

# CYBER PEDAGOGY

CTLE 651/ 6510-090  
Fall 2019

## WHEN AND WHERE

### COURSE WEBSITE:

<https://utah.instructure.com/courses/570938>

This is a fully online course. There is no requirement to meet in person. You are not required to log in to the website at any particular time, but you will need to participate at least once or twice a week, depending on the week. Some weeks will have two different deadlines for participating in discussions.

## COURSE MATERIALS

All of the learning material that you will need for this course will be provided within the weekly modules in the form of readings, videos, and websites. There are no required texts. If you are interested in some recommended books, I have started a list on the Recommended Books page within our Canvas course.

## COURSE OVERVIEW

Teaching in the online learning environment involves much more than uploading PowerPoint presentations and PDF readings and scheduling a few discussions. Effectively using technology in teaching requires thinking differently about educational objectives, altering content organization and presentation, and fostering a positive learning community by optimizing engagement with and between students and instructors. This course introduces instructional technology paradigms and their application to instructional strategies, offering examples of best practices for virtual education, exploring resources and on-campus expertise, and providing participants the opportunity to experiment with designing their own teaching strategies, techniques, and approaches. Whether your goal is integrating technology to supplement your existing classroom activities in a face-to-face or hybrid course, transitioning to online

course delivery, or creating an online course from scratch, this course will help you achieve your goals.

## INSTRUCTOR

Ali Froehlich, PhD  
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## PREREQUISITE

There are no prerequisites for this course nor do you need to have prior teaching experience, although the CTLE 600/ 6000 Teaching in Higher Education course provides foundations in effective teaching that this course will not. This course is designed for current and to-be instructors of all levels in the higher education setting.

## TIME COMMITMENT

Please note that this is a 3 credit course. According to U of U policy 6-100-III-B, you should expect to allocate about 9 hours of your time per week on this course.

## COURSE OUTCOMES

This class attempts to be a model of effective online pedagogy and allows you to experience online learning as the student. The following course outcomes are designed to help you reach that goal.

By the end of this course, you will be able to employ techniques to facilitate student learning in the online classroom. More specifically, you will be able to

- utilize teaching tools and technologies you experimented with in this course.
- create a climate and sense of community conducive to learning.
- design an accessible course that benefits all students.
- assess student learning in the online environment.
- create effective and engaging online lessons, activities, and course materials.

- effectively utilize video in more ways than you had previously considered.
- utilize tips for surviving the design and teaching of your online course.

## **COURSE ORGANIZATION, CONTENT, AND ACTIVITIES**

All of the material you will need for each week will be located within that week's module. Course modules can be located by either clicking on "Modules" within the course navigation menu or by clicking on the desired week on the Home page. Each week, open that week's module and start with the page that is labeled "Week X Guide" (links on the Home page will take you directly to that week's guide). The weekly guide will contain all of the learning material, links to activities and assignments, and upcoming due dates that you will need for the week. Think of it as your one-stop shop for your weekly needs.

Each weekly guide will introduce a new topic. As you move through the guide, you will find resources related to that weekly topic, including video lessons, readings, links to webpages, and short Application Activities to complete.

**APPLICATION ACTIVITIES:** There will be a variety of short application activities to complete throughout the semester, from brief written notes that reflect individual brainstorming to the sharing of ideas and examples on the discussion board. They are low stakes (worth only a small part of your grade) and may only receive feedback as needed. These activities give you the chance to immediately apply the concepts we talk about in this course and in some cases to hear what others in the class have to say and share.

Some of the Application Activities that involve discussion will require you to log into the course twice in a given week. You will be asked to contribute an original post to a discussion as well as respond to a peer's post. However, at least on some occasions, the response to a peer's post will need to be made

at least one day following your original post. The reason for this is to encourage you to return to the discussion and participate more than once. My hope is that you will keep an eye out for unread postings to make sure you read everything that is contributed to a discussion.

## **ASSIGNMENTS**

In addition to the Application Activities, most weeks there will also be an assignment that will guide you through the process of building your own online course (which you will have a good start on by the end of the course). Each of these assignments will receive my feedback (almost always within 1 week or less). Many of them also involve a peer review component, which means that you will receive feedback from a peer as well.

Brief descriptions for each assignment type are provided below. You can view more detailed instructions for all assignments by clicking on the "Assignments" tab within the online course navigation menu.

**COURSE CREATION:** Each of these assignments will ask you to build one or a few components of an online course. By the end of the semester, you will have created a significant amount of an online course.

**PEER REVIEW:** Several times throughout the semester, you will be asked to visit a peer's online course and give feedback. This is a great way to get ideas for your own online courses- both by giving and receiving feedback.

**SELF-REFLECTION:** Several times throughout the semester, you will be asked to reflect on your own progress in the course and to share those struggles and triumphs with the rest of the class.

## **GRADING**

Most assignments come along with rubrics to help you identify the most important components. As long as you participate in the course and complete assignments with all rubric elements included, you should do well in this course.

## GRADING SCALE

A 100-93| A- 92-90| B+ 89-87| B 86-83|  
B- 82-80| C+ 79-77| C 76-73| C- 72-70|  
D+ 69-67| D 66-63| D- 62-60| E below 60

Each point in this course is equivalent to one percent of your final grade.

**NOTE ABOUT CTLE 651:** If you have signed up for the non-credit section of this course (CTLE 651), a grade will not be reported to the Registrar's Office for you. However, please note that I will still track your performance in this course and record a grade for you for CTLE's records. The reason for this is that a requirement of the HETS designation is to receive at least an A- in this course. We maintain records for everyone in the event that a student wishes to apply for the HETS designation.

