

UNM Valencia Campus

EDUC 293 Syllabus

Course information: Education 293 Lecture Course

Semester: FALL

Year: 2017

Course #: EDUC 293

Title: Online Curriculum, Design, and Instruction III

CRN #: 61318, Section 503

Credits: 1 credit

Instructor: Irene Roselli

Office hours: Due to the online nature of this course I do not have office hours per se. However, feel free to contact me via Blackboard email anytime. You can also chat with me via Blackboard Chat when I'm online.

Contact information: All course communication will occur through Blackboard.

Course description: A faculty training and development class that introduces professors to teaching in the online environment. Best Practices in design, delivery, and course management are the focus – providing professors with the tools necessary to build a superior e-learning experience that is commensurate with the rigor expected of a face-to-face course. This course focuses on the many factors affecting the learning process in an online environment including media and web tools, and how to use them effectively to promote student success. The readings, assignments, online activities, and application of theory are designed to give participants an integrated view of the components of online learning and the context that can make it a very effective learning paradigm.

Textbook: *Engaging the Online Learner: Activities and Resources for Creative Instruction*, 2nd edition (Jossey Bass Books – ISBN 9781118018194)

Student learning objectives:

1. Students will use Best Practices in the delivery of their curricula in a chosen online environment.
2. Students will identify tools appropriate to achieve the assigned course requirements.

Requisites for the course: None

Considerations: This course is taught online. It is the students' responsibility to access course materials either using the college computer facilities or other resources. The online material and activities are critical components of the course. The student is responsible for the material and should ask the instructor via online communication if they need further clarification. Online learning is more student directed, and the role of the instructor is not to impart knowledge, per se, but rather to facilitate learning and effective student interaction. You may have chosen to take an online course because you enjoy the liberty that it provides to explore concepts independently and thoroughly. Or perhaps you like the flexibility in scheduling. Whatever your reasons for choosing to take this course in an online format, it will soon be obvious that it is structured quite differently than traditional face-to-face courses. You must manage your

time effectively and meet deadlines in the course modules.

Online does not mean self-paced! There is a schedule and it must be followed – you must complete work throughout the week. Keep in mind that you should be spending approximately 8-10 hours a week on this course. All communication in this class is done via reading and writing.

Through prior or concurrent undergraduate courses, students are expected to be familiar with the composition of basic oral and written communications. Successful students will produce clear, fluent writing demonstrating proper language usage, spelling, sentence structure, punctuation, and the like. In addition, students are expected to have access to and working knowledge of Adobe Acrobat Reader, Microsoft Word, Excel, and PowerPoint, and the ability to create and save files in Microsoft Office file format. **All documents must be submitted in .doc, .txt, or .rft formats only.** *Any other formats will not be accepted and a zero will be awarded for that submission.*

Although many smartphones allow internet access, many tools that are incorporated into this course are not functional on the smartphone. To better serve you, it is not recommended that this online course be accessed through the smartphone.

Requirements: Each student is expected to read the textbook sections and handouts in a timely manner. All assigned activities are based on a combination of three things: the textbook, the handouts, and external resources. A firm understanding of the material is **highly** suggested before attempting to complete any assigned activity.

In this online course, regular participation in the discussion board is necessary. It allows your instructor and classmates to get to know you. **Your contributions must be original and thought provoking.** The discussion prompts are designed to encourage colleague collaboration and discuss pertinent information from the assigned readings. They are also designed to help further the understanding of key points from the assigned readings.

There will be discussions (each worth 25 points), homework assignments (worth 25 points), a video/audio tutorial assignment (worth 50 points), and a cumulative final (worth 100 points).

Course grading policy: Lecture grades will be based on the percentage of points earned (100 or higher = A+, 99-91% = A, 90% = A-, 89% = B+, 88-81% = B, 80% = B-, 79% = C+, 78-71% = C, 70% = C-, 69-60% = D, below 60% = F). Extra credit is **NOT** given at the individual level – it is only given at the class level. If, at some point during the semester, I decide to offer an extra credit opportunity I will post an announcement discussing the opportunity with the entire class. **Please do not ask for an individual extra credit opportunity, as it will not be granted.**

75 points – Discussion board (3 discussion boards @ 25 pts each)
50 points – Homework assignments (2 assignments @ 25 pts each)
50 points – Video/Audio tutorial assignment
100 points – Cumulative final exam

275 points – TOTAL

Assessments: There will be a 100 point **CUMULATIVE FINAL** in this class. Assessment may contain multiple choice, true/false, matching, labeling, and short answer questions regarding information discussed in the textbook, handouts, and external resources. **All assessments will be taken online through Blackboard.** Every student must take the cumulative final during its scheduled time – no exceptions!

