

# Online Learning Faculty Training: Spring 2016

**Face-to-Face Dates:** 1/13, 1/20, 1/27, 2/3, 2/10

**Location:** Library B-60

*Be prepared to spend an average of 6-8 hours a week for the duration of the course  
(1.5 hours in class, 5-7 hours individually)*

*Final Course Material Accepted Through **February 24, 2016\****

*Final Feedback Will Be Provided By **March 16, 2016***

## Facilitator Information

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**Office hours:** Wednesdays, 2pm-5pm EST

**Responds to emails:** Within 24 hours (Monday-Friday)

## Experiencing Technical Difficulties? Want Extra Help?

I am happy to provide extra support – please come to our classroom 30 minutes before class starts each week for specialized attention. Also, please feel free to email and set up an in-person or virtual appointment as needed.

## In This Syllabus

Laura March .....	1
Purpose of This Course .....	2
Course Description.....	2
How This Class Works.....	2
Required Materials .....	2
Technical Requirements .....	3
Course Expectations .....	3
Learning Outcomes.....	3
Grade Structure & Due Dates .....	4
How to Submit Assignments .....	4
Rubrics and Checklists.....	4
Schedule.....	8
Pre-Class: Getting Started (Online Only).....	8
Week 1: Introductions, Teaching Online, Learning Modalities, and Learning Outcomes.....	8
Week 2: Pedagogy, Teaching Styles, Assessments, Rubrics, and Online Syllabus.....	9
Week 3: Blackboard .....	10
Week 4: Technology Tool Training .....	11
Week 5: Course Delivery, Peer Review, and Evaluation .....	12
How to Access Grades.....	12
Course Evaluation .....	13
Student Support .....	13
University Policies and Procedures.....	14

*\*Participants that do not upload satisfactory final work within this timeframe will need to retake this training in a future semester.*

## Purpose of This Course

### Why Was This Course Developed?

The purpose of this class is to prepare instructors to teach in hybrid or fully online formats, as these are often very different venues for instruction compared to traditional face-to-face classes. It is also an opportunity to cover best teaching practices and a means to gain feedback on course content in a friendly and supportive environment. **By the end of the course, instructors will have a fully developed online/hybrid syllabus and two weeks of course content within a Blackboard test space.** These two weeks should include scheduled activities and assessments as detailed in the Course Evaluation Rubrics.

This class also provides training that enables faculty to accommodate both short and long-term class interruptions such as sickness or campus closures due to weather. It also assists in the face-to-face course development process since most faculty use some online experiences as part of their in-person classes.

### Online Instruction

Over 7.1 million post-secondary students took an online course in 2013 (Allen & Seaman, 2014, p. 4). Instructors that can develop and teach online courses that address existing challenges in eLearning are sorely needed (Keengwe & Kidd, 2010). Interestingly, professors often teach using the same teaching methods with which they were taught – regardless of effectiveness – and few have ever been an online student (McQuiggan, 2012). This course will allow instructors the opportunity to experience online/hybrid instruction that incorporates recent research and best practices. Online faculty development programs like this course “reveal keys to successful pedagogy as more faculty members participate in continual evolution of best practices for their fields of study” (Bichsel, 2014, p. 26). For more on the history of distance education, read *An Early History* in our class site (Pre-Class folder).

### Teaching Philosophy

I believe that adults learn best when participating in active (participation-driven) and authentic (real-world relevant) learning environments. Much of this course also involves peer-review and formative evaluation – strategies that encourage higher-level thinking skills. Coursework is guided by ADDIE, an instructional systems framework used to develop effective curriculum. Each week focuses on one aspect of the framework (Analysis, Design, Development, Implementation, and Evaluation).

## Course Description

This is a five-week hybrid course. Attendees will meet face-to-face for all weekly classes in Library B-60. All course content will be available online through the class Blackboard site. Participants will be expected to spend 5-7 hours each week outside of class watching videos, examining takeaways, reading assigned articles, completing necessary pre-class activities, and participating in a discussion board each week. Other interactive activities (such as surveys and group peer-reviews) will take place as detailed in the weekly course schedule. The facilitator will provide feedback within six days of the first four week’s activities, and three weeks for the final syllabus and course test site submissions.

## How This Class Works

The class is “flipped,” meaning that normal lectures or presentation materials should be reviewed before the week’s collaborative session. These collaborative sessions are reserved for working together and preparing to teach an online or hybrid class. The rationale in creating this course format is to make it more practicum-like. It allows participants to work through issues collaboratively. After our training sessions are over, participants will have two weeks to finalize their course syllabus and place two full weeks of course content onto their personal course test sites.

