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Class Four

Part 1 : Standards:

Standard A: The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.

Example: The teacher spends time researching and staying up to date on the subject area and age group in order to provide an effective pedagogy.

Standard B: The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.

Example: The teacher understands the importance of communication; Therefore provides multiple tools for communication, such as web-chats, emails, phone calls and blogs.

Standard C: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

Example: The teacher builds a rapport, to the best of his or her ability, with each student for the sake of offering a pedagogy that is based on their learning styles.

Standard D: The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

Example: The teacher uses clarity, conciseness and consideration when communicating with a student to ensure the most effective feedback through email, phone calls and blogs.

Standard E: The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

Example: The teacher informs the online students about the severity of academic dishonesty on the first day of class. With that being said, should there be a problem, the teacher will intervene and give the student a zero on the assignment and ask the student to do it over the correct way.

Standard F: The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

Example: Through videos, powerpoints, notes and projects the teacher reaches the diversity of students learning styles through different resources.

Standard G: The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.

Example: The teacher uses the online environment to their advantage for creating and implementing assessments. Assessments include blogs and wikis, research projects,

webquests and computer generated scored tests and/or quizzes.

Standard H: The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.

Example: The teacher develops an exit ticket which entails an activity, quiz, essay or project that takes place at the end of the week. As a result, the teacher has feedback from the exit ticket and can assess the student's progress to make accommodations if needed.

Standard I: The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.

Example: The teacher has two open ended questions at the end of each lesson for the student. These questions allow the student to self-assess if they are understanding the lesson or not.

Standard J: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.

Example: The teacher provided parents/guardians with his or her email address and work phone number. In addition, the teacher informed the parents/guardian that he or she is available at anytime.

Standard K: The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

Example: The teacher notices, through assessment, that the student's are not understanding the material. Therefore, the teacher modifies the powerpoint and adds video content on the Learning Management System in hopes that the student's will have a better understanding because of the changes.

Part II: Notable Differences Between Online and Traditional College Settings:

Statement 1: Online learning can include both synchronous and asynchronous activities, with an emphasis on the latter.

A. I agree with the statement because online learning can include a live chat group, which is synchronous, and asynchronous communication like this online class.

B. I think this statement applies to the K-12 Online Education because it is important for people to know what type of communication is included in online education.

Statement 2: Because of its asynchronous nature, online learning requires more self-direction and discipline.

A. I agree with this statement because online learning requires students to work at their own time and pace to complete the course.

B. I think this statement applies to the K-12 Online Education because it is crucial for people to understand the nature of an online classes. If student are not disciplined enough or have a problem with time management, an online course may not be the best choice because it can

lead to being overwhelmed.

Statement 3: Reading is paramount in online learning.

A. From the first day to the last day of the online class, directions, assignments, feedback, communication, etc. is all through reading. Therefore, I agree with the statement, I think reading is crucial for an online class.

B. For K-12 Online education I completely agree with this statement. Most resources for an online course is through reading. Even so, directions, assignments, and communication is all delivered by reading.

Statement 4: Online feedback can be slower than face-to-face feedback.

A. I agree with this statement because in a traditional classroom a student can talk with the teacher at any time. However, with an online class, communication is slower because the student has to wait for a response through an email or phone call.

B. I think the statement does apply to the K-12 Online learning because it can affect how a student learns. If the student is unable to complete work without immediate help or feedback, it may cause a problem. In contrast, if the student can wait because time and pace is available than an online class may work out well.

Statement 5: Writing skills are paramount in online learning.

A. I do not agree with this statement, I believe reading skills are more important for students to have since an online class is mainly based on reading material.

B. I do not think the statement applies to the K-12 Online learning because I do not think writing skills is the most important factor for an online class. It is important to be able to write, yes. However, a confusing email to a teacher or classmate is less important than the student not understanding an assignment because reading a large amount of information is hard for them.

Statement 6: Digital literacy makes the difference between hanging on by your fingernails and thriving in an online classroom

A. The statement makes it seem that if a student doesn't know everything there is to know about digital literacy than that student won't do well in class. Therefore, I do not agree with the statement. I think it is important to become familiar with a digital program that you are using, but does not mean you can't thrive if you aren't an expert.

B. In contrast, I do think this statement applies to K-12 Online Learning depending on the level of use. For instance, if a high school student is attending a full-time charter school, it is important to understand the program fully to succeed all four years. Not being able to work the program, may have drawbacks for a full-time high school student. For a student who is taking one course, being an amateur or professional in digital literacy is less important than a full-time charter student.

Statement 7: In online synchronous debate and discussions, the writer is advantaged instead of the talker.

A. I agree with the statement, I think all the student and teacher have an equal say with a

discussion because it is an open and calm discussion through a chat room or instant message.
B. I think this statement applies to K-12 Online Learning because students mainly communicate through email, text messages, blogs and chats which is more of an open discussion rather than an in-person debate. This allows an even playing field, so to speak, for an open discussion.

Statement 8: The professor is a facilitator in online learning, not a dictator.

