

Educational Technology Program
Kent State University



ETEC 6-77444 Teaching Online and Blended Courses

Spring 2021 Course Syllabus

Instructor:	Dr. Elena Novak	Email:	enovak6@kent.edu
Office:	300F White Hall	Telephone:	(330) 672-0536
Virtual Office hours:	By appointment (please email) Please feel free to contact me with your questions and ideas. I'll be happy to get to know you, talk to you about your course experiences, and offer my help.		

Teaching Online and Blended Courses is part of a nine-credit-hour graduate [online certificate program in Online and Blended Learning and Teaching](#).

Course Description

This course will explore a wide variety of pedagogical strategies and tools for teaching and motivating students in online and blended courses. You will become conversant in critical concepts, issues, technologies, and pedagogies of online/blended education through readings, interviews with experts, hands-on projects, and critical analysis of the key characteristics and components of quality interactive online education. This course has been designed so as to enable you and your fellow students to learn how to develop instructional and motivational activities and strategies for online/blended students. You will have plenty of opportunities to explore personally relevant applications of online/blended education and create an online test

course where you are going to practice what we learn in this course. You are encouraged to challenge yourself by integrating Web 2.0 technologies in your online/blended teaching.

Course Objectives

Upon completion of this course, you will be able to:

- Identify various synchronous and asynchronous online education technologies and online/blended learning frameworks and their appropriate application within various settings.
- Identify major characteristics, concepts, trends, and issues of quality online/blended education.
- Plan, create, implement, and formatively evaluate online/blended instructional and motivational activities.
- Facilitate online discussions.
- Utilize professional journals and resources in the area of online/blended education in order to remain current with emerging trends and technologies.

Readings

I prepared an extensive reading list of specially selected publications in the field of online teaching and learning. It is available online on the course website.

Topical Course Outline

1. Introduction – The Landscape of Online and Blended Education
2. Frameworks for Online and Blended Learning
3. Technology for Learning and Collaboration
4. Online/Blended Learners
5. Online/Blended Instructor Roles, Challenges, and Supports
6. Motivating Learners Online
7. Online Interactivity and Learning Activity Frameworks
8. Synchronous Communication
9. Student Peer-Assessment & Feedback in Online/Blended Classroom
10. The Future of Online/Blended Education

Technology Requirements – **Important! Please read**

Please review a full list of Kent State hardware and software technology requirements for online learning <http://www.kent.edu/onlinelearning/technology-requirements>. Here are a few major software requirements:

1. Windows 7 or newer system operating software for PC computers
2. Mac OS X 10.6 Snow Leopard or newer system operating software for Apple Mac computers
3. Microsoft Office Suite (Word, Excel, PowerPoint)
4. Antivirus for Windows OS, [Microsoft Security Essentials](#)
5. Antivirus for Mac OS, [Sophos](#)
6. Adobe [Acrobat Reader](#)

A list of available free and/or discounted software downloads for students is available from [Information Technology](#). Active, full-time, and part-time students who are registered for classes are provided with [free access to Office 365](#) as well as other free and discounted software. Additional software such as Windows 10, can be purchased for a discount at the [Kent State University Microsoft site](#).

For a more detailed list of technology recommendations and links to help information for setting up your computer for course work, please review the [Kent State Technology Guidebook](#).

Course Organization

This course is organized in modules. Each module will cover a specific topic. To help you achieve the objectives for each module, a variety of activities have been planned for each module. The modules' typical activities will include:

- Review of module's agenda
- Assigned readings
- Review of guidelines and tips regarding your course assignments. Specific guidelines for completing the assignments will be posted on the Blackboard.
- A series of practice activities and asynchronous discussions with instructor and peer feedback that will give you the opportunity to apply core concepts covered in the course. Your responses will be required on a variable schedule based on other requirements during the weeks within specific modules.

I suggest that, for each topic/module, you first preview all the activities and questions, read the assigned readings, then complete the practice activities. Your instructor will be looking for thoughtful contributions that reflect your understanding and analysis of the course materials.

