### Term Information

**Effective Term**
Autumn 2014

### General Information

- **Course Bulletin Listing/Subject Area**: Educ Sts: Wkrfc Dvlpt & Educ
- **Fiscal Unit/Academic Org**: School/Educ Policy&Leadership - D1280
- **College/Academic Group**: Education & Human Ecology
- **Level/Career**: Graduate
- **Course Number/Catalog**: 6701
- **Course Title**: Boot Camp for the Beginning Online Instructor
- **Transcript Abbreviation**: BCOnline instructr

**Course Description**: This course workshop provides the just in time skills needed to begin teaching online and prepares future faculty for first time online teaching assignments. Learners will be able to develop a management plan for teaching online, develop spaces and places for learning, connect with students and design assessments appropriate for online learning environments. This is a self-paced and managed course.

**Semester Credit Hours/Units**: Fixed: 1

### Offering Information

- **Length Of Course**: 7 Week
- **Flexibly Scheduled Course**: Never
- **Does any section of this course have a distance education component?**: Yes
- **Is any section of the course offered 100% at a distance**: 100% at a distance
- **Grading Basis**: Satisfactory/Unsatisfactory
- **Repeatable**: No
- **Course Components**: Workshop
- **Grade Roster Component**: Workshop
- **Credit Available by Exam**: No
- **Admission Condition Course**: No
- **Off Campus**: Sometimes
- **Campus of Offering**: Columbus, Lima, Mansfield, Marion, Newark, Wooster

### Prerequisites and Exclusions

- **Prerequisites/Corequisites**: None
- **Exclusions**: Not available for students who completed ESWDE5701

### Cross-Listings

#### Cross-Listings

### Subject/CIP Code

- **Subject/CIP Code**: 52.1005
- **Subsidy Level**: Doctoral Course
- **Intended Rank**: Masters, Doctoral, Professional
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units.

Course Details

Course goals or learning objectives/outcomes

1. Articulate the roles of faculty and students in the learning process in an online teaching environment
2. Identify the different types of interactions useful for promoting learning in an online teaching environment
3. Build collaborative, cooperative, and individual knowledge acquisition activities appropriate for an online learning environment
4. Demonstrate course facilitation skills using the tools built within a course management system.
5. Create assessment tools to provide feedback to learners on performance in collaborative, cooperative and individual online learning environments

Content Topic List

- Preparing yourself to teach online: Making the transition
- Preparing and planning the online learning environment
- Preparing students for the online environment
- Managing and facilitating the online environment
- Assessments and self-assessments

Attachments

* syllabus ESWDE6701.doc: syllabus
  (Syllabus. Owner: Stein,David S)

Comments

* pilot versions of this course have been offered Fall 2013 and Spring 2014 as one-time offerings. (by Stein,David S on 11/21/2013 01:14 PM)

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>11/21/2013 01:23 PM</td>
<td>Submitted for Approval</td>
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<tr>
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<td>Wheaton,Joe Edward</td>
<td>12/02/2013 11:34 AM</td>
<td>Unit Approval</td>
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<td>12/03/2013 10:22 AM</td>
<td>Ad-Hoc Approval</td>
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<td>Achterberg,Caryl L Warnick,Bryan R. Odum,Sarah A. Zircher,Andrew Paul</td>
<td>12/03/2013 10:22 AM</td>
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Last Updated: Odum,Sarah A. 12/30/2013
ESWDE:
Boot Camp for the Beginning Online Instructor

The Ohio State University College of Education and Human Ecology
Department of Educational Studies
Workforce Development and Education Section

ESWDE   6701: BOOT CAMP for the BEGINNING ONLINE INSTRUCTOR

FALL SEMESTER 2014

1 Graduate Semester Credit

Instructors:

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Department of Educational Studies
486 PAES Building
Ohio State University
Columbus, Ohio 43210-1120
(614) 292-0988 (my office)
(614) 292-4255 (FAX)
stein.1@osu.edu
Office Hours: TBD, and by appointment

Dr. Constance Wanstreet, Adjunct Assistant Professor
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Columbus, OH 43210-1035
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wanstreet.2@osu.edu

Course Description

This course workshop provides just in time skills needed to begin teaching online and prepares
future faculty and future online instructors for first time online teaching assignments. Learners will
be able to develop a management plan for teaching online, develop spaces and places for learning,
prepare students for the online teaching and learning environment, and design assessments
appropriate for online learning environments. This course provides the basic skills for planning,
organizing and facilitating an online course environment.

