

Certificate for Online Adjunct Teaching

COURSE SYLLABUS

Course Description:

The course will explore the online teaching and learning environment by introducing online learning principles and instructor competencies. Participants will have the opportunity to experience online learning from the students' perspective, as they explore and master specific competencies needed in order to facilitate their own online course. Topics covered include orienting students to the online learning environment, basic instructional design principles as applied to the facilitation of online courses, self assessment of instructor technical and Learning Management System skills, pedagogical approaches to facilitate online learning, social processes and presence, facilitating online discussions, managing assessment in the online environment, legal issues (ADA, FERPA and copyright), and identifying relevant institutional policies, procedures, and support services. Participants will also develop a plan for their continued professional development.

Note: *This course is intended to introduce instructors how to teach (facilitate) an online course that has already been developed. This course does not train faculty how to develop an online course.*

Upon successful completion of the course, participants will be awarded a certificate of completion from Maryland Online.

Prerequisites:

1. Experience teaching in the traditional (face-to-face) classroom
2. Basic computer skills. To evaluate your computer skills, take the "[Computer Skills Inventory](#)" self-check quiz. (Note: Disregard the reference to workshops, these are for undergraduate students only.) At a minimum, you must be able to:
 - o Browse the Internet using browsing software
 - o Save, find, and organize files and folders on your hard drive
 - o Send and receive files using email
 - o Use word processing software (Microsoft Word or compatible)

Note: Computer skills are not taught in the COAT course. If you are lacking basic computer skills you should reconsider taking the COAT course until you have acquired those skills.

3. A sincere interest in learning how to teach online. If you aren't sure whether you are a good candidate for teaching online, please view [Are You a Good Candidate for Teaching Online?](#)

a.

Course Objectives

Upon completion of this course, participants will be able to:

1. Identify Learning Management System skills and technology skills required of instructors in the online classroom.
2. Recognize and apply basic instructional design requirements of an online course.
3. Identify strategies to effectively orient students to learning online.
4. Describe and select appropriate pedagogical components for the online teaching and learning process.
5. Recognize and establish an appropriate social presence in order to facilitate learning and build a learning community.
6. Facilitate an online discussion
7. Evaluate and select assessment methods appropriate to the course/discipline in which they teach.
8. Identify basic legal issues of teaching online
9. Institutional policies, procedures and support services related to the online teaching environment.
10. Identify networking and professional development opportunities.

Textbook:

The required textbook is “Building Online Learning Communities” by Pallof and Pratt. ISBN 978-07879-8825-8 www.jossey-bass.com. Participants must purchase the textbook prior to the start of the course. Internet resources will also be an integral part of the course.

Technical Requirements

Participants are expected to have:

1. Basic computer and Internet literacy skills. This includes the ability to work comfortably in a browser, send and receive email with attachments, use a search engine, and create and modify documents in MS Word (or compatible software)
It is recommended that you take the online quiz to see if you have the technical skills to succeed at distance learning at
<http://www.bccc.edu/88730111913932/Forms/TakeSurvey.asp?PageNumber=1&SurveyID=3M2363K32p70M>
2. Reliable Internet access (you must provide your own Internet Service Provider). **Important- A high speed connection is strongly recommended**, as some course materials are offered as audio or video over the Internet. *If you do not have a high speed Internet connection, you must have access to a computer with a high speed Internet connection several times through out the course, so you may need to go to a campus or library to view the material.*
3. An email account
4. Browser - Internet Explorer 8 or Mozilla Firefox required

5. Software and/or Plug-ins:

- a. Sun Java
- b. Windows Media Player
- c. Power Point or the (free) Power Point viewer

To download and install free plug-ins see the “Support Info” area in the course once the course has been opened..

6. Operating System and Hardware

- a. Windows XP or higher
- b. Working speakers

Please note: *Technical difficulties do occur during a semester.* Always plan on completing the assignments well before the due dates, in order to prevent problems from last minute technical glitches.

Technical Help

Technical assistance is provided for registered participants. For assistance please follow the instructions in your “welcome” email. or view the information in the “Support Info” area of the course.

How the course is conducted

Since there will be no face-to-face class meetings, it is imperative that participants are conscientious, motivated and self-disciplined. While the course is very flexible in terms of when you put in the time, you can expect to average about 6-8 hours per week on the course, for a period of 9 weeks.

Participants will work through the course as a cohort group. Assignments are due by specific dates. You may work ahead if you like, but you may not “work behind”. All assignments are clearly indicated in the weekly folders areas of the course site.

Your weekly assignments will include some combination of reading the textbook/articles, viewing/listening to online audio/video, completing exercises/assignments, completing self-check and self-reflection assignments, quizzes, and participating in the discussion board. A list of all assignments and their due dates is included in the course calendar, as well as in the weekly folders in the course web site. You are expected to refer to the calendar and weekly folders to complete all assignments on time.

