



Summer 2017

Instructor

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Please feel free to email me anytime during the week. You can expect an email response from me within 24 hours, except on weekends and holidays. I can also help to arrange in-person help through the Emory Center for Digital Scholarship or the Center for Faculty Development and Excellence.



Course Description

Emory Foundations for Online Teaching is an introductory course designed for instructors to acquire the knowledge and skills to develop and facilitate an online or blended course of excellent quality. Using Canvas, Emory's learning management system, participants will explore best practices in online teaching including instructional design methods, educational tools and technologies, online learning communities, and assessment strategies. In addition, participants will create essential components for their online course, connect and learn with peers through a variety of learning activities, and perhaps most importantly, gain first-hand experience in a completely digital learning environment.

Course Learning Outcomes

Upon successful completion of this course, participants will:

- Apply pedagogically sound approaches to designing and developing online learning experiences.
- Experience being a student in an online course, which can then be translated into designing an effective online course.

- Become familiar with Emory's centralized resources for online instructors.
- Become proficient using Emory's suite of online learning tools.
- Gain exposure to supplemental web tools that effectively support online teaching and learning.
- Be ready to create a course in the Canvas environment.
- Develop readiness to facilitate an online course.
- Discuss important concepts such as learning objectives and assessment, and their application to the digital learning environment.

Required Materials

This course is completely online, therefore, you will need a computer with Internet access. We will be utilizing Canvas, which require the computer specifications found here:

<https://guides.instructure.com/m/4214/82542-what-are-the-basic-computer-specifications-for-canvas>

For synchronous sessions, a webcam/laptop camera and microphone will be required.

All readings are posted in the course and are linked to in each module. You are not required to purchase texts, but the following are highly recommended for your personal library:

147 Practical Tips for Teaching Online Groups: Essentials of Web-Based Education, 1st ed., Donald Hanna, Michelle Glowacki-Dudka, Simone Conceicao-Runlee
<https://www.amazon.com/Practical-Tips-Teaching-Online-Groups/dp/189185934X>

Grading Strategies for the Online Classroom, Magna Publications.
<http://www.magnapubs.com/books/grading-strategies-for-the-online-college-classroom-single-copies-14201-1.html>

Teaching Online: A Guide to Theory, Research, and Practice, 1st ed., Claire Howell Major
<https://www.amazon.com/Teaching-Online-Research-Education-Technology/dp/1421416336>

Teaching Online: A Practical Guide, 3rd ed., Susan Ko and Steve Rossen
<https://www.amazon.com/Teaching-Online-Practical-Susan-Ko/dp/0415997267>

Teaching Online Without Losing Your Mind, Angela Velez-Solic
<https://www.amazon.com/Teaching-Online-Without-Losing-Your/dp/1502568632>

Teaching Strategies for the Online College Classroom, Magna Publications.
<http://www.magnapubs.com/books/teaching-strategies-for-the-online-college-classroom-single-copies-14194-1.html>

Weekly Class Flow

Online courses are asynchronous and you may complete things on your own schedule. However, please do stick to the weekly assignment due dates. The following schedule is recommended to keep pace with the course.

Days 1-3 Monday - Wednesday

- Read and watch weekly content

Day 3 Wednesday

- Post initial response to Discussion Board
- Submit weekly assignments (if applicable)

Day 7 Sunday

- Submit weekly assignments
- Post responses to classmates on Discussion Board

Participation Expectations

Active participation in the online classroom through asynchronous and synchronous discussions are the primary methods for creating a class community and engaging with the content. As we participate in our course discussions, we will consider together various answers to this question: “What type of online participation should I expect of students that will help them get the most out of this experience?” These qualitative standards should be reflected in your own asynchronous and synchronous participation.

Late Assignments

Please let me know about any scheduling conflicts that may interfere with timely submissions so we can work together to plan around them.

Discussion

Post your initial response to the discussion board by Wednesday 11:59PM (Day 3) each week and post responses to *at least two* of your classmates’ initial posts by Sunday 11:59PM (Day 7). Each Discussion Board assignment is worth 15 points.

Rubric

	Exemplary 5	Proficient 3	Basic 1	Not Shown 0
Initial Post & Responses	<ul style="list-style-type: none"> Initial response was posted by Day 3 (Wed). Responses to three or more classmates' initial posts were posted by Day 7 	<ul style="list-style-type: none"> Initial response was posted by Day 3 (Wed). Responses to two classmates' initial posts were posted by Day 7 (Sun). 	<ul style="list-style-type: none"> Initial response was posted after Day 3 (Wed) but by Day 7 (Sun). Responses to one classmates' initial post was posted by Day 7 (Sun). 	No posting.
Quality of Postings	<ul style="list-style-type: none"> Initial post demonstrated an interpretation and analysis of the topic through critical and higher-order thinking. Responses give substantial feedback, pose questions, and contribute to a conversation. 	<ul style="list-style-type: none"> Initial post demonstrated comprehension and application of the topic. Responses give feedback and contribute to the original post. 	<ul style="list-style-type: none"> Initial post demonstrated a basic understanding of the topic. Responses show minimal effort (e.g., "I agree.") 	No posting.
Contribution to the Class Community	Aware of the needs of the class community and attempts to motivate and evolve the group discussion.	Attempts to direct group discussion through the contribution of relevant viewpoints.	Makes little to no effort to participate in the class community as it develops.	No posting.

Rubric References:

<http://www.facultyfocus.com/articles/online-education/evaluating-discussion-forums-undergraduate-graduate-students/>

https://topr.online.ucf.edu/index.php/Discussion_Rubrics

A note on netiquette: "Netiquette" refers to the rules of etiquette that apply to online communication. In all our course communications, make your posts and interactions respectful, cite your sources, and use proper spelling and grammar. For a quick overview of netiquette, visit: <http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf>

Grading

Each weekly module is worth 100 points. If you are participating in the course and making an effort to complete all the assignments, you should have no trouble successfully completing the course. I will do my best to update grades weekly. More important than grades though, is the feedback I'll be leaving. Please be sure to review my comments to you. Upon successful completion of this course, you will receive a letter of completion from the Center for Faculty Development and Excellence.

To successfully pass the course, you must earn at least 400 out of 500 points.

Module 1	Discussion 15 points	VoiceThread 15 points	Canvas Scavenger Hunt Assignment 70 points
Module 2	Discussion 15 points		Instructional Video 85 points
Module 3	Discussion 15 points	Module 3 Quiz 15 points	Assessment Assignment 70 points
Module 4	Discussion 15 points	ScholarBlogs 15 points Synchronous Session 20 points	Discussion Rubric Assignment 50 points
Module 5	Discussion 15 points		Online Learning Module Assignment 85 points

Course Schedule

Module 1: Teaching Online Using an LMS			
			May 15 - 21
Objectives			
<ul style="list-style-type: none"> • Get oriented to the course • Define learning management system • Explore the capabilities of the Canvas platform • Discuss best practices for facilitating online learning using an LMS • Participate in a synchronous class session • Recognize resources for teaching and technology support at Emory 			
COMPLETE	DISCUSS	SUBMIT	ATTEND
Read & Watch Supplemental Readings	Discussion Prompt: <i>When you first logged into the course, how did you feel? How do you think you can minimize anxiety among students, while promoting excitement the first week of your course?</i>	Contact Information Voice Thread Introduction Canvas Scavenger Hunt	Synchronous Session via Adobe Connect Thursday, May 18 1:00 PM EST

Module 2: Pedagogically Sound Course Design

May 22 - 28

Objectives

- Explore the principles of online course design using the ADDIE model
- List the instructional design phases in ADDIE
- Discuss the importance of learning objectives for student achievement
- Develop effective learning objectives
- Explore strategies for content delivery
- Create an instructional video

COMPLETE	DISCUSS	SUBMIT	ATTEND
Read & Watch Supplemental Readings	Discussion Prompt: <i>Discuss your experience with learning objectives. Have you used them for a course before? Were they specific? Did they use action verbs? How might you incorporate learning objectives into an online course?</i> <i>Please share at least one of the learning objectives (with corresponding measurement strategy) you submitted for this module, and provide your peers with feedback on their objectives in your discussion responses.</i>	Learning Objectives Instructional Video Assignment	Synchronous Session via Adobe Connect Thursday, May 25 11:00 AM EST

Module 3: Measuring Online Learning

May 29 - June 4

Objectives

- Align assessments to learning objectives
- Develop strategies for building assignments and assessments using an LMS
- Discuss online tools for developing assessments that are aligned to learning objectives
- Use online grading and course analytics for continuous improvement

COMPLETE	DISCUSS	SUBMIT	ATTEND
Read & Watch Supplemental Readings	Discussion Prompt: <i>What is your experience with formative and summative evaluation in classes you've taught (or participated in, if you have little experience teaching)? How will you implement these two layers of evaluation in an upcoming class? Please give some specific ideas for how you could incorporate an online tool into the class (ie, a quiz or discussion board using the LMS, or an external web application like VoiceThread). How would it help students achieve the learning objectives or help you evaluate their learning?</i>	Assessment Assignment Module 3 Quiz	Synchronous Session via Adobe Connect Thursday, June 1 1:00 PM EST

Module 4: Communication and Community

June 5 - 11

Objectives

- Practice synchronous and asynchronous online facilitation strategies
- Analyze best practices for facilitating online discussion forums
- Reflect upon your online teaching persona
- List strategies that contribute in building the classroom as a learning community
- Explore web tools that can assist with supporting your classroom community

COMPLETE	DISCUSS	SUBMIT	ATTEND
Read & Watch Supplemental Readings	Discussion Prompt: <i>Have you ever implemented an online discussion forum in a class you've taught or TA'd for? What worked? What didn't work? Keeping in mind the readings for this week and your own experience as a discussion participant in this class, what strategies do you think are most effective for facilitating productive discussion?</i>	Teaching Persona Activity (ungraded) ScholarBlogs Assignment Discussion Rubric Assignment, Part 1 & 2	Synchronous Session via Adobe Connect Thursday, June 8 11:00 AM EST

Module 5: Putting it All Together**June 12 - 18****Objectives**

- Meet one-on-one with the instructor (optional)
- Develop and build an online learning module
- Recognize Emory resources for online teaching and learning

COMPLETE	DISCUSS	SUBMIT	ATTEND
Read & Watch Supplemental Readings	Discussion Prompt: <i>In the final week, please share the top three things you learned in this course. What parts did you find most beneficial and how will you use them in your own classes? What things do you wish were covered that were not?</i> <i>Please include any final thoughts or questions.</i>	One-on-One Meeting with Instructor Online Learning Module Assignment	No Synchronous Session held this week