

# Online Learning Faculty Training: Fall 2016

**Face-to-Face Dates:** 9/6, 9/13, 9/20, 9/27, 10/4 @ 10:30am-12:00pm

**Location:** Library 306

*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 **October 14, 2016\****

*Final Feedback Will Be Provided by **November 4, 2016***

## Course Facilitators

Each facilitator will lead a group based on shared academic interests, but please feel free to work with any or all of us throughout your training.



## Experiencing Technical Difficulties? Want Extra Help?

We are 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

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.....	7
Pre-Class: Getting Started (Online Only).....	7
Week 1: Introductions, Teaching Online, Learning Modalities, and Learning Outcomes.....	7
Week 2: Pedagogy, Teaching Styles, Assessments, Rubrics, and Online Syllabus.....	8
Week 3: Blackboard .....	9
Week 4: Pedagogy & Technology Alignment.....	10
Week 5+: Course Delivery, Peer Review, and Evaluation .....	11
How to Access Grades.....	11
Course Evaluation .....	12
Student Support .....	12
University Policies and Procedures.....	13

*\*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 assists in the face-to-face course development process since most faculty use some technologically-enhanced 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

We 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 306. All course content will be available online through the class Blackboard site. Participants are expected to spend 5-7 hours each week outside of class watching videos, reviewing 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. Instructors will provide feedback within six days of the first four week’s activities, and four 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. Our training team will review all work.

## 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 competent 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, specific, 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, a weekly course schedule, defined expectations, and evaluations).
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. Contribute to 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. Participants must receive at least 70/100 to complete the training successfully.

Assignment	Grade (100)	Due Date	Learning Outcome(s)
<b>Discussion Board Post and Responses</b>			
Weekly Original Discussion Posts	25	9/2*, 9/12, 9/19, 9/26, 10/3 Noon EST	#6
Weekly Discussion Responses	4	9/9, 9/16, 9/23, 9/30 Noon EST	#6
<b>Weekly Draft Assessments</b>			
Draft Learning Outcomes	5	9/9 Noon EST	#1
Curriculum Design Document	5	9/16 Noon EST	#2, #3, and #4
Draft Blackboard Elements	5	9/23 Noon EST	#3, #4, and #5
Mid-Semester Course Evaluation Survey	2	9/23 Noon EST	#6
Syllabus Draft & Updated Blackboard Site	5	9/30 Noon EST	#4 and #6
2 Peer Reviews of Syllabi & Blackboard Sites via Week 5 Discussion Board	6	10/7 Noon EST	#3 and #6
<b>Final Work</b>			
Final Training Evaluation Survey	3	10/14 Noon EST	#6
**Final Syllabus	20	10/14 Noon EST	#2, #3, and #4
**Final Blackboard Site (with two full weeks of course content)	20	10/14 Noon EST	#3, #4, and #5

\*The first Discussion Board is due on Friday to accommodate Labor Day

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

## How to Submit Assignments

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

- Weekly Tab: Discussion threads, activities, assignment submissions areas
- 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 Points 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 Point 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 Points Total)**

(1) **Submitted On Time as a PDF or Word Document**

(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,” “Know,” or “Appreciate”

### **Assignment 2: Curriculum Design Document (5 Points Total)**

(1) **Submitted On Time as a PDF or Word Document**

(1) **Contains personalized and logical Course Overview information**

(3) **Specific Weekly/Unit/Module Overview & Alignment:** Course content is well-aligned and reasonable

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

(1) **Submitted On Time as a Descriptive Link**

(1) **Includes elements from Week 3 Discussion Board:** Customized navigation, personalized Instructor page with embedded image

(1) **Syllabus or Course Information Page:** Contains an attachment of your current draft syllabus or curriculum design document

(2) **Graded Assignment:** Contains an assignment with associated points and a due date

### **Mid-Semester Evaluation Survey (2 Points 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: Syllabus Draft & Updated Blackboard Site (5 Points Total)**

(1) **Submitted On Time:** Syllabus is attached as a PDF or Word Document, BB shell course is hyperlinked

(1) **Syllabus: Instructor Information & Course 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) **Syllabus: Personalized Guidelines & Expectations and Grading & Assessment sections.** Includes all up-to-date “Boilerplate” materials (aka Required University Background Information) as seen on Template

(1) **Blackboard Link:** Shell course contains an embedded video

(1) **Blackboard Link:** Shell course has at least 2 Weekly/Unit/Module areas in its navigation that are designed to have consistent and logical page layouts

