I T 7130: Facilitation of Online and Face-to-Face Learning
Winter 2015
4 credits

Instructor:
Margo Fryling Ed.D.
Office: 441 Education Building, Gullen Mall, Wayne State University, Detroit, MI 48202
By Appointment: 313-577-1728
Email: ae8158@wayne.edu

Text Books & Learning Materials:

Required:
  See the following for more about the book:
  See the following for more about the book:

Additional readings and other learning materials will be provided via the course website:
http://blackboard.wayne.edu/

Course Description:
As the learner, students (you) will plan, present, and facilitate learning in blended and on-line learning contexts. Topics include: leading discussions, creating and using formal and informal assessments of learning, as well as the use of course management system features and functions.

There will be emphasis on facilitation in online learning environments or blended learning contexts. The course will cover topics such as creating different types of online learning activities to address learner diversity; leading, guiding and moderating online discussions; creating and implementing various assessments of learning; uses of varied learning technologies to facilitate teaching and learning, and more.
Course Overview:
This course focuses on the planning, implementing, and facilitation of learning in various contexts, especially in online and blended learning. It covers a variety of topics regarding teaching and learning, learning technologies, pedagogical issues, learners and instructor’s roles, challenges, virtual teams, and more. We will be discussing questions like the following:

- What is facilitation? Why is facilitation needed?
- What cultural, social, pedagogical, technological, and administrative challenges do instructors face in online or blended learning environments?
- How should an instructor approach the planning and implementation of teaching and learning differently in online, face-to-face, and blended contexts?
- How are emerging learning technologies changing the way of teaching and learning?
- What strategies should you utilize to facilitate peer discussions in different types of learning and tasks?
- What assessments of learning are appropriate for online or blended learning? What should you consider when creating and implementing assessment tools?
- How to use different learning technologies to facilitate and promote active learning?

Course Objectives:
This course will provide a variety of learning opportunities in the forms of reading, discussion, reflection, displaying, doing, critique, and more. Upon successful completion of this course, students should be able to:

- Discuss the challenges and issues in online teaching and learning from various perspectives.
- Read, critically review and discuss research and practice of online teaching and learning.
- Design and implement a wide range of learning activities to promote active online learning.
- Facilitate online and blended learning.
- Evaluate online learning environments.
- Design and utilize various assessment instruments for online learning.

Course Requirements

The Instructor:
- This is a graduate level course for adult students, and as such is designed to assist and support you in the pursuit of your own knowledge construction. The focus of the instructor in a course like this is not to disseminate information, but rather to provide opportunities to gain and improve skills and competencies, to guide and facilitate your exploration and personal creation of knowledge.

Time:
- As a general rule, graduate courses require 2 hours of work, for every “seat hour”. In an online learning environment, our “seat hours” can be added in. In the case of IT 7130, a 4 credit class, please expect to spend 12 hours a week on course work. Understanding that an online course isn’t intended to be easy and fast is important. Those who try to finish projects in one day, may struggle and get frustrated. They are also the students who are difficult to work with in a group. Don’t let this be you. Please plan ahead, and budget your time. One person’s procrastination isn’t another’s fire.
Communication:

- I prefer EMAIL, however, we may need to establish a time to speak on the phone. Email me to set a time to speak. If either the student or the professor requests a phone call, it needs to happen, and appointment times should be respected.
- When corresponding by email, I will communicate with you using only your Wayne email. You should check your Wayne email every day. Emails from other domains (yahoo.com, gmail.com, hotmail.com, etc.) will not receive replies due to the Family Educational Rights and Privacy Act (FERPA).

Official Correspondence:

- When you email me you should consider the email official correspondence. As such, the email should not appear as a text message but should have proper grammar and punctuation. Improperly constructed email will be followed with the following response.

Technology Changes:

- This syllabus provides a general guideline for the course. I reserve the right to make periodic and/or necessary changes to the covenant, including: technology use and communication channels, in order to accommodate the needs of the class as a whole and fulfill the goals of the course.

Instructor/Course Policies:

Polite, Respectful and Conducive Learning Environment:

- It is the responsibility of every member of the class to ensure that we develop and maintain an environment that is conducive for learning. Please respect fellow colleagues by conducting yourself cordially in our online learning environment. Adhere to the university rules about classroom conduct. Remain an active learner but NOT a disruptive learner.

