

ACE 630 Distance Education Pedagogy-CrsRvs-2019-04-01

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information



The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click "SAVE" on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

Fourth Step: Click on "EDIT CONTENTS" (*not EDIT*) and start completing the template. When exiting or when done, click "SAVE" (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Jacqueline McGinty	Proposer Email*	jmcginty@iup.edu
Contact Person*	Jacqueline McGinty	Contact Email*	jmcginty@iup.edu
Proposing Department/Unit*	Professional Studies in Education	Contact Phone*	724-357-2400

Course Level*	graduate-level
----------------------	----------------

Course Revisions	
(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)	
Category A:	Category B:
catalog_desc_change course_title_change	course_revision distance-education <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below) - Please check the APPROVED DE Course List - ON DOCUMENTS PAGE before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i>

Rationale for Proposed Changes (All Categories)
--

<p>(A) Why is the course being revised/deleted:*</p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>This course is being revised as part of the program revision for the Instructional Design and Technology program. The revisions to ACE 630 reflect the current trends in the fields of instructional design/education technology to focus on a variety of pedagogies for diverse learners and learning environments, not only on distance education.</p> <p>In the past few years, distance education has evolved to include asynchronous delivery, live, synchronous video conferencing, hybrid, and virtual learning environments. The addition of these new environments into the instructional design, education technology, and training fields has created a need for instruction on digital pedagogy beyond the standard online, asynchronous learning environment. ACE 630 should be revised to include content on digital pedagogy and application of education technologies for effective teaching and learning in online, distance, and other digital environments.</p> <p>Updates to ACE 630 include an examination of effective teaching using digital tools across a variety of learning environments, digital pedagogical strategies, basic considerations for synchronous and asynchronous content delivery, strategies for teaching and assessing learners, and issues related to special needs and inclusion that arise in digital learning environments.</p>
<p>(B) University Senate Summary of Rationale*</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course is being revised as part of the updates to the Instructional Design and Technology program. The revisions reflect the current trends in the field of instructional design to focus on a variety of pedagogies for diverse learning environments, not only on distance education. The current ACE 630 course focuses only on distance education. ACE 630 should also include content on teaching with digital tools and across multiple digital environments.</p>
<p>(C) Implications of the change on the program, other programs and the Students: *</p>	<p>This change will improve the program for students because the revised ACE 630 will provide learners with pedagogical strategies for teaching at a distance and in the classroom using a variety of digital tools. Instead of focusing solely on distance education pedagogy, ACE 630 will provide instruction on how to facilitate learning experiences that effectively integrate a variety of technologies for online, hybrid, classroom, and other synchronous and asynchronous learning environments.</p>

Current Course Information*	
Category A	
(D) Current Prefix*	ACE
Proposed Prefix	ACE
(E) Current Number*	630
Proposed Number	630
(F) Current Course Title*	Distance Education Pedagogy
Proposed Course Title	Digital Pedagogy
(G) Prerequisites)	none

Proposed Prerequisite(s)	none
(H) Current Catalog Description	Examines effective teaching in online and distance learning environments. Topics include preparing to teach, basic considerations of distance education teaching, distance education teaching strategies, assessing learners, and issues related to special needs and cultural diversity of learners.
Proposed Catalog Description	Examines effective teaching using digital tools across a variety of learning environments. Topics include preparing to teach using digital technologies, basic considerations of synchronous and asynchronous content delivery, strategies for teaching and assessing learners, and issues related to special needs and inclusion that arise in digital learning environments.
<i>If changing Category A, no further action required.</i>	
Category B (if no change, leave blank)	
(I) Repeatable Course	NO
This is for a course that can be repeated Multiple times e. g. Internship	If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
Proposed Repeatable Course	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Number of Credits	Class Hours per week:3 Lab Hours:0 Credits:0
Proposed Number of Credits	Class Hours:3Lab Hours:0Credits:3

