

ETEC 551 - Spring 2021

Instructor: [Dr. Ali Rezaei](mailto:ali.rezaei@csulb.edu) Email: ali.rezaei@csulb.edu Phone: (562) 985-4532 **Office Hours:** Thursdays 5-6 PM or by appointment (Zoom Meeting ID: 896 8958 0215) **Course web address:** <http://web.csulb.edu/~arezaei/ETEC551>
Synchronous Meetings: Tuesdays 5:00-8:00 PM through Zoom (Meeting ID: 896 8958 0215; see meeting dates below)
Course Presentations: [BeachBoard/Content/Presentations](#) Your anonymous **comments** and suggestions: [Suggestions Box](#)

Required textbook:

1. [The Online Teaching Survival Guide](#) 2nd Edition. (2016) by Judith Boettcher & Rita-Marie Conrad.
2. [Adding Some Tec-Variety](#) (2014), by Curtis J. Bonk Elaine Khoo. (This is available online for free)

Complementary Textbooks:

- [Blogs, Wikis, Podcasts](#) (2010) by Will Richardson
- [Michael Allen's Guide to e-Learning](#) (2016) by Michael Allen.

Grading

The minimum requirements for each assignment and the guides for each project are explained in detail, when you click on the following links.

Zoom Meeting ID: 896 8958 0215

Synchronous Meetings	Class Activity	Assignment Due (11:00 PM)
		Students' Preferences (January 18)
Week 1 Jan 19	Introductions Demo: Gmail , Wikis , Forms , Blogs	Educational Resources (January 19)
		Wikis (Feb 1)
Week 3 Feb 2	Lecture: Online Resources/tools Demo: Screen Casting	LMSs comparison
		Comparing Online Tools (Feb 15)
Week 5 Feb 16	Lecture: Assessment Strategies Demo: Making Web Pages	Comparing assessment strategies
		Making web Pages (March 1)
Week 7 Mar 2	Demo Online Teaching Survival Guide Software/Hardware Presentation	

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- Commented [A1]: 3dI, 4bIP, 6cIP
- Commented [A3]: 3cIP, 4aIP, 5bIP, 6aIP
- Commented [A5]: 6aIP
- Commented [A4]: 2aIP
- Commented [A6]: 2aIP, 6cIP
- Commented [A7]: 2aIP, 2bIP, 6aIP
- Commented [A8]: 2aIP, 3cIP, 6cIP
- Commented [A9]: 2aIP, 2bIP, 3dIP, 3eI, 4aI, 6aI, 7aI, 7cI

		Tec-Variety (March 15)
Week 9 Mar 16	Lecture: E-learning Principles (Clark & Mayer) Demo: Podcasting , Webcasting , Webconferencing	Guest speaker
Spring Recess Monday, March 30 – Sunday, April 5		Textbook Study Guide (April 5)
Week 12 Apr 6	Lecture: Michael Allen’s Guide Software/Hardware Presentation	
		Video Streaming
Week 13 Apr 13	Lecture: Horton’s e-learning by Design Software/Hardware Presentation	
		Signature Assignment (April 26)
Week 15 Apr 27	Software/Hardware Presentation	
		Final Exam (May 11)

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Grading Scale

Assignments	Points
Educational Video Resources	10
Ethics Wikis	10
Comparing Online Tools	20
Making Web Pages	20
Tec-Variety	10
Textbook Study Guide	10
Video Live Streaming	10
Website Evaluation	20
Software/Hardware Presentation	10
Final exam	20
Total	140

Educational Video Resources

The goal of this activity is to learn about available video resources for teachers and also to share your ideas about these resources with your classmates.

1. Join a group.
2. Each group member will choose one videos from your assigned list. Name and briefly explain the content of the video and why you found it useful (about 100 words for each video). Send your written answer to DropBox.
3. Share your selected video with your group and as group, choose one video clip that you liked most.
4. Each group will present up to 5 minutes of their best video in class. Provide an overall description of our list, explain what you liked about your selected video. Also explain if you are familiar with similar video resources for educators.
5. The class will choose the best video.

Commented [A16]: 3dPA, 4bPA, 6cPA

Ethics Wikis

This assignment has two goals: 1) to practice a teamwork using a shared document; 2) to learn about 5 of the most important topics in online education, not included in your textbook.

1. Each group will be randomly assigned to one of the following topics: copyright and fair use, cyber security, challenges of educational technology, future trends in education.
2. Each member in your group does an individual search on the topic and writes a list of his/her findings (minimum five findings). Use your own words and type links for citation. Post the initial findings to DropBox.
3. Each group creates a wiki, and individual students post their findings on the Wiki under their name. Each group reviews, eliminates the duplicates edits, and finalizes the Wiki page in a nice well-organized format. The group leader sends the link of the final Wiki to DropBox.

