

# CYBER PEDAGOGY

CTLE 651/ 6510-090  
Fall 2021

## WHEN AND WHERE

### COURSE WEBSITE:

<https://utah.instructure.com/courses/712227>

This is a fully online course. There is no requirement to meet in person. You are not required to log in to the website at any particular time, but you will need to participate at least once or twice a week, depending on the week. Some weeks will have two different deadlines for participating in discussions.

## COURSE MATERIALS

All of the learning material that you will need for this course will be provided within the weekly modules in the form of readings, videos, and websites. There are no required texts. If you are interested in some recommended books on teaching and learning, I have started a list on the Recommended Books page within our Canvas course.

## COURSE OVERVIEW

Teaching in the online learning environment involves much more than uploading PowerPoint presentations and PDF readings and scheduling a few discussions. Effectively using technology in teaching requires thinking differently about educational objectives, altering content organization and presentation, and fostering a positive learning community by optimizing engagement with and between students and instructors. This course introduces instructional technology paradigms and their application to instructional strategies, offering examples of best practices for virtual education, exploring resources and on-campus expertise, and providing participants the opportunity to experiment with designing their own teaching strategies, techniques, and approaches. Whether your goal is integrating technology to supplement your existing

classroom activities in a face-to-face or hybrid course, transitioning to online course delivery, or creating an online course from scratch, this course will help you achieve your goals.

## INSTRUCTOR

Ali Froehlich, PhD  
[fro@psych.utah.edu](mailto:fro@psych.utah.edu)

**OFFICE HOURS:** If you would like to meet with me, please send an email or Canvas message to schedule a time. I love having the opportunity to meet my students.

## PREREQUISITE

There are no prerequisites for this course nor do you need to have prior teaching experience, although the CTLE 600/ 6000 Teaching in Higher Education course provides foundations in effective teaching that this course will not. This course is designed for current and to-be instructors of all levels in the higher education setting.

## TIME COMMITMENT

Please note that this is a 3 credit course. According to U of U policy 6-100-III-B, you should expect to allocate about 9 hours of your time per week on this course.

## COURSE OUTCOMES

This class attempts to be a model of effective online pedagogy and allows you to experience online learning as the student. The following course outcomes are designed to help you reach that goal.

By the end of this course, you will be able to employ techniques to facilitate student learning in the online classroom. More specifically, you will be able to

- utilize teaching tools and technologies you experimented with in this course.
- create a climate and sense of community conducive to learning.

- design an accessible course that benefits all students.
- assess student learning in the online environment.
- create effective and engaging online lessons, activities, and course materials.
- effectively utilize video in more ways than you had previously considered.
- utilize tips for surviving the design and teaching of your online course.

## **COURSE ORGANIZATION, CONTENT, AND ACTIVITIES**

All of the material you will need for each week will be located within that week's module. Course modules can be located by either clicking on "Modules" within the course navigation menu or by clicking on the desired week on the Home page. Each week, open that week's module and start with the page that is labeled "Week X Guide" (links on the Home page will take you directly to that week's guide). The weekly guide will contain all of the learning material, links to activities and assignments, and upcoming due dates that you will need for the week. Think of it as your one-stop shop for your weekly needs.

Each weekly guide will introduce a new topic. As you move through the guide, you will find resources related to that weekly topic, including video lessons, readings, links to webpages, and short Application Activities to complete.

**APPLICATION ACTIVITIES:** There will be a variety of short application activities to complete throughout the semester, from brief written notes that reflect individual brainstorming to the sharing of ideas and examples on the discussion board. They are low stakes (worth only a small part of your grade) and may only receive feedback as needed. These activities give you the chance to immediately apply the concepts we talk about in this course and in some cases to hear what others in the class have to say and share.

Some of the Application Activities that involve discussion will require you to log into the course twice in a given week. You will be asked to contribute an original post to a discussion as well as respond to a peer's post. However, at least on some occasions, the response to a peer's post will need to be made at least one day following your original post. The reason for this is to encourage you to return to the discussion and participate more than once. My hope is that you will keep an eye out for unread postings to make sure you read everything that is contributed to a discussion.

