



**ED 500**

**Teaching in Online/Blended Environments**

**Course Format:** Online

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**Catalog Description:** Graduate topics in education. Each has a subtitle; no subtitle may be repeated for credit. Counts for M.Ed. credit with approval of Program Director.

**Additional Course Description:**

This course is intended for teachers who are interested in or have already begun incorporating online instruction into their classrooms. Students will be given the opportunity to explore the advantages of online and technology-enriched instructions, define the roles of the instructor in the online environment, and evaluate current web technology. The overall goal of the workshop is to provide participants with a sound methodology and practical strategies for teaching with the Internet.

**Required Text(s) and Other Materials:** None.

**Course Objectives:**

- Evaluate the potential for online and technology-enriched instruction to engage and teach today’s learners.
- Identify the major components of Behaviorism, Cognitivism, Constructivism, and Connectivism, and apply these theories to online and blended instruction.
- Define the roles of an online instructor, and evaluate the importance of these roles.
- Explore various Web 2.0 technologies and assess their potential as learning tools in an online or technology-rich classroom.

**STUDENT LEARNING OUTCOMES (SLOs):**

This course addresses the following student learning outcomes to the degree shown in the table. Degree Addressed is rated according to the following scale:

1=Basic, 2=Developing, 3=Proficient, 4=Advanced

Student Learning Outcome	Degree Addressed
1. Demonstrate growth in content knowledge related to teaching assignment and the application of content knowledge to classroom instruction and assessment.	3
2. Understand scientifically-based practices in teaching and learning, including strategies in literacy education, instructional technology, differentiation of instruction, and apply them to raise student achievement.	2
3. Demonstrate multiple means of assessing and evaluating student learning and use	2

them to change teaching and learning.	
4. Locate, interpret, synthesize, and apply educational research in best practices in teaching.	2
5. Understand models for professional change, including teacher collaboration, professional learning communities, strategies for mentoring and coaching to facilitate change, and effective professional development.	1
6. Demonstrate understanding of reflective practice that results in improved classroom teaching and learning, including teacher reflection, use of technology in self-assessment, collaboration for change, and self-management of change.	2
7. Demonstrate understanding of system and organizational change in education, including models for school change and current research and trends in school change.	1
8. Demonstrate responsibility for student learning at high levels.	3
9. Demonstrate responsibility for school reform and leadership in school change.	1

### Course Requirements:

Topic	Learning Activities (Read & Watch)	Discussion (Post & Reply)	Assignment(s) (Research & Apply)	Hours
Week 1: The Case for Online and Blended Learning	<p><i>Turning on the Lights</i> - Marc Prensky</p> <p><i>Looking Back from the Future</i> - Marc Prensky</p> <p>Exploration of today's students</p> <p>Benefits of online, blended, and digitally-enhanced learning</p> <p>(4 hours)</p>	<p>Reaching Today's Learners</p> <p>(3 hours)</p>	<p>Self Assessment</p> <p>(4 hours)</p>	11
Week 2: Learning Theories in Online Instruction	<p>Exploration of popular learning theories (Behaviorism, Cognitivism, Constructivism)</p> <p><i>Connectivism: A Learning Theory for the Digital Age</i> - George Siemens</p> <p>(4 hours)</p>	<p>Learning Theory Application</p> <p>(3 hours)</p>	<p>Personal Knowledge Networks</p> <p>(4 hours)</p>	11
Week 3: The Role of the	<p><i>Learning and Knowing in Networks</i> - George</p>	<p>Evaluating the Roles of the Instructor</p>	<p>"Guest Speaker" Presentation</p>	11

Instructor	Siemens  Instructor roles and responsibilities  Personalized and “other” roles  (4 hours)	(3 hours)	(4 hours)	
Week 3: Tools for the Digital-Age Instructor	Technology/tool exploration, research, and trial  (3 hours)	Tool Evaluation  (3 hours)	Lesson Plan/Graphic Organizer  (6 hours)	12
<b>Total</b>				45

**Attendance/Participation:**

In order to be in attendance during the week, you must post at least one message to the weekly thread on the discussion board by Thursday night of each week. Messages such as “I agree” or “Good job” do not qualify as substantive. I am looking for messages which further develop the content of discussion.

**Grading:**

Grading Breakdown:

Discussion (4 @ 10 pts/each)	<b>40 points</b>
Self Assessment	<b>15 points</b>
Personal Knowledge Networks	<b>15 points</b>
“Guest Speaker” Presentation	<b>15 points</b>
Lesson Plan/Graphic Organizer	<b>25 points</b>
Total	<b>110 points</b>

Grading Scale:

88-110 pts	Satisfactory
<88 pts	Unsatisfactory

**Rubrics:**

Discussions (10 points/each):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
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Initial Post (5 pts)	Initial post fails to address all of the required prompts.  0-2 points	Initial post addresses all of the required prompts.  Application of course content is sufficient.  3-4 points	Initial post clearly and fully addresses all of the required prompts.  Demonstrates thoughtful application of course content.  5 points
Responses (5 pts)	Responses to classmates are missing or insufficient.  0-2 points	Responses to classmates are sufficient.  3-4 point	Responses to classmates seek to further the discussion in meaningful ways.  5 points

