

ENDICOTT COLLEGE
376 Hale Street
Beverly, Massachusetts 01915

Van Loan School of Graduate and Professional Studies

SYLLABUS

Course Number:	EDPU 528
Course Credits:	3 Graduate Credits (each graduate credit must be equal to 15 hours of contact time)
Course Title:	Facilitating and Implementing Online Professional Development
Faculty:	The instructor will be an EdTech Leaders Online experienced online instructor and adjunct faculty at Endicott College. The email address will be the instructor's first name initial, full last name, and followed by @edc.org. The instructor can be reached at the telephone number of 617-969-7100.
Specific Dates and Times of the course:	Since the course is online and the discussions "asynchronous", participants can take part in the weekly course activities and assignments at any time during each week, from any place that has a computer with Internet access available.

COURSE DESCRIPTION:

This course prepares participants to facilitate online courses within their schools, districts, organizations or educational programs. It provides an in-depth exploration of the skills and

strategies necessary to create and maintain an effective online learning community, including how to foster substantive online discussions, communicate effectively with online learners, motivate adult learners at a distance, and respond to common facilitation scenarios and challenges. Additionally, participants learn about the benefits of online learning, time management strategies for teaching and learning online, assessment and feedback techniques, and how to use the course management system and address technical difficulties. Finally, participants will select and review the content of the online courses they will facilitate and complete all background preparations necessary to run the courses.

Upon successful completion of this course, participants will be prepared to facilitate online courses within their educational organizations.

COURSE OBJECTIVES:

During this course, participants will learn skills and strategies to:

1. Understand the qualities and benefits of an effective online learning community.
2. Become familiar with the Massachusetts Technology Literacy Standards' recommendation that the "teaching of technology literacy skills should not be separate from the curriculum" and demonstrate an understanding of the three standard categories from the Massachusetts Technology Literacy Standards.
 - Standard 1. Demonstrate proficiency in the use of computers and applications, as well as an understanding of the concepts underlying hardware, software, and connectivity.
 - Standard 2. Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school, and in society.
 - Standard 3. Demonstrate the ability to use technology for research, critical thinking, problem solving, decision making, communication, collaboration, creativity, and innovation.
3. Foster the development of a learning community in their own online course and understand the basic principles, strategies, and techniques of facilitating effective online courses.
4. Understand the basic principles, strategies, and techniques of facilitating effective online courses.
5. Prepare concrete plans for facilitating courses for their schools, districts, or organizations.
6. Effectively assess and provide feedback to participants in online professional development courses.
7. Become familiar with the available course-authoring tools and demonstrate proficiency in the use of these tools.
8. Clearly communicate course expectations, requirements and information to online participants.
9. Evaluate the success of an online course and one's own facilitation.

MAIN CURRICULUM THEMES/CONTENT:

Building and Maintaining a Strong Learning Community Online
Evaluating Online Content
Skills, Strategies and Techniques for Facilitating Online Courses
Strategies for Assessment, Feedback, and Evaluation Online
Using the Course Management System's Instructor Tools
Leading Meaningful Online Discussions
Motivating and Meeting the Needs of Adult Learners
Planning for Facilitation

INSTRUCTIONAL STRATEGIES AND METHODOLOGY:

Teaching strategies for this course will include:

- Reading instructor notes
- Reading journal articles
- Watching video clips
- Participating in weekly online discussions
- Participating in synchronous webinars
- Writing reflective responses to their peers in the online forums
- Role playing/simulation
- Conferencing with teachers
- Creating visual representations of concepts

For each session, participants will read and discuss articles (and/or watch and discuss videos) focusing on various aspects of online learning, teaching, and facilitating. Participants will form an intellectual community among themselves as they reflect on a range of new ideas and consider the implications of these new ideas for their practice as facilitators.

ASSESSMENT:

Assignments

1. **Complete all session readings and activities:** participants are expected to complete all readings, web-based explorations, activities, assignments each week and draw on these readings and activities as they contribute to the online discussion and work on their Final Project.

2. **Contributions to the Online Discussion:** Participants are expected to actively participate in each session's online discussion according to the discussion criteria (http://courses.edtechleaders.org/documents/disc_expectations.htm) and actively build the course learning community.

Upon completion of the course, the participant will submit copies of 8 message postings, annotated with information about the relevance of the postings to starting and/or expanding course discussion, and their relation to course readings and activities. The selection of postings should include at least one example of a reply and one example of starting a new thread

3. Welcome Letter Writing Assignment: Participants are expected to compose a customized “Welcome Message” for the course they plan to facilitate. The message should be written in narrative form and should be between two and five paragraphs in length. The letter should include an introduction to the facilitator, the course title and content, a brief description of the orientation activities and directions for navigating the course site, important dates, and a brief overview of the course structure and pacing. The letter also must provide participants with the course login information, including the URL to access the course and participant usernames and passwords.

4. Facilitation Task List: Participants will submit a thoroughly completed "Facilitation Task List" OR 3–5 page description of their plan for facilitating a specific workshop in participant's school, district, or organization. Participants will work on the guide throughout the course and will submit the template for narrative feedback from the facilitator at the end of the course.

The list should be detailed and should address:

- a. Pre-workshop tasks such as plans for recruiting and enrolling workshop participants.
- b. Weekly facilitation tasks, including those that support an active learning community.
- c. Post-workshop tasks, such as assessment of participant final products and overall evaluation of the workshop.

5. Experimentation Course: Participants are expected to complete a series of hands-on facilitation activities in an online course environment using a selected course management system’s tools.

6. Evaluation of Learning: Participants will submit a 3-5 page self-assessment of their participation and learning in the course.

The self-assessment will include reflective responses to the following questions:

- What were your greatest challenges and successes as a learner in this online course?
- Based on this experience, what strategies will you employ for successful online facilitation?
- What do you think the impact of online learning is or will be in your school, district, or organization?

