



SYLLABUS

ADVANCEMENT COURSES™

A Wiley Brand

**Fostering Student Interaction in
Online Learning**

15 Clock Hours

Why should teachers take our courses?

A Focus on Student Success

Fostering student success in both academics and social-emotional growth is the main focus of all of our courses. Our courses are filled with strategies, techniques, and activities that are directly tied to improving student achievement in the classroom.

Classroom Applicable

We believe that professional development should be directly related to the classroom, so our courses are designed to include valuable resources for the classroom, innovative strategies and perspectives, and activities aimed at developing content teachers can use in the classroom immediately.

Authentic Assessments

As every subject and grade range has its own needs, we have designed our courses to include authentic assessments that mirror the type of work teachers do in the classroom. With case studies, active reading exercises, and time for developing student-facing activities, our courses provide consistent opportunities to express learning in an authentic manner.

Reflective Practice

A key component of all of our courses is time dedicated to reflective practice. Each course includes a journaling component, which prompts the teacher to connect the reading to their practice, experiences, student population, and school community.

Connection to Special Populations

While many professional development courses may tack on a section on special populations at the end, we believe that knowledge of special populations is integral to all subjects and grade ranges. The majority of our courses include direct strategies for working with exceptional students (special needs, English Language learners, at-risk students, and gifted and talented students).

Professional Learning Community

A dedicated online community space allows teachers to interact with course instructors and their peers, sharing resources, exploring new ideas, and connecting with other educators from across the country.



Fostering Student Interaction in Online Learning

Course Description

For many people, online learning brings to mind the image of a student sitting isolated with nothing but a computer for company. But as a teacher, you know that rich learning experiences require interaction, and the best lessons often involve more than just teacher-to-student interaction. When students engage and collaborate with their peers, they will enjoy the class more and ultimately benefit more from online learning.

In this course, you'll examine how to effectively map out, design, and leverage a range of techniques to get your students interacting online. You'll explore the different types of barriers to engagement (social, administrative, and motivational) and develop a plan to overcome these barriers using online learning tools. Finally, you'll learn how to design lessons that incorporate dynamic online discussions and activities that will keep your students engaged all year long.

Using the best practices from this course, you will be able to help increase student-to-student engagement and foster a greater love of learning.

Connections to Practice

This course provides the following classroom connections:

- Strategies for developing and facilitating online engagement opportunities for students
- Tools for developing engaging lessons and activities for students.
- Ways to provide regular and consistent online engagement opportunities between students
- Procedures for administering whole- and small-group discussions to increase student engagement
- Social, administrative, and motivational techniques for eliminating barriers to student engagement
- Approaches for facilitating student-led groups that build community and collaboration

Course Outcomes

In this course, participants will:

- Compose collaborative activities, group discussions, and other forms of student-to-student interaction.
- Evaluate methods and strategies for designing effective collaborative learning to establish positive relationships between students.
- Adapt their online classroom to include more opportunities for engagement between students on a regular basis.
- Devise a plan for incorporating social and motivational practices that will increase student-to-student engagement

Charlotte Danielson Framework for Teaching Alignment

Domain 1: Planning and Preparation

1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction

Domain 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
2b Establishing a Culture for Learning

Domain 3: Instruction

3a Communicating With Students
3c Engaging Students in Learning

Domain 4: Professional Responsibilities

4d Participating in the Professional Community

Course Engagement and Resources

The activities and engagement options for the course have been designed to align with guidelines and considerations of Universal Design for Learning. This course aims to:

- Provide the learner with multiple means of representation.
- Provide the learner with multiple means of action and expression.
- Provide the learner with multiple means of engagement.

Your course facilitator will be available to you to answer questions and provide written feedback on your final project. Additionally, within the Moodle LMS, you will have access to a collection of community resources through which you will be able to further explore course concepts through collaboration with facilitators and peers.

Materials

- Online reading, viewing, and listening resources will be provided in each module.

