

San Diego County Office of Education

Leading Edge Online and Blended Teacher Certification Course

COURSE DESCRIPTION

The goal of Leading Edge Certification (LEC) is to help each participant become a more effective online and blended learning instructor, and to provide a learning context that interests, excites, and challenges participants to explore effective teaching practices.

Online education can provide the opportunity for students and professional learners to communicate and demonstrate mastery in ways that would be challenging in the traditional setting. Aligning effective pedagogy with engaging curriculum and a variety of online learning tools offers an empowering alternative for tomorrow's leaders. Preparing teachers for that opportunity is the sincere goal of the Leading Edge Certification course.

LEC participants will integrate contemporary technology into teaching practices and learning activities using software, cloudware, and resources that serve curriculum objectives and educational goals. This class includes both theoretical and experiential components; participants will explore research and examples of effective practices in online instruction, but will also spend a substantial portion of course time developing educationally meaningful and personally relevant products to support their online course and their LEC portfolio. LEC participants can expect to spend 6-10 hours of work per week for the eight weeks of the course. The work will include:

- Reading course materials and exploring examples.
- Completing projects and assignments.
- Sharing and reflecting with other class participants in discussion forums.

LEARNING OUTCOMES

Upon completion of this course, participants will be able to:

- compare and contrast the pedagogy of face to face, blended, and online instruction.
- select and model a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery.
- plan and design strategies to encourage active learning, interaction, participation, and collaboration in an online environment.
- demonstrate online leadership in a manner that promotes student success through regular feedback, prompt response, and clear expectations.
- model legal, ethical, safe, and healthy behavior related to technology use.
- create multiple paths to address diverse learning styles, abilities, and needs for accommodation.
- design authentic projects, assignments, and assessments that measure student achievement of standards-based learning goals.
- formulate solutions using a variety of student data to modify instructions.
- collaborate with colleagues through the use of web-based technologies.
- demonstrate appropriate use of technologies to enhance student learning.

PREREQUISITE CHARACTERISTICS & SKILLS

Leading Edge Certification learners should possess the following prerequisite characteristics and skills:

- Independent learner
- Self disciplined
- Average to advanced computer skills

COMMUNICATION

Email:

Email is generally the best way to reach us. We check our email regularly throughout the day and will respond within 24 hours. Please write "LEC Online" in the subject of your email to help us prioritize responses for this class.

Discussion Boards:

We will use discussion boards with every assignment in this course. If you have a question about an assignment, it is likely that many other students will have the same question - please post your question in either the Q & A Forum (for course questions) or in the discussion board for the particular assignment. Because we are all learners together, please feel free to respond to your classmates' questions if you know the answer or have suggestions!

COURSE STRUCTURE

This course will be delivered entirely online through the course management system Haiku. In Haiku you will access online lessons, course materials, and a variety of multimedia resources. Throughout the course, you will participate in a blend of self-paced and adaptive released (instructor-paced) activities using Haiku and alternative Internet-based technologies.

TEXTBOOK & COURSE MATERIALS

There is no required print textbook for this course. Everything you need will be available online in the links and e-text found in this course. Students do not have to purchase any materials, nor will any be sent. An office productivity suite such as Microsoft Office or Apple iWork is recommended but not required. A wider range of free alternatives, such as the Open Office suite of programs, Zoho, ThinkFree Online, and Google Docs, can be used as an alternative. A Google Docs account is required; additional free accounts with a variety of Web 2.0 tools will be needed as well.

TECHNICAL REQUIREMENTS

Required:

- Headset/microphone for portfolio projects.
- Free online accounts for Google, VoiceThread, Glogster, YouTube and other Web 2.0 tools that emerge in the course.

- Current web browser with appropriate plugins:
- [Quicktime Player](#) for Mac or Windows
- [Windows Media Player](#)
- [Flash Player](#)
- [Adobe PDF Reader](#)

Optional:

- Screencast-o-matic, or other screencasting tool
- Web cam for expanding your “presence” within the course

File Formats Accepted:

- .doc or docx
- .pdf
- Google docs

TECHNICAL SUPPORT

For support with the using the LMS, please visit the [Haiku support site](#). The support site contains a variety of help topics and getting started videos. You can also visit the Haiku Help tab in our class, with direct links to video help on the most common support needs. Finally, you can use the Q & A forum in our class, in the Discussion section under the Connect tab.

COURSE SUPPORT

If you have a question about any course expectations, it is likely that many other students will have the same question - please post your question in either the Q & A Forum (for course questions) or in the discussion board for the particular assignment. If you need further help to successfully complete assignments or to meet a specific learning objective in our class, please reach out to your facilitator(s) as soon as possible and let them know.

CERTIFICATION REQUIREMENTS & EXPECTATIONS

Assignments:

The Leading Edge Certification is a 60-hour (approximate) course of study, including the development of a professional portfolio. To earn Leading Edge Certification, you must successfully complete all coursework and assignments (activities, discussion posts, and reflections) in accordance with the course calendar. Each assignment has a rubric. Most students do well on their assignments because they know what is expected of them. In addition to receiving a passing grade in all Pass/ No Pass assignments, each module (with the exception of the Introduction module) has one Portfolio assignment that students submit for grading. These Portfolio assignments will be compiled and submitted in an ePortfolio (electronic portfolio). Like the other course assignments, each portfolio assignment has a rubric. A score of 3 is required for a passing score on a Portfolio Assignment. The course facilitator(s) will review your Portfolio assignments and provide you with feedback so you improve upon and resubmit them. Please remember to check for feedback comments from your course facilitator(s). Participants have one year from the start date of the course to complete their professional portfolio for certification.

The participants that usually have the most success in this virtual environment set aside a specific time for their work each week.

