

Distance Ed Committee

AGENDA

Oct 5, 2016

Meeting time/location: 2:00pm, Room H114

Topics:

- “In House” faculty training program
- Online Protocol Forms review

Draft Proposal for Online Teacher Certification at Triton

With focus on student success and the implementation of quality distance education, this proposal is looking at the opportunity of an in-house Online Teacher Certification. The purpose of this certification is for the growth of our academic professionals to achieve a measureable level of knowledge related to distance education, and to the understanding of all factors that are involved in the online learning program success.

The critical elements of this proposal are:

1. Two tracks for Online Teacher Certification.
- ~~2. Establishment of a mentor program for online instructors.~~
- ~~3. A continuing education requirement.~~

The following is a synopsis of our current procedures for online learning development.

Faculty currently using online instructional technology (Blackboard Learn) within the three scenarios:

1. To enhance a face-to-face course. No classroom time is replaced with the enhancement
2. As a hybrid, for delivering of class instruction. This combines face-to-face and online format. The hybrid format follows a development protocol and online teaching pedagogy.
3. By way of an online teaching environment which follows a development protocol and online teaching pedagogy reviewed thru a Peer Committee. There are two variations of this modality:
 - a. Online Course – A course that utilizes Blackboard primarily for delivery of instruction, where classroom time is minimal or non-existent.
 - b. Fully Online Course – A course that utilizes Blackboard exclusively for delivery of instruction, where there is no scheduled classroom time.

Current Requirements for Enhanced Courses, Online Courses and Hybrid Courses:

The process for an Enhanced Course vs. Online and/or Hybrid Course is quite different. The requirements for Faculty who are only using Blackboard to enhance their face-to-face courses, is to simply complete the "Using Bb Learn to Enhance Classes" online Tutorial.

The requirement for Faculty whose intent is to teach an Online Course or/and a Hybrid Course consists of two parts. For part one, it involves Course Development Process. Part-two, it consists of Teaching Online Requirements.

1. Course development Process:

- a. The instructor, Chair/Coordinator, and Dean come to an agreement that a given course should be developed to be taught online.
- b. The instructor completes the Online and Hybrid Course Development Proposal Form (available in the MyAdmin Portal under Online Instructions), and attaches a copy of the syllabus and course outline to the document.
- c. The Form needs the approval of the department Chair/Coordinator, Dean, ~~AVP of Academic Affairs~~, and the VP of Academic and Student Affairs.
- d. College Peer Review Committee – once the course is developed, it must be reviewed by the Peer Review Committee. If accepted, then the course will undergo field testing with a maximum of 15 students, where the instructor will have the opportunity to make necessary modifications. At the end of the field testing, a ~~final~~ another review is held by the Peer Review Committee. As the course completes the 2nd teaching, there is one last meeting held with the Faculty/Developer. At the conclusion of the meeting, the course is either approved as a co-owned course or, if changes are still required, the changes are identified with a date by which they will be completed.

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2. Teaching Online Requirements:

- a. For Full-time Faculty – the ION Certificate or an equivalent.
- b. Adjunct Faculty – ION Certificate, Teaching Online Seminar or equivalent, through ION
- c. All Faculty – Blackboard Workshops
 - i. BL: Teaching Online Seminar (3 weeks) OR the successfully completion of ION's Online Teaching: An Overview
 - ii. BL: Using Bb Learn to Enhance Classes
 - iii. BLS Topics 1-7: Getting Started – Seven online workshops dealing with different Bb tools and the pedagogy regarding the use of the tool.

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Proposal Element 1 – Two Tracks for Online Teacher Certification

Track 1: Online Course Facilitator Certificate

The Online Course Facilitator certificate is intended for faculty who will be teaching, but not developing online courses. This certificate is aimed for faculty teaching courses that are either co-owned or owned by Triton. It is expected that faculty would not significantly alter the courses that they are teaching; but make minor adjustments as required for the course's flow, student-instructor communication, and concept clarification.

Prospective topics for Track 1 (TBD):

- Major trends in Distance Education and Educational Technology
- Characteristics, needs, and skills required for the successful online learner
- Characteristics, needs, and skills required to be a successful online facilitator
- How to build a sense of community in an online course
- Facilitating effective and dynamic discussions
- Use of other tools to facilitate successful student-student interaction
- Use and deployment of video and audio to effectively communicate course requirements, student feedback, and provide reinforcement of key concepts when necessary
- Modifying Test and Assignment Options
- Using SafeAssign and Direct Submit
- Managing and working with groups online
- Using Collaborate to host synchronous virtual meetings and office hours
- Using Bb rubrics to grade assignments, discussions, blogs, etc.
- Managing the Bb Grade Center
- Creating Grade Reports
- Using the Retention Center to improve student retention and success

For Faculty that are new to Triton College

• New faculty who wish to be considered for immediate teaching of online courses must provide documentation indicating what online training certificate they have earned or online training program they have completed. Such programs or certificates may include, but are not necessarily limited to

- ION
- University of Wisconsin-Madison's Online Certification
- OLC Online Teaching Certificate Program
- Quality Matters Online Facilitator Certification
- Quality Matters Certificate for Online Adjunct Teaching (COAT)
- Master Degree in Instructional Technology or Instructional Design

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- In addition, faculty must complete a tutorial that will demonstrate their competency and fluency with the Bb environment.