Grading Criteria

Session Preparation and Online Discussion Contributions	30%
Annotated Discussion Postings	10%
Welcome Letter	10%
Facilitation Task List	20%
Experimentation Course	10%
Evaluation of Learning	20%

<i>Objective/Learning Outcome</i>	<i>Means of Assessment</i>	<i>Evidence of Student Learning based on</i>
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		<i>the criteria established</i>
1. Understand the qualities and benefits of an effective online learning community	Online discussion forum, annotated discussion postings, evaluation of learning	Based on rubric evaluation criteria, participants must earn a grade of B or better as evaluated by the designated faculty member for this course.
2. Become familiar with the Massachusetts Technology Literacy Standards' recommendation that the "teaching of technology literacy skills should not be separate from the curriculum" and demonstrate an understanding of the three standard categories from the Massachusetts Technology Literacy Standards	Online discussion forum, annotated discussion postings, evaluation of learning, experimentation course, facilitation task list	Based on rubric evaluation criteria, participants must earn a grade of B or better as evaluated by the designated faculty member for this course.
3. Foster the development of a learning community in their own online course and understand the basic principles, strategies, and techniques of facilitating effective online courses	Online discussion forum, welcome letter, annotated discussion postings, evaluation of learning, facilitation task list	Based on rubric evaluation criteria, participants must earn a grade of B or better as evaluated by the designated faculty member for this course.
4. Prepare concrete plans for facilitating courses for their schools, districts, or organizations.	Facilitation task list, welcome letter	Based on rubric evaluation criteria, participants must earn a grade of B or better as evaluated by the designated faculty member for this course.
5. Effectively assess and provide feedback to students in online professional development courses	Online discussion forum, evaluation of learning, experimentation course,	Based on rubric evaluation criteria, participants must earn a grade of B or better

	facilitation task list	as evaluated by the designated faculty member for this course.
6. Become familiar with the available course-authoring tools and demonstrate proficiency in the use of these tools.	Online discussion forum, experimentation course, facilitation task list	Based on rubric evaluation criteria, participants must earn a grade of B or better as evaluated by the designated faculty member for this course.
7. Clearly communicate course expectations, requirements and information to online students	Online discussion forum, evaluation of learning, experimentation course, facilitation task list	Based on rubric evaluation criteria, participants must earn a grade of B or better as evaluated by the designated faculty member for this course.
8. Evaluate the success of an online course and one's own facilitation	Evaluation of learning	Based on rubric evaluation criteria, participants must earn a grade of B or better as evaluated by the designated faculty member for this course.

Final Grading Criteria:

A : The participant demonstrates all required competencies and class attendance at an exemplary level at the times specified by the instructor. A (93-100)%; A- (90-92)%.

B : The participant demonstrates all required competencies and class attendance at expected Graduate level standards. B+ (87-89)% ; B (83-86)%; B- (80-82)%.

C : The participants demonstrates required competencies and attendance at satisfactory level. Below 80% C. A grade below C is considered a failing grade (C- or below).

Outside of Classroom Group/Individual Hours Documentation Requirement:

Each participant is expected to spend at least 45 hours participating in this course. Each participant also is required to document (on the attached log) at least 45 hours of time spent on additional outside classroom work. This documentation log shall be signed by each participant and submitted to the Instructor during the last session of the course. The Instructor is required to submit this documentation log with the grade sheets to the Van Loan Graduate School. Please note that the Outside of Classroom Group/Individual Hours Documentation Log is required for course completion.

Attendance Policy:

Online attendance and participation are required. It is expected that participants will be checking the course website frequently throughout each session. Participants are expected to complete all weekly readings, web-based explorations, activities, assignments and discussion prompts as posted in each of the session assignment pages before the start of the next session. Participants are expected to have regular access to computers and proficiency with email and current Internet browsers.

ADA Policy:

If you as a participant qualify as a person with a disability, as defined in Chapter 504 of the Rehabilitation Act of 1973, you may wish to discuss the need for reasonable accommodations with your instructor. You should make this contact at the beginning of the course.

Academic Honesty:

A university is a community of individuals who voluntarily join together for the purpose of learning. At the heart of this sense of academic community is the idea that the behavior of its members is guided by a shared commitment to the highest standards of academic integrity. Any form of cheating, plagiarism or assisting others in acts of dishonesty is a violation of such standards. As a participant in this course, it is assumed that you pledge that you will neither receive nor give unauthorized assistance during the completion of all my work in this course. You will not engage in plagiarism. (The definition of plagiarism is the deliberate presentation, oral or written, of words, facts, or ideas belonging to another source without proper acknowledgment.)

Please be aware of Endicott College's academic honesty policy. Cheating/Plagiarism (to include the cutting and pasting of unmodified code from the internet) is grounds for failure in the class, and possibly academic dismissal.

Learning Resources:

The instructor will provide access to all articles and videos to participants for review and analysis.

