

CELA 307: Section Number 51129

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Hello and welcome to the Introduction to Online Teaching Certification. Making the transition from teaching in the traditional classroom setting to the online environment often fills instructors with a range of emotions -- excitement, fear, and usually a realization that "this is going to be way more work than I expected!" Often instructors transition their traditional classes to the online environment without understanding the uniqueness of online learning. This can result in a passive learning experience for students, increasing the sense of isolation that accompanies distance learners and resulting in poor academic achievement or a withdrawal from the course.

In this class, you will learn how to design and teach an effective online course that is anchored in student-centered learning and organized around clearly articulated policies, procedures, expectations and learning objectives.

The effective practices that have been integrated into the design of this course are offered to put you on track for success with your online teaching. However, as you mature and grow, you will undoubtedly develop your own style and approach to teaching online, much like teaching in the classroom.

What you will not take away from this class is a comprehensive understanding of everything our Course Management/Learning Management System, Canvas, can do. We'll be focusing on course design and teaching practices within Canvas. If you would like to learn more about navigating Canvas or have never used Canvas before [Self-Enroll in the Kung Fu Canvas](#) course.

Course Description

This course will introduce you to effective practices in online instruction. Building on a solid understanding of California Community College distance education policies and procedures, you will actively create an effectively designed online learning unit (module), maximize student success, develop online policies, identify the functions of a course management system, explore dynamic online content options, evaluate online assessments, and successfully apply copyright and fair use practices to digital content.

Learning Outcomes

By the end of the course, you will be able to:

- Demonstrate and incorporate California Community College distance education policies and procedures and Title 5
- Develop class policies including, but not limited to, those for grading, providing timely feedback, and student conduct
- Build an online course design map
- Design learning activities that support a variety of learning styles and promote interaction.
- Create an student on boarding and multiple instructional modules
- Apply principles of copyright and "fair use" to online teaching

- Locate Creative Commons licensed content for use in your online course

Time Commitment & Recommended Skills

This class will take approx. 45 hours. Your time commitment will vary based upon your own level of experience with web technologies. If web technologies are not familiar please expect to spend additional hours on the course.

Although this class is designed for novice users you should have the following:

- Basic computer skills (word processing, e-mail, file management)
- Basic Internet skills (use of browser, searches, uploading/downloading files)
- An open mind and willingness to try new things

If you require any special accommodations for this class, please contact me soon as possible to ensure a quality learning experience.

Technical Requirements

- Fairly recent Mac or PC with a current operating system.
- Current browser (Firefox, or Chrome are preferable) do not use internet explorer
- Internet connection, preferably broadband (DSL speeds) -- for viewing online videos

Textbook Info

There is no required textbook to purchase for this class. All readings will be available online in Canvas via modules.

Course Outline

The course is divided into learning units. Each learning unit will appear in the Modules section of the course and on our course homepage. To get started, closely review the Introduction and Getting Started pages, which list the learning objectives and required assignments for the unit.

Learning Outcomes from each Section:

Online Course Policies

Designing an online class is a lot like building a skyscraper: it requires a well developed plan, a solid foundation and many layers of integrated, yet distinct, learning modules while encasing it all in what you want your students to learn. In this unit you will embark upon the journey of designing your online class by learning the essentials of effective course design in addition to learning the tools within Canvas with which to build your course.

By the end of this unit, you will be able to:

1. Write three course policies/procedures specifically for your online class.
2. Identify elements of an effectively designed online course navigation.
3. Identify the elements of an effectively designed online learning unit.
4. Design your Course Road Map in Modules.
5. Write three learning outcomes in support of one learning unit.
6. Begin developing your Course Road Map in Canvas.

Accessibility

This week we discuss how to make your course content accessible by all of your potential students. Federal law including the American Disabilities Act and 508 Compliance will be addressed with our main concerns being site-impaired and hearing-impaired students. We'll talk about Assistive Technologies that these students use to take in information and how to create your content for those Assistive Technologies to work correctly. The goal for the week is for you to know how to create fully-accessible course content!

By the end of this unit you will be able to:

- Categorize issues surrounding accessibility of distance education
- Identify various assistive technologies commonly used by students
- Design and construct course documents that are accessible by all
- Create an accessible course Home Page in Canvas.
- Locate accessibility resources on our campus as well as those available system wide
- Assess and design online course content that is accessible by all
- Create a video within Canvas and complete the steps to make it closed-captioned

Video

An often overlooked but important part of online instruction is the integration of video content. Whether an instructor creates their own instructional videos or chooses to integrate from sources

such as youtube or Films on Demand, media provides opportunity for students to gain content understanding in an engaging modality.

By the end of this unit you will be able to:

- Incorporate best practices in online video creation
- Create captions for video content
- Embed video in Canvas

Copyright

With successful completion of the activities within this unit, you will be able to:

- Describe the differences between copyright, fair use, public domain, and Creative Commons and what content can be used in your courses.
- Locate existing resources and content for your course
- Create content for your course using a variety of digital tools inside and outside of Canvas while maintaining accessibility
- Differentiate between and determine best use of the online tools built into Canvas for learning activities
- Identify, choose, and recommend to your peers a tool within Canvas that is new to you

Learning Activities

The heart and soul of an online learning experience is interactive, student-centered learning activities. Designing an online class requires you to develop these foundational activities thoughtfully, in tandem with your course design, as well as identify and communicate the rubric you will use to assess the activities in an effort to promote student success.

By the end of this unit, you will be able to:

- Identify effective practices in creating online course content.
- Design two learning activities that are aligned with learning objectives.
- Identify effective practices for both online formative and summative assessments.
- Create a rubric to evaluate a learning activity effectively.
- Apply best practices in writing effective discussion board questions.
- Evaluate a variety of digital tools for developing online learning activities.

Discussions & Collaborations

If you are enrolled as a cohort each of the learning units will provide you with opportunities to interact with your peers, in addition to creating content for your own online class. Each discussion forum includes clear criteria for your required post and replies including a grading rubric. The unique nature of this online orientation requires flexibility, although you are enrolled as a cohort I have allowed each person the ability to navigate through the modules at their own

speed. This creates "out of the box" thinking for discussion boards. Post when you're ready but respond to any of the peers which have already submitted their response.

Assessment & Grading

This course has been designed as an active learning environment to ensure you leave the course feeling confident about your new skills and abilities. Throughout the course, you will be introduced, unit-by-unit, to the process of designing an online course. Assignments are graded as complete or incomplete. Sometimes completes are given with recommendations or incomplete with required changes which must be met before moving on. Check the comment sections of assignments to view any recommendations left. On some occasions I will require a response to verify you have read and don't have any questions.

Ground Rules & Tips for Success

- If this is your first online learning experience, expect to invest extra time to orient yourself to the course design
- Block out time in your schedule to work on this course
- Consider yourself a member of a community, even if that that community contribution spans a month or two.
- Treat contributions made by other members of the class with respect .
- Have patience and a sense of humor with you peers, technology and most importantly me!
- Keep an open mind, we will look at new ways of teaching and learning in this course.
- Ask for help when you need it, and assist others when help is needed
- Read this guide, and any other course material, carefully and ask for clarification when needed
- Please make sure you download and save any information or assignments you want to maintain.

The FINAL PROJECT

The culminating experience for this course is the creation of 3 course modules to be evaluated by the Distance Education coordinator or campus Instructional Designer. These will be created in a separate sandbox course made available to you. You will assemble the modules using the knowledge gained as you progress through this certification. The goal in creating these modules is to have the foundation for your future online course. More details and assessment rubric will be provided.