Make sure you understand the concept of availability and duration (discussed on the **Start Here page**). Assessments will be available for **one full week** (Monday 12:00am to 11:59pm on Sunday MT). The computer will not allow you to submit your answers if you go beyond the allotted amount of time. And you cannot stop an assessment once you have started it, so please make sure you are ready before you start.

Homework: There will be **ONE** 50 point video/audio tutorial assignment and **TWO** 25 point homework assignments in this class. Homework assignments may contain interactive activities, reading questions, and/or essay questions regarding information discussed in the textbook, handouts, and external resources. **All homework assignments will be completed online through Blackboard.**

If you miss an assignment deadline for some unforeseen reason, you will be allowed to submit late work up to 48 hours after the deadline. This means you can email me your assignment for grading until 11:59pm on Tuesday. *** You will only be allowed to submit two assignments late all semester, so it's important that you do your best stay on track *** **A 15% penalty will be applied to all late work.** The submission of late work **does not** apply to the discussion boards, video assignment, or cumulative final. If you miss a discussion board, the video assignment, or the cumulative final you will receive a score of zero.

Discussion board: The discussion board is the only platform we have to interact and have a 'conversation' about the topics we are covering. Every week we will have a discussion and a detailed prompt will be provided. Discussion participation will be assessed based on the rubric located below. It is imperative that you familiarize yourself with the rubric so that you understand the criteria and can participate in the discussions in a manner that meets the criteria.

The goal is to engage in **ongoing and meaningful discussion** based on the topics posted in each discussion prompt. It is important to read each prompt carefully, complete assigned readings and post a thoughtful and substantive initial response that makes relevant and meaningful connections with the text and any additional assigned readings. Because these are academic reflections, it is also important to integrate your own perspectives and experiences as you reflect on the content presented in the text and additional readings.

Initial responses are due on **Thursdays before midnight** and ongoing discussion will occur **between Friday – Sunday midnight**. To receive full points for interaction, your posts should span the above timeframe and at minimum occur on at least two different days during that timeframe. Please do not begin posting your student responses prior to Friday. If you do this, you run the risk of missing out on the posts made Thursday evening.

Do not wait until the last day to engage in the discussion. At that point, it is too late to engage in meaningful dialogue, as we will be transitioning into the next week's activities. Any student who posts all their student responses on the same day or the last day of the discussion board will not receive credit for any aspect of the responses. Logging in once each day and spending about 10–15 minutes reviewing and responding to posts should meet the requirement for ongoing discussion, if your responses are substantive,

thoughtful and you pose questions that illicit further and meaningful discussion. Be sure to respond to your classmates who have responded to your initial post.

Recommended Discussion Board Participation Schedule

Day	Activity
Monday	Read the discussion prompt for the week and complete any preparatory activities for the discussion (e.g., readings, videos, web searches, etc.)
Thursday	Write and post your initial response to the discussion prompt (by 11:59pm).
Friday	Log in to the discussion board to view your classmates' posts and reply to those that spark your interest, curiosity or thinking. You do not need to respond to all of your classmates' posts, but you should read them all to get a sense of the spectrum of perspectives on the discussion topic. You should respond to as many of your classmates as possible – the more you engage in dialogue, the more you will learn.
Saturday and Sunday	Log in to the discussion board and read any unread posts. Reply to any responses to your posts. Continue to engage in ongoing dialogue with your classmates.

In the online environment, a culture of **collaboration** and **meaningful interaction** are especially important. Your presence and your engagement are essential! For example, in discussions, you play a critical role in not only sharing your own thoughts, ideas and learning, but also in contributing to the learning of your peers in this class through questioning in ways that illicit further discussion and stimulate critical thinking and reflection. A critical aspect of the learning process is identifying our assumptions and misconceptions about the content and understanding how to apply this knowledge to our everyday lives. If your thinking is not challenged, you are not fully learning.

Discussion Board Rubric

Content	2.5 points each (5 points total)	1.25 points each (2.5 points total)	0 point
Initial Post	Initial post <u>fully addresses</u> the required discussion prompt and/or question(s) clearly, concisely and with adequate detail.	Initial post partially addresses the required discussion prompt and/or question(s) somewhat clearly and concisely. More detail is needed to fully address the prompt.	Initial post does not address the required discussion prompt and/or question(s). Post lacks detail and/or may be too wordy and/or lack focus.
Responses	Student responses <u>fully address</u> the questions and/or opinions posed in the initial posts of other students clearly, concisely and with adequate detail. Student responses lead to ongoing and meaningful discussion by asking questions.	Student responses partially address the questions and/or opinions posed in the initial posts of other students somewhat clearly and concisely. More detail is needed to fully address the other students. Only a portion of the student responses lead to ongoing and meaningful discussion by asking questions.	Student responses do not address the questions and/or opinions posed in the initial posts of other students. Responses lack detail and/or may be too wordy and/or lack focus. None of the student responses led to ongoing and meaningful discussion.

