

CNSL 90: INTRODUCTION TO ONLINE LEARNING

Foothill College Course Outline of Record

Heading	Value
Units:	1.5
Hours:	1 lecture, 1.5 laboratory per week (30 total per quarter)
Advisory:	Familiarity with the internet; demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.
Degree & Credit Status:	Degree-Applicable Credit Course
Foothill GE:	Area VII: Lifelong Learning
Transferable:	CSU
Grade Type:	Letter Grade (Request for Pass/No Pass)
Repeatability:	Not Repeatable

Student Learning Outcomes

- A successful student will be able to interact with class members online.
- Critically evaluate and discuss online group learning strategies.

Description

Concepts, tools and techniques for success in online learning. Through self-assessment, online interaction, and use of the various tools and resources of the internet, the student will develop an understanding of the skills needed to be successful when engaging in online instruction.

Course Objectives

The student will be able to:

- register for appropriate online classes and develop an academic plan
- assess personal characteristics related to success in the use of online learning
- use internet terminology and tools related to online instruction
- develop information competency skills using and citing appropriate online library and internet databases for academic research
- collaborate online with the instructor and class members using contemporary internet tools
- develop learning strategies to get an "A" in an online class
- analyze and calculate personal, social, academic and work time to develop a time management plan

Course Content

- Register for appropriate classes
- Work with counselors and online support providers using:
 - Phone
 - Email
 - Message boards
 - Sending attached files of resumes, test scores and transcripts
- Understanding privacy issues related to online interaction
- Working with online college support

- College website information
- Online course schedules
- Registration FAQs
- Question online learning providers before registering regarding:
 - Instructor availability
 - Student-teacher ratio
 - Syllabus previews
 - Access to prior course/instructor evaluations
 - Access to online advisors for career planning, job placement, certificate and degree preparation
 - Access to the school's resources, if needed
- Computer resources
- Tutorial resources
- Library and instructional media (online and on-ground access)
- Assess personal characteristics related to success in the use of online learning
 - Goal setting
 - Skills assessment
 - Math and English placement
 - Challenging courses and course prerequisites
 - Self-management
 - Time management
 - Online study strategies
 - Handling distractions when working at home vs. classroom
 - Adapting the standard systems of learning to online learning
- Use internet terminology and tools related to online instruction
 - Internet applications
 - Browsers and plug-ins
 - Email programs
 - ISPs
 - FTP programs
 - Telnet programs
 - Internet file types
 - HTML and related
 - Applets
 - File extensions and related applications
 - Interact online with the instructor and class members using contemporary internet tools
 - Develop information competency skills using and citing appropriate online library and internet databases for academic research
 - Compare and contrast online research libraries, municipal libraries and search engines for information
 - Cite sources of information from the above
 - Analyze and calculate personal, social, academic and work time to develop a time management plan
 - Develop a time budget reflecting a typical 7-day week in 30-minute increments showing how time is spent sleeping, working, exercising, studying, in class, etc.
 - Calculate class and study time ratios
- Online communication
 - Chat
 - Discussion groups
 - Email, attached files, compressed files
 - Other communication tools
 - Getting along with online class members
 - Social and cultural implications of verbal-only communication
 - Internet listening skills
 - Politeness on the Internet
- Develop learning strategies to get an "A" in online classes
 - Organizing online study groups
 - Using the computer as a study aid
 - Using the internet for research

- 4. Ethical issues, honesty and plagiarism
- 5. Finding relevant information

Lab Content

A. Students will review the log-in, set-up and components of the Course Management System (Canvas) via a CCC Confer archive (2 hours) and four Flash video training modules on the four key components of Canvas (30 minutes each).

Special Facilities and/or Equipment

A. This course uses the Canvas format. Instructor and students need access to a multimedia PC or Macintosh with internet browser capability and the ability to send and receive attached files.

Method(s) of Evaluation

Methods of Evaluation may include but are not limited to the following:

- A. Student interaction and collaboration with instructor and class members
- B. Assignment completion
- C. Personal statement
- D. Student group project

Method(s) of Instruction

Methods of Instruction may include but are not limited to the following:

- A. Weekly lesson modules
- B. Modules include the elements of course content noted above
- C. Selected chapters from the text

Representative Text(s) and Other Materials

Reading materials provided by the instructor, via Canvas.

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Self-assessments that include online assessments and assessments in the text, to assess computer skills, motivation, ability to be successful in online instruction.

B. Assignments include documents to turn in and graded forum activity.

C. Group consensus exercise where 4-5 class members must meet, online, using a chat room or forum to interact and dialog to meet the requirements of the exercise. A team leader and team scribe are required to get the group together and scribe and submit the dialog among the group members and the conclusions reached.

D. Forum activity requiring students to read a lesson module on the many forms of online group activity, pick an activity type (e.g., case studies, construction spiral, buzz groups, etc.) and discuss a Foothill course that

might benefit from their chosen activity type. The students are graded for posting and responding to the posts of other students.

Discipline(s)

Counseling