Course Support Materials:

1. *National Standards of Quality for Online Teaching*
http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_TeachingStandardsv2.pdf

2. *Southern Regional Education Board (SREB) Standards for Quality Online Teaching*
http://publications.sreb.org/2006/06T02_Standards_Online_Teaching.pdf
3. *National Standards of Quality for Online Courses*
http://www.inacol.org/cms/wp-content/uploads/2013/02/iNACOL_CourseStandards_2011.pdf
4. *SREB Standards for Quality Online Courses*
http://publications.sreb.org/2006/06T05_Standards_quality_online_courses.pdf
5. *Discussion Board Expectations*
http://www.edtechleaders.org/documents/disc_expectations.htm
6. *Welcome Message Assignment*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/welcome_message.html
7. *Facilitation Planning Guide*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/Facilitation_Planning_Guide.doc

Session One:

1. *What are the Benefits of Online Learning?*
<http://www.valrc.org/tutorials/onlinelearner/benefits.htm>
2. *Tips for Being a Successful Online Learner*
<http://www4.uwsp.edu/natres/rwilke/eetap/Tips.htm>
3. *Taking Online Classes While Working: Time Management Tips*
<http://www.onlineclasses.org/tips-for-online-students/time-management-tips/>
4. *Learning Styles and the Online Environment*
<http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp>
5. *What are the Benefits of Teaching Online?*
<http://vimeo.com/420250>
6. *Index of Learning Styles Questionnaire*
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
7. *A Guide to Learning Styles*
<http://www.vark-learn.com/english/page.asp?p=questionnaire>
8. *Index of Learning Styles Questionnaire*
<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>
9. *Updating Your User Profile in Moodle*
http://courses.edtechleaders.org/html_cores/trainingcores/multimedia/screencasts/moodle/2.0/Profile/Profile.htm
10. *Posting and Replying to Messages in the Moodle Discussion Board*
http://courses.edtechleaders.org/html_cores/trainingcores/multimedia/screencasts/moodle/2.0/Posting_and_Replying/Posting_and_Replying.pdf

Session Two: The Learning Community Approach to Online Professional Development

1. *The Changing Landscape of Teacher Learning*
<http://www.teachersourcebook.org/tsb/articles/2009/10/01/01dede.h03.html>

2. *Building an Online Learning Community*
http://www.samuelmerritt.edu/academic_technology/online_community
3. *Building an Online Learning Community*
<http://www.learningsolutionsmag.com/articles/761/>
4. *Learning Community VoiceThread*
<http://voicethread.com/share/476366/>
5. *Discussion Applet*
http://courses.edtechleaders.org/html_cores/trainingcores/interactive/discussion-quality
6. *7 things you should know about Social Bookmarking*
<http://www.educause.edu/ir/library/pdf/ELI7001.pdf>
7. *Social Bookmarking in Plain English*
<http://www.commoncraft.com/bookmarking-plain-english>
8. *Diigo*
<http://www.diigo.com/>
9. *Diigo V3: Highlight & Share the Web! Social Bookmarking 2.0*
<http://www.youtube.com/watch?v=0RvAkTuL02A>
10. *Diigo wiki*
<https://digitaleducators2.wikispaces.com/Social+Bookmarking+with+Diigo>
11. *Diigo User Guide*
<http://www.diigo.com/help/outline>
12. *Successful Online Professional Development*
http://olms.noinc.com/olms/data/resource/1686/SuccessfulOnlinePD_.pdf
13. *Ten Best Practices for Teaching Online*
<http://www.designingforlearning.info/services/writing/ecoach/tenbest.html>

Session Three: Preliminary Review of the ETLO Course Catalog

1. *Online Course Elements*
http://edtechleaders.org/documents/OCD/Course_Dev_Check.htm
2. *EDC Blackboard*
<http://edc.blackboard.com>
3. *EDC Moodle*
<http://moodle.etlo.org>
4. *Common Core Standards*
<http://www.corestandards.org/the-standards>
5. *State Standards*
<http://www.education-world.com/standards/state/index.shtml>
6. *National Content Standards*
<http://www.education-world.com/standards/national/index.shtml>
7. *National Educational Technology Standards*
<http://www.iste.org/AM/Template.cfm?Section=NETS>

Session Four: Skills, Strategies, and Techniques for Facilitating Online Courses

1. *Ten Tips for Effective Online Facilitation*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/ETLO_Ten_Tips.htm
2. *BE VOCAL: Characteristics of Successful Online Instructors*
<http://www.ncolr.org/jiol/issues/pdf/4.2.6.pdf>
3. *Time Management Strategies for Online Instructors*
http://www2.uwstout.edu/content/profdev/rubrics/time_management.html
4. *Mobile Learning Strategies for Online Professional Development Facilitators*
<http://www2.edtechleaders.org/mobile-learning-strategies>
5. *Interact with Your Students*
<http://youtu.be/e8sJIUVd8B8>
6. *Welcome Message Assignment*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/welcome_message.htm
7. *Discussion Scenario #1*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/opd_threads/discussion_scenario1.html
8. *Discussion Scenario #2*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/opd_threads/discussion_scenario2.html

Session Five: Strategies for Assessment, Feedback, and Evaluation

1. *Assessment Techniques for Online Learning*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/assessment_techniques.pdf
2. *Strategies for Providing Feedback*
<http://www.ion.uillinois.edu/resources/tutorials/pedagogy/feedback.asp>
3. *Guidelines for Final Projects*
http://www.edtechleaders.org/documents/finalproject_guidelines.htm
4. *Final Project One*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/FP1_Elementary%20Vocab.doc
5. *Final Project Two*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/FP2_Google%20Tools%20for%20Admins.doc
6. *Final Project Three*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/FP3_Differentiated%20Instruction.doc
7. *Final Project Four*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/FP4_Social%20Studies.doc
8. *Final Project Five*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/FP5_Algebraic%20Thinking.doc

