

# Course Outline

## SDCCD Online Faculty Training and Certification Program 2015-2016

### Six Parts Required in Sequence

#### Part I: Essential Fundamentals (Modules 1 & 2)

Provides the foundation for online courses that meet State and Federal Distance Education regulations and WASC Accreditation quality requirements. Prepares instructors to implement the requirements into their online instruction

Objectives: After completing Part 1, faculty will be able to:

1. Identify the resources available at SDCCD to support online course design and development
2. Identify multiple ways to obtain technical support
3. Describe WASC accreditation standards for online instruction
4. Identify strategies to promote online academic integrity and student authentication.
5. Identify communication strategies that fulfill the requirement of “regular effective contact” in an online class
6. Describe the accessibility guidelines of Section 508 of the Rehabilitation Act
7. Describe the SDCCD Copyright Guidelines
8. Explain how to implement requirements of U.S. Department of Education for reporting First and Last Date of Attendance
9. Ensure all publisher material used in their courses meets the California Education Code regulations regarding instructional materials fees

#### Part 2: Online Teaching and Learning Environment (Modules 3 & 4)

Examines the information that students need on the first day of instruction for online learning success. Covers the various ways of displaying the syllabus in Blackboard and other tools that can be used to keep students informed throughout the semester

Objectives: After completing Part 2, faculty will be able to:

1. Describe how and when students access courses on Blackboard
2. Identify the basic navigational areas of Blackboard
3. Describe multiple factors that are critical to student success in online courses
4. Describe how to inform students using the following tools: Syllabus, Announcements, Calendar, Contacts, Retention Center, and Module Page
5. Create and/or add a syllabus to a Blackboard shell
6. Create an entry in the Calendar tool
7. Create an announcement
8. Change the course entry point
9. Create a Module Page

### **Part 3: Communication and Collaboration (Module 5)**

Explores ways to implement the Title 5 requirement of regular, effective communication by using asynchronous and synchronous tools that will engage and motivate their students and demonstrate students' achievement of learning outcomes

Objectives: After completing Part 3, faculty will be able to:

1. Identify strategies for deciding when to use asynchronous versus synchronous tools
2. Describe their regular, effective communication plan
3. Send a message using the Messages tool on Blackboard
4. Describe how to interact with students using the following tools: Messages, Mail, Discussion Forums, Blogs, Journals, Wikis, Groups
5. Identify the synchronous collaboration tools available in Blackboard
6. Set up groups in their Blackboard course
7. Summarize and locate the Netiquette Guidelines to share with online students

### **Part 4: Developing and Presenting Content (Module 6)**

Explores a variety of instructional content types and methods to structure and organize the materials and availability of the content

Objectives: After completing Part 4, faculty will be able to:

1. Give examples of how course content can be structured to support student learning
2. Design course content around learning outcomes and an audience analysis of learners
3. Name online support resources for students
4. Identify the kinds of content that can be added to their course
5. Describe techniques for making sure files are accessible to students
6. Add content to a content area in Blackboard
7. Locate and describe the purpose of the Content Collection tool
8. Explain what learning modules are and how they can be used to organize content
9. Explain how adaptive release can be used to control the availability of content
10. Summarize the options for adding video to their course
11. Search for and share Open Educational Resources (OER) relevant to their subject areas

### **Part 5: Monitoring Student Progress (Module 7)**

Covers the design of assignments for the online environment and the evaluation tools available

Objectives: After completing Part 5, faculty will be able to:

1. Identify various learner-centered activities for assessing online learners
2. Give examples of how course assignments can be structured to support student learning
3. Create a Blackboard assignment
4. Explain the importance of sending feedback to online students
5. Identify multiple ways that student feedback can be sent to students
6. Create an audio or video sample to establish social presence with online students
7. Locate and describe the purpose of Turnitin inside of Blackboard
8. Explain what portfolios are and how they can be used in their online course
9. Understand how to use the Retention Center to monitor student progress.
10. Locate and explain the importance of the Course Reports tool and the Performance Dashboard

## **Part 6: Assessing Learning and Managing the Grade Center (Modules 8, 9, & 10)**

Covers options for creating test questions and deploying online tests. Provides an overview of the Grade Center features for storing and displaying grade information

