

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**

COURSE OUTLINE

EDUC300 - THE PEDAGOGY & TECHNOLOGY OF ONLINE LEARNING

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**SCHOOL OF BUSINESS AND LIBERAL STUDIES
DEPARTMENT OF SOCIAL SCIENCE
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- A. **TITLE: THE PEDAGOGY & TECHNOLOGY OF ONLINE LEARNING**
- B. **COURSE NUMBER/SHORT TITLE: EDUC300**
- C. **CREDIT HOURS: 3**
- D. **WRITING INTENSIVE COURSE - No**
- E. **COURSE LENGTH: FIFTEEN WEEKS**
- F. **SEMESTER(S) OFFERED: Fall and/or Spring**
- G. **HOURS OF LECTURE, 3 hours per week**
- H. **CATALOG DESCRIPTION:** This course will provide the student with fundamental information with which to design and deliver an effective Online Distance Learning course. Topics include: current eLearning research, pedagogical skills to impart the specialized knowledge/content, teacher-student interactions, applying technology-based web 2.0 tools, and building an online course. Three credit hours. Prerequisites: Junior level status AND 2.5 GPA, with prior education courses or teaching experience, or permission of instructor
- I. **Prerequisites: 45 credits completed. Introduction/Foundation to Education (offered on other campuses) or EDUC 350 or permission of instructor.**
- J. **STUDENT LEARNING OUTCOMES:** Upon completion of the course, students will be able to:

<u><i>Course Objective</i></u>	<u><i>Institutional SLO</i></u>
a. Identify and describe current e-learning research on engaging student –teacher interactions in a collaborative learning environment, how to provide feedback, and assess your students.	1. Communication 2. Crit. Thinking. 3.Prof. Competence 4.Interpersonal Skill
b. Select and implement technology-based web 2.0 tools.	2. Crit. Thinking 3. Prof. Competence
c. Locate and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information resources to be used in the online classroom	2. Crit. Thinking 3. Prof. Competence
d. Demonstrate ethical use of digital information resources and identify correct usage of materials per educational copyright and fair use principles in e-learning	2. Crit. Thinking

environments.	3. Prof. Competence
e. Summarize the impact of learner differences: culture/race, ability/disability, gender, age, and socioeconomic status in delivery of e-learning	2. Crit. Thinking 3. Prof. Competence
f. Design and develop a design document for a course to include course navigation instructions, syllabus, introduction, and one module of work	2. Crit. Thinking 3. Prof. Competence

K. TEXT(S): (To be determined by instructor)

- Clark, R.C. Mayer, R.E. (2011). e-Learning and the Science of Instruction: Proven Guidelines for Consumers and Designers of Multimedia Learning, 3rd Edition ISBN: 978-0-470-87430-1
- Horton, W. (2011). e-Learning by Design, 2nd Edition. ISBN: 978-0-470-90002-4
- Harasim, L. (2012). Learning Theory and Online Technologies, Routledge, NY. ISBN: 978-0-415-99976-2.

GENERAL TOPIC OUTLINE

EDUC300 THE PEDAGOGY & TECHNOLOGY OF ONLINE LEARNING

TOPICS

I. Learning in an online environment

- a) current e-learning research
- b) promises and pitfalls of e-learning

II. Understanding online students

- a) How people learn from e-learning
- b) the impact of learner differences: culture/race, ability/disability, gender, age, and socioeconomic status in delivery of e-learning

III. Building online communities

- a) ice breakers
- b) Collaborative learning
- c) web tools such as discussion forums, blogs, and wikis for collaborative learning

IV. Engaging online communities

- a) mediate and support engaging teacher-student interaction in a collaborative learning environment
- b) instructional design
- c) Learner choices in online learning

V. Information fluency

- a) ethical use of digital information resources
- b) identify correct usage of materials per educational copyright and fair use principles in e-learning environments
- c) accuracy, relevance, appropriateness of electronic information

resources

d) multimedia principles

VI. Designing An Online
Course

- a) syllabus
- b) course navigation
- c) instructions
- d) questions
- e) activities
- f) web 2.0 tools
- g) assessment