Session Six: Using the Course Management System's Instructor Tools

1. *Moodle.org Documentation Support page*
http://docs.moodle.org/20/en/Main_page
2. *Adding a News Item - Read about it*
http://docs.moodle.org/21/en/News_forum
3. *Adding a News Item - Watch it in action*
http://edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/News/News.htm
4. *Creating a Discussion Forum - Read about it*
http://docs.moodle.org/20/en/Forum_module
5. *Creating a Discussion Forum - Watch it in action*
http://edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Discussion_Forum/Discussion_Forum.htm
6. *Creating a Chat - Read about it*
http://docs.moodle.org/20/en/Chat_module
7. *Creating a Chat - Watch it in action*
http://ondemand.blackboard.com/r91/movies/bb91_content_add_glossary_item.htm
8. *Editing a Web Page - Read about it*
http://docs.moodle.org/20/en/Editing_text
9. *Editing a Web Page - Watch it in action*
http://edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Resource/Resource.htm
10. *Adding an Item and Grade to the Gradebook - Read about it*
http://docs.moodle.org/20/en/Grade_items
11. *Adding an Item and Grade to the Gradebook - Watch it in action*
http://edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Gradebook/Gradebook.htm
12. *Accessing Questionnaire Results - Read about it*
http://docs.moodle.org/22/en/Viewing_Questionnaire_responses
13. *Accessing Questionnaire Results - Watch it in action*
http://edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Questionnaire_Interpreting/Questionnaire_Interpreting.htm
14. *Monitoring Course Participation - Read about it*
http://docs.moodle.org/20/en/Course_reports
15. *Monitoring Course Participation - Watch it in action*
http://edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Participation/Participation.htm
16. *Creating a Quiz - Read about it*
http://docs.moodle.org/en/Quiz_module
17. *Creating a Quiz - Watch it in action*
http://edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Quiz/Quiz.htm

18. *Creating a Questionnaire - Read about it*
<http://docs.moodle.org/20/en/Questionnaire>
19. *Creating a Questionnaire - Watch it in action*
http://edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Questionnaire_Creating/Questionnaire_Creating.htm
20. *Adding a Wiki - Read about it*
http://docs.moodle.org/20/en/Wiki_module
21. *Adding an HTML Block - Read about it*
http://docs.moodle.org/20/en/HTML_block
22. *Adding a Calendar - Read about it*
http://docs.moodle.org/20/en/Calendar_block
23. *Creating a Lesson - Read about it*
http://docs.moodle.org/20/en/Lesson_module

Session Seven: Leading Meaningful Discussions

1. *Fostering Critical Engagement in Online Discussions*
http://ittar.wikispaces.com/file/view/Fostering_Critical_Engagement_in_Online_Discussions_by_Barbara_Monroe.pdf
2. *Successful Online Discussion and Collaboration: Techniques for Facilitation*
<http://www.pbs.org/teacherline/courses/tech525/docs/successfulonlinediscussion.pdf>
3. *Socratic Questioning*
http://en.wikipedia.org/wiki/Socratic_questioning
4. *Socratic Questioning*
http://www.phy.ilstu.edu/pte/310content/case_studies/resources/Socratic_Questioning.pdf
5. *Online Discussion Rubric*
<http://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html>
6. *Evaluation of Online Discussion Rubric*
<http://www.uwsp.edu/music/pholland/320/discussioneval.htm>
7. *Discussion Thread One*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/opd_threads/sample1_auditory.html
8. *Discussion Thread Two*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/opd_threads/sample2_diff.html
9. *Discussion Thread Three*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/opd_threads/sample3_intuitive.html

Session Eight: Motivating and Meeting the Needs of Adult Learners

1. *Guidelines for Working with Adult Learners*
<http://www.ericdigests.org/1995-2/working.htm>
2. *Teaching Adults: Is it Different?*
<http://www.ericdigests.org/pre-9211/teaching.htm>

3. *Dan Pink on Motivation (Lecture)*
http://www.ted.com/talks/dan_pink_on_motivation.html
4. *Dan Pink on Motivation (Animated)*
<http://youtu.be/u6XAPnuFjJc>
5. *Learning Styles and the Online Environment*
<http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp>
6. *Andragogy*
<http://www.infed.org/lifelonglearning/b-andra.htm>

Session Nine: Organizing and Finalizing Your Facilitation Plan

1. *Preparing and Running Your Workshop*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/preparing_running_final.pdf
2. *10 Things I've Learned About Teaching Online*
<http://elearnmag.acm.org/featured.cfm?aid=1609990>
3. *A Brave New World Wide Web*
<http://blip.tv/pairadimes/a-brave-new-world-wide-web-1268286>
4. *Transcript*
http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/Brave_new_worldwide_web.pdf

Course Content/Outline/Requirements – Weekly topic schedule and assignments due:

Session One: Orientation and Course Overview

Description: This Orientation session is designed to help participants get to know the basics about online learning in general and this course in particular. They will learn about the benefits of online learning as well as strategies to have a successful experience in an online course.

By the end of this session, participants will be able to:

- Describe the benefits of online learning
- Identify the qualities of successful online learners, with a particular emphasis on time management strategies
- Identify their own learning style and consider how it will impact their online course experience
- Understand the overall course goals, requirements and expectations

Readings:

- [What are the Benefits of Online Learning?](http://www.valrc.org/tutorials/onlinelearner/benefits.htm), The Virginia Adult Learning Resource Center
(<http://www.valrc.org/tutorials/onlinelearner/benefits.htm>)

- [Tips for Being a Successful Online Learner](http://www4.uwsp.edu/natres/rwilke/eetap/Tips.htm), University of Wisconsin
(<http://www4.uwsp.edu/natres/rwilke/eetap/Tips.htm>)
- [Taking Online Classes While Working: Time Management Tips](http://www.onlineclasses.org/tips-for-online-students/time-management-tips/), OnlineClasses.org
(<http://www.onlineclasses.org/tips-for-online-students/time-management-tips/>)
- [Learning Styles and the Online Environment](http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp), Illinois Online Network
(<http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp>)

Activities:

1. *Watch Video, “What are Some of the Benefits of Teaching Online”*, Donald Opitz, Assistant Professor at the School of New Learning
(<http://vimeo.com/420250>)
2. *Complete an Orientation Survey*
3. *Complete a Learning Style Inventory*
 - [Index of Learning Styles Questionnaire](http://www.engr.ncsu.edu/learningstyles/ilsweb.html), North Carolina State University
(<http://www.engr.ncsu.edu/learningstyles/ilsweb.html>)
 - [A Guide to Learning Styles](http://www.vark-learn.com/english/page.asp?p=questionnaire), VARK
(<http://www.vark-learn.com/english/page.asp?p=questionnaire>)
4. *Explore the Course Environment*
 - [Updating User Profile in Moodle](http://courses.edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Profile/Profile.htm)
(http://courses.edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Profile/Profile.htm)
 - Post an Introduction in the Orientation Forum Course Discussion Board
[Posting and Replying to Messages in the Moodle Discussion Board](http://courses.edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Posting_and_Replying/Posting_and_Replying.htm)
(http://courses.edtechleaders.org/HTML_cores/trainingcores/multimedia/screencasts/moodle/2.0/Posting_and_Replying/Posting_and_Replying.htm)
5. *Read and respond* to the introductions from online colleagues.

Session Two: The Learning Community Approach to Online Professional Development

Description: In this session, participants will explore the key qualities of effective online learning communities, as well as strategies for creating and maintaining them. Participants will examine in particular the importance of the online discussion as a central location for learning community interactions and will study what constitutes a substantive contribution in an online forum. All assignments must be completed by the last day of the session.

- By the end of this session, participants will:
- Describe the key elements and benefits of an online learning community

- Identify strategies for fostering an effective online learning community in an online professional development course
- Discern what constitutes a substantive discussion contribution in an online professional development forum
- Understand the requirements for the final project in this course

Readings:

- [The Changing Landscape of Teacher Learning](http://www.edweek.org/tsb/articles/2009/10/01/01dede.h03.html), EdWeek
<http://www.edweek.org/tsb/articles/2009/10/01/01dede.h03.html>
- [Building an Online Learning Community](http://www.samuelmerritt.edu/academic_technology/online_community), Samuel Merritt University
http://www.samuelmerritt.edu/academic_technology/online_community
- [Building an Online Learning Community](http://www.learningsolutionsmag.com/articles/761/), Learning Solutions Magazine
<http://www.learningsolutionsmag.com/articles/761/>
- [Successful Online Professional Development](http://olms.noinc.com/olms/data/resource/1686/SuccessfulOnlinePD_.pdf), ISTE
http://olms.noinc.com/olms/data/resource/1686/SuccessfulOnlinePD_.pdf
- [Ten Best Practices for Teaching Online](http://www.designingforlearning.info/services/writing/ecoach/tenbest.html), Designing for Learning
<http://www.designingforlearning.info/services/writing/ecoach/tenbest.html>

Activities:

1. *Watch a VoiceThread, featuring experienced facilitators from the ETLO community, as they comment on what it takes to create and sustain effective online learning communities. (<http://voicethread.com/share/476366/>)*
2. *Explore the ETLO [Discussion Board Expectations](http://www.edtechleaders.org/documents/disc_expectations.htm) (http://www.edtechleaders.org/documents/disc_expectations.htm) to understand what constitutes a substantive post.*
3. *Click through the [Discussion Quality Applet](http://courses.edtechleaders.org/HTML_cores/trainingcores/interactive/discussion-quality), (http://courses.edtechleaders.org/HTML_cores/trainingcores/interactive/discussion-quality) and consider which examples meet the discussion expectations and which do not.*
4. *Review the [Facilitation Planning Guide](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/Facilitation_Planning_Guide.doc):
The Facilitation Planning Guide helps participants to organize and consolidate the various tasks, strategies, and ideas they would like to remember when they are facilitating their own online course. The [ETLO Facilitation Planning Guide Template](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/Facilitation_Planning_Guide.doc) (http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/Facilitation_Planning_Guide.doc) can be used as a guide.*

5. *Explore Social Bookmarking Tool Diigo* (<http://www.diigo.com/>)

Participants will read [7 things you should know about Social Bookmarking](http://www.educause.edu/ir/library/pdf/ELI7001.pdf) (<http://www.educause.edu/ir/library/pdf/ELI7001.pdf>) by Educause and watch the video, [Social Bookmarking in Plain English](http://www.commoncraft.com/bookmarking-plain-english) (<http://www.commoncraft.com/bookmarking-plain-english>).

6. *Contribute to the Discussion Forum*

Students will share what they feel is the most critical ingredient in creating and sustaining a learning community. Discussion posts should adhere to the [ETLO Discussion Board Expectations](http://www.edtechleaders.org/documents/disc_expectations.htm). (http://www.edtechleaders.org/documents/disc_expectations.htm)

Session Three: Preliminary Review of the ETLO Course Catalog

Description: The primary focus of Session Three is an exploration of the ETLO Course Catalog as participants consider which online course or courses best meet the needs of educators in their district, state, or organization. After reading about the criteria for quality online courses, participants will review at least one ETLO course in-depth. All assignments must be completed by the last day of the session.

By the end of this session, participants will:

- Become familiar with the elements of quality online courses
- Match the professional development needs of educators in their district, state, or organization with one or more online courses that address those needs
- Identify the standards that are met by the course(s) that they select

Readings:

- [Online Course Elements](#), EdTech Leaders Online

Activities:

1. *Explore the ETLO Courses*

Participants will review the ETLO Course Catalog to determine which course(s) they would like to explore and which course they would like to facilitate.

2. *Review the CCSS and/or state content standards*

- Explore CSSS Standards (<http://www.corestandards.org/the-standards>)
- Explore state content standards (<http://www.education-world.com/standards/state/index.shtml>)
- View national educational technology standards (<http://www.iste.org/AM/Template.cfm?Section=NETS>)

3. *Continue to work on the Facilitation Planning Guide*

Participants will add the standards addressed in the planning guide.