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

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

(1) **Submitted On Time**

(1) **Includes Score from Course Evaluation Rubric**

(1) **Written Feedback:** Provides clear and detailed analysis of score as well as specific praise and suggestions for final work

### **Final Training Evaluation Survey (3 Points 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 Points)

### Syllabus Requirements

#### Course Foundations

<b>Document Visuals:</b> Fonts are consistent, easy to read, no all-caps, and spacing makes it easy for students to locate information	1
<b>Course Description:</b> The purpose and structure (online/hybrid, asynchronous/synchronous) of the course. If needed, prerequisite knowledge or competencies are clearly defined	1
<b>Time Commitment:</b> Expected hours per week to be spent on reading, activities, and assignments	1
<b>About the Instructor:</b> Name, email, office hours, and other contact information as well as the best method of contact	1
<b>Response Time:</b> Estimated response time for both questions and assignment feedback	1
<b>Course Materials:</b> 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
<b>Technology:</b> Minimal technical skills required to successfully complete the class as well as a link or clear description of technical support offered	1
<b>Required University Information:</b> The most recent wording and contact information for all student support services and university policies included in the online course syllabus template	1

#### Learning Outcomes

<b>Measurable &amp; Clear:</b> 3-7 learning outcomes are measurable, clear, and written from the students' perspective	1
<b>Specific:</b> 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
<b>Appropriate:</b> Learning outcomes are appropriate for the level and discipline of the course	1

#### Course Content

<b>Course Schedule:</b> Clear and detailed timeline of dates, readings, assignments, and all course other activities	2
<b>Active Learning:</b> Coursework provides opportunities for interaction and supports high-level scholarship	1
<b>Activity Alignment:</b> All activities contribute to reaching the stated learning outcomes	2
<b>Assessment Alignment:</b> Types and grading of assessments effectively measure the stated learning outcomes and are consistent with activities	2
<b>Grading System:</b> Detailed information on submitting assignments, percentage of course grade for activities/assignments	1
<b>Evaluation Criteria:</b> Detailed checklist or rubric for specific graded assignments (if applicable)	1

## Final Blackboard Site Evaluation Rubric (20 Points)

### Blackboard/Technology Requirements

#### Customization

<b>Instructor Page with Embedded Media:</b> Specific area on the course site introduces the class instructor and contains an embedded image or video	2
<b>Syllabus or Course Information Page:</b> Full syllabus is attached or copy/pasted directly into site	1
<b>Welcome Announcement:</b> Clearly details how to get started and where to find various course components	1
<b>Navigation/Menu:</b> Modified from the default option to include weekly, unit or module content areas that match the course schedule in syllabus	1
<b>Layout:</b> Weekly/unit/module pages are modified to be logical, consistent, and efficient	2
<b>2 Weeks of Content (Media):</b> All readings, resources, and other media detailed in syllabus are available in "Student View"	2
<b>2 Weeks of Content (Assignments &amp; Interactions):</b> 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

<b>Tools &amp; Media:</b> Technology is used appropriately and effectively to support the stated learning objectives	2
<b>Engagement:</b> Course tools and media support student engagement and facilitate active learning	2
<b>Ease of Use:</b> Required technology is current and can be readily accessed without cumbersome onboarding.	1
<b>Copyright:</b> Materials fall under fair use and/or outbound links are used when appropriate	1

#### Accessibility

<b>Inclusive Web Standards:</b> Uses descriptive hyperlinks (not "Click Here" or long links), Alt Tags, and easily accessible scripts (or closed captions) for audio/video lectures.	2
<b>Accessible Text:</b> 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. Register for course via online form
2. Choose which course you would like to adapt or develop
3. Video: Course Introduction Video (2:05)
4. Video (Optional): Online Learning Welcome Screencast (if needed) (3:18)
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
9/2-9/9	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Introduction to Online Learning (2:57)</li> <li>• Writing Student Learning Outcomes (2:02)</li> <li>• Adding an image to a discussion post in Blackboard Learn (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>• Laptop you will use to create your course content</li> <li>• Current Learning Outcomes</li> </ul>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Tell Us About Yourself and Your Course</b>  <i>Due 9/2* Noon EST *Due date moved forward to accommodate Labor Day Holiday</i></p> <ul style="list-style-type: none"> <li>• Embed a photo (or other visual avatar) of yourself into a new discussion thread. Please note that BB embeds only JPEG and PNG images – contact Blackboard Support if you need help (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>Pre-Class Comfort Survey</b> <i>(Optional, helps facilitators plan future weeks)</i></p> <p><b>In-Class (9/6)</b></p> <ul style="list-style-type: none"> <li>• Discuss Pre-work, tour Bb, and Learning Outcomes. Review peer Learning Outcomes.</li> </ul> <p><b>Post-Class</b></p> <p><b>Response Posts</b>  <i>Due 9/9 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: Draft Learning Outcomes</b>  <i>Due 9/9 Noon EST</i></p>