A. I agree with the statement because students have their own time and pace to complete work; Therefore, they do not have a teacher standing in front of them telling them what to do. Rather, students choose when, where, and how long they want to work on the course,

B. I think this statement applies to K-12 Online Learning because it clearly states a teacher's role in an online course. Students K-12 decide when they are going to do their work and for how long. Therefore, teachers don't have control of how the class works. They only provide the information to the students and wait for feedback to monitor progress.

Statement 9: Networking and social interaction differ in the two settings.

A. I agree with this statement because the internet allows for interaction to take place at anytime, anywhere. Therefore, an online teacher can reach all different people, rather than a small room of students.

B. With online education, the achievement gap closes up because courses are offered to all different type of students from homebound to incarcerated, rural area students and more. Therefore, I think this statement applies to K-12 Online Learning because it allows for interaction and networking to take place all over a district, or even the state, through an online course that reaches many students.

Statement 10: Online learning is an individual pursuit.

A. At the end of the day online learning relies on you, and yourself along. Therefore, I agree with this statement. The online learner is sitting in front of the computer by themselves, individually working on the course.

B. I think this statement applies to K-12 education because it clearly states the individuality of online learning. Even though students communicate via phone calls, email, blogs chat rooms, etc. It is still the student by themselves communicating through their technology sitting in front of them.

Part III: Theories of Distance Education

1. The Need for a Theory:

A theory for distance education gives an idea to the people of what it is all about to what it includes. The theorist Moore was worried about the progress of distance education due to the lack of "macro factors". In other words, he stated that there is a need to describe and define this field of education. The theorist Keegan stated there is a lack of identity because there is not a theory. The theorist went on to say that a theory is something that can be shortened to a phrase, a sentence or paragraph. In addition, Holberg stated the need for a theory is due to the need to find

an explanation for occurrences that will happen from distance education. He went onto state that distance education is a fragile concept; Therefore, needs to be explained clearly.

Furthermore, in this section a few theorists have compared face-to-face education and distance education. For example, Cropley and Kahl compared the differences in a psychological approach. They found that neither principals emerged in pure form. Also, Holberg compared and claimed the difference is a distinct form of education. To compare, Keegan concluded that it is parallel to traditional education. Lastly, Shale stated that the process of education is the same face-to-face and physically separated.

2. List of 8 theories and the person associated:

Theory of Independent Study	Charles Wedemeyer
Theory of Independent Study	Michael Moore
Theory of Industrialization of Teaching	Otto Peters
Theory of Interaction & Communication	Borje Holmberg
Andragogy	Malcolm Knowles
A synthesis of Theories	Hilary Perraton
Equivalency Theory	An American Theory of Education
A Theoretical Framework for Distance Education	Desmond Keegan

3. Explain Moore’s “theory of Transactional Distance”

Michael Moore’s theory of distance education classifies methods of distance education programs. Also known as, the “independent study,” Moore looked at two variables in educational programs. The first was the amount of learner autonomy. The second was the distance between a teacher and a learner. Moore’s theory stated in traditional school settings the student’s rely on the teacher and a student in passive. However, in distance education the student must accept an active role, also known as, autonomous or learner-determined. In addition, Moore’s theory talked about the distance between teacher and learner. He looked at the two way communication and the extent to which a program is responsive to the needs of a student. All in all, because of Moore’s experience in his adult education and university experience he was able to examine these two variables and share the theory he came up with.

Part III: Addie Model

1. Define Instructional Design: According to Wikipedia, Instructional Design is the practice of creating "instructional experiences which make the acquisition of knowledge and skill more efficient, effective, and appealing.

2. Design Instructional Design Model: According to the web, an instruction design model provide guidelines or frameworks to organize and structure the process of creating instructional activities.

3. Plan an online course:

<u>Analyze</u> : Problems and objectives, students and learning environment	For my online course I would get to know my students by requiring an assessment the first day of class. The assessment will require information about their personal life, so I can understand their personal needs. In addition, the assessment would have five questions asking the student how they learn best so I can better understand their learning styles. Lastly, the assessment would have ten questions based on course material. Therefore, I can get an understanding of what students know and what they need more help with.
<u>Design</u> : learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection	I plan on designing the course to meet all different learning styles to cover the subject matter. However, once the assessment is filled out by each student, I plan to make changes to my learning objective or design approach, if needed, to meet the students needs. Then, I will make sure I have the proper technology for my course content to be the most effective.
<u>Develop</u> : Create storyboards & graphics	To begin the development of my course, I plan to start way in advance to make sure everything is ready when the course beings. I plan on having many resources available to students from watching videos and reading articles to downloading content. I plan to reach all students needs with as much great resources as possible, with occasional changes when needed.
<u>Implement</u> : Procedures for training facilitators and learners	When launching the course, I plan to be available to the students as much as possible. I want to be able to answer any questions and be able to re-explain anything that is unclear. In addition, I want to make sure the student's understand time management is key to success; Therefore, I will prepare a schedule of assignments for them to follow along.
<u>Evaluate</u> : Formative & summative assessment	When evaluating my online course I plan to gather information about how the student did overall, how they felt about each assignment and what they learned. In addition, I plan on evaluating how much time each student took for an assignment and their overall opinion of the course. I will take this information into consideration to improve the course for the next time.