## CAMPUS RESOURCES

### STUDENTS WITH DISABILITIES

I am always learning how to make online course content and materials accessible to everyone. If you find it difficult to access this course or any of its content, please let me know so that I can make improvements for everyone.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for

Disability & Access (<http://disability.utah.edu/>), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

### OTHER STUDENT SUPPORT RESOURCES

- Center for Student Wellness: <http://wellness.utah.edu/>
- Veterans Support Center: <http://veteranscenter.utah.edu/>
- LGBT Resource Center: <http://lgbt.utah.edu>
- University Writing Center: <http://writingcenter.utah.edu/>
- English Language Institute: <https://continue.utah.edu/eli>
- Office of Equal Opportunity and Affirmative Action (including sexual misconduct): <https://oeo.utah.edu/>
- Utah Neurodiversity Workforce Program <https://unwp.utah.edu/>

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact a Student Success Advocate for support (<https://asuu.utah.edu/displaced-students>).

Additional Campus Resources: <http://ctle.utah.edu/related/>

<b>WEEK 0</b>	<b>START HERE</b>	<b>DUE DATE</b>
<i>Activities</i>	Introductions discussion (due end of Week 2) Syllabus quiz	Sept 1
<i>Course Creation Assignments</i>		
<b>WEEK 1: AUG 19 – 25</b>	<b>INTRO TO CYBER PEDAGOGY, PART 1</b>	
<i>Activities</i>		
<i>Course Creation Assignments</i>	Canvas Profile	Aug 25
	Test Course & Home Page	Aug 25
<b>WEEK 2: AUG 26 – SEPT 1</b>	<b>INTRO TO CYBER PEDAGOGY, PART 2</b>	
<i>Activities</i>	Favorite Quote Demo	Sept 1
<i>Course Creation Assignments</i>	Modules with Guides	Sept 1
<b>WEEK 3: SEPT 2 – 8</b>	<b>CLIMATE, COMMUNITY, &amp; COMMUNICATION</b>	
<i>Activities</i>	Self-Reflection 1 discussion	Sept 8
	Favorite Quote Demo Peer Review	Sept 8
<i>Course Creation Assignments</i>	Orientation Module	Sept 8
<b>WEEK 4: SEPT 9 – 15</b>	<b>UNIVERSAL ACCESSIBLE DESIGN</b>	
<i>Activities</i>	Peer Review 1	Sept 15
	Universal Design Pre-Test & Post-Test	Sept 15
<i>Course Creation Assignments</i>		
<b>WEEK 5: SEPT 16 – 22</b>	<b>COURSE PLANNING &amp; DESIGN</b>	
<i>Activities</i>	Learning Outcome Alignment discussion	Sept 22
<i>Course Creation Assignments</i>		
<b>WEEK 6: SEPT 23 – 29</b>	<b>ASSESSING STUDENT LEARNING, PART 1</b>	
<i>Activities</i>		
<i>Course Creation Assignments</i>	Summative Assessment Assignment	Sept 29
<b>WEEK 7: SEPT 30 – OCT 6</b>	<b>LESSON PLANNING</b>	
<i>Activities</i>	Lesson Plans discussion	Oct 6
<i>Course Creation Assignments</i>		
<b>WEEK 8: OCT 7 – 13</b>	<b>FALL BREAK</b>	

<b>WEEK 9: OCT 14 – 20</b>		<b>ASSESSING STUDENT LEARNING, PART 2</b>	
<i>Activities</i>	Self-Reflection 2 discussion	Oct 20	
<i>Course Creation Assignments</i>	Formative Quiz	Oct 20	
<b>WEEK 10: OCT 21 – 27</b>		<b>DISCUSSIONS</b>	
<i>Activities</i>	Online Discussions discussion	Oct 24 & 27	
<i>Course Creation Assignments</i>	Group Discussion assignment	Oct 27	
<b>WEEK 11: OCT 28 – NOV 3</b>		<b>CREATING VIDEOS</b>	
<i>Activities</i>			
<i>Course Creation Assignments</i>	Multimedia Lesson (due next week)		
<b>WEEK 12: NOV 4 – 10</b>		<b>ACTIVE LEARNING &amp; ENGAGEMENT</b>	
<i>Activities</i>			
<i>Course Creation Assignments</i>	Multimedia Lesson (due)	Nov 10	
<b>WEEK 13: NOV 11 – 17</b>		<b>COURSE MATERIALS</b>	
<i>Activities</i>	Video Quiz	Nov 17	
	Self-Reflection 3 discussion	Nov 17	
<i>Course Creation Assignments</i>	Lesson Module	Nov 17	
<b>WEEK 14: NOV 18 – 24</b>		<b>TECH TOOLS</b>	
<i>Activities</i>	Peer Review 2	Nov 24	
	Tech Tools discussion	Nov 24	
<i>Course Creation Assignments</i>			
<b>WEEK 15: NOV 25 – DEC 1</b>		<b>THE FINAL TOUCHES</b>	
<i>Activities</i>	Self-Reflection 4 discussion	Dec 1	
<i>Course Creation Assignments</i>	Completed Course	Dec 1	
<b>WEEK 16: DEC 2 – 8</b>		<b>TIPS FOR SURVIVAL</b>	
<i>Activities</i>	Peer Review 3	Dec 8	
	Tips for Online Teaching FlipGrid	Dec 8	
<i>Course Creation Assignments</i>			