You will have opportunities to interact with other participants enrolled in the course. Participation in the discussion boards is an integral part of the course. You will be required to participate in the discussion board on a weekly basis. You are encouraged to communicate with other participants in the course in the discussion board or by email. Interacting with other participants will enhance your learning experience. You are also encouraged to post questions for the instructor in the discussion board

All required course work is asynchronous. I.e., you will not be required to “be online” on a specific day or at a specific time. You may complete your weekly assignments at a time convenient to you, as long as you meet the due dates for each assignment.

This course will be conducted using Blackboard software. You will receive an email with your username, password, and information on how to get started in the course prior to the beginning of the course.

Attendance/Participation Policy:

Participants are strongly encouraged to log onto the course site a minimum of 3 days per week. Some assignments may require you to log in more frequently.

Communication with the instructor

The primary means of communicating with your instructor will be through email and the class discussion board. Participants are encouraged to post questions regarding course material or assignments to the discussion board, where the instructor will answer them. If participants have a question of a more personal nature, please send an email to the instructor. Discussion board posts and emails will be answered within 24-48 hours. If you wish to speak to the instructor by phone, please send an email to arrange a phone appointment or contact him/her during office hours.

Evaluation Methods:

A variety of assessment methods will be utilized to ensure mastery of competencies and to familiarize participants with diverse online assessment choices. Assignment types may include quizzes, reflective writing, essays, discussion board participation, and group project(s). Specific grading criteria will be included in the course web site. All activities and assessments will be conducted online. There is no required face-to-face component of the course.

Late assignments

This is a professional development course and we understand that situations sometimes occur that make it difficult to complete every assignment on time. If you find that you aren't able to complete an assignment on time, please send an email to the instructor so you can make alternate arrangements. If you are having difficulty with an assignment, please contact the instructor, either in the discussion board or by email, for assistance.

Don't wait until the assignment due date has passed to ask for help!

Accommodating Disabilities

Any participant who requires special accommodations should contact the instructor or the project management team (Bobbi Dubins bdubins@allegany.edu or Julie Shattuck jshattuck@frederick.edu) to obtain information and assistance. Please contact us well in advance of the course start date so we may adequately assist you.

Academic Integrity

Academic honesty is fundamental to our educational community. We have confidence that as an educator you will honor this principle. This means that all academic work will be done by the individual to whom it is assigned, without unauthorized aid of any kind. Please note that an important element of academic

integrity is fully and correctly attributing any materials taken from the work of others. Please consult with your instructor before completing assignments if you have questions about how to properly reference the work of others.

We also have confidence that you will protect the intellectual works of the course. This means that you will not copy, distribute, or otherwise infringe upon the copyright rights of Maryland Online, as the copyright holder of the course.

Module Objectives

Module 1 Objectives

Topic	Objectives
Course Overview and Expectations	<ol style="list-style-type: none"> 1. Navigate the LMS course site and identify the course expectations. 2. Identify your current expectations of the online teacher's role.
Orienting Students	<ol style="list-style-type: none"> 1. Experience online orientation as students 2. Describe methods to orient students to the online learning environment. Explain how to Identify, explain and apply basic instructional design principles. You will determine if a course/course components: <ol style="list-style-type: none"> a. Provide clear guidance for new online learners: study tips, syllabus, time expectations b. Manage student expectations and instructor expectations/roles c. Communicate required technology skills for students d. Communicate institutional information on where students can get help for academic, student, and technical support problems/information
Review Basic LMS and Computer/technical skills	<ol style="list-style-type: none"> 1. Assess your current knowledge of technologies used in the online classroom: <ol style="list-style-type: none"> a. LMS technical skills b. Non-LMS technical skills (computer technical skills) 2. Determine where you can get training for LMS skills, if needed, as well as technical support.
Basic Instructional Design Principles	<ol style="list-style-type: none"> 1. Identify, explain and apply basic instructional design principles. Participants will determine if a course/course components: <ol style="list-style-type: none"> a. Helps students meet the stated objectives b. Fits together as a coherent whole (content, assessment, communication) c. Assumes appropriate time on task (judge time on

task)

