

**Johns Hopkins University,  
School of Professional Studies in Business and Education,  
Graduate Division of Education**

**Designing and Delivering E-Learning Environments**  
**893.645.9N**  
(Fall Semester, 2006)

**Instructor:** Demetri M. Orlando  
Phone: 301-841-2175 (work) 240-731-7937 (cell - do not call after 9pm)  
Email: [dorlando@norwoodschool.org](mailto:dorlando@norwoodschool.org)

**Credit Hours:** 3

**Class Time:** Thursday: 5:00-7:30 PM, August 31-November 16

**Office hours:** Call or email to set up a time, either face to face or online

**Course web site:** <http://bb6.spsbe.jhu.edu/>

**Wiki web site:** <http://twt.wikispaces.com/eLearning>

**Library web site:** <http://www.library.jhu.edu/eresources/>

**Course Description:** Participants engage in online communication that supports electronic learning. They develop and deliver online instruction and mentoring in the context of professional development. Participants use and evaluate a variety of internet products that provide synchronous and asynchronous communication. They explore methods and strategies for effective online communication and focus on the role of the mentor/moderator.

**Instructional Methodology:** The intent of this course is to stimulate discussion and thought related to designing and delivering e-learning using the new communication tools of the internet. There is a strong emphasis on exploration, discovery, and application of new knowledge outside of what is currently going on in many classrooms. Students are required to think “outside of the box” and stretch their ideas about how technology can be used in education. This is NOT a practical applications course. A good portion of the course is “online” in both synchronous and asynchronous learning environments. Rather than completing a single large paper/assignment, participants will be responsible for actively engaging in electronic dialogue on a weekly basis. Expressing ideas concisely and creatively with written language is an important element of this class, as is learning to negotiate and accomplish shared goals through online communication. The assignments for this class require the use of online tools to 1) elicit communication, 2) document involvement, 3) present knowledge, and 4) publish information.

**Enduring Understandings (the “big ideas” of this course):**

- E-learning provides unique methods and efficiencies to support personal, professional, and organizational improvement.
- E-learning requires self-motivation, time-management, and organizational skills.
- Meaningful communication among online learners is based on respect, knowledge of subject, active listening, and understanding learning styles.
- Building the shared sense of community in an online environment leads to increased motivation and engagement by participants.
- Online performance improvement based on instructor feedback works best in a non-judgmental atmosphere which critically assesses participants against well-defined criteria.
- “Web 2.0” tools require new literacies and create new ways to interact online in learner-centric collaborative environments that can access an overwhelming amount of information.

## Course Objectives:

- Demonstrate the ability to operate, evaluate, and integrate a variety of e-learning tools.
- Demonstrate the ability to facilitate online learning discussions, activities, and groups.
- Demonstrate an understanding of research-based best-practices and effective strategies for e-learning, and collaboratively publish a synthesis of this knowledge.
- Demonstrate an understanding of privacy, security, safety, and ethics of online communication.
- Communicating in small groups online (synchronously and asynchronously), demonstrate the ability to contribute to a supportive and collaborative work environment.
- Become an active participant in online professional development communities.

## Required Text

There are no required textbooks for this course. Students will read a variety of articles collected by the instructor from a variety of sources. All articles and content will be available either on the internet or in the form of handouts. Readings will be assigned during class sessions. If you miss class, it is your responsibility to find out what assignments were given. Participants who do not have internet access from home can access course materials and participate in online discussions using the computer labs on campus, in a school, workplace, or public library.

**Absence and Lateness Policy:** Prompt attendance at all class sessions is expected. Each student may request one excused absence for any reason agreed upon between the student and instructor, such as Back-to-School-Night. Please communicate with me in advance of any absence. Unexcused absences will result in a 10 point deduction off the final grade. If you have exceptional circumstances, please discuss them with me and an alternative assignment may be used to help make up points. Being late for class will also result in grade point deductions. Arrival at class more than 20 minutes late will count as tardy. Two tardies will count as one absence. If you miss class, it is your responsibility to find out what content was covered, obtain copies of any handouts, and find out if any assignments were given.