4. *Contribute to the Discussion Board*

Participants will share at least one reading, activity, or feature they particularly liked after reviewing the ETLO course catalog. Discussion posts should adhere to the [ETLO](#)

[Discussion Board Expectations.](http://www.edtechleaders.org/documents/disc_expectations.htm)
(http://www.edtechleaders.org/documents/disc_expectations.htm) .

Session Four: Skills, Strategies, and Techniques for Facilitating Online

Description: Facilitating online courses in a learning community model requires the development of specific skills and strategies. In this session participants will learn about the key qualities and competencies of successful online instructors, and practice applying facilitation strategies to common scenarios that arise in online courses. Participants will also explore how to incorporate mobile learning in online facilitation, continue to add to their Facilitation Planning Guide and will practice developing their own online voice by crafting a welcome message to their future course students. All assignments must be completed by the last day of the session.

By the end of this session, participants will:

- Learn strategies for effective online facilitation in a learning community model and apply them in sample scenarios
- Be able to identify the qualities of successful online facilitators
- Learn techniques to incorporate mobile learning opportunities in online facilitation

Readings:

- [Ten Tips for Effective Online Facilitation](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/ETLO_Ten_Tips.htm), EdTech Leaders Online
http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/ETLO_Ten_Tips.htm
- [BE VOCAL: Characteristics of Successful Online Instructors](http://www.ncolr.org/jiol/issues/pdf/4.2.6.pdf), Journal of Interactive Online Learning
<http://www.ncolr.org/jiol/issues/pdf/4.2.6.pdf>
- [Time Management Strategies for Online Instructors](http://www2.uwstout.edu/content/profdev/rubrics/time_management.html), University of Wisconsin
http://www2.uwstout.edu/content/profdev/rubrics/time_management.html
- [Mobile Learning Strategies for Online Professional Development Facilitators](http://www2.edtechleaders.org/mobile-learning-strategies), EdTech Leaders Online
<http://www2.edtechleaders.org/mobile-learning-strategies>

Activities:

1. *Watch Video: Interact With your Students, John Fizel, Penn State University*
(<http://www.youtube.com/watch?v=e8sJIUVd8B8&feature=youtu.be>)

2. *Compose a customized "Welcome Message"*

Participants will compose their own customized "Welcome Message" for the course they plan to facilitate, and submit it to the facilitator by the end of this session. The welcome message should be written in narrative form and should be between two and five paragraphs in length. Assignment Details are available at

http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/welcome_message.html

3. *Continue to Work on the Facilitation Planning Guide*

Participants will add strategies or techniques learned in this session that they want to remember when they facilitate. Participants should organize plans according to what they will need to do before, during, and after facilitation. Participants are also encouraged to consider what mobile learning strategies they might include in the facilitation.

4. *Contribute to the Discussion Board*

Participants will evaluate two potential participant-level and two potential group-level scenarios and share a facilitation strategy for addressing the situation by responding to at least one scenario in each group. Discussion posts should adhere to the [ETLO Discussion Board Expectations](#). (http://www.edtechleaders.org/documents/disc_expectations.htm).

Session Five: Strategies for Assessment, Feedback, and Evaluation

Description: This session focuses on assessing the learning of participants in online courses and providing them with effective feedback. A dual focus is on evaluating the online professional development course that participants will offer in their school, district, or organization. Participants will have the opportunity to practice providing feedback on sample final projects and consider how else they will support participants in successfully completing their work. Participants will also continue adding to their Facilitation Planning Guide by adding ideas related to assessment and evaluation. All assignments must be completed by the last day of the session.

By the end of this session, participants will:

- Understand the ETLO approach to assessing learning in online professional development courses
- Hone communication and feedback skills by providing comments in response to sample final projects
- Identify standards for high quality online professional development
- Consider how to evaluate the overall success of their online professional development offering

Readings:

- [Assessment Techniques for Online Learning](#), EdTech Leaders Online
- [Strategies for Providing Feedback](#), Illinois Online Network

Activities:

1. Review the [Final Projects Guidelines](#) (http://www.edtechleaders.org/documents/finalproject_guidelines.htm)

Participants will review the Final Project Guidelines and consider how they will use them to support their participants in successfully meeting the final project requirements.

2. Practice Providing Constructive Feedback

Participants will practice drafting feedback on a colleague's work by selecting a sample Final project to review. They will then add comments to the wiki as if they were responding to a participant in their course. Participants may choose to compose a full set of feedback on their own, or simply incorporate any new ideas and/or comments to what their colleagues may have already posted. Sample projects are listed below:

- [Final Project One](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP1_Elementary%20Vocab.doc)
(http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP1_Elementary%20Vocab.doc)
- [Final Project Two](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP2_Google%20Tools%20for%20Admins.doc)
(http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP2_Google%20Tools%20for%20Admins.doc)
- [Final Project Three](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP3_Differentiated%20Instruction.doc)
(http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP3_Differentiated%20Instruction.doc)
- [Final Project Four](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP4_Social%20Studies.doc)
(http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP4_Social%20Studies.doc)
- [Final Project Five](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP5_Algebraic%20Thinking.doc)
(http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/FP5_Algebraic%20Thinking.doc)

3. Continue to Work on the Facilitation Planning Guide

Participants will make notes on their Facilitation Planning Guide about the assessment techniques and strategies they will want to use as a facilitator.

4. Contribute to the Discussion Board

Participants will share what strategies they plan to use to support students as they prepare their final projects and other ideas or questions they have about assessing participation in their courses.

Session Six: Using the Course Management System's Instructor Tools

Description: Session Five focuses on specialized preparation for the technical aspects of using the course management system. All course management systems function differently at the instructor level than they do at the student level. During this session, participants will have the opportunity to learn about and experiment with the basic instructor-level features, including the ability to modify content; create discussion forums, synchronous chats and assessments; and track participation. For participants with prior experience in the course management system, they will have the option to explore some of the system's more advanced features. In the discussion, participants will share questions and tips with their course

colleagues about what they learned. All assignments must be completed by the last day of the session.

