

Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIT 648
Title	ISSUES and METHODS of ONLINE LEARNING
Credits	3 credits
Semester	
Instructor	
Office/Phone/Email	
Class Location	Online WebCampus
Office Hours	
Prerequisites	Students must have the ability to access and use UNLV’s Web Campus learning management system.
Course Description (Course Introduction)	<p>Course Description CIT648 is designed to address the theories and practices for effective online teaching and learning. Emphasis is on issues and trends in computer-mediated communications and their impact on learning with technology and in technology based environments. The class is strongly focused on student-centric activities.</p> <p>Course Introduction CIT648 is designed to provide each participating student an overview of online learning. It includes educational productivity applications, multimedia and presentation software, cognitive tools, administrative utilities, Web 2.0 tools and online learning resources, including web and wiki authoring. Through readings selected by each participant participants will gain an understanding of issues and methods related to best practices and research based development of online learning systems. This will be reached via the creation of a basic learning module composed of two lessons or more with all applicable support documentation from research based tenets and design methods and elements related to the created module. Course activities and</p>

	<p>assignments are designed so students will learn both about the operation and fundamental mechanics of online learning and the ways in which it might be integrated in providing a robust online learning environment.</p>
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<p>SPA Standards Addressed: Standard Domain Areas Addressed in this Course</p> <p>INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions</p>	<p>The International Society for Technology in Education (ISTE) provides Standards for Educational Technology Programs (Technology Facilitation and Technology Leadership) that have been adopted by NCATE (the National Council for Accreditation of Teacher Education). In addition, ISTE provides National Educational Technology Standards for K-12 students (NETS) and beginning teachers (NETS-T). <i>A range of the ISTE Standards for Educational Technology Programs, NETS, and NETS-T are addressed in this course.</i> These standards will be researched, accessed, provided, explicated, and applied by the participants in the course of the production of their module projects.</p>
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Specialty Program Area Standards Addressed

International Society for Technology in Education (ISTE)

National Education Technology Standards for Teachers (NETS-T) 2008/2012:

http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-T_PDF.pdf

Standard 1: Facilitate and Inspire Student Learning and Creativity, 1d

Standard 2: Design and Develop Digital-Age Learning Experience and Assessments, 2a

Standard 3: Model Digital-Age Work and Learning, 3b, 3d

Standard 4: Promote and Model Digital Citizenship and Responsibility, 4c
 Standard 5: Engage in Professional Growth and Leadership, 5a

Learning Outcomes:

Knowledge Objectives and Related Standards

<p>Objective: The knowledge of the issues and methods of online learning addressed in this class includes the knowledge of:</p> <p><u>Standards:</u> NETS, ISTE, Nevada State Standards, INTASC</p>
Research on optimal learning and how this applies to technology-based learning environments.
Implementation issues and teaching strategies for establishing technology-based learning communities and facilitating technology-based learning.
Assessment strategies for evaluating online student projects.
Peer evaluations and critiques.
A range of web resources and applications that have promise for enhancing student learning.
Research on the use and effectiveness of Internet applications in K-12 and Higher Education.
Access and equity in online classes and virtual schools.
The status of professional development for online teachers.
Future trends pertaining to the implementation of technology-based learning.

<p>Objective: Performance Expected By the end of this course, it is expected that participants will:</p> <p><u>Standards:</u></p>
Plan, implement, and assess the effectiveness of web-based learning activities in your teaching area.
Reflect on your participation and experience as an online learner in this class.
Critique and evaluate peer projects
Plan, create, evaluate, and revise a technology-driven activity based on current research on human learning and effective online teaching.
Assess future trends for online applications in K-12 and Higher Education.
Create a well-designed online module based upon research based best practices.

Collaborate and consult with peers in perfecting a variety of online modules using UDL and best practices.

Objective: Dispositions

This class encourages and provides chances for educators to reflect on their own beliefs about online teaching and learning, explore issues and trends cited in the scholarly literature, utilize the research to enhance and vet online learning elements, and additionally examine both the theory and practice of teaching and learning online. As a result of this process it is hoped that students will:

Standards:

Value the learning opportunities that the Internet can afford and the need to promote digital equity and access for all students.

Embrace the opportunity to actively participate in an online community of learners and seek to model that approach in future teaching situations.

Value participants' diverse views about teaching, learning, and the Internet. Please be respectful (and hopefully appreciative) of our unique personalities, talents, and differences... the diversity of our community is a valuable resource, and I encourage you to keep an open mind as we proceed through the course.

Exhibit positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

Demonstrate an understanding of the legal, ethical, cultural, and societal issues related to technology.