Quality	2.5 points each (5 points total)	1.25 points each (2.5 points total)	0 point
Initial Post	Initial post is <u>thoughtful</u> (shows serious contemplation of the text and any required readings and resources). Makes clear and substantive connections to required readings. Initial post demonstrates analysis, synthesis and critique.	Initial post makes general references to required readings and resources, but does not integrate quotes to support post or demonstrate interaction with key readings and/or resources.	Connections with the required readings and resources are not evident in initial post.
Responses	Student responses are <u>substantive and thoughtful</u> (shows serious contemplation of the questions and/or opinions posed by other students). Makes clear and substantive connections to other students. Student responses encourage others to think critically and have varying points of view.	Student responses are not substantive and/or merely summarize and agree with what the other students have already stated without much thought or critique. Student responses do not encourage others to think critically or have varying points of view.	Student responses lack thought and do not add substance to the discussion or initiate further discussion.
Reflection	3 points each (6 points total)	1.5 points each (3 points total)	0 point
Initial Post	Initial post is <u>personalized</u> (makes clear connections with own experiences) and <u>reflective</u> (shows original thought that goes beyond the obvious and beyond merely summarizing content from required readings and resources to integrate own thoughts, perspectives and insights).	Initial post demonstrates some reflection (makes general connections with own experiences). Initial post does not go beyond summarizing content from required readings and resources (does not integrate own perspective).	Initial post lacks reflection and personalization.
Responses	Student responses are <u>personalized</u> (makes clear connections with own experiences) and <u>reflective</u> (shows original thought that goes beyond the obvious and beyond merely summarizing content from other students to integrate own thoughts, perspectives and insights).	Student responses demonstrate some reflection (makes general connections with own experiences). Student responses do not go beyond summarizing the content from other students (does not integrate own perspective).	Student responses lack reflection and personalization.

Interaction	5 points	2.5 points	0 point
	<p>Demonstrates a high level of inquiry, engagement and interaction by: engaging in ongoing discussion in a timely and consistent manner; responding to classmates' posts in a substantive, thoughtful and reflective manner; initiating dialogue by posting thoughtful and reflective comments and questions; inviting contributions of others; and engaging in dialogue in a respectful and professional manner. Four (or more) responses posted on at least three days that span the timeframe for discussion (Friday-Monday). No more than two posts made on one day.</p>	<p>Engages in dialogue in a respectful and professional manner. Three (or less) substantive and thoughtful responses posted. Responses do not span the timeframe for discussion or demonstrate engagement in ongoing dialogue. At least two posts made on the same day.</p>	<p>Did not interact or minimally interacted in discussion (less than two responses or responses are not substantive). Posted all responses on the same day.</p>
Format and Mechanics	2 points each (4 points total)	1 point each (2 points total)	0 point
Initial Post	<p>Initial post is organized and coherent; contains 6 (or more) complete sentences; lacks errors in grammar, punctuation, spelling, and sentence/paragraph structure; references are provided and in text citations properly formatted.</p>	<p>Initial post is somewhat organized and coherent; contains less than 6 complete sentences; has minimal errors in grammar, punctuation, spelling and sentence/paragraph structure; some errors in citations.</p>	<p>Initial post lacks organization, coherency, and is composed of a single paragraph; has significant errors in grammar, punctuation, spelling and sentences/paragraph structure; has significant errors in citations.</p>
Responses	<p>Each student response is organized and coherent; contains 4 (or more) complete sentences; lacks errors in grammar, punctuation, spelling, and sentence/paragraph structure; references are provided and in text citations properly formatted.</p>	<p>Each student response is somewhat organized and coherent; contains less than 4 complete sentences; has minimal errors in grammar, punctuation, spelling and sentence/paragraph structure; some errors in citations.</p>	<p>Each student response lacks organization, coherency, and is composed of a single sentence; has significant errors in grammar, punctuation, spelling and sentences/paragraph structure; has significant errors in citations.</p>

When you are ready to post your initial response, you will **create a thread**. When you have found a student you wish to respond to (i.e., further the conversation), you must reply to their post. Your discussion post should enhance and further the discussion. **Do not** post simplistic responses such as “I agree”, “good point”, or “I don’t know” for this type of response will not earn you credit.

