# Preparing to Teach Online /Teaching Online Seminar Series
## A Hybrid Course Designed for Faculty to Prepare to Teach Online

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**Text:** There is not a textbook, however, there are related readings included as links in the online portion the course. FCLD also has several books in our library available for you to borrow that may help

## COURSE DESCRIPTION:
The Blackboard online course, *Preparing to Teach Online,* and the face-to-face *Teaching Online Seminar Series* come together to form a hybrid course, offered by FCLD in partnership with R.J. McGivney, Dean of University Programs.  We are hoping this will help you to prepare to teach online. As a learner in this course, you will play three roles:
1. Face-to-face attendee in the seminar series, Teaching Online.
2. Online student in the Blackboard course, Preparing to Teach Online.
3. Designer, instructor, and student in your own Blackboard online course that you will teach during the Summer Term.

The seminars are all on Fridays from 3:00 to 4:30 p.m. in the Woods Classroom of Mortensen Library following the schedule below:
- Seminar 1 - February 19 -- What you Really Need to Know About Teaching Online
- Seminar 2 - February 26 – Planning and Organizing Your Online Course
- Seminar 3 - March 5 – Facilitating and Grading Online Discussions
- Seminar 4 - March 26 – Submitting and Grading Assignments Online
- Seminar 5 - April 9  -- Conducting Online Tests and Surveys
- Seminar 6 - April 16 – Grading Online Using Blackboard's Grade Center
- Seminar 7 - April 23 – Tips and Tricks from Experienced Online Instructor

## COURSE GOALS:
- This course will provide you with opportunities to design your own online course.
- This course is designed to provide you with the experience of being an online learner.
- This course will help you understand that designing and delivering an exemplary course is an iterative process enhanced greatly by the support of your colleagues and other campus resources!

## OBJECTIVES:
1. Contrast the roles of face-to-face instructor and online instructor.
2. Apply attributes of exemplary syllabi to your syllabus design.
3. Incorporate effective, clear course navigation into your online course design.
4. Develop ways in which you can create "community" within your course.
5  Produce methods to assess student achievement in many different forms.
6. Organize a group of colleagues and campus resources as your mentors for an ongoing review of your course.

Please note: The online portion of this hybrid course serves as a model for your own online course design. However, when FCLD created this course, we asked the question, "Who is our audience?" (This is, in fact, one of the crucial questions to ask before beginning any instructional design.) The answer to that question for FCLD was, "adult learners, specifically, faculty". So, we considered the characteristics of adult learners, specifically faculty, some of which are:

- They bring an immense amount of knowledge to the table in terms of teaching & learning, their subject area, and general life skills.
- They are goal-oriented; they know what they want out of a course and appreciate precise course organization.
- They are practical and require course work to have relevance to their myriad of job responsibilities.
- They are self-directed.

Therefore, this course design takes those characteristics into account. For instance, you will not be graded on your work, or, for that matter, have anything to 'hand in' as you are basically inner-directed and have personal motives for working in this course. Further, the tasks you complete all have direct relevance to your own transition from face-to-face teacher to online facilitator, and to the design and creation of your own online course. The course direction was basically dictated by the needs of an online educator.

The question you will ask yourselves before you begin to design your course is ""Who is my audience?" Your answer very likely will be "undergraduates". Undergraduate are different from you as learners, in some regards, spectacularly. Some of the characteristics of undergraduate learners are:

- They are oriented to finishing their education with the unclear future in mind.
- They often depend on adults for direction.

Therefore, your course design will be different than this one. For instance, simply earning a grade and completing the course are often the main goals for undergraduate students. As a result, your students will have work they must hand-in for grades at a steady pace throughout the course. In addition, the course may not be directly relevant to the student at the time they take it, but that is acceptable to them as their goal is to complete their education, not necessarily relate each course to their work, as that is undefined. Therefore, you may not have to think about creating content that fits their particular work or life-skills; the content comes directly from your subject area and you decide what is important and how to present it.

Despite these differences, there are similarities between this course design and your own course design, such as thoughtful chunking of content, effective and easy to follow navigation, and an excruciatingly detailed and iterative syllabus that relates directly to the online course. These hopefully will serve as a model when you begin your own course design.