How to Learn at Boot Camp

This course (boot camp) is designed as a self-directed and learner-paced online experience. In this
online camp you should expect to allocate at least four-six hours per workshop day to different
learning activities. In a typical online camp day you can allocate your time as follows:

Reading, thinking, and reflecting on content: 1 hour
Completing activities and assignments: 2.5 hours

Searching for related course materials on the web: .5 hour

Participating in discussion activities with colleagues: 1 hour

Hours will vary depending upon the complexity of the readings, assignments, and activities. These hours were compiled from an informal survey of students in selected online courses. Note the Carnegie standard for a one-credit face-to-face lecture course is “For a lecture class, one unit is considered to be one hour of lecture class time and two hours per week of homework. For the typical three-unit class, a student spends three hours per week in class and should do six hours per week of homework” (smccd.edu/accounts/csmcoi/forms/carnegie.pdf).

In an asynchronous online environment, your time outside of class is considered your time reading the content, searching for additional resources, and viewing video materials. Your inside-of-class time is considered completing activities and assignments, and participating in discussion with your colleagues. For a one-credit class, you would have approximately one hour of outside class time per workshop day with the remainder of the time doing class activities, assignments, and engaging with other learners.

Course Objectives/Learning Outcomes:

By the end of online boot camp, each participant should accomplish the following:

1. Articulate the roles of faculty and students in the online teaching environment
2. Identify the different types of interactions appropriate for an online learning environment
3. Build collaborative, cooperative, and individual knowledge acquisition activities appropriate for an online learning environment.
4. Demonstrate course facilitation skills using the tools within a course management system
5. Create assessment tools to provide feedback to learners on performance in collaborative, cooperative, and individual online learning environments.

Required Texts and Course Materials:


Additional reading materials and performance assessments will be included in the course site.
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Optional Texts and Course Materials:


Assessment Plan:

To receive an assessment of satisfactory, participants will need to complete all course activities and assignments. Activities will include making a significant contribution to the scholarly discussion of the topic matter through asking questions, offering factual information, making a scholarly argument, and adding comments based on critical thought and reflection. The assumption here is that you bring your own knowledge and experiences to the class, and you will be encouraged to share it.

<table>
<thead>
<tr>
<th>Assignments and Activities</th>
<th>Assignment and Activities: Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Beginning Online Instructor Questionnaire</td>
<td>Workshop Day 1 11:59PM</td>
</tr>
<tr>
<td>Complete the Attitude Toward Online Learning Scale</td>
<td>Workshop Day 1 11:59PM</td>
</tr>
<tr>
<td>Complete the Time Management Checklist</td>
<td>Workshop Day 1 11:59PM</td>
</tr>
<tr>
<td>Complete the Online Communication checklist</td>
<td>Workshop Day 1 11:59PM</td>
</tr>
<tr>
<td>Discussion 1 posting: Introduction and thoughts on teaching online</td>
<td>Workshop Day 1 11:59PM</td>
</tr>
<tr>
<td>Build learner interaction spaces</td>
<td>Workshop Day 2 11:59PM</td>
</tr>
<tr>
<td>Discussion 2 posting: Post the types of interactions in your course</td>
<td>Workshop Day 2 11:59PM</td>
</tr>
<tr>
<td>Create an online module called Start Here</td>
<td>Workshop Day 3 11:59PM</td>
</tr>
<tr>
<td>Write a course welcome letter; upload it to the course site</td>
<td>Workshop Day 3 11:59PM</td>
</tr>
<tr>
<td>Design an online activity promoting social presence</td>
<td>Workshop Day 3 11:59PM</td>
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<table>
<thead>
<tr>
<th></th>
<th>Workshop Day 3 11:59PM</th>
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</thead>
<tbody>
<tr>
<td>Discussion 3 posting: Connecting with learners</td>
<td></td>
</tr>
<tr>
<td>Assess and provide feedback on discussion threads</td>
<td>Workshop Day 4 11:59PM</td>
</tr>
<tr>
<td>Complete Scenario: Where is the teaching in an online course?</td>
<td>Workshop Day 4 11:59PM</td>
</tr>
<tr>
<td>Develop and upload a rubric for assessing discussions or an appropriate assessment instrument for your course.</td>
<td>Workshop Day 5 11:59PM</td>
</tr>
<tr>
<td>Complete Beginning Online Instructor Questionnaire</td>
<td>Workshop Day 5 11:59PM</td>
</tr>
<tr>
<td>Complete the Attitude Toward Online Learning Scale</td>
<td>Workshop Day 5 11:59PM</td>
</tr>
<tr>
<td>Submit final workshop reflection to the dropbox</td>
<td>Workshop Day 5 11:59PM</td>
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Grading Scale: Satisfactory/Unsatisfactory

Topical Outline – Schedule of Topics, Readings, Assignments:

Learners in this online workshop can participate in the course anytime once enrolled. Day 1 is the start. Days 2-4 can be taken in any order.