## Required Materials

All readings and course material will be available online (and free of charge) through the Faculty Online Training course site. These selections are detailed in the Course Schedule below. **Please bring the laptop you will use to create**

your course content to our introductory face-to-face class. This laptop should be able to run a modern browser (e.g. Chrome, Firefox) and Microsoft Office. Microsoft Office is available for [free as a MYAU download](#).

## Technical Requirements

In addition to a confident level of computer and Internet literacy, certain minimum technical requirements must be met to enable a successful learning experience.

- **Laptops:** All participants will be asked to bring their own laptops in for accessing the training course content. These laptops must be able to run a modern Internet browser (e.g. Chrome, Firefox) and already have Microsoft Office loaded.
- **Blackboard Course Access:** Log into <https://blackboard.american.edu> with AU credentials for access.
- **Blackboard Support:** Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center at [blackboard@american.edu](mailto:blackboard@american.edu) or call (202) 885-3904 for 24/7 support.
- **CTRL:** Need pedagogy or technology support? The Center for Teaching, Research, and Learning can help. [CTRL@american.edu](mailto:CTRL@american.edu) | (202) 885-2117 | Hurst, Room 214 | Mon. - Fri. 9:00 am - 5:00 pm

## Course Expectations

**Attendance is mandatory for 4 of the 5 class sessions.** If you are unable to attend these classes for any reason, you will be asked to participate in the following semester's training instead. We want to confirm full and equal participation to ensure a successful course. Additionally, peer-review and other teamwork exercises are an integral part of the course.

## Learning Outcomes

After successfully completing this class, you will be able to:

1. Create and critically examine meaningful and measurable learning outcomes.
2. Demonstrate ability to define different aspects of online learning (e.g. synchronicity, hybridity, pedagogical influences) and select appropriate methods of delivering course content to meet course goals.
3. Create and critically examine an effective online syllabus (including learning outcomes, explicit instructions, details, weekly course schedule (2 weeks), define expectations and success, assessments).
4. Adapt/redesign your face-to-face syllabus to function efficiently in an online environment
5. Utilize technological tools (both supported and emergent as desired) to enhance your future students' learning experience.
6. Participate in a holistic approach to online learning through weekly peer discussions as well as evaluate draft syllabi and Blackboard sites.

## Grade Structure & Due Dates

Grades in this course correlate to Participation and Reviews, Draft Assignments, and Final Work. Fulfilling these components will allow course participants to effectively develop a successful online or hybrid course. The table below is an example of how we have aligned assignments with grades and outcomes, which will be part of your Draft Syllabus assignment in Week 2. Participants must receive at least 70/100 to complete the training.

Assignment	Grade (100)	Due Date	Learning Outcome(s)
Weekly Original Discussion Posts	25	1/12, 1/19, 1/26, 2/2, 2/9 Noon EST	#6
Weekly Discussion Responses	4	1/15, 1/22, 1/29, 2/5 Noon EST	#6
Draft Learning Outcomes	5	1/15 Noon EST	#1
Draft Syllabus with Outcomes/Activities	5	1/22 Noon EST	#2, #3, and #4
Draft Blackboard Elements	5	1/29 Noon EST	#3, #4, and #5
Mid-Semester Course Evaluation Survey	2	1/29 Noon EST	#6
Second Drafts (Syllabus & Bb Site)	5	2/5 Noon EST	#4 and #6
2 Peer Reviews of Syllabi & Blackboard Sites via Week 5 Discussion Board	6	2/17 Noon EST	#3 and #6
Final Training Evaluation Survey	3	2/24 Noon EST	#6
*Final Syllabus	20	2/24 Noon EST	#2, #3, and #4
*Final Blackboard Site (with two full weeks of course content)	20	2/24 Noon EST	#3, #4, and #5

\*Please note: The final assignments are mandatory and each requires 16/20 to pass.

## How to Submit Assignments

All assignments should be posted through the course site in their corresponding weekly pages.

- Weekly Tab: Discussion threads, activities, weekly assignments peer-review areas, assignment submissions
- Final Work Tab: Training Evaluation Survey, Final Syllabus, Link to Final Bb Site

Your reviews will be available on each graded item – select the points value received to bring up a feedback page with links to any attachments.

## Rubrics and Checklists

### Weekly Original Discussion Posts (25 Total, 5 Each)

	Adequate	Inadequate
Timeliness	Post is on time (2)	Post is late (0)
Content	Post relates to weekly content and responds to prompts (3)	Post does not relate to weekly content (0)

### Weekly Discussion Responses (4 Total, 1 Each)

	Adequate (.5)	Inadequate (0)
Timeliness	2 posts are on time	2 posts are late
Content	Post responds to prompts and are constructive	Posts do not relate to weekly content or are not helpful

### Assignment 1: Draft Learning Outcomes (5 Total)

- (1) **On Time**
- (1) **Contains 3-7 Learning Outcomes**
- (1) **Outcomes are Specific:** All outcomes are focused and unambiguous. None are unclear or too broad to gauge achievements
- (2) **Outcomes are Measurable:** All outcomes describe explicit methods of proving success. None are vague or use words like “Understand” or “Appreciate”

### Assignment 2: Draft Syllabus with Outcomes/Activities (5 Total)

- (1) **On Time**
- (1) **Detailed Course Information**
- (1) **Instructor Information with Virtual Office Hours Information:** Includes technology tools to use (e.g. Skype, Google Hangout ID) and best times/method of getting in touch as well as average response times
- (1) **Outcomes & Activities Table:** Please include a table detailing your Learning Outcomes and the Activities:

Learning Outcome	Activity
Ex: Critique a peer’s midterm art project using professional language and observations	Ex. Read CAA’s guide to art critiques and past student examples. Watch quick lecture video on critiques.

- (1) **Includes All Up-To-Date “Boilerplate” Materials** (aka Required University Background Information)  
See Template for most recent wording and contact information

*Please include all of the following:* Academic Support and Access Center, Counseling Center, Writing Center, Center for Diversity & Inclusion, Dean of Students Office, Emergency Preparedness, Academic Integrity Code, General Education Credit (if applicable), Specific School/Department Info (if applicable), Undergraduate Research Support (if applicable)

### Assignment 3: Draft Blackboard Elements (5 Total)

- (1) **Submitted On Time**
- (1) **Embedded Image:** Image of course instructor (or other visual avatar) is embedded within Instructor page
- (1) **Instructor Page:** Contains pertinent information
- (1) **Syllabus or Course Information Page:** Contains an attachment of your current draft syllabus
- (1) **Navigation/Menu Modified from Default Options:** Includes weekly, unit, or module content areas

### Mid-Semester Evaluation Survey (2 Total)

	Adequate	Inadequate
Timeliness	On time (1)	Late (0)
Content	Areas of strength and growth are outlined and evaluated (1)	Does not provide useful information (0)

### Assignment 4: Second Drafts–Syllabus & Bb Site (5 Total)

- (1) **Submitted On Time**
- (2) **2<sup>nd</sup> Syllabus Draft:** Includes everything from Assignment 2 **and** Course Alignment table with Assessment, Textbook & Materials, all Guidelines & Expectations, and all Grading & Assessment
- (2) **2<sup>nd</sup> Bb Test Course Site Draft:** Includes everything from Assignment 3 **and** at least one custom piece of content (e.g. discussion board, video, readings, or graded activity).

### Peer Review of 2 Draft Syllabi and Test Course Sites (6 Total)

*This assignment will be completed through the Week 5 Discussion Board.*

- (2) **Submitted On Time**
- (2) **Includes Score from Course Evaluation Rubric**
- (2) **Written Feedback:** Provides clear and detailed analysis of score as well as specific praise and suggestions for final work

### Final Training Evaluation Survey (3 Total)

	Adequate	Inadequate
Timeliness	On time (1)	Late (0)
Content	Areas of strength and growth are outlined and evaluated (2)	Does not provide useful information (0)

### Final Syllabus Evaluation Rubric (20)

#### Syllabus Requirements

##### *Course Foundations*

**Document Visuals:** Fonts are consistent, easy to read, no all-caps, and spacing makes it easy for students to locate information 1

**Course Description:** The purpose and structure (online/hybrid, asynchronous/synchronous) of the course. If needed, prerequisite knowledge or competencies are clearly defined 1

**Time Commitment:** Expected hours per week to be spent on reading, activities, and assignments 1

**About the Instructor:** Name, email, office hours, and other contact information as well as the best method of contact 1

**Response Time:** Estimated response time for both questions and assignment feedback 1

**Course Materials:** Required readings and/or other materials, estimated cost, and suggestions on where to purchase. Any distinction between required and optional materials is clearly explained 1

**Technology:** Minimal technical skills required to successfully complete the class as well as a link or clear description of technical support offered 1

**Required University Information:** The most recent wording and contact information for all of the following: Academic Support and Access Center, Counseling Center, Writing Center, Center for Diversity & Inclusion, Dean of Students Office, Emergency Preparedness, Academic Integrity Code, General Education Credit (if applicable), Specific School/Department Info (if applicable), Undergraduate Research Support (if applicable) 1

##### *Learning Outcomes*

**Measurable & Clear:** 3-7 learning outcomes are measurable, clear, and written from the students' perspective 1

**Specific:** Each learning outcome captures specific knowledge, skills, and/or attitudes that learners should be able to exhibit following instruction (i.e. uses specific action verbs and not "understand") 1

**Appropriate:** Learning outcomes are appropriate for the level and discipline of the course 1

##### *Course Content*

**Course Schedule:** Clear and detailed timeline of dates, readings, assignments, and all course other activities 2

**Active Learning:** Coursework provides opportunities for interaction and supports high-level scholarship 1

**Activity Alignment:** All activities contribute to reaching the stated learning outcomes 2

**Assessment Alignment:** Types and grading of assessments effectively measure the stated learning outcomes and are consistent with activities 2

**Grading System:** Detailed information on submitting assignments, percentage of course grade for activities/assignments 1

**Evaluation Criteria:** Detailed checklist or rubric for specific graded assignments (if applicable) 1

## Final Blackboard Site Evaluation Rubric (20)

### Blackboard/Technology Requirements

#### Customization

**Instructor Page with Embedded Media:** Specific area on the course site introduces the class instructor and contains an embedded image or video 2

**Syllabus or Course Information Page:** Full syllabus is attached or copy/pasted directly into site 1

**Welcome Announcement:** Clearly details how to get started and where to find various course components 1

**Navigation/Menu:** Modified from the default option to include weekly, unit or module content areas that match the course schedule in syllabus 1

**Layout:** Weekly/unit/module pages are modified to be logical, consistent, and efficient 2

**2 Weeks of Content (Media):** All readings, resources, and other media detailed in syllabus are available in “Student View” 2

**2 Weeks of Content (Assignments & Interactions):** At least one interaction (e.g., discussion board, journal) and one graded activity (e.g., assignment upload, test) due during the selected timeframe are available in “Student View” 2

#### Technology Choices

**Tools & Media:** All technology used supports the stated learning objectives 2

**Engagement:** Course tools and media support student engagement and facilitate active learning 2

**Ease of Use:** Required technology is current and can be readily accessed without cumbersome onboarding. 1

**Copyright:** Materials fall under fair use and/or outbound links are used when appropriate 1

#### Accessibility

**Inclusive Web Standards:** Uses descriptive hyperlinks (not “Click Here” or long links), Alt Tags on images, and has easily accessible scripts (or closed captions) for audio/video lectures. Instructors can easily adjust course content to accommodate differently-abled students 2

**Accessible Text:** PDF documents are not images (text can be highlighted) 1

## Schedule

**Graded Assignments/Activities:** Please complete assignments, activities, and discussion board posts through their Blackboard folders.

**Have Ready/Available for Class:** Please have the related materials ready for our class.

### Pre-Class: Getting Started (Online Only)

#### To Do

1. Take Pre-Course Registration Survey to confirm participation
2. Choose which course you would like to adapt or develop
3. Video: Course Introduction Video (2:05)
4. Video (Optional): Intro to Faculty Online Training Course (2:49)
5. Reading: Course Syllabus
6. Read/Respond (Optional): History of Distance Education. Check out a short write up by Jim Lee and discuss it on the associated discussion board.

### Week 1: Introductions, Teaching Online, Learning Modalities, and Learning Outcomes

Dates	Videos, Readings, and Resources	Activities
1/11-1/17	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Introduction to Online Learning (2:57)</li> <li>• Student Learning Outcomes Screencast (1:59)</li> <li>• How to: Embedding an Image into a Blackboard Discussion Thread (1:55)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Guidelines for Learning Outcomes on Course Syllabi – 6 pages</li> <li>• Writing and Using Learning Outcomes: A Practical Guide – 28 pages</li> </ul> <p><b>Bring to Class</b></p> <ul style="list-style-type: none"> <li>• Please bring the laptop you will use to create your course content</li> <li>• Bring your current Learning Outcomes or draft of new outcomes with you to class.</li> </ul>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Tell Us About Yourself and Your Course</b> <i>Due 1/12 Noon EST</i></p> <ul style="list-style-type: none"> <li>• Embed a photo (or other visual avatar) of yourself into your new discussion thread. Please note that BB embeds only JPEG and PNG images – contact BB support if you need help with this (x3904)</li> <li>• Please introduce yourself as you would to your future students. Share your name, expertise, and areas of academic/professional interest. Feel free to add extra tidbits that let your personality shine through — this can help make you seem more approachable to nervous students.</li> <li>• Share the name and a brief description of the course you will be working on this semester. Is it hybrid or fully online? Is it synchronous or asynchronous? Tell us why you decided to join this training program and why online/hybrid learning appeals to you (or, conversely, what you dislike about online learning).</li> <li>• Share your thoughts on this week’s reading. How does it apply to your course and/or instruction?</li> </ul> <p><b>In-Class (1/13)</b></p> <ul style="list-style-type: none"> <li>• Discuss Pre-work, Tour Bb Site, and Discuss Best Practices: Learning Outcomes. Review peer Learning Outcomes.</li> </ul> <p><b>Post-Class</b></p> <p><b>Response Posts</b> <i>Due 1/15 Noon EST</i></p> <ul style="list-style-type: none"> <li>• Respond to 2 Introductory Posts. Let at least 2 of your peers know if you share any of their interests or alma maters. Have any good teaching resources or tech tools that you’d like to share? Let them know!</li> </ul> <p><b>Assignment: Submit Draft Learning Outcomes</b> <i>Due 1/15 Noon EST</i></p>



## Week 2: Pedagogy, Teaching Styles, Assessments, Rubrics, and Online Syllabus

Dates	Videos, Readings, and Resources	Activities
1/18-1/24	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Teaching &amp; Learning Styles (2:54)</li> <li>Syllabus (3:13)</li> <li>8 Lessons Learned from Teaching Online (4:13)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Selections from <i>Design for How People Learn</i> by Julie Dirksen</li> <li>Fifty Alternatives to Lectures</li> </ul> <p><b>Self-Test</b></p> <ul style="list-style-type: none"> <li>Teaching Styles Quiz</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Syllabus Template</li> <li>Example Syllabi: UGST-196: The Art of Online Presentation, COMM 491: Internship, WGSS 225: Gender, Politics &amp; Power</li> <li>BB Wireframe</li> <li>Example rubrics: AAC&amp;U Rubrics, Rubistar</li> </ul> <p><b>Optional: Online Instructional Strategies Resources</b></p> <ul style="list-style-type: none"> <li>Instructional Strategies for Online Courses</li> <li>Inspiring and Aligned Assessments of Student Learning that are Linked to the Real World</li> <li>What Makes an Online Instructional Video Compelling?</li> </ul> <p><b>Bring To Class</b></p> <ul style="list-style-type: none"> <li>Draft Syllabus with Learning Outcomes &amp; Activity/Assessments Table</li> </ul>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Teaching &amp; Learning Styles</b></p> <p><i>Due 1/19 Noon EST</i></p> <ul style="list-style-type: none"> <li>Please share at least 1 “in class” activity that you will be translating into an online format, how you will accomplish this, and which learning outcomes they fulfill. Examples include hosting a Discussion Board debate, asking students to create lesson plans and teach their classmates a specific course topic via YouTube, and creating lecture videos via PowerPoint &amp; Kaltura.</li> <li>Please share at least 1 learning outcome that you are unsure of how to achieve online. Feel free to detail any nascent ideas of activities or assessments that you may be unsure of how to produce effectively. Alternatively, you can share an activity/assessment that has not been successful in previous in-person classes.</li> <li>Share your thoughts on this week’s reading and the Teaching Styles Quiz. How do they apply to your course and/or instruction?</li> </ul> <p><b>In-Class (1/20)</b></p> <p>Course alignment/flow and assessment.</p> <ul style="list-style-type: none"> <li>Syllabus Best Practices, Templates, Examples</li> <li>Brainstorm Lecture Alternatives</li> <li>Wireframe activity: Translating syllabus design to Bb design</li> <li>Group Work: Continue brainstorming activities and peer review</li> </ul> <p><b>Post-Class</b></p> <p><b>Response Posts</b></p> <p><i>Due 1/22 Noon EST</i></p> <p>Respond to at least 2 posts by sharing your thoughts on their activity.</p> <ol style="list-style-type: none"> <li>Do they fulfill the associated learning outcome? Are there other activities or assessments that may work better?</li> <li>Brainstorm activities and/or assessments that fulfill the learning outcome(s) that they are unsure about how to accomplish.</li> </ol> <p><b>Assignment: Submit Draft Syllabus with Outcomes vs. Assessments Table</b></p> <p><i>Due 1/22 Noon EST</i></p>

## Week 3: Blackboard

Dates	Videos, Readings, and Resources	Activities
1/25-1/31	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Week 3 Blackboard playlist (via Lynda) 1h21m total: <ul style="list-style-type: none"> <li>-Toggling the edit mode</li> <li>-Renaming, reorganizing, and deleting</li> <li>-Adding new menu items</li> <li>-Organizing content into folders or structures</li> <li>-Attaching files</li> <li>-Using the content editor</li> <li>-Linking to an internal course file</li> <li>-Copying and moving content</li> <li>-Creating announcements</li> <li>-Creating discussion forums and threads</li> <li>-Facilitating discussions</li> <li>-Grading discussions</li> <li>-Exploring how students view course grades</li> <li>-Viewing your roster</li> <li>Enrolling students and others</li> </ul> </li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• Selection from <i>Don't Make Me Think</i> by Steve Krug – 20 pages</li> <li>• Blackboard Site Examples: UGST-196: The Art of Online Presentation, COMM 491: Internship, WGSS 225: Gender, Politics &amp; Power</li> </ul> <p><b>Optional Resources</b></p> <ul style="list-style-type: none"> <li>• How to Take a Screenshot (1:55)</li> <li>• How to Create a Blackboard Course Banner</li> <li>• Blackboard Wireframing</li> </ul> <p><b>Create in BB Shell &amp; Ready to Show Class</b></p> <ol style="list-style-type: none"> <li>1. Instructor, Syllabus, and Content Area pages</li> <li>2. Embedded image</li> <li>3. Graded assignment area</li> </ol>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Blackboard</b> <i>Due 1/26 Noon EST</i></p> <ul style="list-style-type: none"> <li>• Using the Lynda.com tutorial videos as your guide, create the following within your Blackboard Shell course (probably named OLShell-999-018-2016X): <ol style="list-style-type: none"> <li><b>1.</b> Create 3 new Content Areas within your site's navigation – Instructor, Syllabus, and Week/Unit/Module 1.</li> <li><b>2.</b> Embed an image within your Instructor page.</li> <li><b>3.</b> Create a graded assignment of your choosing within the Week/Unit/Module Content Area.</li> </ol> </li> <li>• Embed or attach a screenshot of your draft Blackboard site that has been modified to include the 3 items above into your Week 3 Original Post.</li> <li>• Describe any additions you would like to see in your dream Learning Management System (aka Blackboard). What new tools (or functionalities) would you like to see and how would you use them?</li> <li>• Share your thoughts on this week's reading. How does it apply to your course and/or instruction?</li> </ul> <p><b>In-Class (1/27)</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Course Check-In.</li> <li>• <b>Peer Review:</b> Draft Blackboard Shell sites &amp; adding reviewers</li> <li>• <b>Group Work:</b> BB Best Practices. Working together to create sites.</li> </ul> <p><b>Post-Class</b></p> <p><b>Response Posts</b> <i>Due 1/29 Noon EST</i></p> <ul style="list-style-type: none"> <li>• Respond to at least 2 posts by critiquing their layouts and brainstorming ways that the “dream” functionality can be accomplished within Blackboard (or using other readily available online tools). Providing links to “How Tos” or YouTube tutorials on the technology is especially helpful.</li> </ul> <p><b>Activity: Take the Mid-Semester Evaluation Survey (Anonymous)</b> <i>Due 1/29 Noon EST</i></p> <p><b>Assignment: Submit Draft Blackboard Site Link (with Banner, Navigation, and About Me Page)</b> <i>Due 1/29 Noon EST</i></p>

## Week 4: Technology Tool Training

Dates	Videos, Readings, and Resources	Activities
2/1-2/7	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Week 4 Blackboard playlist (via Lynda) 36m 29s total:</li> <li>-Creating assignments</li> <li>-Inline grading</li> <li>-Downloading assignments</li> <li>-Best practices for using online assessments</li> <li>-Creating an empty test</li> <li>-Choosing the question settings</li> <li>-Reviewing the differences between surveys and tests</li> </ul> <p><i>Kaltura &amp; Collaborate:</i></p> <ul style="list-style-type: none"> <li>• Recording a Video Using Screen Capture from Inside of Blackboard (4:11)</li> <li>• Faculty: Narrated Presentation with Kaltura in Blackboard (2:15)</li> <li>• Collaborating in Blackboard Collaborate (2:40)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>• <i>Engaging the Online Learner</i> by Conrad &amp; Donaldson – 11 pages</li> <li>• Getting Started with Kaltura &amp; other handouts</li> <li>• Tech Tools</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• <u>Tech</u>: Lynda.com, YouTube, WordPress, Google Drive, Narrated PowerPoint and Keynote, Google Hangouts</li> <li>• Read/Listen: NPR Planet Money Podcast: Episode 573: Why Textbook Prices Keep Climbing (15m) &amp; AU's OER Initiative</li> <li>• The Impact of Instructor Posts on Student Participation</li> </ul> <p><b>Bring To Class</b></p> <ul style="list-style-type: none"> <li>• PowerPoint/Keynote with script and smartphone headset</li> </ul>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Extra Technology</b></p> <p><i>Due 2/2 Noon EST</i></p> <ul style="list-style-type: none"> <li>• Write out a script for a short (&gt;2 minute) course video. This could be an introduction to your course, a weekly overview, or something else that is best presented in a video format.</li> <li>• Copy and paste a table that aligns at least 2 of your learning outcomes with the activities, assessments, and tools you will use to fulfill them in your online/hybrid course. Please be as specific as possible when describing your tools, e.g. “Blackboard’s Peer Review Assessment Tool” instead of just “Blackboard.”</li> <li>• Ask any questions or concerns you have regarding educational technology. Is there anything you’re unsure of using?</li> <li>• Share your thoughts on this week’s reading. How does it apply to your course and/or instruction? Are there any Open Educational Resources (OERs) you would like to include in your course? Examples include text, video and audio clips, quizzes, assignments, games, or simulations.</li> </ul> <p><b>In-Class (2/3)</b></p> <ul style="list-style-type: none"> <li>• <b>Advanced Blackboard:</b> Review any questions or concerns regarding technological tools.</li> <li>• <b>Video Recording with Kaltura:</b> Create a short video using the scripts written in your Week 4 discussion post.</li> </ul> <p><b>Post-Class</b></p> <p><b>Response Posts</b></p> <p><i>Due 2/5 Noon EST</i></p> <ul style="list-style-type: none"> <li>• Create video responses (using Kaltura) to at least 2 posts. Share your thoughts on their scripts. Please also let your classmates know if their alignment tables are particularly inspiring or novel. Conversely, provide constructive criticism and/or examples of other options if areas need help. Also, please help answer any tech questions your classmates may have.</li> </ul> <p><b>Assignment: Submit Second Drafts (Syllabus &amp; Bb Site)</b></p> <p><i>Due 2/5 Noon EST</i></p>

## Week 5: Course Delivery, Peer Review, and Evaluation

Dates	Videos, Readings, and Resources	Activities
2/8-2/24	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Effective Peer Review for Online Instructors (11:00)</li> </ul> <p><b>Readings</b></p> <ul style="list-style-type: none"> <li>Lessons From The Virtual Classroom by Palloff &amp; Pratt – 23 pages</li> <li>Creating Accessible PDFs</li> <li>ASAC Tips Handout</li> <li>What Faculty Need to Know About Copyright for Teaching</li> <li>Optional: Culture Influences on Online Learning</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Final Evaluation Rubrics</li> </ul> <p><b>Bring To Class</b></p> <ul style="list-style-type: none"> <li>Updated “Almost Finished” draft of syllabus and online course content</li> </ul>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Peer Review</b> <i>Due 2/9 Noon EST</i></p> <ul style="list-style-type: none"> <li>Please evaluate your current draft syllabus and sample course site using the Course Evaluation Rubric. What’s your score? Which areas are you particularly proud of?</li> <li>Which areas of your syllabus and sample course site need more work? What do you need to do to finish everything successfully? Do you have any questions or need extra help with anything?</li> <li>Please upload your current Draft Syllabus to this post.</li> <li>Share your thoughts on this week’s reading. How does it apply to your course and/or instruction?</li> </ul> <p><b>In-Class (2/10)</b></p> <ul style="list-style-type: none"> <li>“Ask Me Anything” Guest Speaker, Best Practices for Online Courses, Peer Reviews</li> </ul> <p><b>Post-Class</b></p> <ol style="list-style-type: none"> <li><b>Peer Review via Discussion Board 5</b> <i>Due 2/17 Noon EST</i> Use the Course Evaluation Rubric to score the syllabus and course site of 2 classmates via the Discussion Board and convert your scoring document to an accessible PDF. Attach the PDF to your posted response. Please provide clear and detailed assessments of your scoring as well as specific praise and suggestions for their work. Make sure to request to be added as a “Student” or “Teaching Assistant” to the course site you’re reviewing either during class or online.</li> <li><b>Final Training Evaluation Survey (Anonymous)</b> <i>Due 2/24 Noon EST</i> Reflect upon your peer review process, specifically what you changed as a result of this critique and why. Additionally, please share your thought on this course as a whole. What did you enjoy? What areas should be improved?</li> <li><b>Final Syllabus (Full)</b> <i>Due 2/24 Noon EST</i></li> <li><b>Final Site: Link to Course Site with 2 Weeks of Content</b> <i>Due 2/24 Noon EST</i></li> </ol>

## How to Access Grades

Feel free to check your status by clicking “Grades & Feedback” on your course navigation. Additionally, you can select “My Grades” under Course Tools after the grade for each assessment task is released. Reviews will be available on each graded item – select the points value received to bring up a feedback page with links to any attachments. After successfully completing this course, the Provost’s office will be notified that you completed your training by the end of the semester. You will receive an electronic certificate of completion via email at the end of the semester.

## Course Evaluation

I encourage everyone to participate in an evaluation of this training program at the end of the course. This will be part of your final reflection survey.

## Student Support

**Technical Support:** AU is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty that prevents a student from completing a time-sensitive assessment activity, instructors may extend deadlines and provide appropriate accommodations based on the situation.

**Blackboard Support:** Students should immediately report any problems to their course instructor and also contact the Blackboard Support Center at [blackboard@american.edu](mailto:blackboard@american.edu) or call (202) 885-3904 for 24/7 support. Students can also log on to [Blackboard Help](#) for support.

**AU Help Desk (focuses on all other IT issues):** Answers to your technology questions are just an e-mail, instant message, or phone call away. Contact the IT Help Desk at 202-885-2550, [helpdesk@american.edu](mailto:helpdesk@american.edu), or [AskAmericanUHelp](#) to reach one of our professional staff who can answer your questions and provide general troubleshooting assistance. Students can also log on to the [Need Help Now?](#) portal for support.

**Academic Support Services:** All students may take advantage of the [Academic Support and Access Center \(ASAC\)](#) for individual academic skills counseling, workshops, Tutoring and Writing Lab appointments, peer tutor referrals, and Supplemental Instruction. The ASAC is located in Mary Graydon Center 243. Additional academic support resources available at AU include the Bender Library, the Department of Literature's Writing Center (located in the Library), the Math Lab in the Department of Mathematics & Statistics, and the Center for Language Exploration, Acquisition, & Research (CLEAR) in Asbury Hall. A more complete list of campus-wide resources is available in the ASAC.

**Accommodations for Students with Disabilities:** AU is committed to making reasonable accommodations for qualified students with disabilities. The ASAC assists students with disabilities and promotes full participation in academic programs and other campus activities.

Students are not required to notify the university or any of its offices or personnel of a disability either prior to or subsequent to admission; however, if a student plans to request accommodations, documentation of the disability must be provided. As accommodations are not retroactive, timely notification at the beginning of the semester, if possible, is strongly recommended.

To register with a disability or for questions about disability accommodations, contact the Academic Support and Access Center at 202-885-3360 or [asac@american.edu](mailto:asac@american.edu), or drop by MGC 243.

For more information, visit AU's [Services for Students with Disabilities web page](#).

**Center for Diversity & Inclusion:** CDI is dedicated to enhancing LGBTQ, multicultural, first-generation, and women's experiences on campus and to advancing AU's commitment to respecting and valuing diversity by serving as a resource and liaison to students, staff, and faculty on issues of equity through education, outreach, and advocacy. It is located on the 2nd floor of Mary Graydon Center. (202-885-3651, MGC 201 & 202)

**Counseling Center:** The Counseling Center offers counseling and consultations regarding personal concerns, self-help information, and connections to off-campus mental health resources. (202-885-3500, MGC 214)

**Dean of Students Office:** The Dean of Students Office offers one-on-one meetings to discuss academic, adjustment, and personal issues that may be interfering with a student's ability to succeed academically. The DOS

office also verifies documentation for students who have medical or mental health issues that cause them to be absent from class. (202-885-3300, Butler Pavilion 408)

## University Policies and Procedures

**Emergency Preparedness:** In the event of an emergency, American University will implement a plan for meeting the needs of all members of the university community. Should the university be required to close for a period of time, we are committed to ensuring that all aspects of our educational programs will be delivered to our students. These may include altering and extending the duration of the traditional term schedule to complete essential instruction in the traditional format and/or the use of distance instructional methods. Specific strategies will vary from class to class, depending on the format of the course and the timing of the emergency. Faculty will communicate class-specific information to students via AU email and Blackboard, while students must inform their faculty immediately of any emergency-related absence. Students are responsible for checking their AU email regularly and keeping themselves informed of emergencies. In the event of an emergency, students should refer to the AU Student Portal, the [AU website](#), and the AU information line at (202) 885-1100 for general university-wide information, as well as contact their faculty and/or respective dean's office for course and school/college specific information.

**Class plan:** If campus is closed, we will hold a synchronous session online. If campus has a delayed opening (or an early closing) we will have a shortened in-person session. More information and links will be sent out prior to the regular class start time.

**Religious Observances:** Students will be provided the opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance, provided they notify their instructors before the end of the second week of classes. Please send this notification through email to the professor. For additional information, see American University's [religious observances policy](#).

**Sharing of Course Content:** Students are not permitted to make visual or audio recordings, including live streaming, of classroom lectures or any class-related content, using any type of recording devices (e.g., smart phone, computer, digital recorder, etc.) unless prior permission from the instructor is obtained, and there are no objections from any of the students in the class. If permission is granted, personal use and sharing of recordings and any electronic copies of course materials (e.g., PowerPoints, formulas, lecture notes, and any classroom discussions—online or otherwise) is limited to the personal use of students registered in the course and for educational purposes only, even after the end of the course.

Exceptions will be made for students who present a signed Letter of Accommodation from the Academic Support and Access Center. Further details are available from the [ASAC website](#).

To supplement the classroom experience, lectures may be audio or video recorded by faculty and made available to students registered for this class. Faculty may record classroom lectures or discussions for pedagogical use, future student reference, or to meet the accommodation needs of students with a documented disability. These recordings are limited to personal use and may not be distributed (fileshare), sold, or posted on social media outlets without the written permission of faculty.

Unauthorized downloading, file sharing, distribution of any part of a recorded lecture or course materials, or using information for purposes other than the student's own learning may be deemed a violation of American University's Student Conduct Code and subject to disciplinary action (see Student Conduct Code VI. Prohibited Conduct).

**Use of Student Work:** The professor will use academic work that you complete for educational purposes in this course during this semester. Your registration and continued enrollment constitute your consent.