RESULTS

COURSE RESOURCES

COURSE FORMAT

Although proponents of Internet-based courses sometimes talk of "any place, any time" access – and that is certainly possible – this course will employ an approach known as *scheduled asynchronous* in which participants can take advantage of the flexibility of asynchronous communication (i.e., not in real time together), but do so as a group in a prescribed sequence of learning activities. Thus, while our discussions will allow you to participate at any hour and from wherever you like, the course is designed for students to keep up with the readings and discussions on a weekly basis. In my experience, a *scheduled asynchronous* format helps foster the learning community within a class by providing a structure for addressing a sequence of readings and learning activities as a group. This class utilizes grading and has the expectation that as graduate level participants that Mastery supersedes common notions of grading by conventional means.

The obligations of work, school, family, and personal health often pose challenge to online education; this course **REQUIRES** you to make deadlines. Late work is **NOT ACCEPTABLE** except under extreme circumstances and requires prior approval. On time is a reflection of Mastery.

Required Materials

Participants will research their own projects and will provide substantiation for how they address each Keyword element by submitting academic journal articles and chapters with reviews and interpretations applicable to their particular project.

There is no required textbook for this course. All reading material is available electronically. The following are required in order to successfully complete this course:

- **A computer with Internet access** either personally or through University computer labs, and **practical computing skills**. There are open computer labs in CEB 212, CEB309A the Library and other locations on campus. A UNLV student ID (ACE ACCOUNT) is required when accessing these labs. In addition, there are several other computer labs on campus. More information on lab locations, hours, and software is provided at this website <https://oit.unlv.edu/labs-classrooms/computer-labs>
- **Blackboard Learn/WebCampus** login and password (ACE ACCOUNT)
- **Rebelmail Account** -UNLV e-mail address - Students are required to use only WebCampus or their UNLV Rebel Mail e-mail address for such communication. In addition, all official UNLV announcements are sent to this address. To activate your e-mail address, connect to the Internet and click on the following link:
<http://rebelmail.unlv.edu/> *Directions are posted to show you how to forward Rebelmail to a preferred email account.*
- **UNLV ACE account:** <http://oit.unlv.edu/accounts/ace>
- Rebel Card - activated for the library and for access to UNLV Computer Labs □ A functional **TWITTER ACCOUNT** that follows **PROFESSOR**

SUPPLEMENTAL TEXTS AND/OR MATERIALS

Suggested Internet Resources

Google Scholar is required for database searches for relevant research studies regarding the Keyword elements of online module and lesson development.

Course Structure and Suggested Internet Resources

Class sessions will consist of online WEEKLY MODULES, computer use, demonstrations, presentations, critiques, videos, readings, and discussions. **Participation is critical to this course. MASTERY REQUIRES participation.** You will also need to apply technical skills on assigned project production. All work is submitted electronically via WebCampus. **No** paper copies will be accepted.

Because this course utilizes WebCampus and has significant online components, **students are expected to log on to WebCampus several times weekly.** Although proponents of Internet-based courses sometimes talk of "any place, any time" access--and that is certainly possible--this course will employ an approach known as **scheduled asynchronous** in which participants can

take advantage of the flexibility of asynchronous communication (i.e., not in real time together), but do so as a group in a prescribed sequence (weekly) of learning activities. Thus, while our discussions and activities will allow you to participate at any hour and from wherever you like, the course is designed for students to keep up with the learning activities on a regular basis. Assignments, activities, and discussion topics will be posted, and it is expected that they will be completed and submitted on time as outlined by the course schedule. See Tips for Success Online: <http://online.unlv.edu/content/students/tips-success-online>

Late work submission, with or without excuse or ostensible reasons, that are not addressed with the instructor prior to the expected submission times do not reflect mastery performance at any level and shall be dealt with as such.

The prerequisite skills for this course are that you know how to use a Windows or Mac operating system; use web browsers and search engines to locate support resources and download files; and use appropriate programs and systems to create your WEB 2.0/wiki based projects. *If you remain in the course knowing that you do not possess the necessary prerequisite skills, you will need to take time out of your schedule to teach yourself and/or seek help as needed.* Computer Lab Monitors –especially in CEB 211 - are excellent resources for help with assignments.

