

Title

Fundamentals of Virtual K-12 Teaching

Target Audience

This course is intended for pre-service and in-service teachers of grades K-12.

Prerequisites

To successfully participate and complete the assignments in this course, the learner must:

- Have past experience using the classroom computer.
- Have past experience working with the Internet.
- Be familiar with taking an online course or have completed the PBS “Practice Learning Online with TeacherLine” course.
- Be familiar with elementary, middle, or high school educational content.

Course Description

This course has been designed to meet the demand for qualified virtual teachers and will prepare them to be an effective virtual teacher. In this course, participants will learn about the national standards for quality online courses from iNACOL, SREB and the NEA, how to build community, strategies for working with virtual students, and assessment techniques. This course is a project-based learning experience during which learners will practice what they learn throughout the course and build an eLearning Toolbox with resources and materials they can use in their future virtual experiences.

Instructor/Facilitator

See instructor/facilitator sheet.

Credits

To be determined by college or university

Goals

The overall goal of this course is for you to know and understand the fundamental roles and skills exhibited by virtual teachers in the K-12 online environment.

By the end of the course, you will understand and be able to apply the following in your own professional practice:

- Understand the current educational landscape for online and blended learning.
- Know and understand the characteristics of an effective virtual teacher and the many roles he/she plays in the online learning environment.
- Know and understand the characteristics of a successful online student.
- Know strategies and techniques for working with and assessing virtual students.
- Know how to facilitate learning through communication and collaboration.

Outline of Content and Assignments



After previewing the documents in the Course Information area, learners will proceed to Course Content to complete the following six sessions, working through each session in order. Throughout the sessions, learners are asked to articulate their ideas in various forms: they are encouraged to reflect on their ideas and experiences; the discussions in the discussion forum are designed to allow learners to glean information from other learners' experiences. As a course project, learners will create documents they can use in future virtual teaching experiences.

This course is designed to address ISTE's *Educational Technology Standards and Performance Indicators for All Teachers* and iNACOL's National Standards for Virtual Courses and Virtual Teaching.

This course specifically addresses the following standards:

ISTE NETS*T

1 (c, d); 2 (a, b, c, d); 3 (a, b, c, d); 4 (c); &5 (a, b, c, d, e)

iNACOL National Standards for Quality Online Courses & iNACOL National Standards for Quality Online Teaching

Session 1: The Online Environment

In this session, learners will investigate models of virtual learning and the role of virtual learning in students' lives. What resources are available on the Web for online teaching and learning? What is the role of the virtual teacher in shaping the learning experience for our students? Learners will look at these questions throughout the course as they try on the many hats of a virtual teacher.

Learners will:

- Reflect on prior experiences learning and teaching online.
- Define professional goals and expectations for this course.
- Discuss the characteristics of an effective virtual teacher.

Read

- "A National Primer on Online Learning," Chapters 1 and 2
- "Keeping Pace with K-12 Online Learning 2010: An Annual Review of Policy and Practice"
- "National Standards for Quality Online Courses"
- "Toward a Theory of Online Learning," pp 33-43.
- "The Virtual Classroom Redefines Education"
- "Continuous Quality Improvement Through Professional Development for Online K-12 Instructors," pp. 5-10
- "Standards for Quality Online Teaching"
- "Preparing and Supporting Online Teachers," Sections III and IV
- "Building Better Instruction: How Technology Supports Nine Research-Proven Instructional Strategies"
- "E-learning 2.0 – How Web Technologies are Shaping Education"
- "Writing with Weblogs: Reinventing Student Journals"

View Videos

- "Managing Profile video tutorial"
- "The Virtual Classroom: Online Learning"
- "Blogs in Plain English"



Explore

- State Standards

Participate in Online Discussions

- Introduce themselves to other learners.
- Discuss Effective Virtual Teachers.

Complete Activities and Assignments

- Edit online profile for the course
- Reflect on expectations for the course and learning goals.

Session 2: The Effective Virtual Teacher

In this session, learners will look at the many different roles they may assume as a virtual teacher in an online class or course. They will also begin building an eLearning Toolbox by creating a welcome message and introduction that they will be able to use in their own professional practice.

Learners will:

- Discuss the characteristics of an effective virtual teacher.
- Create a friendly welcome message that provides students with logistical and content information about a course.
- Create a professional introduction that shares information with virtual students.

Read

- “Blended Learning: The Convergence of Online and Face-to-Face Education,” pp. 3-5
- “Virtual Schooling Standards and Best Practices for Teacher Education,” Table 3 and Teachers' Roles.
- “Key Facilitator Roles”
- “The Hats of the Online Educator” from *Making the Move to eLearning: Putting Your Course Online*
- “NEA Guide to Teaching Online,” Section IV
- “Teaching Courses Developed by Others”
- Welcome Messages
- “Sample Welcome Letter”
- Sample Syllabus
- Sample Introduction

Participate in Online Discussions

- Discuss Effective Virtual Teachers

Complete Activities and Assignments

- eLearning Toolbox 1: Welcome Message
- eLearning Toolbox 2: Virtual Teacher Introduction

Session 3: Working with Virtual Students



In this session, learners will look at the characteristics of virtual students and learn how they can enhance the course content to ensure student success. They will continue talking with their online peers in the discussion forum and will complete a review of a web-based tool for their eLearning Toolbox.

Learners will:

- Discuss the characteristics of effective virtual students and how to ensure students are successful in the online learning environment.
- Explore, analyze, and review a web-based tool.

