

# Developing & Improving Online Teaching Strategies & Promising Practices: OTA 121

Provided through a partnership between



## OVERVIEW

The online teaching course is a six-week, online professional development course that will enable K–20 teachers to attain the knowledge and develop the skills needed to be effective facilitators of highly interactive, technology-mediated learning, in both fully online and “blended” online learning environments.

## COMPETENCIES

Upon completion of our course, participants will be able to:

- Explain and the use the basic elements of online courses for communication, productivity, collaboration, analysis, presentation, research and content delivery;
- Facilitate asynchronous and synchronous online discussions;
- Create collaborative, online and/or blended learning activities for students;
- Identify issues associated with the management of online classes;
- Discuss the ethical and legal issues associated with online education;
- Explain the accessibility issues associated with online education; and
- Discuss strategies for integrating online and classroom instruction.

## CONTENT

OTA-121 focuses on effective facilitation of learning in a variety of online educational environments and on creating prototype digital content supporting standards-based online teaching and learning rather than only addressing integrating technology in schools and classrooms. It does not specifically address designing and implementing online courses.

## WEEKLY MODULES

- 1 – Orientation to Online Learning: Standards;
- 2 – Technology, Tools & Online Activities;
- 3 – Online Facilitation: Supporting Meaningful Interaction;
- 4 – Assessing and Evaluating Online Student Performance;
- 5 – Managing Online Learning Environments; and
- 6 – Social, Ethical, and Legal Issues in Online Teaching & Learning.

The online teaching course includes two synchronous web conferences using desktop videoconferencing scheduled by arrangement.

## PROFESSIONAL STANDARDS

OTA’s OTA-121 course is aligned with INACOL’s revised standards (v2) for Quality Online Teachers and Quality Online Courses, (2011) and the International Society for Technology’s NETS-T Standards for Teachers.

## REQUIRED TEXTBOOK

Cavanaugh, C. & Blomeyer R. (2007). “What Works in K-12 Online Learning.” Oregon: Eugene. International Society for Technology in Education. Participants are responsible for the textbook purchase, available in hard copy or electronic edition.

## DATES\*

- Spring I: March 12–April 24, 2012
- Spring II: April 2–May 14, 2012
- Summer I: June 18–July 30, 2012
- Summer II: July 10–August 21, 2012

*\*Sections by request are available based on a minimum cohort of 15 participants*

## COST

\$350/participant (tuition discounts available for cohorts and members)

## REGISTRATION

Visit [www.socratesonline.org/ota121.html](http://www.socratesonline.org/ota121.html)

## CONTINUING EDUCATION UNITS

60 CEUs (teaching or administrative) each session

## GRADUATE CREDIT

3 credits at \$150/credit or \$450for the course  
Hamline University School of Education

## TRAIN THE TRAINER

Participants completing the course with a high-pass grade will be eligible for a clinical internship after which they can become approved instructors for the course through OTA or SOCRATES Online. Please contact Karen Johnson for further information at [kmjohnson@projectsocrates.org](mailto:kmjohnson@projectsocrates.org).

## FOR MORE INFORMATION CONTACT:

Karen Johnson, SOCRATES Online Director  
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Note: All OTA’s online courses are “accessible” and ADA Section 504 Compliant.



**Findings from a Pre-Post Survey Administered to 344 OTA-121  
Participants Analysis: Robert Blomeyer Ph.D.  
President and Co-Founder of Online Teaching Associates**

**October 21, 2011**

**Data Collection**

Pre and Post surveys were administered online to 344 OTA-121 participants. Our online “self-efficacy” survey was administered to total of 344 online course participants using Survey Monkey (online), and Questionnaire Activity (Mod) on OTA’s Moodle server. Data was prepared for analysis by Dr. Robert Blomeyer to assure the confidentiality of all responses.

These pre-post items probed each OTA-121 participants attitudes toward crucial, research-based knowledge, performance-based skills and dispositions required for “standards-based” online teacher or “facilitation” performance, as defined in iNACOL’s [National Standards for Quality Online Teaching](#).

The mean gain between the pre and post surveys was 1.61 (with a four point scale) or approximately a 38% mean gain on a four-point Likert survey scale.

Pre-Post Survey Linear-Data-Swarm(mean with error bars)-Plot



Our findings suggest the 344 participants in OTA-121 showed a “statistically significant” gain (38%) in self-esteem, confidence in being effective educators online, and their willingness to embrace teaching assignments in fully online and blended learning environments.

The probability of this "effect" being accidental (i.e. a *statistical accident*) is less than .0001., or .01% ([Click here to download a longer version of these findings.](#))