Self Assessment (15 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Assessments Scores (5 pts)	One or more scores are missing from the self-assessment  0-4 points		Scores are provided in each of the four assessment areas  5 points
Explanation (10 pts)	Explanations are missing and/or inadequate  0-5 points	Quality explanation is provided for each of the four assessment areas  6-8 points	All four explanations are thoughtful and demonstrate a thorough understanding of the self assessment rubric  9-10 points

Personal Knowledge Networks (15 points):

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Content (5 points)	Fails to provide an adequate picture of the author's personal knowledge networks with examples  0-2 points	Provides a general picture of the author's personal knowledge networks  Most networks contain multiple examples.  3-4 points	Represents a clear and complete picture of the author's personal knowledge networks  Each network contains multiple examples.  5 points

Concept Map (5 points)	Map is unreadable or unorganized  0-2 points	Map is effective in clearly conveying the content  3-4 points	Map is visually pleasing and well-organized  5 points
Reflection (5 points)	Reflection is missing or incomplete  0-2 points	Reflection adequately addresses the prompts.  3-4 points	Reflection thoughtfully addresses the prompts  5 points

“Guest Speaker” Presentation (15 points)

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Content (10 points)	Fails to adequately outline each role.  0-5 points	Outlines each role and provides general support and examples throughout  6-8 points	Thoughtfully presents each role, providing clear examples in support of each  9-10 points
Presentation (5 points)	Presentation is unorganized or incomplete  0-2 points	Presentation clearly conveys the content  3-4 points	Presentation is visually pleasing, well-organized, and free of grammar/spelling errors  5 points

Lesson Plan (25 points)

<b>Criteria</b>	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>
Content (15 points)	Fails to demonstrate an adequate understanding of the required concepts  0-7 points	Demonstrates a general understanding of the required concepts and all other components of the assignment  8-12 points	Demonstrates a clear understanding of the required concepts  Addresses all required components of the assignment  13-15 points
Application (5 points)	Fails to integrate or apply any of the course content or required readings  0-2 points	Integrates course content and/or required readings in support of assignment requirements  3-4 points	Accurately integrates course content and required readings throughout  5 points
Formatting (5 points)	Grammatical and spelling errors detract from overall message.	Minor grammatical and/or spelling errors may exist.	Assignment is free of grammatical and spelling errors.

	0-2 points	3-4 points	5 points
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**Late Work:**

An assignment is late if it is not turned in at the place, date, and time established by the professor. All assignments turned in late will result in a reduction of 20% of possible points for each day late. The professor understands that at times there are extraordinary circumstances that occur and should be taken into consideration. These circumstances must be shared with the professor before the due date (and not the night before) in order for any extension to be given.

**Incomplete Grades:** Incomplete Grades will be handled according to the University Catalog. If an incomplete grade is issued, the student, instructor, and Associate Dean will develop an agreement for the terms of the incomplete and sign it.

**Student Conduct:** Students are required to follow the policies set within the Student Code of Conduct at CSU-Pueblo. This Code can be found on the Student Affairs website at <https://www.csupueblo.edu/student-affairs/student-conduct/index.html>. Students with questions regarding any guidelines within the Code should contact the Director of Student Conduct and Case Management at 719-549-2092.

**Accommodations:**

Colorado State University-Pueblo abides by the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, which stipulates that no student shall be denied the benefits of an education "solely by reason of a handicap." If you have a documented disability that may impact your work in this class and for which you may require accommodations, please see the Disability Resource & Support Center as soon as possible to arrange accommodations. In order to receive accommodations, you must be registered with and provide documentation of your disability to the Disability Resource & Support Center, which is located in the Library and Academic Resources Center, Suite 169.

**Academic Dishonesty:**

Academic dishonesty is any form of cheating which results in students giving or receiving unauthorized assistance in an academic exercise or receiving credit for work which is not their own. In cases of academic dishonesty, the instructor will inform the chair of the department prior to implementation of punitive action. Academic dishonesty is grounds for disciplinary action by both the instructor and the Dean of Student Services and Enrollment Management. Any student judged to have engaged in academic dishonesty may receive a failing grade for the work in question, a failing grade for the course, or any other lesser penalty which the instructor finds appropriate. To dispute an accusation of academic dishonesty, the student should first consult with the instructor. If the dispute remains unresolved, the student may then state his or her case to the department chair (or the dean if the department chair is the instructor of the course).

Academic dishonesty is a behavioral issue, not an issue of academic performance. As such, it is

considered an act of misconduct and is also subject to the University disciplinary process as defined in the CSU-Pueblo Student Code of Conduct Policies and Procedures Manual. Whether or not punitive action has been implemented by the faculty, a report of the infraction should be submitted to the Dean of Student Services and Enrollment Management who may initiate additional disciplinary action. A student may appeal a grade through the Academic Appeals Board. The Dean of Student Services and Enrollment Management's decision may be appealed through the process outlined in the Student Code of Conduct Policies and Procedures Manual.

**Mandatory Reporting:**

Colorado State University-Pueblo is committed to maintaining respectful, safe, and nonthreatening educational, working, and living environments. As part of this commitment, and in order to comply with federal law, the University has adopted a Policy on Discrimination, Protected Class Harassment, Sexual Misconduct, Intimate Partner Violence, Stalking, & Retaliation. You can find information regarding this policy, how to report violations of this policy, and resources available to you, on the Office of Institutional Equity's website ([www.csupueblo.edu/institutional-equity](http://www.csupueblo.edu/institutional-equity)).