Written Communication Etiquette:

- As our course prepares students not only for academic but also for professional life, it is essential to be trained in the writing of messages for future colleagues, clients, and/or business partners using formal language rather than the informal communication used between friends and relatives. Based on this foundation, all written communication with the instructor is considered official, and it should therefore comply with the following rules:

1. Emails should only be sent using Wayne accounts such as xyz@wayne.edu
2. The subject line should contain few words summarizing the message purpose. A blank subject line is not accepted.
3. The entire message should have proper spelling and grammar.
4. The message should start with a salutation message such as “Dear Dr. Heinz” or “Dear Professor”
5. The message body should:
   a. Start with your name, last name, course number and section number. For instance it could read “This is Jacqueline Wilson from your IT7130 class”
   b. Clearly describe the message’s purpose.
   c. Explain the response needed from the instructor.
   d. Finish with proper valediction such as “Regards” or “Sincerely” and the student’s full name.
This course will include a variety of learning activities. You are required to read specified chapters from the textbook, weekly reading materials, websites and resources each week, and be prepared to participate in and contribute to the knowledge building of this learning discussion, leading and facilitating learning sessions, online facilitation practice, personal reflective blogs, team project, etc.

**General Information:**
1. All written work must be original and demonstrate appropriate communication skills (e.g. appropriateness, correct spelling, punctuation, grammar, organizational skills, etc.)
2. All papers must be computer generated using the software packages specified in the assignment instructions, and must meet scholarly standards as stated in the Publication Manual of the American Psychological Association (6th Ed.). http://www.apastyle.org/
3. All course related email communications must include “IT7130” or the like in the subject line to ensure prioritized processing on the instructor’s end.

**Course Policies:**
This course is designed purposefully as a online course. Documents outlining course policies such as Academic Integrity, Plagiarism, Computer Usage, Disabilities, Incompletes and Computer Mediated Communication are posted on the course information page of that site. You are required to access, read and acknowledge understanding of these documents.

**Important Dates to Remember:**
Classes Begin: Monday, January 12

Holiday- University Closed: Monday, January 19
Last Day for Tuition Cancellation Monday, January 19
1st Eight Week Half Term Courses

Last Day for Tuition Cancellation Sunday, March 8
2nd Eight Week Half Term Courses

Classes Dropped will not Appear on your Academic Record.
You are Contractually Liable for Tuition of Dropped Classes During this Period

Instructor Approval Required to Monday, February 9 – Sunday, March
29 Withdraw from Classes. Select
"Withdraw from a Class" on the Pipeline/Academic Student Menu; ***SMART Check*** is required.

Degree Applications Due Friday, February 13

Last Day to Withdraw Sunday, March 29

Holiday - No Classes Monday, March 16 – Saturday, March 21 (Spring Break)

Commencement Thursday, May 7
Assignments
The following assignments are required in this course:

- **Class Participation (50 points)**
  It is your responsibility to participate and experience the unique activities that will be incorporated into this class. A combination of readings, verbal and written reactions to ideas, observing demonstration tools or videos, and hands-on activities will be critical to your growth as professional individuals as well as a learning community. Active participation is always encouraged. In case of accepted. Class participation includes, participation in all discussion boards on a weekly basis, as well as active participation in course projects (individual and group).

- **Professional Reflective Blogs (50 points with possible bonus points)** We will start this Monday, January 19. If you prefer a different blog format, that is fine, just let me know.
  You are required to write and publish 6 or more reflective blogs throughout the semester, focusing on online and blended facilitation practices in this course, reflections, your own learning in the process and suggestions for changes and modifications for a course like this. **Personal blog posts, or any other posts not related to the content of this course do NOT count.** If you have any questions or concerns about the appropriateness of a blog post for this requirement, consult the course instructor for advice and approval. A professional blog is not a place to say…. “I found this assignment without purpose”, or “I already knew everything about this”. These statements are not professional, and are the opposite of everything we strive for as educators.

  Each qualified blog should be 300 words or longer, and you are encouraged to experiment with various technologies while blogging, such as Vlog, Podcast, VPod, YouTube, etc. In case that you include any meaningful audio or video files in the blog, which are appropriate and related to the course content, the 300-word length requirement does not apply.

