

A New Hampshire e-Learning for Educators Online Teaching Enhancement Course

Course: TE-01 Facilitating an OPEN NH Online Professional Development Course

Instructor: Instructor email address phone number

Course Description This course is designed for educators with some online course experience who have a strong desire to facilitate online courses for adults or students. Already trained OPEN NH facilitators as well as those with strong desire or other online experiences will be able to update and enhance your skills and knowledge about how to effectively facilitate an online course. While the general focus will be on the online model used for the OPEN NH program, you will also explore national standards for quality of online courses and programs. This course will cover requirements necessary to facilitate, complete and submit paperwork pertinent to the facilitator and course participants. In addition to these topics, the course will also provide a refresher "how to" in the Moodle course delivery system, as well as look at some Web 2.0 tools that are useful for 21st Century course facilitators.

Unit 1	Orientation: Making Yourself at Home in an Online Course	Week 1
<p>Welcome to Facilitating an Online Professional Development Course for OPEN NH. This introduction to the online environment involves a short series of assignments designed to familiarize participants with the course and the delivery system. You will explore the course, introduce yourself to your instructor and to your classmates, test out some course tools, and have a short discussion about your current experience with online course facilitation, online professional development, and online learning in general. You'll also set a goal or goals for your growth in the course.</p>		
Unit 2	Successful Online Facilitation: Rules of Engagement	Week 2
<p>As a facilitator for OPEN NH, you will have opportunities to work with educators from diverse backgrounds in education. In this unit, we will explore the skills and characteristics necessary for quality online facilitation of courses. OPEN NH wants to create a professional online learning community within each of its courses. Online learning can be isolating for some learners. It takes quality facilitation and guidance from a skilled instructor to create an online learning community from a set of isolated participants. In this unit, we will look at the characteristics of high quality facilitation. You will explore some tips and best practices for quality online facilitation as well as review the national standards for online teaching.</p>		
Unit 3	The OPEN NH Project: Getting Started	Week 3
<p>NH e-Learning for Educators was originally part of a 10 state initiative to provide high quality professional development delivered online for convenience and cost effectiveness. In this week's unit you will review the goals of the e-Learning for Educators project, and the characteristics of quality online courses and programs along with the requirements for online facilitation with OPEN NH. In addition, you will have the opportunity to review a mini tutorial that can serve as an introduction to our online course model in order to familiarize yourself with our e-Learning for Educators/ OPEN NH program and the opportunities available for teaching and learning.</p>		
Unit 4	Student -Teacher Interactions: Guidelines for Participation	Week 4
<p>The interaction between participants in an online course is critical to its success. In the discussion based model of online courses, it is the collaboration among learners that enrich the learning experience. As content is explored and discussed in terms of the prior knowledge, experiences, policies, grade levels, and content areas, each participant can individualize the content and make it relevant to their current teaching situations. The facilitator is critical in guiding learners through this negotiation of knowledge by establishing a presence in the course that welcomes and engages learners.</p>		
Unit 5	Moodle and Web 2.0: Using the Tools	Week 5
<p>There are a lot of wonderful resources that are freely available on the web. Web 2.0 tools come in a variety of functions and complexities, from a course management system, like Moodle, to the single 140 character or less messages of Twitter. Web 2.0 tools offer a wide range of applications for instructors of online courses. In this unit, you will explore the use of Moodle to deliver our online courses, but also take a look at some additional tools that you might wish to incorporate into your teaching in order to engage your learners.</p>		
Unit 6	Maintaining Quality Records: Documenting the Experience	Week 6
<p>One of the many advantages of online learning is that the experience is captured by the course management system. Unless face to face discussions are recorded, they cannot be revisited after the course is over. With online courses, it is possible to revisit those class discussions and continue to learn from them. In this unit, we will explore how to keep a quality record of your course experiences. Timely feedback, meaningful announcements, and consistent communication are all important. Understanding what records are important and necessary before the course starts, while it is running, and after it ends is the key to providing a consistent and meaningful experience for your learners.</p>		
Unit 7	Assessment and Learning: Earning CEUs and Graduate Credits	Week 7
<p>Because online learning is done in isolation, it is often considered difficult to assess effective learning or growth. Establishing clear guidelines and expectations for attendance and participation in the online environment help learners</p>		