2. Choose content appropriate for the online environment

Module 2 Objectives

Topic	Objectives
Pedagogy / Andragogy	<ol style="list-style-type: none">1. Demonstrate an understanding of what is unique/different about student learning online2. Provide clear instruction, be redundant3. Engage and motivate students4. List examples of how to facilitate active learning5. Utilize learning theories appropriate to your discipline in an online environment6. Express the theoretical framework(s) on which your teaching methodologies are based (constructivism, behaviorism, cognitivism)7. Facilitate collaboration
Learning Styles	<ol style="list-style-type: none">1. Demonstrate an understanding of different learning styles (auditory, visual, kinesthetic)<ol style="list-style-type: none">a. Identify characteristics of each learning styleb. Identify your preferred learning stylec. List effective learning strategies for your preferred learning style(s)d. List examples of how to accommodate different learning styles within your course2. List characteristics of non-traditional student learning styles/preferences/needs3. List examples of how to accommodate non-traditional students' learning styles/preferences/ needs
Social Processes and Presence	<ol style="list-style-type: none">1. Consider appropriate online instructor roles2. Provide feedback to online students both one-on-one and whole-class3. Establish instructor feedback time for discussion and email4. Give examples of methods of motivating students5. Establish student private space – Online “café”6. Promote student-student interaction7. Set up and facilitate social presence activities – role plays, debates, group presentations, group activities.
Facilitating Online Discussions	<ol style="list-style-type: none">1. Utilize LMS features to establish, guide, and maintain interactive discussion2. Deal with “difficult” students/inappropriate posts3. Set up discussion expectations in terms of quality, quantity, netiquette4. Create guidelines for instructor participation and frequency in

- discussion board
- 5. Facilitate student collaboration
- 6. Utilize guest speakers

Module 3 Objectives

Topic	Objectives
Managing Assessment	<ol style="list-style-type: none"> 1. Utilize LMS features to create different assignment (assessment) types in the online environment 2. Provide assessment feedback to online students 3. Maintain assessment integrity (proctored exams, academic honesty) 4. Assess student participation in the discussion board 5. Create grading rubrics 6. Use rubrics to assist students in knowing how their work will be assessed 7. Provide student self-assessment opportunities 8. Facilitate students' ability to monitor progress/ongoing grade 9. Assess student engagement in group or collaborative assignments 10. Discuss objective and subjective grading techniques.

Module 4 Objectives

Topic	Objectives
Legal – FERPA	<ol style="list-style-type: none"> 1. Identify educational records protected under FERPA. 2. Identify information classified as “directory information” at their institution. 3. Identify information classified as “educational records” at their institution. 4. Identify student rights under FERPA. 5. Recognize “legitimate educational interest”. 6. Demonstrate an understanding of parent’s rights under FERPA. 7. Understand how to respond to requests for student information. 8. List methods of securing student records. 9. Define their institution’s FERPA contact personnel. 10. Identify their institution’s basic FERPA procedures.
Legal – ADA	<ol style="list-style-type: none"> 1. Identify the major legal issues related to ADA. 2. Differentiate between the responsibilities of the student, the instructor, and the institution, as it relates to ADA. 3. Define their institution’s ADA contact office/personnel.

	<ol style="list-style-type: none"> 4. Identify their institution's ADA policies, procedures and guidelines
<p>Legal – Copyright</p>	<ol style="list-style-type: none"> 1. Define copyright law and list the conditions for copyright law to be applied. 2. Define fair use and the factors to determine fair use. 3. Define plagiarism and recognize the difference between plagiarism and copyright law. 4. Identify resources that can and cannot be used in online courses according to copyright law and the DMCA and the TEACH Act.
<p>Institution-specific policies, procedures and resources</p>	<ol style="list-style-type: none"> 1. Identify and research institution-specific policies, procedures, and resources that you need to be aware of at your institution. List your institution's: <ol style="list-style-type: none"> a. Procedures <ol style="list-style-type: none"> i. LMS procedures (student drop/adds, late registrants, no-shows, semester rollovers, etc.) ii. Distribution of official class rosters iii. Mid-term and final grade posting b. Policies <ol style="list-style-type: none"> i. LMS faculty training policies (requirement to attend training, etc.) ii. Student orientations to online learning iii. "Attendance" policy for online courses iv. How to handle student discipline problems in online courses v. Discussion boards vi. Faculty response/turnaround times vii. Testing in online courses (proctored required?) viii. Campus-wide syllabus requirements c. Resources <ol style="list-style-type: none"> i. LMS training for faculty and students ii. Orientation to online learning for students iii. Technical support for students iv. Technical support for faculty v. LMS support for faculty vi. Faculty mentoring opportunities? vii. Librarians and student access to library resources viii. Student tutoring and other academic help sources 2. Document the appropriate contact personnel at your institution for specific policies, procedures, and resources. 3. Create a checklist for use during your first online course 4. Create a personalized reference manual for teaching your online course at your institution.
<p>Professional Development Plan</p>	<ol style="list-style-type: none"> 1. List resources for your continued professional development

related to teaching online

2. Create an individualized “Online Teaching” professional development plan