Read

- “Different Trend Data for Teens”
- “Profile of Students Seeking Online Degrees”
- “Working with the Virtual Student,” pp. 107-124
- “Key Facilitator Roles,” pp. 52-64.
- “Essential Principles of High-Quality Online Teaching”
- “Bloom’s Taxonomy”
- A New Bloom
- “Communication and Collaboration 2.0”
- “Online Interactivity for Educators: A Teacher’s Tour of YouTube”
- “Teachers Tap Video-Sharing in the Classroom”
- “Lights, Camera, Learning”
- “Dynamic Media”
- Howard Gardner’s Multiple Intelligences Theory”
- “Planning lessons for students’ preferred learning styles”
- “Teach to Students’ Learning Styles”

Explore

- PBS LearningMedia website
- Cool Tools collection
- What’s Your Learning Style? interactive

View Videos

- “A Vision of Students Today”
- “The Machine is Us/ing Us”

Participate in Online Discussions

- Discuss Characteristics of the Virtual Student

Complete Activities and Assignments

- eLearning Toolbox 3: Web-based Tool Review

Session 4: Fostering Learning with Collaboration

In this session, learners continue to reflect on the many roles (or “hats”) of the virtual teacher, including pedagogical, managerial, social, and technical. In each role, communicating and interacting with students in order to encourage collaborative learning is key. Participants will also learn about group collaboration and will complete an assignment within a small group.

Learners will:



- Discuss the virtual teacher's role in online discussions.
- Communicate and collaborate in a small group to develop group collaborative strategies and activities to use with virtual students.

Read

- “Toward a Theory of Online Learning,” pp 43-55
- “BE VOCAL: Characteristics of Successful Online Instructors”
- “Managing-and Motivating! – Distance Learning Group Activities”
- “New Skills for a New Century: Students Thrive on Cooperation and Problem Solving”
- “Collaborative Classrooms”
- “Collaborating Online: How to Get the Most from Group Work”
- “How to Survive Virtual Group Work”
- “Collaborative Learning: Group Work and Study Teams”
- “Research Committee Issues Brief: Examining Communication and Interaction in Online Teaching”

View Videos

- “My Online Learning Community”

Participate in Online Discussions

- Discuss Communication as a Means to Collaboration

Complete Activities and Assignments

- Group Collaboration Assignment

Session 5: Communication Techniques

In this session, learners will look at and practice communication techniques. They will learn how to deepen the learning within the discussion forums and practice creating a landscape post and an announcement.

Learners will:

- Communicate and collaborate in a small group to develop group collaborative strategies and activities to use with virtual students.
- Discuss the effectiveness of full-spectrum questioning for facilitating discussions with virtual students.
- Create a facilitator's landscape post that helps a discussion move forward and reflects a specific tone of voice.
- Create an informative announcement for students.

Read

- “The Art of Hosting Good Conversations Online”
- “How to Guide from the Side and Stay out of the Middle - Practical Strategies that Work”
- “Full Spectrum Questioning for Critical Thinking”
- “Just what is a Landscape?”
- “Why Don't Face-to-Face Teaching Strategies Work in the Virtual Classroom?”
- “Tone”
- “Guidelines for Crafting Effective Announcements”



Explore

- Tones of Voice interactive

Participate in Online Discussions

- Discuss Full-Spectrum Questioning in the Real World

Complete Activities and Assignments

- eLearning Toolbox 4: Landscape Post
- eLearning Toolbox 5: Announcement
- Group Collaboration Assignment

Session 6: Assessment and Providing Feedback

In this final session, learners will look at different types of assessments and how feedback can be provided to students to help them manage their own learning. Learners will also finish their work in the eLearning Toolbox and will complete the Course Expectations & Learning Goals Assignment that was started in Session 1.

Learners will:

- Discuss their reaction to implementing the types of assessment and feedback associated with competency-based approaches.
- Review fellow learners' announcements and offer specific, rubric-based feedback.
- Analyze the learning experience in this course by reflecting on professional goals and expectations.

Read

- “National Standards for Quality Online Courses,” pp. 7-19
- “National Standards for Quality Online Teaching,” Standard D
- “Assessing online students and schools”
- “Competency-based Learning”
- “When Failure Is Not An Option: Designing Competency-Based Pathways for Next Generation Learning”
- “Understanding Rubrics”
- “Assessment and Feedback”

Explore

- Kathy Schrock's Assessment & Rubric Information

Participate in Online Discussions

- Discuss Competency-Based Learning.

Complete Activities and Assignments

- eLearning Toolbox 6: Providing Feedback
- Course Expectations and Learning Goals Assignment
- Post-Course Evaluation Survey

Schedule



This course is scheduled to take approximately 45 hours to complete. The number of hours identified for each course reflects time spent online, but does not reflect the total time spent completing offline coursework and assignments. All learners are different and learners will likely spend double the indicated number of hours completing all coursework depending on learning styles and work habits.

Requirements

Learners are expected to:

- Complete all assignments.
- Participate and actively engage in discussions with fellow learners while contributing to the social construction of knowledge.
- Be self-directed and self-motivated.
- Ask for assistance when they need it.

Materials (hardware, software, plug-ins)

Technical Requirements

- Word processor
- Internet service provider
- E-mail

Academic Dishonesty Policy

To be inserted by university institution only

Evaluation

This course is evaluated on a letter grade basis, and may be available for graduate credit. See graduate credit details pertaining to specific graduate credit institutions.

Last Update: April 9, 2012

