



The University of Southern Queensland

## Course specification

### Description: Online Teaching: Strategies and Tactics

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
FET	8601	50590	1, 2006	WEB	1.00	Toowoomba

<b>Academic group:</b>	FOEDU
<b>Academic org:</b>	FOE003
<b>Student contribution band:</b>	National Priority Teaching
<b>ASCED code:</b>	070303

### STAFFING

Examiner: Shirley Reushle

Moderator: Kaye Cleary

### RATIONALE

The emergence of the 'virtual classroom', 'virtual school', or 'virtual university' has the potential to change the way education and training are offered across all sectors. Technology has the potential to be a powerful tool for supporting the kinds of learning tasks that teachers have always encouraged learners to undertake. The assumption underlying this view is that the adoption of online strategies and tactics provides interactive teaching/learning environments that, up until now, have been the preserve of 'face-to-face' contexts. The opportunities for quality interaction (teacher/student; student/student and student/content) created by technologies used in online environments has made this possible. This course provides insights into strategies and tactics utilised in online teaching/learning contexts which extend the debate surrounding the role that online learning plays in education at all levels and in different contexts. This course is aimed at those who wish to understand the nature of online teaching and learning, and how they might apply that understanding to their particular education/training context. NOTES: 1. This course (FET8601) is available through INTERNET DELIVERY ONLY. There are NO print materials for this course. 2. For details of the technical requirements and accessing Internet study materials, please consult the following URL: <http://usqconnect.usq.edu.au>. 3 Students enrolling in this course are required to have first-hand knowledge of and access to an actual instructional situation.

### SYNOPSIS

This course will focus on principles, procedures and practices that constitute the strategies and tactics that are beginning to emerge as defining features of online teaching and learning. While it will introduce students to a range of strategies and tactics, it will present these in a way that will assist students to formulate and challenge ideas about personal online pedagogies in relation to pedagogical frameworks that exist in particular educational settings. The 'strategies/tactics' theme is used throughout the course. In the first instance, a pedagogical framework is provided to focus the initial discussion on the nature of online strategies and tactics and to examine the emerging changes in roles and responsibilities for both teachers and learners working in online settings. The second phase of the course draws upon an established pedagogical framework to

analyse how different levels of abstraction and conceptualisation within the learning process require quite different perspectives on the selection of courseware for online teaching and learning. It will be demonstrated that acknowledgement of such differences in selecting courseware can enhance the effectiveness and appropriateness of specific online strategies and tactics. The pedagogical frameworks will be used to argue that where learning technology is interpreted solely as 'computer-based delivery' of learning materials, then such an interpretation obscures the need to generate different strategies and tactics for different content areas, different target groups and different contexts. The final phase of the course focuses on the development and analysis of an emerging set of principles and procedures that captures the essence of online teaching and learning. These are embedded in a constructivist position that acknowledges the potential contribution of both 'individual constructivism' and 'social constructivism' in online teaching and learning. **IMPORTANT NOTE:** Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'.** For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. \*If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.

## OBJECTIVES

On successful completion of this course students will be able to:

1. analyse the differences between 'online teaching and learning', and teaching and learning in other contexts, specifically as such differences relate to 'strategies and tactics'
2. formulate a position that exemplifies a 'personal online pedagogy', through the selection and evaluation of strategies and tactics for specific situations and context
3. use emerging principles and practices underlying online teaching and learning to evaluate the effectiveness and appropriateness of various online approaches for specific contexts.

## TOPICS

	Description	Weighting (%)
1.	Teaching/learning contexts: pressures to change. Strategies and tactics in online settings/changes in roles and responsibilities for teachers and learners in online settings	20.00
2.	Online teaching and learning: strategies and tactics	40.00
3.	Online Teaching and Learning: current issues and emerging principles and practices	40.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07

46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

There are no prescribed texts in this course.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

All recommended reference materials are referred to in the Online materials.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Assessment	45.00
Directed Study	120.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT 1	10.00	10.00	31 Mar 2006 (see note 1)
ASSIGNMENT 2	40.00	40.00	28 Apr 2006
ASSIGNMENT 3	10.00	10.00	26 May 2006
ASSIGNMENT 4	40.00	40.00	16 Jun 2006

### NOTES

1. Letter grades will be used in this course and displayed in the notes section.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete each of the assessment items satisfactorily, students must obtain at least a grade of C- for each assessment item.
- 3 Penalties for late submission of required work:  
In this course, if students are more than two weeks late with the submission of any assessment task, they are required to contact the course examiner, who may, at his/her discretion, grant a further extension.
- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation

to the objectives of the course by satisfactorily completing all summative assessment items.

- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the grades obtained for each of the summative assessment items in the course.
- 6 Examination information:  
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 1 All pieces of graded summative assessment in this course will be graded using one of the following letter grades: HD, A, B, C, F or Incomplete. Plus and minus may be used with each of these letter grades.
- 2 NB: It is recommended that learners have knowledge of or access to an education/training environment in order to address the requirements of assessment in this course.

## **OTHER REQUIREMENTS**

- 1 Students enrolling in WEB courses **MUST** have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect assessment. The levels of equipment required may change from time to time, with the most recent specification listed at <http://www.usq.edu.au/currentstudents/computingstandards/default.htm>. You can check whether your computer system meets these requirements from USQAssist (<http://usqassist.usq.edu.au/>).
  - 2 **IMPORTANT NOTE: Working with Children:** State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland\*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. **DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'**. For further information: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. \*If you are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
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