## Evaluation and Grading:

Point totals correspond to letter grades as follows:

94-100 A

90-93 A-

88-89 B+

84-87 B

80-83 B-

78-79 C+

70-77 C

0-69 F

I = Incomplete (will only be given if agreed upon prior to the last class meeting)

## Classroom Accommodations for Students with Disabilities

If you are a student with a documented disability who requires an academic adjustment, auxiliary aid, or other similar accommodations, please contact Jennifer Smith in the Center for Teaching and Learning 410-312-2899/ 1-800-811-7585, option 6, or via email at [ctl@jhu.edu](mailto:ctl@jhu.edu) .

## Supplemental Reading List

See bibliography below.

## **Bibliography**

- Collison G., et al. (2000). *Facilitating Online Learning: Effective Strategies for Moderators*. Madison, WI: Atwood Publishing.
- Conrad, R. & Donaldson, J. A. (2004). *Engaging the Online Learner : Activities and Resources for Creative Instruction*. Jossey-Bass
- Hanna, D., Glowack-Dudka, M., Conceicao-Runlee, S. (2000) *147 Practical Tips for Teaching Online Groups: Essentials of Web-Based Education*. Madison, WI: Atwood Publishing.
- Harvard Business School Publishing (2004). *Coaching and mentoring: How to develop top talent and achieve stronger performance*. Boston: Harvard Business School Press.
- Iverson, K. M. (2005). *E-Learning games*. Upper Saddle River, NJ: Pearson Prentice Hall.
- Johnson, W. B. & Ridley, C. R. (2004). *The elements of mentoring*. NY: Palgrave Macmillan.
- Ko, S. & Rossen, S. (2003). *Teaching Online: A Practical Guide*, 2d Edition. Houghton Mifflin Co.
- Krug, S. (2000). *Don't make me think: A common sense approach to web usability*. Indianapolis: Macmillan.
- Morrison, G. R., Ross, S. M., & Kemp, J.E. (2004). *Designing effective instruction*. John Wiley & Sons, Inc.
- Palloff, R. M. & Pratt, K. (2001). *Lessons from the Cyberspace Classroom : The Realities of Online Teaching*. San Francisco: Jossey-Bass
- Richardson, W. (2006). *Blogs, wikis, podcasts, and other powerful web tools for the classroom*. Thousand Oaks, CA: Corwin Press.
- Schank, R. (2001). *Designing World-Class E-Learning : How IBM, GE, Harvard Business School, And Columbia University Are Succeeding At E-Learning*. McGraw-Hill.
- Shea, G. F. (1999). *Making the most of being mentored: How to grow from a mentoring partnership*. Menlo Park, CA: Crisp Publications
- Shea-Schultz, H. & Fogarty, J. (2002). *Online learning today*. San Francisco: Berrett-Koehler Publishers.
- Watkins, R. (2005). *75 e-Learning Activities: Making Online Learning Interactive*. John Wiley & Sons, Inc.
- Weiss, R., Knowlton, D. & Speck, B. (2000): *Principles of Effective Teaching in the Online Classroom*. San Francisco: Jossey-Bass.

## **Assignments:**

### **Class Participation** (20 points)

Prompt attendance and active participation in all classes (face to face and online) is essential to making this a valuable learning experience. Discussion will be based on readings assigned weekly. The class will meet online frequently during the semester using Elluminate. A Skype or telephone conference with the instructor is required at least once during the semester.

### **Blog** (15 points)

Instead of a paper journal to reflect on this course, each participant will create a blog and will post short entries to it each week during the semester. Participants will reflect on class content & process, and are encouraged to journal other aspects of their lives in order to make this a personally meaningful experience. Some blogging will happen in class, but most will be homework. We will also post audio files. Once or twice during the semester you will be asked to look over your classmates' blogs.

### **Participate in Discussion Topics** (15 points)

Each week you will be expected to read and post thoughtful comments on our discussion boards. We will have discussions running throughout the semester.

