Description: Teaching Online: Strategies and Tactics

Subject  Cat-Nbr  Class  Term  Mode  Units  Campus
FET  8601  24857  2, 2003  WEB  1.00  TWMBA

Academic Group: FOEDU
Academic Org: FOE003
HECS Band: 1
ASCED Code: 070303

STAFFING
Examiner: Glen Postle
Moderator: Shirley Reushle

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 preseve 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. NOTE: 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: www.usqonline.com.au 3 Students enrolling in this course are required to have first-hand knowledge of and access to an actual instructional situation in post- compulsory, community or industry training.

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.

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

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

TOPICS

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<th>Weighting (%)</th>
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<td>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.</td>
<td>20.00</td>
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<td>2. Online Teaching and Learning: strategies and tactics</td>
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<tr>
<td>3. Online Teaching and Learning: current issues and emerging principles and practices</td>
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TEXT and MATERIALS required to be PURCHASED or ACCESSED:

Books can be ordered by fax or telephone. For costs and further details use the 'Book Search' facility at http://bookshop.usq.edu.au by entering the author or title of the text.

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

<table>
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<th>ACTIVITY</th>
<th>HOURS</th>
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<tbody>
<tr>
<td>Assessment</td>
<td>45</td>
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<tr>
<td>Directed Study</td>
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ASSESSMENT DETAILS

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<th>Wtg(%)</th>
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<td>ASSIGNMENT 4</td>
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<td>30.00</td>
<td>Y</td>
<td>31 Oct 2003</td>
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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 50% of the marks available (or at least a grade of C-) for each assessment item.

3 Penalties for late submission of required work:
   The Department of Further Education and Training has an extension policy which enables students to be within two weeks of the due date for assignments before they need to contact the course examiner. If more than two weeks late with submission of assignments, students must contact the course examiner to negotiate 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. * As stated in Assessment 2.

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 marks (or 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/SECARIAT/calendar/Part5/ or in the printed version of the current USQ Handbook.

**ASSESSMENT NOTES**

3 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.