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For Faculty who have completed the Teaching Online Seminar and BLS Topics 1-7 since the conversion to Bb Learn 9.1, but have not completed ION certification or an equivalent, must complete the modules in Track 1 that are not addressed in the BLS Topics 1-7:

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- How to guild a sense of community in an online course
- Use and deployment of video and audio to effectively communicate course requirements
- Using Collaborate to host synchronous virtual meetings and office hours

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Track 2: Online Course Developer Certificate

The Online Course Developer certificate is intended for faculty who will be developing and teaching their own online courses. After completing the Track 1 course for Online Course Facilitators, instructors would participate in a second course.

Prospective topics for Track 1 (TBD):

- Design principles and theory
 - Design models. Design principles, Bloom's Taxonomy
- Blackboard Exemplary Course Program Rubric
- Organizational methods
 - Forms, Storyboarding, Concept mapping, Web 2.0 products
- Universal Design and ADA Compliance
- OER
- Copyright and online education
- Bb Tools for Building Content
- Creating engaging interactions
 - Discussions, Blogs, Journals, AND Wikis
- Creating engaging assignments – Pedagogy as well as tools
 - Authentic Learning Experiences
 - Student-centered assignments
- Assessment theory and design – Pedagogy as well as tools
 - Formative Assessments
 - Summative assessment
 - Creating Effective Rubrics

The final Track 2 assignment is a completed Unit of instruction for a course that the individual might develop and teach. As part of the deliverable, the instructor must present the unit design plans, a summary of the organizational methods used, and a map of the content to the unit's learning outcomes. In addition to "lecture" components, the unit would include video, opportunities for student-student interaction, and formative and summative assessments (including assignments).

~~Proposal Element 2 – Establishment of a mentor program for online instructors.~~

~~**Mentorship**~~

~~The mentor program for online instructors will begin by the instructor (student) participating in a 2 phase mentorship program.~~

~~During Phase 1 of the mentorship program, the student would "shadow" the mentor/instructor as a Teaching Assistant in the mentor's online course. During this phase, the student would be expected to maintain a weekly journal of observations and questions. The mentor would be expected to respond to the journal regularly.~~

~~During Phase 2 of the mentorship program, the mentor would be enrolled as a Teaching Assistant in the first course the new online facilitator is teaching. The mentor would serve as a resource for the new online instructor. In addition, 3 times during the online course (once earlier in the course, once after midterm, and once near the end of the course) the mentor would be expected to conduct an observation and create a report regarding the instructor's online facilitation (the criterion would need to be established). This model follows the same structure as our current mentor program for new Tenure Track faculty.~~

~~Proposal Element 3 – A continuing education requirement.~~

~~A continuing education requirement is expected – TBD~~

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- Universal Design and ADA Compliance
- OER
- Copyright and online education
- Bb Tools for Building Content
- Creating engaging interactions

Should I Take an Online Class?

Online learning is not for everyone. Certain work habits, learning styles, and skills contribute to a successful online learning experience.

Use the following self-assessment to help you determine if you are ready to take an online class from Triton College. The assessment covers both technical as well as learning style considerations.

This is strictly a self assessment tool, so give yourself honest answers.

Learning Style Considerations

- Are you self-starter, able to motivate yourself to work?
- Do you enjoy working and learning on your own, rather than as a part of a group?
- Can you budget your time and set schedules for yourself to get work completed on time?
- Are you willing to speak up when you have a question?
- Do you usually read and understand the textbook without help?
- Can you communicate adequately in writing? Can you understand and follow instructions given in writing rather than orally?
- Are you comfortable participating in a class where you are not physically present and may not know the instructor or the other students?

Technical Considerations

- Are you comfortable with using computers?
- Do you know how to print?
- Do you have basic navigation skills such as, minimize and maximize Windows, browser back and forward?
- Are you able to create, save, and manage files on your computer?
- Are you comfortable installing or upgrading computer software?
- Do you have word processing skills?
- Can you copy and paste text or graphics across applications (using the clipboard)?
- Are you comfortable using email, including sending and receiving attachments?
- Do you know how to find information on the Internet?
- If you do not have your own computer, can you get to campus to use the computer lab or arrange to use some other computer at least two hours per day?

A majority of "yes" answers indicates that you are a good candidate for success in an online class. A few "no" answers may point out areas that you should strengthen or address, but you may still decide that an online class is a good choice for you.

Many "no" answers may indicate that your chances for success would be greater in a traditional class setting at this time. As your skills and experience grow, you may decide to revisit the option of online learning.

If after answering these questions you are still unsure if an online class is right for you, contact the instructor of the class you are interested in taking.