Method of Evaluating Student's Performance

| Assignment Category | Total Point Value | Percentage of total possible points |
|---|-------------------|-------------------------------------|
| Participation <i>Assignment: Self-reflection and goal setting, concept practice questions, and discussion forums</i> | 5 points | 30% |

| Assignment Category | Total Point Value | Percentage of total possible points |
|---------------------|-------------------|-------------------------------------|
| Final Project | 10 points | 70% |

*Please note that you must receive a percentage of 80% or higher for successful completion of this course. Completion of all activities is required to receive credit.

Assessments

Self-Reflection and Goal Setting

This course will include a self-reflection and goal setting assignment in the first module, in which each learner will articulate what he or she hopes to learn and achieve by taking the course. Learners will be guided to reflect briefly upon their intentions for the course and to set one to two specific (SMART) goals for their learning.

Concept Practice

These automatically scored questions will appear in each module and will cover concepts discussed in the module. Immediate feedback will be provided for each question.

Discussions

Discussions will appear in each module and include questions about concepts that appear in the module.

Learners will be expected to post one original response to the prompt and respond to two peers.

Discussions will be evaluated on a pass–fail basis, per the following guidelines for completion:

- Participant satisfactorily shares thoughtful reflections and responds to colleagues in a respectful and engaging way.
- Participant provides an adequate level of detail in entries.
- Examples are satisfactorily helpful and informative and foster discussions or demonstrate substantial reflection.
- Participant’s responses are clear and well written and employ proper APA citation.

Final Project

The final project for each course will appear in the final module and include a prompt that aligns with each category (including the “evaluate” and “create” categories) of Bloom’s taxonomy, building on the concepts from each module.

Final projects will be designed for the learner to create an implementation plan that demonstrates application and understanding of concepts and skills learned through each module of the course.

The final project will be evaluated using the following rubric:

| Focus Areas | Does Not Meet Expectations (1 point) | Partially Meets Expectations (3 points) | Meets Expectations (4 points) | Exceeds Expectations (5 points) |
|--------------------------------------|--|---|--|--|
| Knowledge of Course Content | Project relates incomplete or incorrect information about course concepts. The learner provides an unclear reflection upon how he or she will evaluate personal progress toward established course goals. | Project relates superficial information about course concepts. The learner provides a superficial reflection upon how he or she will evaluate personal progress toward established course goals. | Project relates clear information about course concepts. The learner provides a satisfactory reflection upon how he or she will evaluate personal progress toward established course goals. | Project relates detailed and thorough information about course concepts. The learner provides a detailed reflection upon how he or she will evaluate personal progress toward established course goals. |
| Alignment of Student Outcomes | Project's alignment to course learning outcomes is unclear or absent. | Project aligns with 1–2 course learning outcomes. | Project aligns with 2–3 course learning outcomes. | Project aligns with 3–5 course learning outcomes. |

Course Outline

Module 1

As more and more educators face the challenge of teaching via remote and distance learning, a crucial question has emerged: How do we engage learners when we are not together physically? In addition to adjusting to the move from a traditional classroom to a virtual one, teachers must now develop and implement new methods of instruction that will ensure that their students continue to engage with content and their peers while they transition to learning online. As part of this process, teachers need to explore the barriers to engagement that arise during distance learning to truly understand how to modify their instruction to meet the needs of all their students. This lesson will examine various solutions for increasing motivation and fostering student-to-student engagement. By using online tools to combine multiple strategies and activities, facilitating collaboration, and encouraging student-to-student feedback, teachers will be able to reach and support learners in the most effective way.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Evaluate the various barriers to student engagement that pose a challenge to online learning.
- Compare and contrast a wide variety of instructional tools and platforms for supporting student-to-student engagement online.
- Adapt online instructional activities and projects that foster student-to-content engagement.

Agenda

Review the reading, viewing, and listening resources provided in Module 1, and complete the:

- **Self-Reflection and Goal Setting Activity:** in this discussion forum, you will articulate what you hope to learn/achieve because of the course. Please reflect briefly upon their intentions for the course and to set 1-2 specific (SMART) goals for your learning.
- **Introductory Forum:** in this discussion forum, you will have an opportunity to introduce yourself and meet other learners in the course.
- **Module 1 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 1 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 1 Content Lesson and respond to the original postings of your peers.