Objectives: After completing Part 6, faculty will be able to:

1. Describe strategies for designing and setting up assessments to measure student learning outcomes
2. Identify best practices for online testing in Blackboard.
3. Identify resources to share with students that assist with the technical aspects of online test-taking
4. Create and organize tests and questions
5. Set test availability options
6. Organize questions into pools
7. Import and export questions to and from tests, surveys, and pools
8. Grade tests on Blackboard
9. Describe how to access results from class surveys.
10. Recognize the features and functions of the Grade Center
11. Create new columns and change the display of columns
12. Grade tests and assignments in the Grade Center
13. Create categories for Grade Center columns
14. Initiate contact with students through the Grade Center tool
15. Locate more tutorials and resources available for learning about the Grade Center
16. Describe how online instructors can identify areas for improving their courses from semester to semester
17. Explain how Blackboard shells are obtained and prepared with content
18. Archive a Blackboard course.

## Description of Modules

### Module 1: Training Orientation

1. **Overview:** Welcome! All of us here at SDCCD Online Learning Pathways are very excited to have you with us in the Online Faculty Training and Certification Program. This training course is designed for online instructors to achieve proficiency in online pedagogy, course development, and in using the tools and features of Blackboard to meet the requirements for quality online instruction. Since you've already read through the course syllabus, we'll begin by introducing ourselves, and then we'll show you the resources available to you on our SDCCD Online Learning Pathways website.
2. **Module Objectives:** After completing this module, you will be able to
  - a. Summarize the core values and priorities of SDCCD Online Learning Pathways
  - b. Identify the people and resources available to support your online course development
  - c. Distinguish the different course types that utilize Blackboard at SDCCD
  - d. Recognize ways to access the 24/7 technical help desk for faculty and student support
  - e. Locate future training opportunities available through SDCCD Online Learning Pathways
  - f. Create a thread on a Blackboard discussion forum
  - g. Submit a Blackboard assignment
  - h. Compare your scores on the Module 1 Pre-Assessment with the Post-Assessment Quiz
3. **Methods of Assessment**
  - a. Module 1 Pre-Assessment
  - b. Module 1 Assignment
  - c. Module 1 Discussion Board
  - d. Module 1 Quiz

### Module 2: Distance Education Guidelines

1. **Overview:** In this module, we will take a closer look at online instruction – the regulations and guidelines. Module 2 provides the foundation for quality online courses that meet State, Federal, and WASC Accreditation requirements. Modules 3-10 will prepare you for implementing the requirements into your online instruction. The complete training course is required to meet the ACCJC accreditation requirement that all faculty be prepared to teach online.
2. **Module Objectives:** After completing this module, you will be able to:
  - a. Describe WASC's accreditation quality guidelines
  - b. Identify strategies to promote academic integrity in online classes
  - c. Identify communication strategies that fulfill the requirement of "regular effective contact" in an online class
  - d. Describe the accessibility guidelines of Section 508 of the Rehabilitation Act
  - e. Describe the SDCCD Copyright Guidelines
  - f. Explain how student participation is accounted for in the online setting
  - g. Describe the responsibilities of instructors who choose to use publisher resources
  - h. Locate the resources available to online faculty at SDCCD
  - i. Create an entry in the Blackboard journal tool
3. **Methods of Assessment**
  - a. Module 2 Pre-Assessment
  - b. Module 2 Assignment
  - c. Module 2 Journal Entry
  - d. Module 2 Quiz

## Module 3: The Blackboard Online Learning Environment

1. **Overview:** Now that you know what your responsibilities are as an online instructor, it's time for us to take a close look at how you can fulfill those duties using the Blackboard course management system. In this module we're going to give you an overview of the course environment on Blackboard.
2. **Module Objectives:** After completing this module, you will be able to:
  - a. Describe how and when your students will access courses on Blackboard
  - b. Recognize the basic navigational areas of the My Institutions page on Blackboard
  - c. Identify the four main navigational areas inside of a Blackboard course
  - d. Edit the course menu of the course
  - e. Edit the content, links, and tools inside the course
3. **Methods of Assessment**
  - a. Module 3 Pre-Assessment
  - b. Module 3 Assignment
  - c. Module 3 Discussion Board
  - d. Module 3 Quiz

