Course Overview and Goals

The purpose of this course is to allow members of the higher education, secondary community, and institutions to draw upon Indiana University School of Education’s extensive experience with the design and implementation of online instruction. This course has been developed to prepare future instructors of online courses to contemplate, plan, design, develop, implement, and evaluate their courses. We envision this course as an educational forum which will address the theoretical, pedagogical, technological, design, and administrative aspects of distance teaching.

The course begins with an introduction of distance education, which includes the different assessments that instructors must make before beginning to develop their courses as well as provides some insight about distance education through the perspectives of distance instructors and students. The second module outlines the development process for creating or adapting an online course, which includes selecting appropriate pedagogies and teaching approaches, identifying content and structuring the course, defining and articulating evaluation criteria, giving feedback to students and assessing student work. The third module introduces strategies for pacing for online courses, establishing expectations/procedures/timelines/deadlines, instituting back-up technologies, selecting communication and interaction strategies, creating and using discussion protocols, employing critical thinking strategies, adjusting to new instructor roles, and time management. The fourth module addresses online resources, with topics such as identifying and evaluating web resources, integrating web resources into instructional design, designing projects involving student web development, and understanding copyright laws. The fifth module teaches participants how to create and publish their course web page using readily available resources, provides opportunities to critique web pages, outlines general visual design and web development guidelines, and discusses the influence of ADA compliance on web development. The last module addresses the evaluation of online courses, which includes distinguishing between formative and summative evaluation, constructing evaluation instruments, administering student evaluations of teaching, and interpreting evaluation results.

Course Goals and Objectives

This course focuses on providing the guidance, the resources, and the experiences to novice instructors to develop an online course. Instruction will be comprised of independent activities in which participants will be working on their individual course plans, as well as interactive activities in which participants will share, critique, and collaborate with other students.

At the end of this course, participants should be competent in the skills necessary to plan, design, develop, implement, and evaluate an online course. In addition, at the end of this course, participants will have developed a conceptual framework for their online course as well as have designed and developed many of the online activities that they will be using in the future.

Specific instructional goals and objectives are outlined for each of the course’s modules.

Course Schedule

This course follows two different timelines. The first timeline comprises the interactive aspects of the course, and includes e-lectures and e-discussions. Students will be expected to read the weekly e-
lectures so that they are prepared to contribute informed, thoughtful, and relevant information and material to the e-discussion. Because of the nature of the interactivity, there will be strict deadlines involved with posting and responding to others’ postings, which will be indicated in each week’s assignment.

The second timeline relates to students’ individual project work, and will be more flexible to each student’s particular needs. In these activities, I will be interacting with each of you individually in support of your project.

E-journal postings, which relate to the topic of the week, will also be due according to this timetable.

Grading

There will be four major components that determine your grade in this course:

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<tr>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>Electronic Discussion</td>
<td>25</td>
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<tr>
<td>Electronic Journal</td>
<td>10</td>
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<tr>
<td>Exercises</td>
<td>20</td>
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<tr>
<td>Final Project</td>
<td>45</td>
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Class Atmosphere

Students taking this course tend to be active professionals or graduate students with busy LIVES and multiple demands! It is my expressed interest to allow as much flexibility as possible so that everyone can manage their lives and responsibilities without this course becoming a burden rather than a support. I expect that some of you will want to take vacations, have business travel, or generally have busy times when other demands take precedent over this course. I accept that, and if you communicate your concerns with me I am sure we can work around it. The only caveat is that sometimes flexibility can encourage procrastination, especially in an online course, and this is something that needs to be avoided. By working along the regular schedule, you will get the most from the course. So enjoy the flexibility when you need it, but try as much as possible to stay on task. Expect to hear from me if you haven’t had a presence in the course for a while.