## Week 2: Pedagogy, Teaching Styles, Assessments, Rubrics, and Curriculum Design

Dates	Videos, Readings, and Resources	Activities
9/10-9/16	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>Transformation (3:38)</li> <li>Syllabus (2:30)</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>Curriculum Design Document</li> <li>Online Syllabus Template</li> <li>Example Syllabi</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> <li>Syllabus Template</li> </ul> <p><b>Bring To Class</b></p> <ul style="list-style-type: none"> <li>Rough draft of Curriculum Design Document</li> </ul>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Teaching &amp; Learning Styles</b>  <i>Due 9/12 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 readings and the Teaching Styles Quiz. How do they apply to your course and/or instruction?</li> </ul> <p><b>In-Class (9/13)</b>            Course alignment/flow and assessment.</p> <ul style="list-style-type: none"> <li>Brainstorm active learning techniques</li> <li>Aligning course content and assessment</li> <li>Group Work: Continue brainstorming and review F2F conversion</li> </ul> <p><b>Post-Class</b></p> <p><b>Response Posts</b>  <i>Due 9/16 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: Curriculum Design Document</b>  <i>Due 9/16 Noon EST</i></p>



## Week 3: Blackboard

Dates	Videos, Readings, and Resources	Activities
9/17-9/23	<p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Create a Hyperlink in Blackboard (3:32)</li> <li>• Essential BB playlist (via Lynda) 1hr4m: <i>Adding new menu items. Organizing content into folders or structures. Linking and moving course file. Copying and moving content. Creating discussion forums and threads. Facilitating discussions. Grading discussions. Creating assignments. Exploring how students view course grades. Inline grading. Downloading assignments. Best practices for using online assessments.</i></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 Peer Review Document</li> </ul> <p><b>Optional Resources</b></p> <ul style="list-style-type: none"> <li>• How to Create a Blackboard Course Banner</li> <li>• Blackboard Site Examples</li> <li>• Adding Users to a Course (0:55)</li> <li>• Additional How-To BB Videos (via YouTube)</li> <li>• Optional Intro BB playlist (via Lynda) 1hr21m: <i> toggling the edit mode. Renaming, reorganizing, and deleting. Using the content editor. Creating announcements. Attaching files.</i></li> </ul> <p><b>Created &amp; Ready for Class</b></p> <ol style="list-style-type: none"> <li>1. Instructor, Syllabus, and Content Area pages</li> <li>2. Embedded image</li> </ol>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Blackboard</b> <i>Due 9/19 Noon EST</i></p> <ul style="list-style-type: none"> <li>• Create a descriptive link (e.g., clickable text) to your Blackboard Shell course (named OLShell-999-2016X). Build out the following content using the Lynda.com tutorial videos as your guide): <ul style="list-style-type: none"> <li><b>A.</b> Create 3 new <b>Content Areas</b> within your site's navigation – Instructor, Syllabus, and Week/Unit/Module 1.</li> <li><b>B.</b> Embed an image within your Instructor page.</li> </ul> </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 (9/20)</b></p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> Check-In. Review video information as needed</li> <li>• <b>Peer Review:</b> Adding Reviewers, Draft BB Shell Sites</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 9/23 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 9/23 Noon EST</i></p> <p><b>Assignment: Draft Blackboard Elements</b> <i>Due 9/23 Noon EST</i></p>

## Week 4: Pedagogy & Technology Alignment

Dates	Videos, Readings, and Resources	Activities
9/24-9/30	<p><b>Videos</b></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>Syllabus Template</li> <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><b>Tech:</b> 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>Slides, script, and smartphone earbuds</li> </ul>	<p><b>Pre-Class</b></p> <p><b>Original Discussion Post: Extra Technology</b></p> <p><i>Due 9/26 Noon EST</i></p> <ul style="list-style-type: none"> <li>Write out a script for a short (&lt;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 (9/27)</b></p> <ul style="list-style-type: none"> <li><b>Translating Curriculum Design Document to Syllabus</b></li> <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 9/30 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: Syllabus Draft &amp; Updated Blackboard site (with 1 Video and 1 Assessment)</b></p> <p><i>Due 9/30 Noon EST</i></p>