### **Moderate a Discussion Topic** (10 points)

Working in groups of 2 or 3, participant select one of our discussion boards to moderate. After moderating the discussion, post a summary reflection that synthesizes the content of the discussion and also reflects on your role in moderating the discussion (product and process).

### **Facilitate an Online Session** (10 points)

Working in groups of 2 or 3, participants select a topic to facilitate during one of our synchronous online sessions. Prior to the session, send an email to the class with information on the session process and content. Following the session, send an email which summarizes the discussion and comments on the process. Contribute to wiki page that documents facilitation strategies. Finally, send an email to the instructor that contains the emails of the partners as they went through the process.

### **Group Project – Tips & Techniques for eLearning** (15 points)

Participants will work in small teams to research, evaluate, synthesize, and publish information on designing and delivering e-learning. Each team will contribute to the class wiki on a topic of their choice. Groups will lead a class discussion of their findings. Analyzing the group process will be part of this assignment.

### **Project 2 – Portfolio** (10 points)

Participants will begin on their JHU portfolio. One strand of the ISTE NETS must have a first draft completed, as well as initial welcome statements.

### **Email List-Serv & e-Newsletter Participation** (5 points)

Participants will choose an educational email list-serv and a technology magazine e-newsletter to subscribe to during the course. Participants will post a query at least once during the semester to their list-serv. Participants will make a brief presentation about the lists they are subscribed to.

## Course Schedule

Subject to change based on the needs of the class.

Date	Space	Topics & Due Dates	Assignments
Aug. 31	f2f	Review syllabus & assignments; Pre-course assessment. Web 2.0. Give a 2-minute tour of your favorite website. Create a blog account. Wiki intro: k/w. Schedule discussion moderation.	Test home access to Elluminate, speakers, microphone. Discussion topic 1: Effective eLearning. Reading hand-outs. Prep for 5-minute web tour. Blog entry.
Sept. 7	f2f	Moderator roles. Facilitate a 5 minute Virtual Field-Trip. Use Elluminate, practice online netiquette. Edit the wiki. Choose small groups. Sequencing content. Using Sheridan Library online research databases.	Reading hand-out. Blog entry. Small group project-1 begins.
Sept. 14	online Elluminate	Instructor facilitation: establishing positive collaboration among groups. Facilitation Group 1	Discussion topic 2: Collaboration vs. independence in online work. Reading hand-out. Blog entry. Small group project-1 continues.
Sept. 21	f2f	Professional Development Online. Tapped-In. Identifying useful research. Identifying "online communities" Small group project-1 working time.	Reading hand-out. Review classmates' blogs. Blog entry. Small group project-1 continues.
Sept. 28	online Elluminate	Facilitation Group 2	Discussion topic 3: Professional development online. Reading hand-out. Blog entry. Small group project-1 continues.
Oct. 5	f2f	Email/e-Newsletter presentations. Safety and ethics in online mentoring, instruction.	Reading hand-out. Blog entry. Small group project-1 continues.
Oct. 12	online Elluminate	Facilitation Group 3	Discussion topic 4: Building community online to be completed on blog. Reading hand-out. Small wiki project first draft due next class.
Oct. 19	f2f	Wiki project 1 <sup>st</sup> draft presentations. If necessary, reorganize small groups.	Reading hand-out. Blog entry.
Oct. 26	online Elluminate	Facilitation Group 4	Discussion topic 5: The new literacies of "web 2.0" tools to be completed on wiki scenario page. Reading hand-out. Blog entry.
Nov. 2	online Elluminate	Facilitation Group 5 Read/write web: consumers as producers. Using video as a tool for performance improvement.	Reading hand-out. Blog entry. Review classmates' blogs. Final draft of wiki pages due next class.
Nov. 9	f2f optional	[MCPS parent conferences] Portfolio working time	Reading hand-out. Blog entry. JHU portfolio work due next class
Nov. 16	f2f	Portfolio presentations. Course summary and evaluation	

