MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION

DEPARTMENT of INSTRUCTIONAL SYSTEMS and WORKFORCE DEVELOPMENT
COURSE SYLLABUS

Course Prefix and Number: TKT 4473/6473

Course Title: Methods of Teaching Online

Credit Hours: Three (3) semester hours

Type of Course: Lecture

Catalogue Description: A study of objectives, materials, and methods appropriate for teaching online.

College of Education Conceptual Framework:

The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change.

The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students’ educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.

3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.

4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.
Course Objectives:

1. To develop an understanding of the history, development and research on online teaching and learning. (InTASC #1; CFPO #3)

2. To develop an understanding of the competencies needed to teach online education and be able to demonstrate these competencies successfully. (InTASC #1; CFPO #3)

3. To develop an understanding of the principles of online education. (InTASC #1-9; CFPO #2, 3, 6, 8-12)

4. To develop an awareness of diverse needs, interests, and abilities of students and provide for those in an online environment. (InTASC #1-8; CFPO #2, 3, 9-12)

5. To interpret minimum specifications of hardware and demonstrate proper procedures used to install hardware/software, manage, and troubleshoot in an online environment. (InTASC #1; CFPO #3, 11)

6. To demonstrate effective use of technology tools for the design and delivery of online education. (InTASC #1, 6; CFPO #3, 5)

7. To demonstrate effective collaboration and community building in online education. (InTASC #1, 6; 10; CFPO #3, 5)

8. To understand the special issues in online education. (InTASC #1, 7; CFPO #3)

9. To apply the self-actualization process in developing dispositions necessary to be successful as a classroom teacher. (InTASC #9, 10; CFPO #1, 5)

10. To understand the role of professional associations as they apply to professional development in the area of online education. (InTASC #9, 10; CFPO #1)

11. To demonstrate effective design and teaching by modeling micro-lessons in the online environment. (InTASC #1-8; CFPO #2, 3, 5, 7, 8, 10-12)

12. To demonstrate knowledge of appropriate assessment in the online environment. (InTASC #8; CFPO #3, 4, 10, 11)

Topics to be Covered:

1. Licensure Requirements (MDE, 2008) (1 hour)

2. Overview of Online Education (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (2 hours)
a. What is online education?
b. History and development of online education

a. Learner-centeredness
b. Choosing instructional strategies
c. Choosing assessment strategies

a. Factors to consider when selecting tools
b. Tools for delivering instruction online
c. Tools for designing instructional elements
d. Aligning tools to learner-centered attributes

5. Collaboration and Community Building (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (4 hours)
a. What is online community?
b. Strategies for building community
c. Strategies for online collaboration
d. Managing collaborative activities
e. Assessing collaboration and community-building activities

a. Rationale for using discussion forums
b. Preparing for online discussion
c. Facilitating effective online discussions
d. Assessing online discussions

7. Designing Quality Online Lessons (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (10 hours)
a. Planning lessons for online delivery
b. Managing your course site
c. Lesson design
d. Incorporating digital media
e. Assessment

8. Creating and Maintaining an Online Gradebook (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (3 hours)

9. Supporting Learners with Special Needs (Rice, 2012) (4 hours)
a. Characteristics of successful online learners
b. Support for learners with special needs
c. Identify students with special needs
d. Differentiating instruction for students with differing needs
e. Types of learning difficulties and Tier I and II Intervention
f. Accessibility, assistive technology, and Tier III accommodations


11. Special Concerns in Online Education (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (3 hours)
a. Digital citizenship
b. Digital literacy
c. Digital gap

12. Copyright and Fair Use (Rice, 2012; Stover, 2012; UM, 2013; Watwood, et al., 2009) (1 hour)

a. Trends
b. Issues

Texts:


Methods of Instruction:

Instructional methods will include teacher and student active components. Lecture, discussion, demonstration, projects, project-based learning, cooperative learning will all be used. Students
will apply learning by creating a unit plan and teaching one of the lesson plans. Technology required for design and delivery in online education will be infused throughout the course.

**Suggested Student Activities:**

1. The student will complete the Blackboard tutorial as he/she creates their own site (Obj. 5, 6).

2. The student will complete quizzes and daily assignments including researching and preparing annotated bibliography, evaluating his/her own teaching delivery and that of other students to show mastery of content. (Obj. 1, 4, 8, 9, 10).

3. The student will plan a unit of instruction with online pedagogy and deliver online. Include communication and collaboration for effective instruction (Obj. 2, 3, 7).

4. The student will develop materials and assessments to support their online unit (Obj. 11, 12).

**Honor Code:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Honor Code. For additional information please visit: [http://students.msstate.edu/honorcode/](http://students.msstate.edu/honorcode/)

Academic misconduct will be dealt with in accordance with the guidelines and procedures outlined in the Academic Misconduct Policy, which may be accessed on the web at [http://www.msstate.edu/dept/audit/PDF/1207.pdf](http://www.msstate.edu/dept/audit/PDF/1207.pdf).

**Technology:**

Instructional technology is used to prepare materials for the course including lesson plans, instructional aids, projects, journals, etc. In delivering the lesson, students learn to use electronic presentation technology, the SmartBoard, the document camera, the Internet. They use electronic databases as well as the Web for research; they post and retrieving information electronically. They also use the Blackboard learning management system to design, deliver, and assess instruction.
Diversity:

Diversity is specifically addressed in Instructional Objectives # 3 and 6 and specifically in Topics # 3, 4, and 5.

Students with Disabilities:

Students with disabilities are encouraged to discuss their needs with the instructor, preferably during the first week of the semester. All reasonable accommodations will be made to see that disabilities do not restrict a student's opportunity to learn. Help is also available from Student Support Services (http://www.sss.msstate.edu/disabilities/, 01 Montgomery Hall, 325-3335).

Field Component:

There is no field component for this class.

Evaluation of Student Progress:

Undergraduates:
- Quizzes and exams  20%
- Blackboard assignments (tutorial)  20%
- Unit/lesson plan/delivery/critique  20%
- Unit/lesson materials and assessment  20%
- Daily assignments  20%

Graduates:
- Quizzes and exams  20%
- Blackboard assignments (tutorial)  20%
- Unit/lesson plan/delivery/critique  15%
- Unit/lesson materials and assessment  15%
- Daily assignments  20%
- Graduate research assignment  10%

Graduate Assignments:

Graduate students will complete a ten-page research paper on a contemporary topic related to online education as approved by the instructor. Graduate students will present the paper to the class.

Grading Scale (Undergraduate and Graduate):
- 90 - 100  A
- 80 - 89  B
- 70 - 79  C
- 60 - 69  D
- Below 60  F
Bibliography:


