

CLL 4803 Syllabus

Teaching Methods in Digital Learning Environments

Section MN1, 3 Credits, CRN 95104

Fall 2026

MW 3:30-4:45PM

George Tower Scheller Tower Rm. 248

Instructor Information

Instructor

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Email

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General Course Information

Description

This course aims to equip students with evidence-based teaching skills for digital and blended environments, developing inclusive, learning science-grounded practices for engagement, assessment, community-building, and effective technology-enhanced instruction. Students will be offered a variety of teaching methodologies and understand both pedagogy and andragogy in distance learning environments. The culminating capstone experience in the class will enable students to learn how to present to both face-to-face and remote audiences.

Course Learning Outcomes

Upon successful completion of this course, students will be able to:

- Discover teaching methodologies that prepare synchronous and asynchronous students to learn and build community regardless of physical location.
- Utilize evidence-based methodologies to engage a classroom with activities designed for both face-to-face and online learners.
- Prepare assessments that determine student understanding of teaching in digital learning environments.
- Experience teaching in a digital learning classroom, with a student audience both face-to-face and online, using current video conferencing technology.
- Use student feedback and engagement metrics to iteratively improve content and delivery, ensuring an ongoing sense of community and connection among learners.
- Present to both face-to-face and online audiences.

Required Course Materials

TBD/found in Canvas

Grading Policy

Grading Type	Description of Graded Components	% Grade
Discussion Activities	Discussion in classroom	5%
	Discussion in assigned Discussion Boards	15%
Assessments	Include:	
	• Quizzes	15%
	• Lesson Plan Development	5%
	• Rubrics/Survey Development	20%
• Gathering Feedback	10%	
Teaching Practicum	Teaching Experience & Iterative Improvement Plan Paper	30%
	Note: it is required for students to attend and present on practicum dates	
Total:		100%

Description of Graded Components

Discussion Activities:

Discussions are designed to build community among students and review topics we learn about. Questions may be asked and answered by the community. Discussions will happen in Canvas as well as in the classroom. Participation in both environments is strongly encouraged and will be graded.

Assessments:

Various assessments will occur throughout the semester to allow a scaffolded experience to learning. These assessments are designed to allow students to exhibit their learning as well as build upon early activities to provide iterative improvement opportunities. It is valuable to apply feedback received to subsequent assessments so that improvement may occur. The final assessments include your ability to process feedback and apply that information to writing an Iterative Improvement Plan based on your Teaching Practicum experience.

Teaching Practicum:

The Teaching Practicum allows you to showcase your learning across the semester by applying teaching methodologies you have learned to engage the student audience. The

use of various technologies will be part of this assignment to engage the remote audience. All students will participate in the final Teaching Practicum.

USG Course Policies

Attendance and/or Participation

This course will be offered in person at the Atlanta campus. We will have days where you'll participate synchronously and asynchronously at the instructor's discretion. Although it is recognized that occasionally it may be necessary for students to be absent from scheduled classes for personal reasons, students are responsible for all material covered in their absences, and they are responsible for the academic consequences of their absences. Students should discuss planned absences with their instructor as soon as possible after the beginning of an academic term. Work missed may be made up at the discretion of the instructor. While you are encouraged to attend events like the [All-Majors Career Fair](#) and off-campus interviews, please review Institute [expectations and restrictions related to attendance](#), including information about excused absences. Any event which will cause you to miss class should be discussed in advance with the instructor.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#). Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Additional Georgia Tech Policies

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail your instructor as soon as possible to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.

Pre- &/or Co-Requisites

Psychology 1101 or 2130

Collaboration, Group Work, Use of Generative AI, and Proper citations

Work done in this class will be collaborative and involve group work. Please treat your peers as you would want them to treat you and with the respect we all expect.