Commented [A17]: 3bPA, 3cPA, 4aPA,4bPA, 5bPA, 6aPA

Comparing Online Tools

For this assignment, you will select a category of digital tool, and explain in detail how this tool works, what its main features are, and then identify the main differences among the tools presented.

1. For the selected category of tool, compare 3 tools (e.g., 3 mind mapping tools).
2. Create a short narrated screen capture for each tool showing the main features of the tool and how the tool could be used. You should demonstrate that you are quite familiar with these tools and you know the features of the tools very well (minimum 3 minutes for each tool). Publish your screencasts and submit the links along with your written part.
3. Write a 1-3 page of summary and your evaluation of your selected tools or make a comparison table.

Commented [A18]: 2aPA, 5dPA, 6cPA

Making Web Pages

The goal of this assignment is to compare different web editing tools in their functions, features, and ease of use. For this activity, in pairs, you will:

1. Create two web pages using two different web design tools and publish them. The content should be the same. Each web page should include text (at least 200 words), at least 2 graphics related to the text, tables or frames, audio, video, animation (if applicable), and external links to at least 2 other web pages with related information. The overall look should demonstrate balance, grid, color, graphics, typography, white space, and connection.
2. Simultaneously, make a think-aloud screencast as you build your webpages. In the screencast you show and explain the steps that you take and reflect on this experience. Remember you are not expected to make a tutorial; this screencast is more a reflection of your experience with each tool. The screencast for each tool should be at least 4 minutes long.
3. Publish your web page and screencast, and post their URLs on BeachBoard.

Commented [A19]: 2aA, 3cA, 6cA

Tec-Variety

The goal of this activity is to learn about some interactive and engaging activities that could be used in online or face to face courses, based on the second required textbook *Adding Some Tec-Variety*. Each group (2-3 members) will be assigned to read one-two chapters of the book and then think about how you can use the content in practice.

1. All groups will the book's preface and introduction. Each group will read one or two more chapters. Each chapter introduces a principle and for each principle 10 activities are listed. Your job is to learn about those activities
2. A. Write a 1+-page summary or make a 3+-minute video summarizing your chapter. B. Write a 1+-page summary or make a 3+-minute video that gives least two VERY specific examples of how this chapter (or part of it) could be used in a real course, including how to evaluate students.
3. Submit your group's work to BeachBoard's Discussion Board so all students can access it.

Commented [A20]: 2aP, 2cPA, 3bPA, 3ePA

Textbook Study Guide

The goal of this activity is to prepare you for your final exam by studying the required textbook *The Online Teaching Survival Guide* and practicing "learning by designing questions."

1. Establish your group members and group facilitator.
2. Read the assigned chapters, and write a 2+-page summary in a study guide format.
3. Design at least 10 challenging questions based on the reading. Your questions are expected to be at higher levels of Bloom's taxonomy. Give the correct answers or a sample of correct answer, AND explain how the answer will be evaluated (or provide a rubric or grading criteria to evaluate the answer).
4. Use a Wiki tool such as Google Docs to collaborate in writing a study guide for the final exam. The facilitator will send the link to the study guide to BeachBoard.

Commented [A21]: 2aP, 2cPA, 3bPA, 3ePA

Video Live Streaming

This assignment could be done individually or in pairs. The goal of this assignment is to learn how to use live streaming in education. You demonstrate or perform something while you are live stream it. PLEASE note, the whole point of live streaming is to make your video interactive; the audience can ask questions and the performer may respond right away. So it is important to watch it live and to check the live chat box for questions and answers. You may need an assistant to check the chat box for you while you're performing.

1. Learn how to use Ustream, Livestream, YouNow, YouTube, Zoom, or Twitch or another live stream video tool.
2. Create a show (demo) that is at least 5 minutes long. You may perform or have an interview, or you may teach something (you should be in the video). You are free to choose the topic but try to choose something related to school and education, and is a topic that requires video and cannot be done in audio-only format (I mean avoid just talking; do something).
3. Also record your live show for students who are not able to see it live.
3. Use the attached link to list the date and time of your Live TV show and the URL of your recorded show so we all can watch your show. You should announce the date and the time of your show at least 1 week before April 6. The date and time of your show needs to be from April 7-20

preferably in the evenings or on the weekends. You may send an announcement and a reminder to class to make sure you have enough live visitors. It is recommended that you activate the chat feature and have an assistant to interact with your viewers.