Discussion boards will be active for **one full week** (Monday 12:00am to 11:59pm on Sunday MT). After that, the discussion board will be locked and points assessed. I will read all initial posts and responses, as they will all play a part in my assessment of the discussion. Each week I will provide feedback to a minimum of one third of the initial posts and participate in the ongoing discussion as a “regular student”. All students will receive feedback from me at least once, as I will rotate my post selection weekly.

Tentative course outline:

Course Week	Lecture	Learning Objectives
Week 1 (10/30/17 – 11/05/17)	The Myths About E-Learning in Higher Ed (handout) Exploring Myths and Best Practices (handout) Learning to Use Online Tools (page 38-47) Tech Tools by Subject & Skills (handout) Best Interactive Web Tools for Educators (handout) Meaningful Use of Web 2.0 Tools for Teaching and Learning (handout) Best Practices/Online Teaching Tools Discussion Board	1, 2
Week 2 (11/06/17 – 11/12/17)	The Characteristics of Successful Online Students (handout, page 31) Peer Partnership and Team Activities (page 67-80) Gamification (handout) Games and Simulations (page 101-113) Active Learning Assignment (#1) Gamification Discussion Board	1, 2
Week 3 (11/13/17 – 11/19/17)	Communication in the 21 st Century Classroom (video) Educational Technology for Student Success (video) Blended Learning Fundamentals (video) How to Teach Technical Skills Through Video (video) Social Media in the Classroom (video)	1, 2
Week 4 (11/27/17 – 12/03/17)	Asynchronous & Synchronous E-Learning (handout) Balancing Asynchronous & Synchronous Learning in Blackboard (handout) Designing Asynchronous & Synchronous Environments (handout) Synchronous vs Asynchronous Learning (handout) Online Learner Authentication: Verifying the Identity of Online Users (handout) Authentication Assignment (#2) Synchronous Learning Discussion Board	1

<p>Week 5 (12/04/17 – 12/10/17)</p>	<p>Educator Technology – 8 Tools to Create Video Tutorials (external link) Additional References for Online Teaching (handout) Video/Audio Tutorial Assignment (#3) Cumulative Final</p>	<p>2</p>
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Attendance: Attendance in an online course should be approached the same as you would a face-to-face course. If this course was offered face-to-face it would meet (at a minimum) twice a week, thus you should log into Blackboard **at a minimum of TWO times per week**. Keep in mind that course work is done outside of lecture times, so you need to log in throughout the week to complete all the assigned activities. Plan to be an active participant in course discussions and communication.

Attendance and participation are required to successfully complete this course! It is not the instructor’s responsibility to withdraw students. A “W” will not be given as a final grade. It is the student’s responsibility to follow [UNM Valencia’s policy for dropping or withdrawing](#) from a course and to be aware that financial consequences may occur from these actions. A “W” will be given if students drop after June 16th.

*** Students who miss two discussion boards and/or assignments/assessments will be dropped from the course. Students who are registered in the class at the beginning of the semester but fail to submit all the Week 1 activities by the end of the first week will be dropped from the course ***

Course Behavior: As this is an online class, all classroom communication will be through the written word. Please make sure you remain respectful and tolerant of others’ opinions. Tone cannot be deciphered from writing. All opinions are valid in this classroom. **Diversity and open-mindedness are valued and expected!**

You may become discouraged with taking an online course, especially if this is your first one. I truly hope this does not happen! However, if it does please talk to me immediately.

Response Time: I will do my best to answer emails within 24 hours of receiving them. Once you send me an email regarding an issue and/or question, please give me the allotted 24 hours to respond before you send the same email. My response time slows dramatically when I must read through multiple emails regarding the same issue and/or question. **I will not be available to students on the weekends (after 4:00pm on Friday through Sunday).**

After an assignment or assessment deadline has passed, I will begin grading. You can expect to have your graded assignments and assessments returned by the following week. **Please give me the full week to complete grading before you inquire about your grade.** If more than a week has passed, feel free to start asking questions about your grade.

FERPA: As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request

to restrict this is on file. You can read [UNM's Privacy Rights](#) to learn more about student rights to privacy.

In this course, we may be working with third party applications online (i.e., wikis, blogs, and other Web 2.0 applications). The different proprietors of these sites may or may not have privacy guarantees and the FERPA policy at UNM does not apply to these sites. It will be your responsibly to read the privacy documentation for each site.

I cannot (by law) discuss any information about a student, their situation, or their progress with anyone *except* the student themselves. If you are taking this course with a spouse, sibling, or relative I cannot discuss anything with them except issues that pertain to them personally. Please do not ask someone else to contact me in regards to a situation you are experiencing. You must discuss your issues or personal situations with me yourself.

