

Revision January 10

E-Teaching I

The International Online Tutor Course

Course description

Academic responsibility:

University of Agder
Norway

Course description

1 Course name E-teaching. Part 1. The International Online Tutor Course. Course code INS 900
2 Target group Teachers, lecturers, online educators, professors, tutors, developers of learning environments, subject professionals, students at bachelor, master or PhD level
3 Workload 10 Credits (ECTS) Estimated student total workload: 240 - 300 hours distributed over 16-18 weeks.
4 Prerequisites Formal criteria: Academic degree: Bachelor, Master, PhD levels or equivalent Practical conditions: Basic ICT skills. Command of written English at academic level. Access to the Internet. Commitment to frequent (preferably daily) participation.
5 Duration Part time study: 16-18 weeks (exams inclusive)
6 Type Online, collaborative with tutor support Note: Collaborative studies means that the students have to collaborate with peers, paced according to a study guide with calendar. Frequent, preferably daily, participation is required. Assessment is partly based on participation.
7 Language English
8 Developing institutions The NITOL group
9 Offering institutions UiA
10 Course leader Sven Åke Bjørke
11. Authors/Teaching group Sven Åke Bjørke, Harald Haugen, Bodil Ask
12. Academic responsibility UiA, Pedagogical Development Centre (PULS)

13. Copyright

Authors

14. Aims

Prepare educators, tutors and subject professionals to learn, manage, support and moderate online education in a national and international context.

15. Learning resources

Learning Management System (LMS), articles, short online lectures (video clippings), electronic books, online 'mini-lectures' powerpoints, cases, URL-links, online libraries, set books

16. Objectives

On completion of the courses the participants should have the ability to:

- tutor and guide within online learning environments; technologically, pedagogically and professionally
- support and guide online students in their learning processes
- describe, discuss and select pedagogical approaches appropriate for intended learning outcomes and online learning

The participant will gain / improve skills in:

- organising online learning environments using a Learning Management System (LMS)
- collaborative e-supported work with peers by sharing ideas; analysing problems; negotiate meanings; and finding solutions;
- contributing in professional e-supported networks
- reflection on learning processes and improvement of learning skills;
- giving appropriate feedback to learners and groups of learners;
- functioning in an international e-learning environment

The participants should have developed or strengthened attitudes on:

- e-learning as a recognised and valid supplement/alternative to on-campus studies
- learning as an independent as well as a social activity

17. Content description (Learning units)

Module 1: Technology and pedagogy

Technology and pedagogy in the virtual classroom. Log into and navigate in the Learning Management Systems (LMS). Asynchronous and synchronous conferencing, threaded discussions, tools, folders and files. Self-instructional courses vs online learning communities. Online identity. Netiquette.

Module 2: Online learning and learning environments

Some challenges related to online learning:

Content and control, cost structures, pacing and workload, access and flexibility.

Online tutoring skills, e-moderating: the 5-step model (Salmon)

Collaborative Learning Environments, Communities of Practice, Computer Supported Collaborative Learning (CSCL), e-moderating.

Module 3: Pedagogical approaches

Theoretical background for learning and learning environments. Academic writing. Learning theories: Instructivism, constructivism, socio-cultural (constructivist) approach Deep & surface learning, collaborative learning. Theoretical background for communities of practice.

Student types, learning styles and personalised follow-up. Introduction to accelerated learning and mindmaps. Performers and learners.

Module 4: Tutoring

Developing students' online skills and 'scaffolding'. Blog, Facebook, Twitter, Jing Conferencing: planning, starting, maintaining, moderating, reflecting and negotiating of meaning, threading, weaving. Handling conflicts.

Module 5: Assessment

Assessment methods, reflection on learning processes, support & feedback to students, standardised grading, academic writing, handling of plagiarism, academic integrity

18. Mode of delivery and Infrastructure needed

Set books, Material distribution through LMS. Brainstorming sessions through synchronous media. Main communication tools are: asynchronous, paced on-line discussions, e-mail, documents and contributions archived in the LMS.

Group folders in the LMS for loading up group hand-ins and other documents.

Individual hand-in folders for loading up hand-ins in the LMS. Study calendar with pacing of activities and deliveries. Common group rooms for discussions and documents of common interest. An on-line virtual "café" for informal discussions.

Infrastructure:

Computer and access to Internet. All participants will be given access to an LMS, get their own virtual office on the LMS and be given access to virtual classrooms and group-rooms.

19. Learning outcomes

Upon course completion, the student 'walks out the door' with the knowledge or ability to i.a.:

- develop good online learning environments in an LMS
- select and apply various pedagogical approaches to practical situations according to aims and objectives
- create a virtual learning environment and work in and guide others in an online learning community
- develop, moderate and maintain asynchronous, threaded discussions in a multicultural environment
- scaffold and assess a learning process, give appropriate support and feedback, handle conflicts and plagiarism
- produce and evaluate learning products, such as articles, lectures and systems for assessment and feedback

20. Teaching methods

Study guides with learning tasks and activities, learner focused approach with tutor support, many-to-many communication, group work, negotiation of meaning in asynchronous threaded discussions, group hand-ins in addition to individual hand-ins. Group and individual studies. Peer tutoring.

21. Assessment of participants

Hand-ins during the course, student activity in the forum, portfolio assessment.
Participation and portfolio: 60%, Home exam 40%. To obtain course certificate at least one individual hand-in (TMA), one group hand-in, online participation and exam is required.

22. Bibliography

Study guide, articles, minilectures, videoclips, www, learning resources on CD-ROM
Set books: Salmon, Gilly: *E-moderating. The key to teaching and learning online.*
Routledge Falmer
Additional reference literature

23. LMS administration

University of Agder

24. Course evaluation

Summative evaluation questionnaire

25. Other remarks

Participants must buy the course book themselves (Appr USD 30)

26. Fees

NOK 8000. (appr EURO 1000) Payment at course start, latest at end of module 1
(Some partial fee waivers may be available for non-OECD country applicants)