Assistance is also available through the University's Student Computing Support Center - Phone: 702-895-0777 Location: SU 231 Website: <http://oit.unlv.edu/help> E-mail: ithelp@unlv.edu

In addition, numerous other tutorials for all applications addressed in this course are available via the Web at sites such as: <http://its.leesummit.k12.mo.us/> and Lynda.com

Instructor presence on WebCampus

The instructor will be online at non-specific times Monday through Friday monitoring messages and providing feedback in as timely a manner as possible. When you're stuck on a project and it takes the instructor a while to respond, it can be very frustrating. For this reason, the [Help forum](#) located in the **CONVERSATIONS** section, will serve as a first point of contact when you're in need of help. If colleagues can help answer your questions, then instructor intervention is not necessary. You are encouraged to work together as much as possible to minimize frustration and feedback delays. Collaboration is expected, encouraged, and acceptable. But, you are still expected to be responsible for your own work.

Course Tools in WebCampus

Various tools in WebCampus will be used for course delivery.

Let's Get Started contains the Course Schedule with due dates, a link to the syllabus, and links that may help you become familiar with the spectrum of WebCampus tools.

Weekly Modules are posted sequentially for course content as noted in the schedule. These modules provide important information and descriptions for reading discussions and assignments. They also provide links to all course activities for the module and may contain links to additional online resources.

Assignments page is where you will submit much of your work. Additional information on the assignments is listed later in this syllabus.

Internal Mail is the primary communication means where you can send messages to the instructor or other students in the course. These e-mails when properly directed are limited to the sender and recipient (s) and are private.

Conversations contains the discussion forums for this course.

Introductions - is seen by all and is used by anyone to share information among the class participants. Post a message introducing yourself and respond to at least 4 other colleagues as they post their introductions. **Help forum**– is seen by all and can be used to post questions about applications, seek clarifications about assignments or get help with difficulties you may encounter. This will be more expeditious than asking only the instructor because chances are one of your classmates has already faced and solved the same problem. This is a better alternative than asking the instructor via WebCampus email because the entire class can then see the response. Assisting others via the Help forum is greatly appreciated by your classmates and the instructor.

Online Discussion Threads *are* seen by all and will be used to discuss readings and topics as appropriate. Additionally, some assignments will be posted in a discussion thread as a means for fostering discussion. They will be visible to all.

Wiki

Projects will be constructed on individual Wiki pages and will be available to all in the class for peer review, critique, and evaluations.

ASSIGNMENTS

Assignments

The course learning activities/assessments and their point values are listed below:

Introduction + responses	8
Wiki Page Set Up	1
Keyword Survey	2
The PLAN	7
The One Thing	7
Consensus Evaluation	7
What did we miss?	7
Review, Evaluation, & Prediction OP paper on Digital Aristotle	7
Virtual Reality Possibilities & Evaluation	7
Augmented Reality Integration	7
Research Responses and Discussions (10 x 8 pts)	80
Initial Presentation Wiki	20

Preliminary Presentation Self Evaluation	7
Revised Presentation Wiki	15
Preliminary Project Critiques (6 @ 5 pts each)	30
Final Project Critiques (6 @ 3 pts each)	18
Final Project (Revised & Completed)	10
Final Project Self Evaluation	10
TOTAL	250

Learning Activities (250 points)

Below is a list of course activities. Details for the assignments, discussions, and exercises will be posted with assessment criteria and rubrics in WebCampus.

Introduction (7 pts.)

Post a message introducing yourself in the appropriate online discussion. Include your full name, year in school, the grade level you want to teach, where you're from (born- be specific), how many online courses you have taken, the computer platform you use, and something interesting about yourself. Respond to at least 3 colleagues' posts.

Wiki Page Set up (1 point)

Go to WC class wiki and set up you page for future use.

Keyword Survey (2 pts)

Do a short survey listing Keywords significantly related to online learning.

Short Papers (4 x 7 Points)

These one page papers are opinion and preparation based and in some cases reveal your navigational directions for the course related to online learning.

Short Evaluation papers (3 x 7 points)

These short evaluation and review papers address predictions and emerging technologies related to online education.

Research Responses and Discussions (10 x 8 points)

These amount to discussion posts and responses to research searches with evaluative foci. These represent substantiation and application of design and modeling elements indicated in the consensual list of keywords. The basis of each post journal articles that the student will glean from the literature.

Preliminary Wiki Presentation (mid semester) (20 Points)

This initial presentation is a Lesson Plan driven module composed of at least two lessons delivered by an Online platform (your prepared Wiki page). The assignment warrants 20 points as it will be the product of the Most work and engagement. The presentation will be

conducted from your content area and will be based and functioning on the wiki page in view of all class participants. This version will be subject to critiques and revisions.

Preliminary Project Self-Evaluation (7 Points)

The creating student will write a short evaluation of the initial iteration of their Wiki Module project after reviewing critiques by the instructor and peers. This will serve as the criteria for the revisions to their project.

