Rutgers DSW Program Syllabus

Module Title: Teaching Online
Instructor:
Residency: April 2019
Date:

Module Description:

This module is designed to provide students with the basics of developing and teaching an online course.

Module Objectives:
At the conclusion of these modules, students will:
1. Know resources for online teaching
2. Have familiarity with online LMSs
3. Know standards for online course development
4. Be able to set up an online course in Sakai or Canvas

Required Readings (1-3):

Thormann, J. & Zimmerman, I.K. (2012). *The Complete Step-by-Step Guide to Designing and Teaching Online Courses*. New York: Columbia University Teachers College Press.

Farrel, D., Kateri, R., Telvis, R., Suarez, Z., & Christenson, B. (2018). A meta-analysis of approaches to engage social work students online. *Journal of Teaching in Social Work*, 38:2, 183-197, DOI:10.1080/08841233.2018.1431351

Rudolph, M. (2017). Cognitive Theory of Multimedia Learning. *Journal of Online Higher Education*, 1(2), 1-15.

Recommended Readings:

Kurzman, P.A. (2013) The evolution of distance learning and online education, *Journal of Teaching in Social Work*, 33:4-5, 331-338, DOI: 10.1080/08841233.2013.843346

Lowenthal, P.R., & Dunlap, J.C. (2018). Investigating students perceptions of instructional strategies to establish social presence. *Distance Education*, 39 (3), 281298.

Major, C.H. (2015). *Teaching Online : A Guide to Theory, Research, and Practice*. Baltimore: Johns Hopkins University Press.

Moffat, D., & Wallin, K. (2018). An examination of online course design. *Journal Of Online Higher Education, 2*(2). Retrieved from http://192.41.99.37/arc/ojs/index.php/JOHE/article/view/37

Muilenburg, L.Y. & Berge, Z.L. (2005) Student barriers to online learning: A factor analytic study, Distance Education, 26:1, 29-48, DOI: 10.1080/01587910500081269

Wilson, A.B., Brown, S., Wood, Z,B. & Farkas, K.J. (2013) Teaching Direct Practice Skills Using Web-Based Simulations: Home Visiting in the Virtual World, *Journal of Teaching in Social Work*, 33:4-5, 421-437, DOI: 10.1080/08841233.2013.833578