understand how and what they are to learn. While OPEN NH courses are offered as pass/fail, there is also a graduate credit option available. OPEN NH courses use a generalized rubric for assessment. In order for rubrics to be used effectively, and in a meaningful way, learners must be expected to demonstrate knowledge through their discussions and activities. In this unit, we will explore strategies for assessing your online learners in a meaningful way, using the generalized rubric. We will also differentiate between earning CEUs and earning graduate credit.

Course Project

As a course project, you will develop an Outline for Success in Online Teaching that you can use to frame your first online teaching experience. The Outline will include checklists for engaging learning during the course, and for preparation before and after the course, as well as developing expectations for participation, assessment criteria, and incorporating Web 2.0 tools and resources. You will also develop a welcome letter that you can use with your first set of learners.

Course Standards

This Course Meets the following iNACOL Standards for Online Teaching:

- B. The teacher has the prerequisite technology skills to teach online.*
- C. The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.*
- D. The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.*
- F. The teacher has experienced online learning from the perspective of a student.*
- G. The teacher understands and is responsive to students with special needs in the online classroom.*
- I. The teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of learning goals.*
- K. The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.*
- L. The teacher collaborates with colleagues.*
- M. The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.*

iNACOL Standards for Quality Online Teaching

www.inacol.org/resources/publications/national-quality-standards/

Course Expectations

This course is divided into seven one-week sessions beginning with an orientation week. Each session includes readings, activities, and an online discussion among workshop participants. The time for completing each session is estimated to be five to six hours.

Your instructor will review and assess your progress throughout the course. At the conclusion of each session, your instructor will update your course Gradebook. It is important to review the assessment criteria in the course rubric that will be used to determine your grades. In short, if you pay attention to the following, you will do just fine:

1. Make sure you complete the readings each week and do the activities each week. Afterwards, your first posting in the discussion area should make reference to the readings and activities in such a way that your instructor can tell you read the material and engaged in the activities.
2. Make sure you post at least 2 message replies in the discussion area each week, and that each posting contains substantial comments (i.e., a comment like "oh, that's interesting" is NOT substantial).
3. Choose at least 2 different days each week when you will participate in the discussions. We suggest posting at least once within the first few days of the week, with your second post at least two days before the next week begins. If you only post on one day each week, you will not receive full credit because one posting a week does not help the group develop rich ongoing discussions.
4. Make sure you post on time, not after everyone else has moved on to the next week's discussion.

In order to be eligible to receive a **Certificate of Completion**, you must participate in all of the weekly discussions and complete all assigned tasks. Participants will be evaluated on the frequency and quality of their participation in class discussions. Participants are required to post a minimum of three substantial comments for each discussion, including one that addresses the discussion starter and demonstrates understanding of the course/unit concepts, citing examples from the readings. Additional postings should provide substantive comments to other participants, which are thoughtful, relevant, and serve to extend the discussion. You must earn a passing grade of 60% or more in the course requirements, earning at least 150 out of 250 points.

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Progress will be reviewed and assessed throughout the course. At the conclusion of each unit, the course Gradebook will be updated to reflect the quality of your participation in the course.

Graduate Credit

If you choose to take the course for graduate credit, there is an additional requirement to complete a Reflection Paper, which is worth an additional 50 points. The guidelines and rubric for this paper are posted in each course. You will need to (a) send your tuition registration form with payment directly to the university graduate studies office no later than the start of Unit 7 of your course and (b) notify your instructor that you have registered for graduate credit. If taking the course for graduate credit, a passing grade is 70% or more, earning at least 170 out of 300 points.