By the end of this session, participants will:

- Understand the course management system's tools and functions in designing and implementing tasks essential to the facilitation of an online course
- Demonstrate proficiency in the use of the tools and functions essential to the facilitation of an online course

Readings:

- [Main Page](http://docs.moodle.org/20/en/Main_page), Moodle, (http://docs.moodle.org/20/en/Main_page)

Activities:

Learn and Discuss: Web Conference

Participants will participate in a live webinar to provide a visual and verbal explanation of the steps required to use Moodle's instructor tools.

Session Seven: Leading Meaningful Discussions

Description: The focus of this session is on fostering substantive discussions in online courses through specific facilitation techniques in and outside of the online forums.

Participants will review Socratic questioning techniques and other strategies for encouraging higher order thinking and a consistent level of engagement in online forums. Participants will also practice “behind the scenes” communication strategies for addressing a variety of issues that may arise regarding the online discussion in their course. All assignments must be completed by the last day of the session.

By the end of this session, participants will:

- Understand factors key to fostering and managing critical engagement in online discussion
- Identify discussion facilitation techniques that support learning for participants
- Understand the role rubrics can play in elevating discussion in online courses by communicating expectations of quality and as an assessment tool to guide feedback to participants
- Apply formative feedback strategies in the discussion board and via email to elevate discussion quality

Readings:

- [Fostering Critical Engagement in Online Discussions](http://ittar.wikispaces.com/file/view/Fostering_Critical_Engagement_in_Online_Discussions_by_Barbara_Monroe.pdf), Barbara Monroe, (http://ittar.wikispaces.com/file/view/Fostering_Critical_Engagement_in_Online_Discussions_by_Barbara_Monroe.pdf)
- [Successful Online Discussion and Collaboration: Techniques for Facilitation](http://www.pbs.org/teacherline/courses/tech525/docs/successfulonlinediscussion.pdf), Catherine Collier, (<http://www.pbs.org/teacherline/courses/tech525/docs/successfulonlinediscussion.pdf>)
- [Socratic Questioning](http://en.wikipedia.org/wiki/Socratic_questioning), Wikipedia, (http://en.wikipedia.org/wiki/Socratic_questioning)

- [Socratic Questioning](http://www.phy.ilstu.edu/pte/310content/case_studies/resources/Socratic_Questioning.pdf), Ronald Wilcomb and Margaret Wilcox, (http://www.phy.ilstu.edu/pte/310content/case_studies/resources/Socratic_Questioning.pdf)

Activities:

1. *Watch video: Managing Online Discussions, Beth Rubin, Director of Distance Learning at the School for New Learning and produced by the Faculty Instructional Technology Support Department at DePaul University,* (http://edtechleaders.org/html_cores/trainingcores/opd/multimedia/managing_online_discussion.flv)
2. *Using Rubrics to Assess Discussion Posts*
Participants will review the sample rubrics below, including the ETLO Discussion Board Expectations which are included in all ETLO courses.
 - [Discussion Board Expectations](http://www.edtechleaders.org/documents/disc_expectations.htm), EdTech Leaders Online, (http://www.edtechleaders.org/documents/disc_expectations.htm)
 - [Online Discussion Rubric](http://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html), University of Wisconsin - Stout, (<http://www2.uwstout.edu/content/profdev/rubrics/discussionrubric.html>)
 - [Evaluation of Online Discussions Rubric](http://www.uwsp.edu/music/pholland/320/discussioneval.htm), University of Wisconsin Stevens Point, (<http://www.uwsp.edu/music/pholland/320/discussioneval.htm>)
3. *Promoting High-Quality Discussion through Effective Communication*
Participants will create a collection of email correspondence based on a variety of scenarios to effectively promote higher quality discussion. Participants will post responses in a wiki and review colleagues' responses to other scenarios.
4. *Final Project* - Participants will pull strong passages from the collections of emails aggregated in this session and create a final version of each to add to the Sample Emails section of the Facilitation Planning Guide.
5. *Discuss* - Participants will read three discussion threads and select one post to critique. Using the [ETLO Discussion Board Expectations](http://www.edtechleaders.org/documents/disc_expectations.htm) (http://www.edtechleaders.org/documents/disc_expectations.htm), explain why the post "Exceeds Expectations," "Meets Expectations," or "Does Not Meet Expectations" and provide examples of feedback and suggestions to improve future posts. Discussion posts should adhere to the [ETLO Discussion Board Expectations](http://www.edtechleaders.org/documents/disc_expectations.htm). (http://www.edtechleaders.org/documents/disc_expectations.htm)

Session Eight: Motivating and Meeting the Needs of Adult Learners

Description: This session will address the qualities and needs of adult learners that should be considered in offering online professional development. Participants will explore what motivates adult learners as well as specific strategies and guidelines for working with adults online. Participants will consider the impact of learning styles on students' engagement in an online course and plan for how they will support diverse learning styles. Finally, participants

will update their Facilitation Planning Guide in preparation to submit it in Session Eight. All assignments must be completed by the last day of the session unless otherwise indicated.