Preliminary Project Critiques (6 x 5 points)

Each student participant will be assigned six other presentations upon which they will conduct an evaluative critique with suggested revisions.

Revised Project Presentation Wiki (15 Points)

Each wiki will be revised in accordance with the critiques from the instructor and peers.

Final Project Critiques (6 x 3 points each)

The providers of the initial critiques will now do a revision review of the initial projects they critiqued in the first round.

Final Project (Revised & Complete) (10 Points)

The Wiki Module Project will be presented in full functionality and complete after second round of critiques. It is expected that the finalized version reflect the feedback from the instructor and peer critiques.

Final Project Self-Evaluation (10 Points)

A more comprehensive review and evaluation of the end result and the processes involved in the creation of the project along with notable significant elements from the original Keyword consensual list. The essence is what the student learned.

(Instructors Note: We MAY employ Twitter to conduct some of the discussions as the course previously used Twitter as a communication device. We may also utilize Skype for collective communications. These will be further explored later in the semester.)

PERFORMANCE ASSESSMENTS

Each assignment, presentation, critique, and discussion will be accompanied by a related specific rubric and each assignment will list criteria required minimums.

SPECIAL NOTES

Lab Access: Internet access can be obtained in all of UNLV open labs, however you may find that using your own computer from home will provide the best experience in this course. If needed, information on all computing services on campus can be found at:

<http://www.unlv.edu/main/computing.html> It is assumed that you have good access to the web so that you can explore the vast resources available. The more time you have to do this, the richer your learning experience will likely be.

Computer Issues Students with computer problems should contact the Student Computing Services Help Desk at 702-895-0777. The Help Desk can assist with passwords and access issues. The SCS website is especially helpful regarding WebCampus, computer labs, software (including virus protection and anti-spyware), and browser problems: <http://oit.unlv.edu/help/it-help-desk>

Technical assistance for WebCampus is available 7 a.m.-11 p.m. from 702-895-0777 and <http://webcampus.unlv.edu/new-webcampus-support-may-2012/>

The Help Desk does not address any content issues of WebCampus courses — those questions must be directed to the instructor.

Server Down Time

The WebCampus server will be down every Saturday from midnight to 6 a.m. for maintenance.

College of Education and University Policies Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at:

<https://www.unlv.edu/studentconduct/student-conduct>.

Copyright

The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at:

<http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you

may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy

Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching

The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning> <https://www.unlv.edu/provost/transparency>

Incomplete Grades

The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call [702-895-3177](tel:702-895-3177). The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Rebelmail

By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations

The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: There will be no final examination. In lieu of an examination the submitted Final Project and the Final Self-Evaluation will be submitted and due at the end of the semester. <http://www.unlv.edu/registrar/calendars>.

Library Resources

Students may consult with a librarian on research needs. For this class, the subject librarian is https://www.library.unlv.edu/contact/librarians_by_subject. UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and [ask questions at https://www.library.unlv.edu/](https://www.library.unlv.edu/).

GRADING POLICY

Minimum Points for Letter		
%	Min Pts	Letter
100	250	TOTAL
95	238	A
90	225	A-

87	218	B+
83	208	B
80	200	B-
77	193	C+
73	183	C
70	175	C-
67	168	D+
63	158	D
60	150	D-
59	148	F

TENTATIVE CLASS SCHEDULE

Lesson/ Date	Lesson Topic	Assigned Readings and Resources	Assignment Due
1	Setting Up	Koller Introductions One Thing Wiki Survey	
2	Consensus	Discussion: Compiled Keywords Evaluating the Survey Results	
3	The PLAN	LP and Proj Plan	
4	Picking Tools	Discussion Key 1 Choosing Tools/pedagogical paper Digital application	
5	Key 2	Discussion Article & Eval as applicable to proj	
6	Key 3	Discussion Article & Eval as applicable to proj	
7	Preliminary Wiki Module Presentation	Submission Key 4 Discussion Article & Eval as applicable to proj	
Mid Semester Grading Due			

8	Evaluation Reviews	Initial Critiques Self-Evaluation Key 5 Discussion Article & Eval as applicable to proj	
9	What did we miss?	Key 6 Discussion Article & Eval as applicable to proj	
10	Key 7	Article & Eval as applicable to proj	
11	AR	Key 8 Discussion Article & Eval as applicable to proj	
12	BREAK		
13	VR	Key 9 Discussion Article & Eval as applicable to proj	
14	ARISTOTLE	Key 10 Discussion Article & Eval as applicable to proj	
15	FINAL REVISIONS	Revision Critiques/Revision	
16	COMPLETIONS	Final Revised Project Final Project Self Evaluation	