<p>(K) Current Course Student Learning Outcomes (SLOs)</p>	<ol style="list-style-type: none"> 1. Identify institutional resources to support distance education teaching. 2. Apply learning theories to developing distance education teaching strategies. 3. Select appropriate teaching strategies to maximize learning in distance education environments. 4. Develop collaboration and learning communities in distance education courses. 5. Identify and select appropriate distance education learning resources, including understanding copyright laws, Open Education Resources and accessible resources for learners with disabilities. 6. Create effective assessment strategies using rubrics and LMS supported assessment tools. 7. Develop effective strategies for insuring academic integrity of students. 8. Identify learner special needs and issues of cultural diversity and address those needs through course design and online teaching practices.
---	--

<p>(L) Proposed Course Student Learning Outcomes (SLOs)</p> <p>For each outcome, describe how the outcome will be achieved</p>	<p>Note that the text box in the table expands</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="text-align: center;">SLO #</th> <th style="text-align: center;">Outcome</th> <th style="text-align: center;">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td>Recommend hardware, software, and other digital resources to support teaching with technology.</td> <td>Final project of a the digital teaching plan. Students will create a teaching plan for a digital learning environment. In addition to creating a teaching plan, learners will facilitate delivery of their plan during the final week of the course.</td> </tr> <tr> <td style="text-align: center;">2</td> <td>Apply learning theories to the planning and development of digital teaching and training environments.</td> <td>Digital teaching plan assignment and in class discussions.</td> </tr> <tr> <td style="text-align: center;">3</td> <td>Describe teaching strategies to leverage technology to facilitate learner motivation, collaboration, and transfer.</td> <td>Class discussions and collaborative activities.</td> </tr> <tr> <td style="text-align: center;">4</td> <td>Communicate appropriate digital learning resources, including understanding copyright laws, Open Education Resources (OER), and accessible resources for learners with disabilities.</td> <td>Digital assessment assignment.</td> </tr> <tr> <td style="text-align: center;">5</td> <td>Create content and assessment strategies using a variety of digital tools for synchronous and asynchronous environments.</td> <td>Digital teaching plan assignment and in class discussions.</td> </tr> <tr> <td style="text-align: center;">6</td> <td>Plan for learner special needs, access, and inclusion in digital learning environments.</td> <td>Digital teaching plan assignment and in class discussions.</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Analyze pedagogical approaches for online, hybrid, synchronous, and asynchronous learning environments.</td> <td>Case study assignment.</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Recommend hardware, software, and other digital resources to support teaching with technology.	Final project of a the digital teaching plan. Students will create a teaching plan for a digital learning environment. In addition to creating a teaching plan, learners will facilitate delivery of their plan during the final week of the course.	2	Apply learning theories to the planning and development of digital teaching and training environments.	Digital teaching plan assignment and in class discussions.	3	Describe teaching strategies to leverage technology to facilitate learner motivation, collaboration, and transfer.	Class discussions and collaborative activities.	4	Communicate appropriate digital learning resources, including understanding copyright laws, Open Education Resources (OER), and accessible resources for learners with disabilities.	Digital assessment assignment.	5	Create content and assessment strategies using a variety of digital tools for synchronous and asynchronous environments.	Digital teaching plan assignment and in class discussions.	6	Plan for learner special needs, access, and inclusion in digital learning environments.	Digital teaching plan assignment and in class discussions.	7	Analyze pedagogical approaches for online, hybrid, synchronous, and asynchronous learning environments.	Case study assignment.
SLO #	Outcome	How outcome is assessed																							
1	Recommend hardware, software, and other digital resources to support teaching with technology.	Final project of a the digital teaching plan. Students will create a teaching plan for a digital learning environment. In addition to creating a teaching plan, learners will facilitate delivery of their plan during the final week of the course.																							
2	Apply learning theories to the planning and development of digital teaching and training environments.	Digital teaching plan assignment and in class discussions.																							
3	Describe teaching strategies to leverage technology to facilitate learner motivation, collaboration, and transfer.	Class discussions and collaborative activities.																							
4	Communicate appropriate digital learning resources, including understanding copyright laws, Open Education Resources (OER), and accessible resources for learners with disabilities.	Digital assessment assignment.																							
5	Create content and assessment strategies using a variety of digital tools for synchronous and asynchronous environments.	Digital teaching plan assignment and in class discussions.																							
6	Plan for learner special needs, access, and inclusion in digital learning environments.	Digital teaching plan assignment and in class discussions.																							
7	Analyze pedagogical approaches for online, hybrid, synchronous, and asynchronous learning environments.	Case study assignment.																							