By the end of this session, participants will:

- Identify specific learning needs of adults and consider how they can be addressed through online learning
- Explore strategies to motivate and engage adult learners in an online setting
- Plan for how you will address your participants' diverse learning styles when facilitating online

Readings:

- [Guidelines for Working with Adult Learners](http://www.ericdigests.org/1995-2/working.htm), Susan Imel, (<http://www.ericdigests.org/1995-2/working.htm>)
- [Teaching Adults: Is it Different?](http://www.ericdigests.org/pre-9211/teaching.htm), Susan Imel, (<http://www.ericdigests.org/pre-9211/teaching.htm>)
- [Andragogy](http://www.infed.org/lifelonglearning/b-andra.htm), Encyclopedia of Informal Learning, (<http://www.infed.org/lifelonglearning/b-andra.htm>)

Activities:

1. *Supporting Adult Learners through an Understanding of Learning Styles*
Read [Learning Styles and the Online Environment](http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp), Illinois Online Network, (<http://www.ion.uillinois.edu/resources/tutorials/id/learningStyles.asp>) and think about how participants might benefit from investigating their own learning styles at the start of their online course.
2. *Final Project*
Based on this session's readings, activities and discussion, participants will note in their Facilitation Planning Guide any strategies or techniques they plan to use to motivate and engage the learners in their course, and/or to address diverse learning styles.
3. *Discuss*
Given the exploration of this session's reading, resources and activities, what aspects of the online learning environment are well suited to adult learners and which are not? As a facilitator, how might you best support adult learners in your online course? Discussion posts should adhere to the [ETLO Discussion Board Expectations](http://www.edtechleaders.org/documents/disc_expectations.htm). (http://www.edtechleaders.org/documents/disc_expectations.htm)

Session Nine: Organizing and Finalizing Your Facilitation Plan

Description: This session focuses on making final preparations for facilitating ETLO courses for local educators. In the discussion, participants will share key strategies they have learned for facilitating online courses and, through an exploration of the ETLO Forum, participants will be introduced to the kind of ongoing support they can expect when they are facilitating. Participants will also consider what supplementary materials they might add to their course

and finalize their Facilitation Planning Guide. All assignments must be completed by the last day of the session.

By the end of this session, participants will:

- Familiarize yourself with the steps needed to request, setup, and run your ETLO online course
- Learn about the ETLO Forum and ongoing support available to you over the coming year as you plan for and facilitate your online course
- Define Local Materials and resources that should be included in your course
- Review key strategies for facilitating online courses

Readings:

- [Preparing and Running Your Course](http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/preparing_running_final.pdf), EdTech Leaders Online, (http://courses.edtechleaders.org/HTML_cores/trainingcores/opd/documents/preparing_running_final.pdf)
- [10 Things I've Learned About Teaching Online](http://elearnmag.acm.org/featured.cfm?aid=1609990), eLearn Magazine, (<http://elearnmag.acm.org/featured.cfm?aid=1609990>)

Activities:

1. *Watch video "A Brave New World Wide Web", David Truss, Simon Fraser University*
(<http://blip.tv/pairadimes/a-brave-new-world-wide-web-1268286>)
2. *Take the Final Survey*
Participants will provide anonymous feedback to the Final Survey to help measure the success of the course, as well as design improvements for the next time it is offered.
3. *Explore the ETLO Forum*
Participants will explore the ETLO discussion forums and browse the ETLO Webinar Series area within the ETLO Resources section.
4. *Final Project*
Participants will list the local materials and modify additional tasks within each session in their Facilitation Planning Guide. Upon completion, participants will email their guide to the facilitator for feedback.
5. *Discuss*
Participants will describe a key strategy that they have learned for organizing and/or facilitating an online course. Discussion posts should adhere to the [ETLO Discussion Board Expectations](http://www.edtechleaders.org/documents/disc_expectations.htm).
(http://www.edtechleaders.org/documents/disc_expectations.htm)

General Supplemental Course Support Materials:

1. [National Standards of Quality for Online Teaching](http://inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf)
(<http://inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Teaching.pdf>)
2. [Southern Regional Education Board \(SREB\) Standards for Quality Online Teaching](http://publications.sreb.org/2006/06T02_Standards_Online_Teaching.pdf)
(http://publications.sreb.org/2006/06T02_Standards_Online_Teaching.pdf)
3. [National Standards of Quality for Online Courses](http://inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Courses%202007.pdf)
(<http://inacol.org/resources/nationalstandards/NACOL%20Standards%20Quality%20Online%20Courses%202007.pdf>)
4. [SREB Standards for Quality Online Courses](http://publications.sreb.org/2006/06T05_Standards_quality_online_courses.pdf)
(http://publications.sreb.org/2006/06T05_Standards_quality_online_courses.pdf)
5. [Discussion Board Expectations](http://www.edtechleaders.org/documents/disc_expectations.htm)
(http://www.edtechleaders.org/documents/disc_expectations.htm)
6. [Welcome Message Assignment](http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/welcome_message.html)
(http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/welcome_message.html)
7. [Facilitation Planning Guide](http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/welcome_message.html)
(http://courses.edtechleaders.org/html_cores/trainingcores/opd/documents/welcome_message.html)
8. [Internet Explorer](http://www.microsoft.com/windows/downloads/ie/getitnow.mspx) (<http://www.microsoft.com/windows/downloads/ie/getitnow.mspx>)
9. [Firefox](http://www.mozilla.com/en-US/products/firefox/) (<http://www.mozilla.com/en-US/products/firefox/>)
10. [Safari](http://www.apple.com/safari/) (<http://www.apple.com/safari/>)
11. [Chrome](http://www.google.com/chrome) (<http://www.google.com/chrome>)
12. [Adobe](http://www.adobe.com/products/acrobat/readstep.html) (<http://www.adobe.com/products/acrobat/readstep.html>)
13. [QuickTime](http://www.apple.com/quicktime/download/) (<http://www.apple.com/quicktime/download/>)
14. [Real Player](http://www.apple.com/quicktime/download/) (<http://www.apple.com/quicktime/download/>)
15. [Shockwave](http://www.apple.com/quicktime/download/) (<http://www.apple.com/quicktime/download/>)
16. [Flash Player](http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash)
(http://www.adobe.com/shockwave/download/download.cgi?P1_Prod_Version=ShockwaveFlash)

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