## **ASSIGNMENTS**

In addition to the Application Activities, most weeks there will also be an assignment that will guide you through the process of building your own online course (which you will have a good start on by the end of the course). Each of these assignments will receive my and/or Kat's feedback (almost always within 1 week or less). Many of them also involve a peer review component, which means that you will receive feedback from a peer as well.

Brief descriptions for each assignment type are provided below. You can view more detailed instructions for all assignments by clicking on the "Assignments" tab within the online course navigation menu.

**COURSE CREATION:** Each of these assignments will ask you to build one or a few components of an online course. By the end of the semester, you will have created a significant amount of an online course.

**PEER REVIEW:** Several times throughout the semester, you will be asked to visit a peer's online course and give feedback. This is a great way to get ideas for your own online courses—both by giving and receiving feedback.

**SELF-REFLECTION:** Several times throughout the semester, you will be asked to reflect on your own progress in the course and to share those struggles and triumphs with the rest of the class.

## **GRADING**

Most assignments come along with rubrics to help you identify the most important components. As long as you participate in the course and complete assignments with all rubric elements included, you should do well in this course.

### **GRADING SCALE**

A 100-93| A- 92-90| B+ 89-87| B 86-83|  
B- 82-80| C+ 79-77| C 76-73| C- 72-70|  
D+ 69-67| D 66-63| D- 62-60| E below 60

Each point in this course is equivalent to one percent of your final grade.

## **CAMPUS RESOURCES**

### **STUDENTS WITH DISABILITIES**

I strive to make online course content and materials accessible to everyone. If you find it difficult to access this course or any of its content, please let me know so that I can make improvements for everyone.

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (<http://disability.utah.edu/>), 162 Olpin Union Building, 801-581-5020. CDA will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

### **SAFETY STATEMENT**

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit [safeu.utah.edu](http://safeu.utah.edu).

## **INCLUSIVITY STATEMENT**

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status, and other unique identities. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

## **OTHER STUDENT SUPPORT RESOURCES**

- Center for Student Wellness: <http://wellness.utah.edu/>
- Veterans Support Center: <http://veteranscenter.utah.edu/>
- LGBT Resource Center: <http://lgbt.utah.edu>
- University Writing Center: <http://writingcenter.utah.edu/>
- English Language Institute: <https://continue.utah.edu/eli>
- Office of Equal Opportunity and Affirmative Action (including sexual misconduct): <https://oeo.utah.edu/>
- Utah Neurodiversity Workforce Program <https://unwp.utah.edu/>
- Dream Center (for undocumented students): <https://dream.utah.edu/>
- Student Success Advocates <https://ssa.utah.edu/>
- University Counseling Center <https://counselingcenter.utah.edu/>

Any student who faces challenges securing their food or housing and believes this may

affect their performance in the course is urged to contact a Student Success Advocate for support. You can find more information on the [Basic Needs Center website](#).

Additional Campus Resources:  
<http://ctle.utah.edu/related/>

## COVID-19 INFORMATION

**Please Remember:** Students must self-report if they test positive for COVID-19 via this website: <https://coronavirus.utah.edu/>.

### Student Mental Health Resources:

- Rates of burnout, anxiety, depression, isolation, and loneliness have noticeably increased during the pandemic. If you need help, reach out for campus mental health resources (<https://studentaffairs.utah.edu/mental-health-resources/index.php>), including counseling, trainings and other support.
- Consider participating in a Mental Health First Aid (<https://studentaffairs.utah.edu/mental-health-first-aid.php>) or other wellness-themed training (<https://wellness.utah.edu/workshops-training/>) provided by our Center for Student Wellness and sharing these opportunities with your peers, teaching assistants and department colleagues