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

Dates	Videos, Readings, and Resources	Activities
10/1-10/14	<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 10/3 Noon EST</i></p> <ul style="list-style-type: none"> <li>Please upload your current draft syllabus and create a live link to your Blackboard shell site.</li> <li>Please evaluate your draft syllabus and course site using the Course Evaluation Rubric. What’s your score? Which areas are you particularly proud of? What needs more work?</li> <li>What do you need to do to finish everything successfully? Do you have any questions or need extra help with anything?</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 (10/4)</b></p> <ul style="list-style-type: none"> <li>“Ask Me Anything” guest speaker(s)</li> <li>Instructions for final work &amp; 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 10/7 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 sites you’re reviewing either during class or online.</li> <li><b>Final Training Evaluation Survey (Anonymous)</b> <i>Due 10/14 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 10/14 Noon EST</i></li> <li><b>Final BB Site: Link to Course Site with 2 Weeks of Content</b> <i>Due 10/14 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 – click on 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

We will ask 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 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)

### **International Student & Scholar Services**

[International Student & Scholar Services](#) has resources to support academic success and participation in campus life including academic counseling, [support for second language learners](#), response to questions about visas, immigration status and employment and intercultural programs, clubs and other campus resources. (202-885-3350, Butler Pavilion 410)

### **Office of Advocacy Services for Interpersonal and Sexual Violence**

[OASIS](#) provides free and confidential advocacy services for anyone in the campus community who experiences sexual assault, dating or domestic violence, or stalking. Advocacy is survivor-driven and intended to empower survivors to make informed decisions about their health, emotional well-being, and the adjudication process. (202-885-7070, Wellness Center – McCabe Hall 123).

### **Writing Center**

The [Writing Center](#) offers free, individual coaching sessions to all AU students. In your 45-minute session, a student writing consultant can help you address your assignments, understand the conventions of academic writing, and learn how to revise and edit your own work. (202-885-2991, Bender Library – 1<sup>st</sup> Floor Commons).

## **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.

### **Academic Integrity Code**

Standards of academic conduct are set forth in the university's [Academic Integrity Code](#). By registering for this course, students have acknowledged their awareness of the Academic Integrity Code, and they are obliged to become familiar with their rights and responsibilities as defined by the Code. Violations of the Academic Integrity Code will not be treated lightly, and disciplinary action will be taken should violations occur. This includes cheating, fabrication, and plagiarism.

**SafeAssign:** In this course, one or more assignments may be submitted to the instructor using the SafeAssign plagiarism detection tool, which is integrated into Blackboard. SafeAssign uploads the submitted work to the AU SafeAssign database for comparison against other student papers, as well as academic articles and internet resources, to generate an "Originality Report" that identifies areas of potential overlap. In addition to discouraging academic dishonesty, this tool can create opportunities for students to learn how to properly cite and paraphrase sources. Neither Blackboard nor AU claim any copyright ownership of work submitted through SafeAssign.

## **Student Code of Conduct**

The central commitment of American University is the development of thoughtful, responsible human beings in the context of a challenging yet supportive academic community. The [Student Code of Conduct](#) is designed to benefit the American University community and to assist in forming the highest standards of ethics and morals among its members. By registering for this course, students have acknowledged their awareness of the Student Code of Conduct, and they are obliged to become familiar with their rights and responsibilities as defined by the Code.

## **Discrimination and Harassment (Title IX)**

American University expressly prohibits any form of discriminatory harassment including sexual harassment, dating and domestic violence, sexual assault, and stalking. The university is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. AU does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information, or any other bases under federal or local laws in its programs and activities.

If you experience any of the above, you have the option of filing a report with the [AU Department of Public Safety](#) (202-885-2527) or the [Office of the Dean of Students](#) ([dos@american.edu](mailto:dos@american.edu) or 202-885-3300). Please keep in mind that all faculty and staff – with the exception of counselors in the Counseling Center, staff in the Office of Advocacy Services for Interpersonal and Sexual Violence (OASIS), medical providers in the Student Health Center, and ordained clergy in the Kay Spiritual Life Center – who are aware of or witness this conduct are required to report this information to the university, regardless of the location of the incident. For more information, including a list of supportive resources on and off-campus, contact [OASIS: The Office of Advocacy Services for Interpersonal and Sexual Violence](#) ([oasis@american.edu](mailto:oasis@american.edu) or 202-885-7070) or the Office of the Dean of Students.

For information about your rights, see the [Title IX Information](#) page on the AU website.

## **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.