<p>(M) Previous Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Topics in this course include:</p> <ol style="list-style-type: none"> 1. Institutional resources to support distance education teaching. 2. Application of learning theories to developing distance education teaching strategies. 3. Teaching strategies to maximize learning in distance education environments. 4. Collaboration and learning communities in distance education courses. 5. Identification and selection of appropriate distance education learning resources, including understanding copyright laws, Open Education Resources, and accessible resources for learners with disabilities. 6. Assessment strategies using rubrics and LMS supported assessment tools. 7. Academic integrity of students. 8. Learner special needs and issues of cultural diversity in online learning.
--	--

<p>(N) Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>This course will include a variety of activities and assessments, including project based learning, group activities and discussions. Weekly readings, lectures, and multimedia content will cover the course topics listed below. Students will engage in both classroom and online discussion to collaborate, share information, and engage in critical reflection. These activities will provide learners with the opportunity to process what they have learned from the readings and arrive at a deeper understanding of the readings as well as contribute to the collective knowledge of the class.</p> <p>Topics in this course include:</p> <ol style="list-style-type: none"> 1. Identifying hardware, software, and other digital resources to support teaching with technology. 2. Application of learning theories to the planning and development of digital teaching and training environments. 3. Teaching strategies to leverage technology to facilitate learner motivation, collaboration, and transfer. 4. Identification and selection of appropriate digital learning resources, including understanding copyright laws, Open Education Resources (OER), and accessible resources for learners with disabilities. 5. Creating content and assessment strategies using a variety of digital tools for synchronous and asynchronous environments. 6. Planning for learner special needs, access, and inclusion in digital learning environments. 7. Pedagogical approaches to online, hybrid, synchronous, and asynchronous learning environments.
--	---

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course has previously been approved for Distance Education <input type="checkbox"/> distance-education
Course Prefix/Number	
Course Title	
Type of Proposal	<i>See CBA, Art. 42.D.1 for Definition</i>
Brief Course Outline	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</p>
--	--

Liberal Studies Course Designations (Check all that apply)									
Learning Skills:									
Knowledge Area:									
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>								
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i> <i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The aesthetic facets of human experience </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 		<ul style="list-style-type: none"> The aesthetic facets of human experience 		<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 	
Informed Learners demonstrate:	Course SLO #								
<ul style="list-style-type: none"> the ways of modeling the natural, social and technical worlds 									
<ul style="list-style-type: none"> The aesthetic facets of human experience 									
<ul style="list-style-type: none"> the past and present from historical, philosophical and social perspectives 									

<ul style="list-style-type: none"> the human imagination, expression and traditions of many cultures 	
<ul style="list-style-type: none"> the interrelationships within and across cultures & global communities 	
<ul style="list-style-type: none"> the interrelationships within and across disciplines 	
Empowered Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> effective oral and written communication abilities 	
<ul style="list-style-type: none"> ease with textual, visual and electronically-mediated literacies 	
<ul style="list-style-type: none"> problem solving skills using a variety of methods and tools 	
<ul style="list-style-type: none"> information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources 	
<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	
<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
Responsible Learners demonstrate:	Course SLO #
<ul style="list-style-type: none"> intellectual honesty 	
<ul style="list-style-type: none"> concern for social justice 	
<ul style="list-style-type: none"> civic engagement 	
<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	

<p>How will each outcome be measured</p> <p>(note should mirror (L) Student Learning</p> <p>Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	Course SLO #	Assessment Tool to be used to measure the outcome
	1	
	2	
	3	


All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

<p>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</p>	
<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section,</p> <p>Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.

Please submit an ihelp if you have any questions <http://ihelp.iup.edu>