If at any time you are feeling unsure of what is expected for an assignment, refer to the rubric to get the best sense of what to include in the assignment. Also feel free to use the discussion boards to ask the class your questions.

All assignments for this course will be submitted electronically through Haiku unless otherwise described. Assignments must be submitted by the given deadline or special permission must be requested from instructor before the due date.

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution. Under emergency/special circumstances, participants may petition for an incomplete status in the course, and resume at a later date.

Discussions and Reflections

Throughout this course you will be writing reflections that address topics within the modules. All of these reflections will be transferred to your LEC Portfolio at the end of the course. Written reflections are handled in a variety of different ways, including a personal journal, or posts in a wiki or blog. Your LEC instructor(s) will explain the preferred process for your particular course. If you already have a professional blog, it is likely that you will be able to use that to post your reflections during the course.

All discussion/ reflection assignments should show a thoughtful consideration of the topic. They are expected to be written in standard English, and are typically 300-500 words in length. Reflections may include hyperlinks to outside resources, embedded Web 2.0 tools from this course, and/or properly cited images.

To ease the transfer of content from Haiku to your Google Sites you may want to consider first creating any text-based assignments in Google Docs.

Portfolio

To earn Leading Edge Certification you need to successfully complete all coursework and assignments and submit a passing LEC Portfolio.

Your LEC Portfolio will be assessed by 3 educators - your course facilitators and an additional LEC professional developer. These individuals will review your Portfolio based on the following criteria:

1. Portfolio assignments will be assessed using the appropriate 3-point rubric. To pass, a score of 3 needs to be achieved for each portfolio assignment.
2. After all portfolio assignments are assessed, a portfolio rubric will be used to assess the ePortfolio as a whole. Again, a score of 3 is required in each rubric category.
3. Students will be given feedback on their ePortfolio. If students don't achieve a score of 3 on their ePortfolios, they will be given one chance to revise and resubmit their ePortfolios for grading.

For further information about LEC ePortfolio requirements, see the *How to Earn Leading Edge Certification* section of the course.

ACADEMIC INTEGRITY

Academic integrity is vital in all forms of learning. It is essential that online teachers model all proper and legal aspects of academic integrity. All assignments submitted must be original work unless otherwise cited. All media must be cited in some way; a specific format may be required by your course instructor(s).

KEEPING YOUR COURSEWORK

You will have access to the course from course start date until a few weeks after the course ends. After this time you will no longer be able to access the course or related materials. We strongly recommend you retain copies of all your completed coursework and create a list of all the web sites URLs that you might want to return to at a later date.

TOPICS AND SCHEDULE

Important Note: Refer to the course calendar for specific meeting dates and times. Activity and assignment details will be explained in detail within each week's corresponding learning module. If you have any questions, please contact your instructor.

Module 1: Introduction and Overview

Learning Objectives:

In this module, participants will:

- Assess readiness for online learning.
- Identify tips for being a successful online learner.
- Identify technical requirements for this course.
- Review the syllabus and course requirements.

Module 2: Online Learning: History and Concepts

Learning Objectives:

In this module, participants will:

- Compare and contrast the pedagogy of face-to-face, blended, and online teaching. (iNACOL Standard A)
- Collaborate with colleagues through the use of web-based tools. (iNACOL Standard J)
- Demonstrate appropriate use of technologies to enhance student learning. (iNACOL Standard K)

Module 3: Pedagogy

Learning Objectives:

In this module, participants will:

- Identify appropriate levels of Bloom's Taxonomy for a variety of Web 2.0 tools. (iNACOL Standard K)

- Use student-centered instructional strategies to encourage active learning and interaction. (iNACOL Standard C)
- Select and use a variety of Web 2.0 tools appropriate for higher levels of cognition. (iNACOL Standard B)
- Collaborate with colleagues on the development of a Web 2.0 presentation. (iNACOL Standard J)
- Identify technology tools and strategies to move Project-based learning into the online environment.

Module 4: Building Community

Learning Objectives:

In this module, participants will:

- Identify and understand techniques for building community in an online environment. (iNACOL Standard C)
- Develop and implement a discussion prompt that supports student internalization of academic content. (iNACOL Standard C)
- Experience alternative asynchronous discussion tools.
- Reflect on social media tools and how they may impact students' lifelong learning.

Module 5: Online Accessibility

Learning Objectives:

In this module, participants will:

- Review concepts related to accessibility.
- Review relevant laws and regulations related to Section 508 and the Americans with Disabilities Act (ADA).
- Reflect on their current practice and materials in relationship to accessibility.
- Create a video resource that meets ADA accessibility requirements through captioning and transcription.

Module 6: Assessment and Evaluation

Learning Objectives:

In this module, participants will:

- Differentiate and identify the similarities and differences between successful online and face-to-face assessments.
- Understand the rationale behind creating and implementing assessments in online learning environments.
- Identify and review components of formative assessments.
- Review and demonstrate effective and authentic use of grading rubrics.
- Develop and deliver assessments, projects, and assignments that meet standards-based learning goals and assess learning progress by measuring student achievement of learning goals.

Module 7: Policies and Preparation

Learning Objectives:

In this module, participants will:

- Assess teacher readiness for online learning and teaching.
- Understand the changing role of the online teacher to an online coach.
- Create a personal learning plan to gain or strengthen online coaching skills.
- Understand the essential elements and develop an online syllabus.
- Review academic honesty, copyright, and fair use.

Module 8: Closure and Summation

Learning Objectives:

In this module, participants will:

- Summarize their areas of strength and areas for growth needed to become a quality online teacher.
- Synthesize what they have learned in this course in relation to the iNACOL Standards for Quality Online Teaching.
- Assemble their Leading Edge Certification Portfolio.