Module 2

Although cognitive engagement and productive instructional strategies are crucial for student learning, social–emotional development is also a key part of successful student interaction. When students learn in a remote and online classroom, they risk missing out on peer engagement and building relationships with others. Research shows that students who feel connected to other learners are more engaged. In order to help students feel like they are part of a classroom community, teachers need to implement best practices to improve peer engagement in a virtual setting. This lesson will evaluate social–emotional development and learning and examine how they factor into creating a strong educational community online. It will also discuss strategies for building a classroom culture, developing positive relationships among students, improving their cooperative skills, and designing activities that will support student engagement.

Learning Outcomes

By the conclusion of this module, you will be able to do the following:

- Evaluate social–emotional learning, and determine how it can improve student-to-student interaction in an online educational setting.
- Create a classroom culture that helps build and maintain positive student relationships in an online learning setting.
- Plan ways to create a strong community among students in online educational settings.
- Develop methods that build teamwork and collaboration skills among students in online educational settings.
- Plan extracurricular activities to ensure student engagement in an online educational setting.

Agenda

Review the reading, viewing, and listening resources provided in Module 2, and complete the:

- **Module 2 Content Lesson:** The content lesson serves to introduce and explain the topics and concepts for the module, and their applications in the classroom setting.
- **Module 2 Discussion Forum:** in this discussion forum, you will provide an original response to a question posed about topics in the Module 2 Content Lesson and respond to the original postings of your peers.
- **Final Project:** For your final project, you will construct a plan for how you will implement the course concepts with an audience of your choosing. The plan you create and the audience that you choose should be designed to suit your professional role.
- **Course Evaluation Survey**

Technology Requirements

Please review the [System Requirements for Moodle](#).

Netiquette Policy

Anyone enrolled in online courses has the right to learn in an environment where all individuals are treated equitably and with respect. Behaviors in the course that interfere with the learning experience are not permitted. Disruptive or disrespectful behaviors may result in dismissal from the course.

To maintain a positive, professional, and supportive online environment for this class, learners should adhere to the following standard guidelines. Everyone is expected to:

- Show respect for the facilitator and for other learners in the class, including use of polite, professional tone, respecting and valuing the privacy of other learners, and expressing differences of opinion in a polite and rational way.
- Maintain an environment of constructive criticism when commenting on the work of other learners by offering feedback that is supportive and helpful in nature.
- Contribute relevant topics and ideas when involved in group discussions or other collaborative activities.
- Use appropriate grammar and structure in online communication and refrain from use of all capital letters, as this equates to and can be interpreted as shouting in the online environment.

Compliance With the Americans With Disabilities Act

In compliance with Section 504 of the Rehabilitation Act and the Americans With Disabilities Act, participants who have any condition, either permanent or temporary, that might affect their ability to complete this course are encouraged to reach out to support@advancementcourses.com at the beginning of the course. We will make reasonable academic and accessibility accommodations to the course.

Academic Integrity

Honesty is an essential aspect of academic integrity. Individual students are responsible for doing their own work and submitting original assignments per the course directions. Plagiarism and cheating of any kind will not be tolerated.

Plagiarize: “To steal and pass off (the ideas or words of another) as one’s own without crediting the source; presenting as new and original an idea or product derived from an existing source” (*Webster’s new collegiate dictionary*, 1973, p. 870). This includes using information from the Internet without citing the website. Avoid plagiarism by appropriately acknowledging the source of the author’s words and ideas.

Cheating: Submitting or presenting an assignment as your own when it was written or created by someone else is not permissible in this class.

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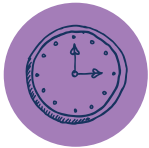
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Student achievement is at the core of everything we do.

Since 1988, Advancement Courses has been a **leader in professional development**, providing expertly-crafted, classroom-applicable courses to thousands of teachers across the country.

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