GS 762 Online College Teaching, Spring 2014

Instructors
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Class (f2f)
Thursday 4:40 - 6:00

Location
Link classroom 4

Goals & Overview
The overall goals of this course are to prepare PhD students to enter new faculty positions with a basic understanding of the state of online higher education in terms of tools, trends and the multiple perspectives on these issues; and meaningfully contribute to and benefit from participation in an apprenticeship in CIT. In the course, participants can expect to explore a range of formats and modalities for online and hybrid instruction and to take part in conversations with current practicing faculty on trends, directions implications for the future in online education. We will also look at course and syllabus design, materials development, assessment and intellectual property issues in online education. Participants will also have the opportunity to begin developing an online or hybrid course that they would like to teach.

Objectives
Specifically, by the end of this course, students will be able to

Background & Context
1. Describe and discuss different formats of online and hybrid courses: What are they and what is their purpose(s)? What is the range of online/f2f, size, etc.?
2. Participate in current conversations in higher education around growth of online instruction. Who are the actors: single faculty members or international consortia? What are advantages, disadvantages, trends, directions, implications for the future?

Syllabus & Course Design
3. Identify necessary components of an online/hybrid syllabus
4. Modify/convert a traditional syllabus for an online/hybrid course

Methods & Materials
5. Contribute to the development of materials for online courses, including assessment tools, rubrics, video
6. Select materials with appropriate IP considerations
7. Employ strategies to promote academic integrity
Activities
In this course, you will participate in a range of activities including hands-on tool use, small group projects, individual projects, synchronous and asynchronous online communication, lectures, class discussions, readings and other activities determined by class interest. You can expect to average about two and a half hours a week on out of class activities. Below is a list of required projects and tasks in the course, with associated objectives, all of which must be satisfactorily completed to receive credit for the course.
1. Take a MOOC concurrently with this class (Objs 1, 2, 3)
2. Conduct an informational interview with faculty in your discipline currently teaching an online course (Objs 1, 2)
3. Create a brief video suitable for use in a online course and/or teaching portfolio (Objs 5, 6)
4. Develop or refit a course syllabus for an online teaching modality, including one complete module with materials in a variety of media (which can include the video described above.) (Objs 1, 2, 3, 4, 5, 6, 7)
5. Write a reflective statement or blog post on your online experiences in this course (Obj 1, 2)
6. Contribute to ongoing discussions about online and hybrid education in f2f class meetings, online fora and via other media as appropriate to class activities (Objs 1, 2, 3, 4, 5, 6, 7)

Attendance & participation
This course is very hands-on and experientially oriented. Activities in class require you to 1) complete the readings, 2) be punctual for face-to-face and other synchronous meetings, and 3) be an active participant. You are expected to attend and participate in every class meeting, whether face-to-face or online. If you miss any class for any reason, you are still responsible for finding out about any assignments or information from class. Two or more absences may result in no credit for the course.

Disability statement
Students with disabilities who believe that they may need accommodations in the class are encouraged to contact the Office of Services for Students with Disabilities at 684-5917 or disabilities@aas.duke.edu as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

Academic integrity
Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity. To uphold the Duke Community Standard:
- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the standard is compromised

Required Text