Course Exceptions: Exceptions in this course will **only** be made in emergency situations. Hopefully no one will experience an emergency this semester. However, sometimes it is out of your control. If you experience an emergency (i.e., a death in the immediate family or a hospitalization) you **must** inform me of the situation **within 48 hours**. You **must** provide **written documentation** (including dates and times) before arrangements will be made to complete any work missed during the emergency. Once the situation has been taken care of, you will have **one week** to complete and/or submit any missing assignments or assessments. If you fail to inform me of your situation, you will lose your opportunity to make up those lost points.

Student Code of Conduct: All students will abide by the academic integrity standards described in *The Pathfinder*, UNM's official student policies manual. **Please do your own work!** Cheating, plagiarism, or any other form of academic dishonesty will not be tolerated. If you are caught cheating or plagiarizing, you will be given at least an 'F' for that assignment (and it may, depending on the severity of the case, lead to an 'F' for the entire course) and may be subject to appropriate disciplinary action.

For the complete Academic Integrity policy please refer to the [UNM Student Catalog](#). Instructors at UNM Valencia will not tolerate poor student behavior including plagiarism. Plagiarism is:

- Offering the work of another as one's own
- Offering the work of another without acknowledgment
- Failing to give credit for quotations or essentially identical expressions of material taken from books, encyclopedias, magazines, other reference works, term papers, reports or sources of any other individual

Punishment is at the discretion of the instructor and may range from a written warning to expulsion from the university.

Equal Access: If you have, or believe you have a disability, you may contact the [Equal Access Services Office](#) at **505-925-8560** at the beginning of the semester to coordinate reasonable classroom accommodations, access to technology, or other academic assistance. Students must demonstrate that their need for academic adjustments are based on their permanent disability by providing Equal Access Services documentation from a bonafide medical or mental health professional or diagnostician. The documentation must be timely and on professional letterhead stationary, and must include specific diagnosis which describes the nature of the permanent disability, its functional limitations in an academic

environment as well as other university settings, and specific recommendations for academic adjustments or accommodations. The document must be signed by the medical or mental health professional or diagnostician. Once documentation is presented to the Equal Access Services personnel, they will begin the process that leads to the timely provision of accommodations or academic adjustments for the student. All efforts will be made to accommodate these needs or to provide equipment necessary to accomplish the requirements for this course. The letter of Accommodation should be presented to the instructor within the first two weeks of the semester. Discussions and documentation will be kept confidential.

Accessibility statements are available for [Blackboard](#).

Course Completion: Textbooks, supplies and/or equipment in good working order may be required to assist in successfully completing this course. Successful completion means that the final grade will satisfy the course requirements on the UNM Degree Plan. Grades of “F”, “I”, “U”, and “W” are not considered successful completion.

Copyright: This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are either linked to or are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download, or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

Non-Confidentiality: The UNM network and computer systems are the property of University of New Mexico and may be accessed only by authorized users. Unauthorized use of the network or computer systems is strictly prohibited and may be subject to criminal prosecution. The University may monitor any activity or communication on the system and retrieve any information stored within the system. By accessing and using the network and University owned computer systems, you are consenting to such monitoring and information retrieval for law enforcement and other purposes. Users should have no expectation of privacy as to any communication on the network or any information stored within the systems, including information stored locally on the hard drive or other media (e.g., floppy disks, PDAs and other hand-held peripherals, CD-ROMs, etc.). Use of the UNM network or computer systems by any user, authorized or unauthorized, constitutes consent to this monitoring, interception, recording, reading, copying, or capturing and disclosure.

Title IX: UNM is committed to fostering a safe, productive learning environment and we comply with all aspects related to Title IX of the Educational Amendments of 1972 and 34 C.F.R. Part 106. Title IX prohibits sex discrimination to include sexual misconduct defined as harassment, domestic and dating violence, sexual assault, and stalking. Incidents of harassment or assault must be reported to the Office of Equal Opportunity and the Title IX Coordinator at **505-925-8560**. For more information, please review [UNM's Campus Policy](#) regarding sexual misconduct.

Confidentiality and Mandatory Reporting: As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on UNM's campus with the Title IX Coordinator and/or the UNM Police. Students may speak to someone confidentially by contacting **UNM-Valencia Campus Police Department at 505-925-8570**.

*** The instructor reserves the right to make additions, deletions, corrections, or other modifications to the lecture syllabus and schedule as deemed necessary. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes the course announcement and/or course mail. ***