





Blended and Online Learning and Teaching (BOLT) 671

Introduction to K-12 Online Learning (Revision 1)

Status:

Replaced with new revision, see the [course listing](#)  for the current revision 

Delivery mode:

Individualized study online 

Credits:

1

Area of study:

Distance Education

Prerequisites:

None

Precluded:

None

Faculty:

Faculty of Humanities and Social Sciences 

Overview

BOLT 671, present fundamental concepts, basic principles, background information, and models for the successful use of technology in distance and blended education for K-12 learners. Students should have a basic familiarity with computer technology applications in distance learning environments and direct experience teaching or learning with technology.

Outline

1. Elements of online teaching and learning
2. Learning theories and principles
3. Teaching theories and principles

Objectives

After completing these three modules students will be able to:





1. Identify principles and issues fundamental to supporting learning along the continuum of digital learning, and relate these to the concept of K-12 distance, online, and blended learning and teaching.
2. Analyze technologies available and identify important features and capabilities of these, in supportive of digital learning environments.
3. Focus on online tools (defined as those that support ready interaction), identifying the capabilities, demands, and limitations of tools for distance, online and blended learning applications.
4. Review and analyze models of cost-benefit and return on investment (ROI) analysis that applies to implementation of digital technology for various learning environments.
5. Consider fundamental professional development (PD) and professional learning (PL) concerns and issues for online teachers and administrators.
6. Summarize characteristics of successful implementations of online/blended teaching and learner support.
7. Distinguish the instruction and support needs of learners with various backgrounds, and in various learning situations, and relate these to the planning process.
8. Develop, identify or adapt a model for formative and summative evaluation of online learning.

9. Apply learning theory and relevant research to real or hypothetical situations, and report and analyze the results in a manner that would guide decision-making.

Evaluation

To maintain integrity with the originating graduate courses, the assignments and assessment processes will be divided into equivalent demands within the various modules. Assignments include online discussion forums; reading and reacting to pertinent research; and written explorations of the integration of the module content to individualized professional contexts. Format of assignments will vary from short forum postings to research essays. Proper use of the American Psychological Association (APA) is an expectation and will be reinforced throughout the modules.

Important links

- › [Academic advising](#) 
- › [Program planning](#) 
- › [Request assistance](#) 
- › [Support services](#) 

Athabasca University reserves the right to amend course outlines occasionally and without notice. Courses offered by other delivery methods may vary from their individualized study counterparts.

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