Best Practices to Successfully Redesign Introduction to Educational Technology from a Face-to-Face Course to a Total Online Environment with the Addition of Teaching Assistants

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Redesign of any course from a face-to-face environment to a total online environment is a task that requires a strong commitment to ensure the quality of instructions is viable in the online course. This presentation will discuss the planning, strategy and considerations that took place to transform a freshmen level required technology course into a total online environment that also includes the addition of teaching assistants as the primary instructors for the course. Several best practices were developed and implemented to attain a successful environment for both the teaching assistants and the students enrolled in the course.

Presentation Overview

Introduction to Educational Technology (EDTL 2300) is a 2-credit hour course required of all teacher candidates in the College of Education and Human Development. Students from the following program majors are included in the requirement of this course: Early Childhood Education, Middle Childhood Education, Adolescent Young Adult Education, Special Education, Art Education, Business Education, World Language Education and Physical Education. EDTL 2300 is a State of Ohio TAGs (Transfer Assurance Guides) course that is outlined in Ohio's Articulation and Transfer Policy. (http://www.ohiohighered.org/transfer/tag) EDTL 2300 is designed for pre-service teachers to begin the exploration and understanding of appropriate and dynamic technology integration in K-12 classrooms. The course is intended to meet the learning outcomes of the TAGs course. Students are also introduced to the NETS-S (National Educational Technology Standards for Students) and the NETS-T (National Educational Technology Standards for Teachers) The course prepares teacher candidates to foster the use of technology as a teacher candidate in future teacher preparation courses.

This current academic school year, the course was moved from a face-to-face learning environment to a total online course. Over 450 students are enrolled in 15 different online sections this fall semester. The 15 online sections are taught by ten different teaching assistants (TA) that represent various Master and PhD programs in the College of Education.   A full-time Classroom Technology faculty member oversees the teaching assistants and all course material development. A unique model has been developed to include Classroom Technology Master Degree students as TA's who are working part-time on their degrees. Several best practices have

been developed to ensure a high quality of instruction. This presentation will discuss the transformation of a face-to-face freshmen level course to a total online environment, the development of a model to utilize TAs, training and support of TAs, redesign of course materials and support for online students enrolled in the course.