

Course Proposal (Curriculum Project)
EDU 350: Communication Skills for Online Learning

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EDTC 500 Online Course Proposal

1. Abbreviated Course Title: EDU 350: Comm Skills for O.L.

2. Full Course Title: EDU 350: Communication Skills for Online Learning

3. Credits: 15 Sessions, 15 Weeks, 3 Credit Hours

4. Course Components:

Multi-Media, Hands-On Learning, Online Collaboration Tools, Learning Management System Basics, Effective Public Speaking Basics

5. Course Level:

This 300 level course is offered to pre-service teachers in both China and the US through a collaborative effort between New Jersey City University and its Confucius Institute. Course enrollment and management is administered through the Department of Elementary and Secondary Education at New Jersey City University.

6. Catalog Description:

This course will provide pre-service teachers the communication skills necessary to facilitate successful online learning across multiple cultures. This course will incorporate existing knowledge of Learning Management Systems and provide instruction with preparation and delivery of online lessons in an open online forum. This course will concentrate on: cultural issues related to online learning, online presentation software/tools, researching lesson material, online delivery quality, and organization of the lesson. Upon completion, students will be able to prepare and deliver well-researched lessons via an online delivery tool within a Learning Management System and online presentation tools. Students will be proficient in cross-cultural online public presentations.

7. Course Prerequisites:

LTED 305 - Literacy Workshop for Pre-Service Teachers

PSYC 150 Developmental: Birth to Adolescence

or

PSYC 152 Developmental: Adolescence to Adulthood,

8. Rationale:

In recent years, there has been a proliferation of online collaborative tools and teaching methodologies such as virtual worlds, social bookmarking, blogs, discussion boards, wikis, audience response systems, massive open online courses (MOOCs), and custom social networks. This ever-changing landscape can enhance the traditional means of teaching and learning and allow for a more collaborative student-centered experience. It is expected that the demand for 21st Century teachers possessing these communication skills will only increase as teaching and learning becomes more global in nature. By educating students on how to utilize and deliver online content, they will be able to market themselves globally in their fields of employment.

9. Student Learning Outcomes:

By the end of this course, students will be able to:

- A. Recognize and utilize the communication skills necessary to facilitate successful online learning internationally.
- B. Design and create an international course utilizing multilingual collaboration tools.
- C. Prepare and deliver well-researched lessons utilizing online delivery tools appropriate to the teaching and learning environment.
- D. Demonstrate a proficiency in online public presentations.
- E. Assess and determine which cultural considerations, accommodations, or barriers need to be addressed in order to ensure successful online communication internationally.
- F. Assess and utilize the culturally responsive teaching methods necessary for successful online learning.
- G. Demonstrate and discuss effective information and technology literacy skills and model responsible citizenship in a culturally complex world.

10. Instructional Procedures:

- A. Online Lectures (Student Learning Outcomes: A, E, F)
- B. Reading Assignments (Student Learning Outcomes: A, D, E, F, G)
- C. Online Discussion (Student Learning Outcomes: A, E, F, G)
- D. Student Projects (Student Learning Outcomes: B, C, D, E, F)
- E. Student Presentations (Student Learning Outcomes: A, C, D, E, F, G)

11. Course Content:

This course is offered online in weekly sessions. Students are able to access lectures, complete assignments, and interact with their classmates and the instructor via their computers.

Session	Content	Student Learning Outcomes
1	An Introduction to Cross-Cultural Online Learning Read: Introduction to Kiss, Bow, or Shake Hands? (KBOSH) Discussion: Personal introductions Discussion Forum Topic: Personal experience with another culture.	E, G
2	Cultural Considerations, Accommodations, and Barriers Read: Cross-Cultural Considerations in the Education of Young Immigrant Learners Discussion Forum Topic: Sight, hearing, language, and online displays	E, G
3	Culturally Responsive Teaching Methods Read: KBOSH sections of your choosing Discussion Forum Topic: Cultural pedagogy	F, G
4	Online Learning: Introduction and Global Perspectives Watch: Interview of Cathy N. Davidson (https://www.youtube.com/watch?v=W_HcFIRpYnI) Assessment 1 Due	A, F
5	Introduction to Learning Management System Collaboration Tools Review: :Directory of Learning & Performance Tools (http://c4lpt.co.uk/directory-of-learning-performance-tools/) Discussion Forum Topic: Free LMS tool evaluation	B, C, G
6	Asynchronous and Synchronous Collaboration Tools Read: Blogs, wikis, podcasts, and other powerful web tools for classrooms Discussion Forum Topic: Blogs, WIKIs, and Discussion Forums	B, C, D, G
7	Synchronous Virtual Learning Tools Review: Directory of Learning & Performance Tools (http://c4lpt.co.uk/directory-of-learning-performance-tools/) Discuss: Video or not to video	C, D, G