5. All students are expected to watch at least 4 videos (at least 2 live videos) and comment on those shows using the attached link. Some websites allow you to have a live chat (or live comment) with the performer. In that case you simply copy your comment and paste it on the attached link.

Commented [A22]: 2aPA, 2bPA, 2cPA,3cPA, 5cP. 7aPA

Website Evaluation: Online Course Evaluation

The goal of this assignment is to apply your knowledge of instructional design and features of high quality online courses to evaluate a specific online course and provide suggestions for improvement. You write a minimum of (1000 words) to evaluate the course. It should be written so as to give the reader a comprehensive overview of the design, the content, and the contribution of the website to the field. Your assessment of the quality of the course should be based on instructional design principles that you learned in this course and other courses. You should explain how each of 32 criteria is applied or violated in the website (some might not be applicable). However, you should AVOID making a checklist or using direct quotes from those criteria.

Commented [A23]: 2aP, 3dP, 6aA

Software/Hardware Presentation

This assignment’s goal is to share with class the BEST tools/resources that you know well. Your grade in this assignment is mainly based on how much our students would find the tool/web site/resource to be useful. Therefore, you should keep the whole class in mind while choosing your website.

1. You may search and choose the tool/resource by yourself, or you may choose from the list of interactive websites, teacher resources or more popular online tools.
2. Get to know the tool/resource well.
3. In class, present the best (most important, most useful, most interesting) features of the tool/resource. Explain exactly how this tool/resource could be used in an educational setting. Evaluate the tool/resource and explain the limitations and suggestions for improvement. The presentation will take about 10 minutes. You may choose Mobile Apps to present.

Commented [A24]: 2aP, 2cPA, 3bPA, 3ePA

Grade	Percent
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

Attendance Policy

Active participation in class is very important. For each unexcused absence you’ll lose 10 points and I’ll deduct 2 points for each tardiness and early departure. Please see the [attached policy](#) for excused absences. I’ll need to see hard evidence for excused absences. Absences, tardiness, and early exits are inadvisable. Each absence will also result in the loss of assigned activity of the day. In case of emergency notify the instructor prior to Week. The practices in Week and the collaborative activities are essential for success in exams. There is no possible makeup for the activities that you miss. You need to be actively involved in discussions, presentations, and practices.

Required Materials

1. A CSULB email account.
2. Access to BeachBoard

Course Description

Applications of the Internet for use in K-12 education and higher education. Principles of Web design, including accessible design. Global learning networks and critical pedagogy and the Internet. Web based course development tools such as Black Board and Web-CT. The course provides discussions, demonstrations, and hands-on experience related to educational applications of computer communications systems such as e-mail, file transfer protocol (ftp), list-serves, and the world wide web. Students complete a series of hands-on instructional assignments using technology-based tools to design and manage educational programs delivered via the Internet.

Course goals and objectives:

Upon successful completion of this course, students will be able to:

1. Identify educational applications across the Internet for inquiry, communication, construction, and expression.
2. Design standards-based learning activities incorporating online resources.
3. Identify the characteristics of teaching and learning mediated through the Internet.
4. Identify a variety of online learning communities around the globe.
5. Analyze an Internet-based learning project in terms of its social structure, phases of activities, mediation of interaction, community-building, and institutional support.
6. Design and manage an educational activity on the Internet.
7. Synthesize research findings on Internet-enhanced learning.
8. Identify best practices and current trends in Internet-based distance education courses.
9. Explain issues concerning the implementation, management, and administration of Internet-enhanced learning.

Writing: College-level writing is expected. The grades for some assignments will be based, in part, on writing.

Late assignments: Assignments no more than one week late will be subject to a 10% penalty. Assignments of more than one week late are subject to a 20% penalty. Assignments beyond two weeks late will not be accepted. Assignments cannot be accepted after the last week of instruction.

Students with disabilities: Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance of the Director Disabled Student Services on Campus.

Cheating and plagiarism: Depending on the circumstances, penalties may include a zero score on the involved assignment/exam, an "F" for the course, and/or referral to the Office of Judicial Affairs. In some cases, the Office of Judicial Affairs may impose possible probation, suspension, and/or expulsion.

Theme:

Teaching for... Life-long Learning, Professional Growth, Social Responsibility
 Our mission is to foster a learning and teaching community committed to educational excellence.
 Our community
 · Promotes intellectual, personal, and interpersonal growth for all students; Prepares socially responsible leaders for a rapidly changing, technologically-rich world; Values diversity and prepares students for a diverse world; Serves and collaborates with other educators and the community; Promotes school improvement for all students; and
 · Engages in research, scholarly activity, and ongoing evaluation.

