Web.

IV. Course Goals and Objectives

1. Students will be able to demonstrate a comprehensive understanding of designing online instruction and learner characteristics and processes in K-12, higher education and adult learning. (Inquiry, Contextualism)
2. Students will be able to select appropriate technology tools and techniques for the design and delivery of online instruction. (Inquiry, Contextualism)
3. Students will be able to develop formative and summative assessment strategies and instruments that are appropriate to online learning environments and students. (Inquiry, Contextualism)
4. Students will be able to apply research into their design, delivery and assessment of online instruction and learning. (Inquiry, Contextualism)

V. Instructional Strategies/Activities Related to Technology and Diversity

ETE 691 requires the use of multiple technology processes and products in an instructional context. Diversity topics revolve around the implications of section 503 of the Federal Rehabilitation Act on accessibility and course design.

VI. Course Requirements

a. Assignments/Assessments

Class participation, reading & discussions: Students explore and discuss a variety of course-related and research-based topics. Students create mini-projects to be shared with the class.

Analysis/critique of QM or iNACOL rubric: Students explore and familiarize with online teaching standards.

Online course syllabus critique: Students critique and evaluate an online course syllabus.

Minute papers/Journaling: Students journal every two weeks on their course experience.

Emerging technology assignment: Students explore an emerging technology that can be used in teaching online.

Introduction audio or video: Students create a course introduction audio or video.

Formative/summative assessment team project: Students in teams work together to create a formative or summative assessment tool or technique.

Technology mini-lesson: Students create an instructional mini-lesson using technology.

Peer feedback: Students review and provide feedback on assignments developed by peers.

Final project draft and submission: Students develop a module (unit of instruction).

b. Student Expectations

Each course module includes a number of assignments, activities, readings and posts you are required to do. You should regularly check your email (please forward your Blackboard email to your preferred email address) and course announcements, course content, discussion board, assignment due dates, web links and other work posted. It is essential that the assignments and course activities to be completed in a timely fashion. Read the directions and instructions carefully. Expect to spend approximately 6-9 hours or more each week on the course activities.

Please check your graded assignments for feedback and whether you are asked to resubmit your assignment. If the assignment needs corrections, changes made (or if it is an incorrect file), I will resend the assignment back to you. This will give you a chance to update your work or submit the correct file. Occasionally, students save the assignment as a shortcut on their computer and submit a file .ink extension. If that's the case, since the file is a shortcut file, I will not be able to read/view it. Make sure that the file submitted is in the correct file format. In case you need to upload your assignment onto Blackboard again, the assignment submission in this class is set up accordingly so that you can retrieve the file and resubmit the correct/updated file.

VII. Grading criteria

Table indicating all graded components and points/weight/percentages:

<i>Assignment</i>	<i>Points</i>
Class participation, reading & discussions	21
Analysis/critique of QM or iNACOL rubric	3
Minute papers/Journaling	4
Emerging technology use in online learning	7
Introduction audio or video	7
Formative/summative assessment team project	5
Technology mini-lesson	15
Peer feedback activities	5
Final project draft and submission	30

Scale for converting graded components to a CSU letter grade:

<i>Grade</i>	<i>Points or %</i>					
A	95 - 100	B+	85 – 89	B-	75 – 79	
A-	90 - 94	B	80 – 84	C	66 – 74	F < 66

VIII. Course Outline

Module	Content and Learning Activities	Assessment Activities
1	Introduction and overview Technology tools	❖ Introductions ❖ Tech tools discussion
2	Key principles of effective online instruction QM and iNACOL standards	❖ Course reading and discussion ❖ Analysis/critique of QM or iNACOL rubric ❖ Minute paper/journaling
3	OL pedagogy and teaching Online versus face-to-face learning	❖ Course reading and discussion ❖ Evaluate the design of an online course
4	Learner interactions	❖ Course reading and discussion

	Community building	❖ Course introduction audio/video ❖ Minute paper/journaling
5	Motivation Differentiation	❖ Course reading and discussion ❖ Immersive learning environments, smart technologies
6	Formative/summative assessment Corrective feedback	❖ Assessment team project ❖ Minute paper/journaling
7	Exploring synchronous tools	❖ Course reading and chat discussion
8	Accessibility issues and technology	❖ Technology mini-lesson
9	Final project – online course module	❖ Discussion and peer-feedback
10	Final project – online course module	❖ Project presentation and demo ❖ Minute paper/journaling

VIII. Course Policies

A. Attendance/engagement policy. The online class activities are online and asynchronous, which means that they can take place at any time during the week assigned to a given unit; students are expected to participate in all online discussions and activities during the semester. If extreme circumstances make this impossible, please notify the instructor immediately. Failing to do so will result in a 2% deduction from your final grade for each activity or discussion missed.

B. Late assignment policy. Late submissions will be accepted provided they are accompanied by a good reason for the tardiness, but assessed penalties as specified in each assignment.

C. Plagiarism/Academic Integrity. The CSU Student Handbook describes plagiarism as stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

Minor infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the grade of an individual class assignment or project of lesser (<25% of grade) importance. Multiple instances of minor infractions within a course or across courses constitute a major infraction.

Major infractions comprise those instances of cheating, plagiarism, and/or tampering which affect the overall course grade, such as a major/comprehensive exam, term paper or project, final grade evaluation, or academic standing and status. Major infractions automatically result in an entry on the student's permanent record that the student has engaged in academic misconduct.

Procedures of reporting plagiarism are described in the Student Handbook, available at <http://www.csuohio.edu/studentlife/>. Additional information on plagiarism is available at the CSU Writing Center, RT Library 124; (216) 687-6981 or at <http://www.csuohio.edu/academic/writingcenter>.

D. Students with Disabilities. Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216) 687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively.

E. Office for Institutional Equity. Federal law, including *Title IX*, and University policy require that CSU address discrimination, harassment and sexual violence and enable students affected by these issues to have the same opportunity to succeed as other students. The Office for Institutional Equity (OIE) provides information, identifies resources, and issues academic and other accommodations. Any student affected by discrimination, harassment and/or sexual violence and seeking assistance should contact OIE at [216-687-2223](tel:216-687-2223) or OIE@csuohio.edu or visiting AC 236.

F. Technical Help. If you have a question about course content, assignments, or other course activities, you should direct those questions to your instructor. These steps are for seeking help with technical questions only.

- Search the online knowledge bases: [Online Help Portal](#) or [AskeLearning](#).
- Call the 24/7 Blackboard Help Desk at 216-687-5050. Select option #2 for Blackboard Support
- [Chat](#) with a live agent.

For general information or questions about eLearning, students may contact the Center for eLearning via phone (216-687-3960) or email (elearning@csuohio.edu). For email submissions, please provide your CSU ID number for the fastest response. The Center for eLearning operates Monday-Friday from 8 am-5 pm.

- Visit the Open Computer Lab – JH 118 – during posted hours.

IX. Bibliography

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