  You have much freedom to decide exactly when to write and publish the series of blogs during the semester; however, you must meet the following guidelines:
  (1) Set up your Blackboard blog on the course Bb by **January 25, 2015**.
(2) Publish your first blog on or before **February 8**.
(3) You must post a mid-semester reflective blog on or before **March 15**.
(4) You must publish a blog with reflections on the facilitation presentation or the online facilitation evaluation. **You Choose the Date**.
(5) You must publish a blog reflecting on the facilitation team project. **You Choose the Date**.

If you post more than 6 qualified blogs as per the above instructions, you may earn up to 5 bonus points for each additional blog, with a possible maximum of 30 bonus points.

- **Facilitation Presentation (50 points) Due February 15.**
  You are required to prepare and facilitate one 30-minute learning session on the R2D2 model. The learning session must be related to online learning and/or facilitation. You are required to prepare a brief presentation on the special topic, provide learning materials as necessary, and design and deploy appropriate learning activities (e.g., discussions, debate, game, web quest, etc.) and facilitate the process. The facilitation of your online learning session will be assessed by your peers and your instructor with pre-determined rubrics. **Detailed assignment guide will be available February 1.**

- **Online Facilitation Evaluation (50 points) Due March 15.**
  You will be assigned to evaluate an online learning course.
  Requirements will include things such as:
  (1) Observe the hosting online instructor, focusing on his/her instructional and facilitation efforts in the online environment;
  (2) Reflecting on the relation to the learning materials and models covered in this course;
  (3) Observing students’ online participation, learning progress, as well as the instructors facilitation.
  (4) Identifying noticeable or potential problems in the online environment; and
  (5) Providing suggestions for possible interventions (as part of your evaluation). Your observations, reflections, suggestions and other related activities and thoughts should be documented in your personal reflective blogs.

  An evaluation form will be provided to guide you. **Detailed assignment guide will be available February 22.**

- **Online Facilitation Teaching (100 points) Due April 5**
  You will be required to facilitate online learning in a specified environment (not Blackboard Sandbox).
  **Detailed assignment guide will be available March 15.**

- **Facilitation Team Project (50 points) Due April 26.**
  Students will work as a team on this assignment, and evaluate online facilitation teaching projects (see above). As a team, you are required to write a paper with your plan of changes, additions, and modifications for the online course you will have facilitated. You should provide a brief description of the current learning environment, and your observed room for improvement, and strong justifications for any proposed changes. **Detailed assignment guide will be available April 5.**
**Grading**

Your final grade will be calculated as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>315-350</td>
</tr>
<tr>
<td>B</td>
<td>280-314</td>
</tr>
<tr>
<td>C</td>
<td>245-279</td>
</tr>
<tr>
<td>D</td>
<td>210-244</td>
</tr>
</tbody>
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* If a half point occurs in the final total point grade, it will be rounded up; for each individual assignment half point grades will not be rounded up.

**Assignment Notes**

1. **Late assignments** require instructor authorization in well advance, or else will not be accepted or reviewed and thus will receive 0 point. Authorization must be requested prior to the posted due date and will only be given if the inability to meet the due date is directly related to an emergency situation.
2. You are encouraged to align your course work with your work situation and/or research interests. **You must note; however, that all work must be original!**
3. **Incompletes**: Grades of “I” (Incomplete) are only given if the instructor believes there is a reasonable probability that the student can complete the course successfully without any further instruction. The responsibility for completing all remaining course work rests entirely on the student. Incompletes are reserved for special circumstances. They will not be given to students who have simply not finished all of their course work. In those cases, missing assignments will be scored as 0 and included in the final grade calculation.
4. As per Wayne State University policy, Incompletes (“I” grades) will be changed to a failing grade (F) automatically after one calendar year. All work **must** be completed within one calendar year – there will be no extensions.

**Student Disability Services:**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone number is: 313-577-1851 or
313-577-3365 (TTY: telecommunication device for the deaf; phone for hearing impaired students only). Once you have your accommodations in place, I will be glad to meet with you privately during my office hours to discuss your special needs. Student Disability Services’ mission is to assist the university in creating an accessible community where students with disabilities have an equal opportunity to fully participate in their educational experience at Wayne State University.

**Disclaimer:** Please note that the specifics of this Course Syllabus can be changed at any time in response to the changed needs or the class; and you will be responsible for abiding by any such changes. Changes will be posted to the announcements area on the course home page.