

**Course Dates:** February 19 to October 31, 2016

**Program Term:** *Completion of the Online Teaching Foundations program also requires participants to finish two elective opportunities, to be done during the Fall 2016 semester and turned in by May 31, 2017. We will be announcing electives as they are planned/available.*

**Instructor:** Matt Miller

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**Phone:** (573) 882-1866

**Virtual Office Hours:** in my Collaborate room (<http://bit.ly/matt-collaborate)>, by appointment

## Course Description

This course will introduce you to online teaching as we look at examples of effective practice, explore resources and tools available at MU, and reflect on how course activities can reinforce and build to meet course goals. We will examine the relationship between theory and practice through projects, reflections, and discussions as a class and in groups.

In developing this course, we tried to keep the readings and activities grounded in two precepts:

1. There is no one checklist or template for a successful online course.
2. We learn how to use technology best by exploring and experimenting, not by going through an exhaustive list of every feature.

One of the more widely shared quotes from Seymour Papert comes from a book in which he encourages parents to help their children tinker with computers at home. He writes: "The role of the teacher is to create the conditions for invention, rather than provide ready-made knowledge" (Papert, 1996: 45). We hope this course will help you discuss, test, and try out different ways to create and teach your online course. If we can become an active community of tinkerers during the next 6 weeks, then we're heading the right way!

## Goals

After you finish this course, you should be able to:

1. demonstrate a critical perspective in the selection of learning activities, use of online tools, and teaching practice in the online space;
2. demonstrate an awareness of at least two or three major learning theories and know where to find resources about evidence-based practice in online teaching;
3. discuss the different facets of online course quality;
4. examine ways to engage students as you facilitate an online course; and
5. identify resources that are available to help you design and teach your online course.

## Materials

Our course begins online and will take shape with what we share with each other online, so most all of the course materials are available on the Web. Links to download or view materials will be in the appropriate week.

The one exception is a small printed textbook, which you will receive from ET@MO at no charge:

 Vai, M. & Sosulski, K. (2016). *Essentials of Online Course Design: A Standards-Based Guide. Second Edition*. New York: Routledge.

## Online Course Access

If you're reading this, you've found our course! All of the course materials will be available from this site in Canvas.

Please remember to access our Canvas course via <http://courses.missouri.edu>. Under Instructure Canvas, select Login and enter your PawPrint information (same ID and password you use to access Blackboard.) If you have difficulty logging in to Canvas or you do not see Online Teaching Foundations in the course list, contact Mizzou Tech Support at (573) 882-5000.

To completely log out of Canvas, you must QUIT your browser. If you only use the Log Out link in Canvas and do not quit your browser, you will still be logged in.

* On Mac: You must click on the browser name in the Menu Bar and select Quit at the bottom of the menu.
* On Windows: Click the red X in the browser’s upper right-hand corner.

## Mobile Access

Canvas has apps for phones and tablets on both iOS and Android. You can find guides to using these apps at the following page: <https://community.canvaslms.com/docs/DOC-4048>.

## Expectations

*The "all-online" course format.* We will only be meeting virtually in this course, and most of our interactions will be at different times of the day throughout the week (we call this "asynchronous"). The one exception will be a live/synchronous presentation and workshop by a technologist from ET@MO in Week 3, but this will be recorded if the time does not work with your schedule.

*Time commitment and expectations from you.* You should estimate about 3-5 hours of activity each week, ranging from reading assigned materials to discussions in Canvas to completing a final project. **It is essential that you access the course site Monday through Friday to read announcements and contribute to whole-class and small-group discussions. This is a critical part of the time you spend each week, and participation in discussions is required to complete the course.**

*What to expect from the instructor.* I will monitor and facilitate discussions Monday through Friday, respond to private questions via the messages in Canvas (see "Inbox" in the navigation to the left) or email within 24 to 48 hours, provide timely feedback on written assignments and projects, and help build a learning community.

## Grades and Course Completion

We will all get more out of this course if everyone receives feedback on their work—from your instructor and each other—and we are all responsible to the community by participating in class and small-group discussions. **As such, completion of this course will require an 80% on every discussion, assignment, or project.**

Points are listed only as a way to establish rubrics for each assignment that are appropriate to the task at hand. Canvas includes a list that will take you directly to all assignments at the bottom of this page and by clicking on "Assignments" in the main left navigation.

Here is a summary of the parts of the course that will be scored by the instructor:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Week | | What | Type | Points |
| 1 | | Teaching Roles | small group discussion | 20 |  |
| 2 | | Help with QM Review | individual written assignment | 50 |  |
| 3 | | What Tool Are You Exploring? | short video post | 20 |  |
| 4 | | Outcome/Activity Merry-Go-Round | small group activity | 20 |  |
| 5 | | How Can We Motivate Our Learners? | whole class discussion | 20 |  |
| 6 | | Postcards from OTF | activity/discussion | 20 |  |
| 6 | | Final Project | individual project | 100 |  |
|  |

## Online Etiquette and Discourse

Your instructor and fellow participants wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an *individual*.

Our differences, some of which are outlined in the University's nondiscrimination statement below, will add richness to this learning experience. Please consider that sarcasm and humor can be misconstrued in online interactions and generate unintended disruptions. Working as a community of learners, we can build a polite and respectful course ambience.

## Finding Help

If you are having any technical difficulties (e.g., logging in, posting or accessing the discussion board), please contact the help desk at the Division of IT via phone (573-882-500), email ([techsupport@missouri.edu)](mailto:techsupport@missouri.edu)), or live chat (<https://doit.missouri.edu/tech-support/)>.

## Policies

*Late Work Policy.* Late work will not be accepted for completion of this course.

*Academic Integrity.* Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. The academic community regards academic dishonesty as an extremely serious matter, with serious consequences that range from probation to expulsion. When in doubt about plagiarism, paraphrasing, quoting, or collaboration, consult the course instructor.

*University of Missouri Statement of Nondiscrimination.* The University of Missouri System is an Equal Opportunity/ Affirmative Action institution and is nondiscriminatory relative to race, religion, color, national origin, sex, sexual orientation, age, disability or status as a Vietnam-era veteran. Any person having inquiries concerning the University of Missouri's compliance with implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act of 1990, or other civil rights laws should contact the Assistant Vice Chancellor, Human Resource Services, University of Missouri, 1095 Virginia Avenue, Columbia, Mo. 65211, 573/882-4256, or the Assistant Secretary for Civil Rights, U.S. Department of Education.

*Participants with Disabilities. If* you anticipate barriers related to the format or requirements of this course, if you have emergency medical information to share with me, please let me know as soon as possible.

## Weekly Topics

9/19 Week 1: Introductions and Reflections on Online Teaching

9/26 Week 2: What's in a Quality Online Course?

10/3 Week 3: Exploring Tools That Support Online Teaching

10/10 Week 4: Pedagogy and the Science of Learning Online

10/17 Week 5: Engaging Students While Teaching an Online Course

10/24 Week 6: Final Project

Sources cited:

Papert, S. (1996). *The Connected Family: Bridging the Digital Generation Gap*. Atlanta, GA: Longstreet Press.