**COURSE FORMAT:**
Come join us at each of the seven face-to-face seminars, listed above. Within a day or two after the seminar, enter the online course, Preparing to Teach Online, to review the seminar topic and begin the associated assignments. Keeping up with the assignments is ideal since the seminars progress in a somewhat linear path toward the completion of your online course. In addition, FCLD staff and the online faculty cohort will be together for the face-to-face seminars, offering a great built-in learning group and lab session for each seminar topic. If you can't attend a face-to-face seminar due to scheduling conflicts, you will be able to view

the video of the seminar as soon as FCLD can get it edited and uploaded to the course – latest by the following Friday. You will also find notes from the seminar when applicable, hand-outs, related research mentioned by the speaker, links, and other related helpful documents in each of the seven areas of the course to help you complete tasks.

The online course corresponds to the above seminars and you'll find the following format when you select each of the menu items called *Seminar 1 - 2/19*, *Seminar 2 – 2/26*, etc.:
- **Objectives** covered in the section.
- **Tasks to Accomplish**, i.e., what you can do to meet the objectives and work toward completing your online course. There are folders in each of the sections called **Tasks to Accomplish**. All the task details, instructions, etc., can be found there.
- **Seminar Information** including more about the seminar including handouts/notes, related instructions, related research mentioned by the speaker, and a video of the seminar itself.
- **Videos of Faculty Speaking About the Topic...** in which you might see faculty from other universities speaking about the topic, slide presentations illustrating specific topics, and audio clips and/or 'how-to' videos.
- **Links to Information Resources:** websites of interest, linking you to either great clearinghouses of information, such as Illinois Online Network, or to specific places mentioned by the speaker, such as Quality Matters mentioned by Diane Goldsmith.

# COURSE SCHEDULE OF ASSIGNMENTS

**To do before February 19<sup>th</sup> - This will take about an hour:**

Before the Teaching Online Series begins on February 19th, please try to do the following tasks in the online course to get an idea of what to expect. If you don't have any idea how to do those things, don't worry! The introductory video will help and instructions are provided at each click. Log into Blackboard and select the course, Preparing to Teach Online:

1. Click the Course Info menu item located on the left to find the syllabus, the seminar schedule, and the course outcomes (goals and objectives). Download and print this syllabus if you would like to have a paper copy. Click the Announcements item to get back to Announcements.

2. View the introductory video to get an idea of what the course will be like. To do this, click the Intro Video menu item located on the left where you will find instructions and a link to the video. Click Announcements to get back to the Announcements.

3. "Click around" the course using the left navigation menu items to get an idea of the course layout.

4. Add information about yourself to the Address Book and Homepage so we all can get to know one other a little better and have contact information for collaboration later. To do this, select the "Paper Work" menu item to the left and follow directions.

5. Take a look at the Glossary as you will hear these terms on February 19<sup>th</sup> and throughout the course. To do this, click Course Tools in the white box below the menu items on your left, then click Glossary.

6. Complete the first of three surveys, each containing 10 questions. To do this, click the Surveys menu item located on the left, then follow directions provided.

- **Attend Seminar 1 on Feb. 19th - What you Really Need to Know About Teaching Online**
- **Enter the course *Preparing to Teach Online* and select the menu item *Seminar 1 – 2/19***

**Objectives:**
- Contrast the roles of face-to-face instructor and online instructor.
- Organize a group of colleagues and campus resources as your mentors in an ongoing review your course.

**Tasks to do by Feburary 26th  (see the corresponding Tasks folder in Seminar 1 for details):**
1. Enroll yourself as a student in your own online course.

2. Enroll a colleague and an FCLD staff member into your course, if you would like.

3. Ask a colleague to enroll you in his or her online course - either a current or past course.

4. Write down your thoughts and questions so far...

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- **Attend  Seminar 2 on February 26th  – Planning and Organizing Your Online Course**
- **Enter the course *Preparing to Teach Online* and select the menu item *Seminar 2 – 2/26***

**Objectives:**
- Apply attributes of exemplary syllabi to your syllabus design.
- Incorporate effective, clear course navigation into your online course design.
- Organize a group of colleagues and campus resources as your mentors in an ongoing review your course.

**Tasks to do by March 5th (see the corresponding Tasks folder in Seminar 2 for details):**
1. Begin to create Your Syllabus: Write a few possible student objectives and start from those objectives and work backwards. The syllabus is best completed before any work begins on your Blackboard course, although course design and syllabus design are iterative processes.