<table>
<thead>
<tr>
<th>Date</th>
<th>Objectives</th>
<th>Readings, Activities and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Day 1</strong></td>
<td></td>
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</tbody>
</table>
| Preparing yourself to teach online: Making the transition | Assess readiness to teach in an online or blended environment  
Describe ways to manage time and establish relationships | Read Handbook Introduction, Chapters 1-3  
Watch video presentations  
Complete Beginning Online Instructor Questionnaire  
Complete the Attitude Toward Online Learning Scale  
Complete the Time Management Checklist  
Complete the Online Communications checklist  
Discussion 1 topic: Introduction and thoughts on teaching online |
| **Day 2**          |                                                                           |                                                                                                      |
| Base camp: Preparing and planning the online learning environment | Describe when to use threaded discussions  
Distinguish between when to use file sharing or a discussion board  
Demonstrate how to use news items | Read Handbook Chapter 4  
Watch video presentations  
Build learner interaction spaces in lab course  
Set up introductory news item  
Discussion 2: Post the types of interactions in your course |
### Day 3
**Conditioning: Preparing students for the online environment**
- Demonstrate how to use communication and administrative tools
- Direct students to receive technical help
- Prepare students for the online or blended experience
- Compose a welcome message
- Compose an expectations message
- Read Handbook Chapter 5
- Watch video presentations
- Create a “Start Here” space
- Write a welcome and expectations message
- Design first activity to encourage social presence
- Discussion 3: Connecting with learners

### Day 4
**Challenge course: Managing and facilitating the online environment**
- Identify the different ways to engage, including articulating the differences between collaborative, cooperative, and individual knowledge acquisition activities.
- Demonstrate proficiency in facilitating various parts of an online or blended course.
- Identify different types of feedback
- Read Handbook Chapter 6
- Watch video presentations
- Write and assess course syllabus for teaching presence
- Assess and provide feedback on discussion threads
- Discussion 4: Where is the teaching in an online course?

### Day 5
**Inspection: Assessments and self-assessments**
- Provide feedback on assignments
- Assess competencies
- Read Handbook Chapter 7
- Watch video presentations
- Develop a rubric for assessing discussions
- Complete Beginning Online Instructor Questionnaire
- Complete the Attitude Toward Online Learning Scale
- Submit final reflection: Thoughts on online teaching

### Reflection Postings:

The reflection postings relate to the issues discussed in the readings and will be posted in the discussion board or other spaces designed for this course. A well-designed reflection should show evidence of deep thinking by a) describing personal experience or reaction as an online learner about the issue, b) supporting the experience by citing readings or other sources to support your thoughts, c) posing questions that might help further clarify your thinking and feeling, and d) stating the implications of your thoughts and feelings for developing your practice as an online instructor.
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Policies for Missed Exams/Quizzes:

There are no quizzes or exams in this course.

Policies for Camper Conduct and Participation

For this fully online course, you (the learner) are expected to read the Course Calendar carefully and be certain that all assignments are submitted on time. Refer to the checklist in the syllabus and the Course Calendar to be sure you have each week’s assignments submitted by the due date. Depending on your prior knowledge and skills, you should plan on spending 4-6 hours per workshop day completing the course activities and assignments.

Students in an online community are expected to treat each other with respect and respond to one another in writing and verbally in such a way that everyone can learn from your knowledge, skills, and experience.

All assignments and activities must be completed by the seventh week of the Semester. This course is self paced and self directed. You are advised to develop a plan for completing camp considering your other academic, work, and family circumstances. If, due to life circumstances you might be unable to complete camp or need additional time to complete the challenges please contact the instructor. Help is available as needed, through office appointments, telephone, or e-mail.

Incompletes will not be granted for this boot camp. Only in extreme circumstances (lengthy illness, significant job change, for example) alternative arrangements might be discussed. Exceptions are not given for the purposes of merely giving students extended time to complete assignments. If a problem is foreseen, please discuss it with the instructor as soon as possible. ALL work is to be completed by the end of 7th week of the Semester after which the course will no longer be available.

Academic Misconduct:

The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University rules to report my suspicions to the Committee on Academic Misconduct (COAM). If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp).
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ODS Statement:

Any student who feels she/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office of Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in Room 150, Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

Technology

Participants will complete course activities online. Recommended technology skills include the following

Internet and computer competencies:

• ability to use a Web browser—such as Internet Explorer or Mozilla Firefox—including the use of plug-ins to support audio and video

• Knowledge of search engines and how to search efficiently

• Ability to download and view files in Adobe PDF format

• Competence with using e-mail and protecting against viruses

• Competence with Microsoft Word and PowerPoint

• Software requirements: This course runs on Ohio State’s Carmen platform. A similar version is available on OSU ITunes. If you need assistance with using Carmen, please refer to the Resources section in the Carmen content or consult with your instructor. You may also need a working version of Java to view the videos. Test your Java and download the current version if necessary here.

Grievances and Solving Problems:

According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life.” “Grievances against graduate, research and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department.”
Statement on Diversity:

The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

UG Courses:

This course is intended for graduate students only.

Off-Campus Field Experiences:

This course does not include an off-campus field experience.

Additional Requirements for Teacher Licensure and/or NCATE

This course is not applicable to requirements for teacher licensure or NCATE.