Please contribute regularly to the discussions over the course of each topic (and not just during the weekends). Regularly contributions to the discussions will help:

- Facilitate interactions and collaborations with your peer students and instructor
- Get relevant and timely feedback
- Keep you “inside the loop” of the discussions

Tasks and Grading

Assignment & Due Date	Description*	Weight
Online/Blended Module	<p>You will set up a test course using a Learning Management System (LMS) of your choice in order to practice what you learn in this course. You will design, develop, deliver, and evaluate an online instructional module for your test course as an actual online instructor. This is a semester-long project that you can complete either alone or with a partner.</p> <p>Your online module will include a number of required components. Specific guidelines for the online module will be posted on the Blackboard. You will follow the course schedule to create each component. Your instructor and fellow students will provide feedback, which you will use to create a final version of your online module by the end of the course.</p>	236 pts
Discussion Moderator (ETEC 67444 students only)	<p>At the start of a module, I want one person to post a short summary (1-2 paragraphs) to the designated discussion forum on the course website on the readings assigned for that module. That person is the starter for discussion. Other students will add to their conversation with their reflections and reactions. As a starter, you might: (1) state reactions, questions, and suggestions for the upcoming readings; (2) point out the relationship of upcoming module topic or articles to past topics or readings; (3) discuss the position of a researcher or pioneer in the field (or perhaps even write to him/her); (4) discuss a recent speech or colloquium you attended related to the module or a visit to a technology center or exhibit; or (5) generally relate the articles for the module to prior learning and discussion in the course.</p> <p>At the end of the module, a discussion summarizer will react and reflect on the class discussion that transpired as well as the questions and concerns raised (post discussion summary). Both discussion starters and summarizers need to actively facilitate the class discussion.</p>	50 pts
Research Corner Discussion Moderator (ETEC 77444 students and anyone else interested in research)	<p>We will hold a ‘<i>Friendly Research Corner</i>’ for several course modules. Each ETEC 77444 student will select a course module of their choice and review a research article related to that course module. What are the key points or findings of the article? What are the strengths and weaknesses? What are future research trends? How will you apply some of the ideas from this article? You might decide to compare and contrast several articles. That person is the discussion moderator for the discussion.</p> <p>As a discussion moderator, at the start of your selected module,</p>	80 pts

	<p>you will post the following to the designated discussion forum on the course website: (a) your reviewed article(s) + one-page single-spaced article(s) review (b) discussion questions related to the reviewed article(s) and the module for ETEC 6-77444 students.</p> <p>Other students will add to the conversation with their reflections and reactions. As a discussion moderator you will facilitate the discussion by responding to other students’ posts and summarizing the discussion at the end of the module (post discussion summary). The on-page article(s) reviews will be graded for (1) logic, relevance, organization, (2) completeness/depth, and (3) originality, impact, insight, and practicality.</p> <p>Everyone is welcome to join and participate. ETEC 67444 students will receive extra credit points.</p>	
<p>Peer Review of Test Courses</p>	<p>You will peer review test courses developed by your fellow students.</p>	<p>100 pts</p>
<p>Participation in Group Activities/ Discussions</p>	<p>You will be participating in class discussions using Blackboard asynchronous threaded discussion boards. In general, the class activities/discussions will be conducted asynchronously given that the majority of the students enrolled in this course work full-time jobs. As a result, live group discussions are often very difficult to schedule.</p> <p>While participation will be mainly assessed as to the number of posts, I will also take into consideration the following qualitative factors:</p> <ol style="list-style-type: none"> 1. Diversity (some variety in ideas posted, and some breadth to exploration); 2. Perspective taking (values other perspectives, ideas, cultures, etc.); 3. Creativity (original, unique, and novel ideas); 4. Insightful (makes interesting, astute, and sagacious observations). 5. Relevancy (topics selected are connected to course content); and 6. Learning Depth/Growth (shows some depth to thinking and elaboration of ideas); 	<p>210 pts</p>
<p>Professionalism (determined by non-scored</p>	<p>In addition to course assignments, a portion of your final grade will be based on professionalism including the following (but not limited to): self-motivation, respect, participation, attitude, and</p>	<p>40</p>

activities)	accountability.	
	Total for ETEC 67444 Students:	636 pts
	Total for ETEC 77444 Students:	666 pts

* More details about these assignments are posted on the Blackboard.

Grading

According to the policies of Kent State University, the modal grade for a graduate-level course should be a B, while an A denotes superior attainment. If you meet all the goals and objectives for this course, you will receive a B. To receive an A, you must go beyond the basics and show excellence in your work.

A = 94% - 100%; A- = 90% - 93.9%
 B + = 87% - 89.9%; B = 84% - 86.9%; B- = 80% - 83.9%
 C + = 77% - 79.9%; C = 74% - 76.9%; C- = 70% - 73.9%
 D + = 67% - 69.9%; D = 60% - 66.9%
 F = below 60%

Late Assignments

- **Major assignments (Peer Assessment of Test Courses & Online/Blended Module Design Report):**
 - I have a 48-hour lateness policy with no penalties. For example, if an assignment is due Sunday at midnight, you can submit it by Tuesday at midnight without penalty. There will be a 10% grade reduction for each additional day the assignment is late.
 - You will not be allowed to resubmit any report that is submitted late.
 - The instructor will grant extensions only on a case-by-case basis.
 - Any report that is not submitted by the last day of class will receive an F grade.