2. Begin to Design Your Course - on Paper.
- Chunk your content into 'units' and make a decision as to how to deliver that content, i.e., In the form of readings? Narrated slide presentations? Scanned lectures notes? Audio/video clips?, etc.)
- Think about ways you can evaluate and assess student learning (i.e., quizzes, discussion board postings, papers/essays/journals, student slide presentations, etc.)
- Are group projects feasible?
- Decide how the content chunks will fit your course schedule, i.e. By week? By topic?
- Be consistent as to the format of each of those chunks, i.e., each week students should perform a similar set of activities, due on a regular basis, and expect feedback from you at regular intervals and so many days after each submission)

- **Attend Seminar 3 on March 5rd – Facilitating and Grading Online Discussions**
- **Enter the course *Preparing to Teach Online* and select the menu item *Seminar 3 – 3/5***

**Objective:**
- Develop ways in which you can create "community" with your course.
- Produce methods to assess student achievement in many different forms.

**Tasks to do by March 12th, 19th, and 26th (see the corresponding Tasks folder in Seminar 3 for details):**
1. Post one small item to the following discussion board forums by March 12th:
   - Introduce Yourself
   - Tips and Tricks
   - FAQ

2. Email your syllabus, if you wish to FCLD by March 16th, and we'll set up an appointment for critique/help during the week of March 22nd - March 26th.

3. Take the second survey by March 21st.

4. Set up an Introduction Forum and a FAQ forum in your own online course Discussion Board by March 26th and then add your own post to the Introduction Forum as the instructor (remember, your posts are a model for your students to follow). Go into your own course as a student, too, to check the Discussion Board from that point-of-view.

5. Think about your Discussion Board as a means of evaluating your students in terms of how well they analyze and synthesize your content. It is a tool that allows much deeper thinking as students can take the time to compose their thoughts before posting.

- **Attend Seminar 4 on March 26th – Submitting and Grading Assignments Online**
- **Enter the course *Preparing to Teach Online* and select the menu item *Seminar 4 – 3/26***

**Objectives:**
- Apply attributes of exemplary syllabi to your syllabus design.
- Produce methods to assess student achievement in many different forms.

**Tasks to do by April 9th (see the corresponding Tasks folder in Seminar 4 for details):**
1. Do Assignment 1, hand it in, and then go back in to check for your grade and comments by April 2nd.

2. Set up an assignment(s) in your online course. If your syllabus is far enough along, you can begin adding 'real' assignments. This is a great time to make sure you have 'chunked' your content into manageable bites with an assignment for each of the chunks. Be sure to go in as a student into your own course, do the assignment, check other links, and check basic design and navigation so far – from a student's point-of-view.

- **Attend Seminar 5 on April 9<sup>th</sup> – Conducting Online Tests and Surveys**
- **Enter the course *Preparing to Teach Online* and select the menu item *Seminar 5 – 4/9***

**Objectives:**
- Produce methods to assess student achievement in many different forms.

**Tasks to do by April 16<sup>th</sup> (see the corresponding Tasks folder in Seminar 5 for details):**
1. Take a quiz (at least once) by March 12<sup>th</sup> in Preparing to Teach Online. Check your grade from the My Grades view.

2. Set up a practice quiz in your online course.

3. Good time to learn about Blackboard's synchronous communication tools since a great way to use the chat tool is to hold test reviews.

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- **Attend Seminar 6 on April 16<sup>th</sup> – Grading Online Using Blackboard's Grade Center**
- **Enter the course *Preparing to Teach Online* and select the menu item *Seminar 6 – 4/16***

**Objectives:**
- Apply attributes of exemplary syllabi to your syllabus design.
- Develop ways in which you can create "community" within your course.

**Tasks to do by April 23<sup>rd</sup> (see the corresponding Tasks folder in Seminar 6 for details):**
1. Finalize the Grade Center in your online course

2. Set up Smart Views: for each student and for each group.

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- **Attend Seminar 7 on April 23<sup>rd</sup> – Tips and Tricks from Experienced Online Instructors**
- **Enter the course *Preparing to Teach Online* and select the menu item *Seminar 7 – 4/23***

**Final Tasks: Assess Your Progress! See the corresponding Tasks folder in Seminar 7 for details.**
- Have you finished your syllabus? Did you check it out with a colleague or FCLD?
- Did you put your course navigation (menu items) in place? Do you have a Help menu item?
- Do your student know, from the syllabus and the course menu, what the general format is, i.e. that they need to click on a specific menu item at a specific date, do the reading, post to the discussion board, hand in their journal…
- Do they know when they will hear from you…say, email answered within 24 hours, tests and/or assignments handed back within 2 days, etc.
- Is your Discussion Board set up?
- Is your Grade Center set up?
- Are Assignments set up?