We treat AI-based assistance, such as ChatGPT and Copilot among others, the same way we treat collaboration with other people: you are welcome to talk about your ideas and work with other people, both inside and outside the class, as well as with AI-based assistants. However, all work you submit must be your own. You should never include in your assignment anything that was not written directly by you without proper citation (including quotation marks and in-line citation for direct quotes). Please see [APA 7th Edition](#) for proper citation formatting. Including anything you did not write in your assignment without proper citation will be treated as an academic misconduct case.

If you are unsure where the line is between collaborating with AI and copying from AI, Dr. David Joyner from Georgia Tech recommends the following heuristics:

- Never hit “Copy” within your conversation with an AI assistant. You can copy your own work into your conversation, but do not copy anything from the conversation back into your assignment. Instead, use your interaction with the AI assistant as a learning experience, then let your assignment reflect your improved understanding.

- Do not have your assignment and the AI agent itself open on your device at the same time. Similar to above, use your conversation with the AI as a learning experience, then close the interaction down, open your assignment, and let your assignment reflect your revised knowledge. This heuristic includes avoiding using AI assistants that are directly integrated into your composition environment: just as you should not let a classmate write content directly into your submission, so also you should avoid using tools that directly add content to your submission. Please keep this in mind also when contributing to team assignments.

Deviating from these heuristics does not automatically qualify as academic misconduct, however, following these heuristics essentially guarantees your collaboration will not cross the line into misconduct.

Note: Adapted from Dr. David Joyner’s policy published on X, 5.13.23, Creative Commons 4.0 by Georgia Tech.

Extensions, Late Assignments, & Missed Events

Please note that no late assignments will be accepted. Please communicate with me if you will be missing activities due to officially excused absences (such as jury duty, or should

class fall on election day). Work missed may be made up at the discretion of the instructor. There are no extra credit opportunities in this class...we do the work assigned.

Inclement Weather and Digital Learning Days

If a weather-related event affects campus operations, instructors have the discretion to cancel class or pivot to digital instruction. Should you not be sure if campus is open, please proactively turn to Canvas Announcements to find out what you should expect in such an event. Instructions will be posted there. Read more about the policy regarding the requirements, procedures, and responsibilities related to [Digital Learning Days for Modified Campus Operations](#).

Student Use of Mobile Devices in the Classroom

Research on learning shows that unexpected noises and movement automatically divert and capture people's attention, which means that one student's use of a mobile device (e.g., laptops, cell phones, tablets, etc.) can distract another student, thus disrupting their ability to learn. In addition, students using mobile devices often become engaged in matters that are not related to the class they are attending. Further, research indicates that students taking notes on laptops tend to process less as they take notes, and the depth of their learning suffers.

On the other hand, mobile devices can be a useful tool for taking notes and/or following presentations that have been made available online, as well as referring to readings or other outside resources. In addition, students mature/advanced enough to use mobile devices appropriately and note-take with some sophistication may not fall prey to the dangers mentioned above.

Students in this course will have the option to use mobile devices for note-taking or to investigate matters we may be discussing. Recording class lectures is prohibited. Also, I reserve the right to ask you to turn off your device if it becomes evident you are doing work not relevant to the course or your use of the device is causing distractions in the classroom. We will discuss this in our introductory session.

Undergraduate Student Academic Success Resources

A list of resources for undergraduate students' academic success and information about advising can be found at [Success at Tech](#).

Student Well-Being

At Georgia Tech, we are concerned about your overall physical, social, and mental well-being. A [comprehensive list](#) of wellness related resources has been compiled and maintained by the Office of the Vice President for Student Engagement and Well-being.

Netiquette

Netiquette refers to etiquette that is used when communicating on the Internet. When you are communicating via email, discussion forums or synchronously (in real-time), please use

correct spelling, punctuation, and grammar consistent with the academic environment and scholarship. We expect all participants to interact respectfully. Learners who do not adhere to this guideline may be removed from the course.

Technology/Software Requirements

Internet connection, personal computer, Canvas access