- **Weekly activities and peer comments:**
 - Many of the discussion board activities involve peer comments or peer review. I have a 48-hour lateness policy with no penalties for posting peer comments. For example, if it says that you need to post your introduction by Sunday, 11:59pm, and comment on your peer’s introductions, please submit your introduction by Sunday to allow others to comment on your post. You can comment on your peer’s introductions by Tuesday, 11:59pm.

Course Website

The class is supported by a course website that provides students with access to various course materials and will serve as a means of teacher-communication.

Communication

- The best way to reach me is via email. I usually check my e-mail daily (excluding weekends) and will respond if possible within 24 hours. When sending emails to your instructor please use the following format: **ETEC6/77444. Your topic**
- Some questions cannot be best answered in an e-mail, please in that case schedule an online appointment.
- Written communication is an important aspect of this course. The ability to communicate clearly and effectively is critical to success as an instructional designer/developer. For this reason, it is expected that adequate attention will be given not only to what you write but how you write it. Your assignments will be evaluated from this perspective. Proofread written assignments carefully. Assignments containing errors in spelling, punctuation, syntax, etc. will receive a score reduction.
- Please keep me informed of personal situations that limit your participation in the class.

Suggestions

Seven-week courses can be intensive. The following suggestions can help you better organize your time and course workload:

- Participating in online course is very different from traditional face-to-face classes. The following website provides useful recommendations about computer/technology skills, course workload, effective learning strategies, study strategies, and expectations for online learners: <https://www.kent.edu/onlinelearning/being-successful-online>.
- Stay on schedule: My key recommendation is to stay on schedule and keep updating your test course as soon as you receive feedback from your peers and instructor on each project milestone. Do not wait till the end of the course to set up learning activities on your test course.
- Front load your reading: The course readings are not difficult to read, and you should be able read each of the book chapters and papers in a few hours. It is best to read the sources early in the semester. If you have the information prior to our discussions, it will greatly facilitate your understanding.

PRONOUN AND PREFERRED NAME POLICY

I will gladly honor your request to address you by your preferred name or pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information about Kent State University's Preferred Name policy, see the official policy registrar here – <https://www.kent.edu/registrar/preferred-name> – or the LGBTQ Center's instructions at <https://www.kent.edu/lgbtq/preferred-name-process>.

DIVERSITY AND INCLUSION STATEMENT

This is an Inclusive Classroom. At Kent State University, administrators, faculty, and staff are committed to the creation and maintenance of “inclusive learning” spaces. These are classrooms,

labs, and other places of learning where you will be treated with respect and dignity and where all individuals are provided equitable opportunity to participate, contribute, and succeed. It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

STUDENT CONDUCT, PLAGIARISM AND ACADEMIC INTEGRITY

Academic honesty and integrity are held at a high standard at Kent State University. The Kent State University [Code of Student Conduct](#) applies to all students. Students are subject to dismissal or suspension for violations of the code.

Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied. For more information, please see [Kent State University policy regarding student cheating and plagiarism](#) and [information about plagiarism](#).

STUDENT ACCESSABILITY CENTER

Kent State University is committed to inclusive and accessible education experiences for all students. University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure equal access to course content. Students with disabilities are encouraged to connect with [Student Accessibility Services](#) as early as possible to establish accommodations. If you anticipate or experience academic barriers based on a disability (including mental health, chronic medical conditions, or injuries), please let me know immediately.

Student Accessibility Services (SAS) Contact Information:

Location: University Library, Suite 100

Email: sas@kent.edu

Phone: 330-672-3391; VP 330-968-0490

ADDITIONAL RESOURCES

- Writing Commons, located in the Kent State main library, supports KSU students, including international students at all levels and in every academic discipline with any projects that include writing. <https://www.kent.edu/writingcommons>
- Academic Success Center—university tutoring is offered to all students in various subject areas. Drop in tutoring, scheduled tutoring and virtual e tutoring are all available. The Academic Success Center is also available in the Library. <http://www.kent.edu/asc>.
- The Gerald H. Read Center for International and Intercultural Education in 215 White Hall also can be a first stop for students who need some support. The Center’s GAs are all international students and come with different support expertise like counseling, higher education student personnel training, etc. This student-to-student support can be less threatening—The Center has Chinese, Africa, and Central Asian GA’s who understand some of the cultural shock issues as well. <https://www.kent.edu/kent/gerald-h-read-center-international-and-intercultural-education-ciie>

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, the professor reserves the right to modify, supplement and make changes as the course or student needs arise