Developing and Facilitating an Asynchronous Online Course  
EDUC 895.2  
2.0 CEU  
Winter 2011

Class Meeting Information
This course meets online  
March 7, 2011 – March 27, 2011

Instructor Information
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Stefano M. Stefan is the Director of Online Program Development at UC Irvine Extension. He helps program planners manage the process of adding new online courses and programs to their portfolios and assists instructors with questions about instructional design and pedagogy. He also oversees formal training for new online instructors and evaluates the quality of new online courses.

Previously, Stefano managed UC Irvine Extension’s Information Technology program for ten years and authored an online course on business analysis fundamentals. Extension’s first online courses, offered in the late 1990s, were in the IT discipline.

Stefano’s industry experience includes research physics at the Chevron Oil Field Research Company, engineering at Southern California Edison, and water conservation at the Irvine Ranch Water District (IRWD). In addition, he has provided database and web application consulting for JVE Corporation, EmpowerTrain, Inc., and The Orange County Chapter of the International Institute of Business Analysis (IIBA).

In his spare time, Stefano composes music and plays the violin with the Montage Civic Community Orchestra. He and his wife reside in Tustin, CA.

Course Description
Learn how to develop and facilitate an asynchronous online course. Whether you’re an experienced online instructor or new to online teaching, this course will show you what UC Irvine Extension expects from its online instructors in both course development and facilitation. You’ll learn how to develop a detailed syllabus for your own course including writing learning objectives and listing your course contents, and you’ll have an opportunity to create an entire lesson for your course with emphasis on having a narrative thread link the elements of your content. You’ll
also gain expertise in creating effective learning assessments that are in alignment with course-level and lesson-level learning objectives, and you’ll learn how to facilitate your students’ learning activities via discussion forums and other activities.

**Prerequisites — Classes or Knowledge Required for this Course**

EDUC 895.1, *Getting Started with Moodle*, or equivalent working experience with the Moodle learning management system.

**Course Sequencing**

This is the second in a series of courses for new instructors who will be teaching online at UC Irvine.

**Course Objectives**

*At the end of this course, students will be able to:*

- Identify resources and organize content for an online asynchronous course
- Assemble the contents of your course into individual lessons
- Create a lesson presentation using pedagogical principles covered in this course
- Create and facilitate effective discussion forums
- Develop student learning assessments that are in alignment with course learning objectives

**Course Text or Online Resources**

Optional Text Resources (Useful reference)

Evaluation and Grading

Evaluation of Student Performance

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Forum Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Evaluating Student Achievement of a Learning Objective</td>
<td>20%</td>
</tr>
<tr>
<td>Preparing One Topic from a Lesson Presentation</td>
<td>45%</td>
</tr>
<tr>
<td>Lesson 3 Quiz on Course Facilitation</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
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Grading Scale

- Pass (CEU Credit) = 60% – 100%
- No Credit = 0% – 59%

CEU = Continuing Education Units

Code of Conduct

All participants in the course are bound by the University of California Code of Conduct, found at [http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html](http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html).

Netiquette

In an online course, the majority of our communication takes place in the course forums. However, when we have a need for communication that is private, whether personal, interpersonal, or professional, we will use individual email or telephone. Our primary means of communication is written. The written language has many advantages: more opportunity for reasoned thought, more ability to go in-depth, and more time to think through an issue before posting a comment. However, written communication also has certain disadvantages, such a lack of the face-to-face signaling that occurs through body language, intonation, pausing, facial expressions, and gestures. As a result, please be aware of the possibility of miscommunication and compose your comments in a positive, supportive, and constructive manner.

Academic Honesty Policy

The University is an institution of learning, research, and scholarship predicated on the existence of an environment of honesty and integrity. As members of the academic community, faculty, students, and administrative officials share responsibility for maintaining this environment. It is essential that all members of the academic community subscribe to the ideal of academic honesty and integrity and accept individual responsibility for their work. Academic dishonesty is unacceptable and will not be tolerated at the University of California, Irvine. Cheating, forgery, dishonest conduct, plagiarism, and collusion in dishonest activities erode the University's educational, research, and social roles.

If students who knowingly or intentionally conduct or help another student perform dishonest conduct, acts of cheating, or plagiarism will be subject to disciplinary action at the discretion of UC Irvine Extension.

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1 5% for each of three discussion forums
Disability Services
If you need support or assistance because of a disability, you may be eligible for accommodations or services through the Disability Service Center at UC Irvine. For more information, please contact UC Irvine Extension’s Student Services office at (949) 824-5414.

Course Outline

Orientation

Orientation Learning Objectives
- Navigate around the course site
- Post self-introduction message to a discussion forum
- Describe the contents of the course syllabus

Lesson 1 – Preparing to Develop an Online Course

- Lesson Learning Objectives:
  - Describe the fundamental architecture of an online course
  - Express learning objectives in actionable, measurable terms
  - Identify resources for developing course contents
  - Create effective assignments and quizzes to assess student learning

- Assignments Due:
  - Participate in the Week 1 discussion forum
  - Choose a learning objective from your course and describe how you plan to evaluate whether students have achieved it

- Method(s) of Instruction:
  - Narrated PowerPoint presentations (using Camtasia)
  - Interactions with students in the discussion forums

Lesson 2 – Building an Online Course

- Lesson Learning Objectives:
  - Create a lesson presentation using either text or narrated PowerPoint formats
  - Include a narrative thread both within an instructional treatment and throughout the entire course

- Assignments Due:
  - Participate in the Week 2 discussion forum
  - Prepare a presentation (either text or narrated PowerPoint) for one topic of one lesson

- Method(s) of Instruction:
  - Narrated PowerPoint presentations (using Camtasia)
  - Interactions with students in the discussion forums
Lesson 3 – Facilitating an Online Course

- **Lesson Learning Objectives:**
  - Apply instructional design concepts and establish a narrative thread
  - Describe and implement good facilitation techniques
  - Write discussion forum prompts that elicit thoughtful, deep discussions
  - Create quizzes, exams, assignments, and other activities that are closely aligned with stated course learning objectives

- **Assignments Due:**
  - Participate in the Week 3 discussion forum
  - Complete a quiz on course facilitation and other topics

- **Method(s) of Instruction:**
  - Narrated PowerPoint presentations (using Camtasia)
  - Interactions with students in the discussion forums