<b>WEEK</b>	<b>TOPIC/ ASSIGNMENTS</b>	<b>DUE DATE</b>
<b>WEEK 0</b>	<b>START HERE</b>	
<i>Activities</i>	Introductions discussion (due end of Wk 2) Syllabus quiz	Sept 5
<i>Course Creation Assignments</i>		
<b>WEEK 1: AUG 23 - 29</b>	<b>INTRO TO TEACHING ONLINE, PART 1</b>	
<i>Activities</i>		
<i>Course Creation Assignments</i>	Canvas Profile	Aug 29
	Test Course & Home Page	Aug 29
<b>WEEK 2: AUG 30 – SEPT 5</b>	<b>INTRO TO TEACHING ONLINE, PART 2</b>	
<i>Activities</i>		
<i>Course Creation Assignments</i>	Modules with Guides	Sept 5
<b>WEEK 3: SEPT 6 - 12</b>	<b>CLIMATE, COMMUNITY, &amp; COMMUNICATION</b>	
<i>Activities</i>		
	Self-Reflection 1 discussion	Sept 12
	Favorite Quote Demo Peer Review	Sept 12
<i>Course Creation Assignments</i>	Orientation Module	Sept 12
<b>WEEK 4: SEPT 13 - 19</b>	<b>ACCESSIBLE DESIGN</b>	
<i>Activities</i>		
	Peer Review 1	Sept 19
	Universal Design Pre-Test & Post-Test	Sept 19
<i>Course Creation Assignments</i>		
<b>WEEK 5: SEPT 20 - 26</b>	<b>COURSE PLANNING &amp; DESIGN</b>	
<i>Activities</i>		
	Learning Outcome Alignment discussion	Sept 26
<i>Course Creation Assignments</i>		
<b>WEEK 6: SEPT 27 – OCT 3</b>	<b>ASSESSING STUDENT LEARNING, PART 1</b>	
<i>Activities</i>		
<i>Course Creation Assignments</i>	Summative Assessment Assignment	Oct 3
<b>WEEK 7: OCT 4 - 10</b>	<b>LESSON PLANNING</b>	
<i>Activities</i>		
	Lesson Plans discussion	Oct 10
<i>Course Creation Assignments</i>		
<b>WEEK 8: OCT 11 - 17</b>	<b>FALL BREAK</b>	

<b>WEEK 9: OCT 18 - 24</b>			<b>ASSESSING STUDENT LEARNING, PART 2</b>		
<i>Activities</i>	Self-Reflection 2 discussion				Oct 24
<i>Course Creation Assignments</i>	Formative Quiz				Oct 24
<b>WEEK 10: OCT 25 - 31</b>			<b>THE DISCUSSION BOARD</b>		
<i>Activities</i>	Online Discussions discussion				Oct 28 & 31
<i>Course Creation Assignments</i>	Group Discussion assignment				Oct 31
<b>WEEK 11: NOV 1 - 7</b>			<b>CREATING VIDEOS</b>		
<i>Activities</i>					
<i>Course Creation Assignments</i>	Multimedia Lesson (due next week)				
<b>WEEK 12: NOV 8 - 14</b>			<b>ACTIVE LEARNING &amp; ENGAGEMENT</b>		
<i>Activities</i>					
<i>Course Creation Assignments</i>	Multimedia Lesson (due)				Nov 14
<b>WEEK 13: NOV 15 - 21</b>			<b>COURSE MATERIALS</b>		
<i>Activities</i>	Video Quiz				Nov 21
	Self-Reflection 3 discussion				Nov 21
<i>Course Creation Assignments</i>	Lesson Module				Nov 21
<b>WEEK 14: NOV 22 - 28</b>			<b>TECH TOOLS</b>		
<i>Activities</i>	Peer Review 2				Nov 28
	Tech Tools discussion				Nov 28
<i>Course Creation Assignments</i>					

<b>WEEK 15: NOV 29 – DEC 5</b>			<b>FINAL TOUCHES</b>		
<i>Activities</i>	Self-Reflection 4 discussion				Dec 5
<i>Course Creation Assignments</i>	Completed Course				Dec 5
<b>WEEK 16: DEC 6 - 9</b>			<b>TIPS FOR SURVIVAL</b>		
<i>Activities</i>	Peer Review 3				Dec 12
	Tips for Online Teaching FlipGrid				Dec 12
<i>Course Creation Assignments</i>					