8	Engaging Participants with Polling Questions and Directing Questions to Individuals Review: Directory of Learning & Performance Tools (http://c4lpt.co.uk/directory-of-learning-performance-tools/) Discussion Forum Topic: Online Audience Response Systems	A, C, F, G
9	Advantages and Disadvantages of Virtual Environments Read: "Using the ADDIE Model to Design Second Life Activities for Online Learners" article. Discussion Forum Topic: The Rise and Fall of Second Life	A, F, G
10	Effective Online Course Design with Synchronous Components Read: Meta-Communication for Reflective Online Conversations: Models for Distance Education. Discussion Forum Topic: Review of Quality Matters Resources	B, C, F, G
11	Live Virtual Lesson and Researching Online Lesson Content Assessment 2 Due	B, C, F
12	Drawing Participant Attention with the use of Screen Sharing, Embedding Graphics and Sharing Presenter Controls in Virtual Environments Watch: Best Practices in Online Teaching (https://www.youtube.com/watch?v=zb0XhUyC178) Discussion Forum Topic: Promoting Online Student Engagement	C, D, G
13	The Importance of Surveying Participants to Improve Future Offerings Read: EDUsumMIT: A Global Knowledge Building Community for Educational Researchers, Practitioners, and Policy Makers. Discussion Forum Topic: Evaluations	C, D, G
14	Presentations of Final Projects to Entire Class Discuss: Critique presentations Assessment 3 - Final Presentations (Last names: A-M)	A, C, D, G
15	Presentations of Final Projects to Entire Class Discuss: Critique presentations Assessment 3 - Final Presentations (Last names: N-Z)	A, C, D, G

12. Undergraduate General Education Courses: None

13. Undergraduate Course Status:

This course is offered as an elective to all students interested in expanding their background by preparing them to teach to a global audience in an online format.

14. Degree Requirements: Elective**15. Specialized Accreditation, Certification, and Licensure:** None**16. Assessment/Evaluation of Student Outcomes and Determining Student Grades:**

Assessment	Possible Points
Participation in Course Sessions - participating in online discussions (at least one original post each week on topic relevant to course content plus a minimum of two responses to fellow classmates.	30
<p><i>Assessment 1: Utilizing KBOSH</i> Pick two geographically and culturally disparate countries. Identify and discuss how cultural differences could impair online communication and suggest three interventions to support the process of teaching and learning. Two page minimum with three to five resources.</p>	20
<p><i>Assessment 2: Preparing for an International Asynchronous Online Lesson</i> Prepare to facilitate an international online asynchronous virtual lesson using a web-conferencing tool (i.e., Skype, Adobe Connect, Blackboard Collaborate, Google Classroom, etc.). The lesson should be between 15 and 20 minutes in length. The deliverable should be a script with an accompanied online covering any discipline or subject of your choosing. This should include instructions or guidelines for an integration of translation tools for participants with an alternate primary language. For example, content provided in English should provide a translation option for students whose primary language is Chinese. Translation of content is not required for this assignment. Additionally, in a separate text document, describe what communication and educational technology tools that will be used in the live session. Submit the two text documents and the presentation to your professor using the Assignment drop box for "Assessment #2."</p>	20

<p>Assessment 3: <i>Final Presentation</i> Facilitating a Live International Asynchronous Online Lesson. After you receive feedback from Assessment #2, make any necessary changes to your text documents and online presentation. You will present and record your live asynchronous online lesson via a web-conferencing tool, of your choice, to the entire class. Live presentations may be done and attended if schedules permit.</p>	30
Total:	100

17. Bibliography:

Required Texts

Morrison, T., & Conaway, W. A. (2006). *Kiss, bow, or shake hands* (2nd ed.). Avon, Mass: Adams Media.

Jay R. Howard, & Maryellen Weimer. (2015). *Discussion in the college classroom* (1st ed.). US: John Wiley & Sons Inc.

Richardson, W. (2010). *Blogs, wikis, podcasts, and other powerful web tools for classrooms* (3rd ed.). Thousand Oaks, Calif: Corwin Press.

Supporting Bibliography

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- Sullivan, J. (2017). *Simply said: Communicating better at work and beyond*. John Wiley & Sons.
- Tools of Engagement: Presenting and Training in a World of Social Media* (1st Edition)
by Tom Bunzel.
- Van Sluys, K., & Rao, A. (2012). Supporting multilingual learners: Practical theory and theoretical practices. *Theory into Practice*, 51(4), 281-289.
doi:10.1080/00405841.2012.726056
- Wood, A. F., & Smith, M. J. (2004). *Online communication: Linking technology, identity, & culture* Routledge.
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Relevant Periodical Sources

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Wang, S., & Hsu, H. (2009). Using the ADDIE model to design second life activities for online learners. *Techtrends: Linking Research & Practice To Improve Learning*, 53(6), 76-81.

Relevant Online Audiovisual Material

8 lessons learned from teaching online:
<https://www.youtube.com/watch?v=Bp4BG4Me7TU>

Best practices in online teaching:
<https://www.youtube.com/watch?v=zb0XhUyCI78>

Daphne Koller: What we're learning from online education:
<https://youtu.be/U6FvJ6jMGHU>

18. Budget

The department's current budget will be sufficient for this course.