## Module 4: Keeping Students Informed

1. **Overview:** In this module, we'll take a look at the information that students will be looking for on that first day of class. The information will be critical to their success online. We'll cover the ways that the syllabus can be added to a Blackboard course, and we'll learn about some of the other tools that can be used to keep your students informed throughout the semester.
2. **Module Objectives:** After completing this module, you will be able to:
  - a. Describe multiple factors that are critical to student success in online courses
  - b. Describe how you can inform your students using the following tools: Syllabus, Announcements, Calendar, Contacts, Retention Center, and Module Page
  - c. Create and/or add a syllabus to a Blackboard shell
  - d. Create an entry in the Calendar tool
  - e. Create an announcement
  - f. Change the course entry point of your course
  - g. Create a Module Page
3. **Methods of Assessment**
  - a. Module 4 Pre-Assessment
  - b. Module 4 Assignment
  - c. Module 4 Discussion Board
  - d. Module 4 Quiz

## Module 5: Interacting with Students

1. **Overview:** In the last module you learned about ways that you can get your information out to students on Blackboard. Giving them the information that they need using announcements, syllabus, and calendar is the best way to start the semester. But as the semester gets underway, you'll need other kinds of tools to interact with your students in order to keep them engaged and motivated in the course and to get them demonstrating that they've achieved the learning outcomes.
2. **Module Objectives:** After completing this module, you will be able to:
  - a. Distinguish between asynchronous and synchronous tools
  - b. Identify strategies for deciding when to use asynchronous tools versus synchronous tools

- c. Describe how often you plan to interact with your online students
- d. Send a message using the Messages tool on Blackboard
- e. Describe how you can interact with your students using the following tools: Messages, Mail, Discussion Forums, Blogs, Journals, Wikis, Groups
- f. Identify the synchronous collaboration tools available to you on Blackboard
- g. Setup groups in your Blackboard course
- h. Summarize and locate the Netiquette Guidelines for you to share with your online students
- i. Contribute to a course wiki

### 3. Methods of Assessment

- a. Module 5 Pre-Assessment
- b. Module 5 Assignment
- c. Module 5 Wiki Contribution
- d. Module 5 Quiz

## Module 6: Adding Content to Your Course

1. **Overview:** We've covered some of the nuts and bolts of how communication with your students will play out in Blackboard. Now it's time to get content - the materials that you want students to access - into your course. You'll find that there are many kinds of content that you can add to your course, and there are several ways to organize that content in Blackboard.
2. **Module Objectives:** After completing this module, you will be able to:
  - a. Give examples of how course content can be structured to support student learning
  - b. Begin the design of your course content around learning outcomes and an audience analysis of your learners
  - c. Name online support resources to share with your students
  - d. Identify the kinds of content that can be added to your course
  - e. Describe techniques for making sure files are available to students
  - f. Add content to a content area in Blackboard
  - g. Locate and describe the purpose of the Content Collection tool
  - h. Explain what learning modules are and how they can be used to organize your content
  - i. Explain how adaptive release can be used to control the availability of content
  - j. Summarize the options for adding video to your course
  - k. Search through and share Open Educational Resources (OER) relevant to your discipline
3. **Methods of Assessment**
  - a. Module 6 Pre-Assessment
  - b. Module 6 Assignment
  - c. Module 6 Discussion Board
  - d. Module 6 Quiz

## Module 7: All About Assignments and Evaluation

1. **Overview:** As you design your online class it's important to determine how the assignments in the class can be best delivered in the online environment. In this module we'll cover the design of assignments for the online environment and we'll look at other tools available in Blackboard.
2. **Module Objectives:** After completing this module, you will be able to:
  - a. Identify various learner-centered activities for assessing online learners
  - b. Give examples of how course assignments can be structured to support student learning
  - c. Create a Blackboard assignment
  - d. Explain the importance of sending feedback to online students

- e. Identify multiple ways that student feedback can be sent to students
- f. Create an audio or video sample to establish social presence with online students
- g. Locate and describe the purpose of Turnitin inside of Blackboard
- h. Explain what portfolios are and how they can be used in your online course
- i. Explain how the Retention Center can be used to monitor student progress
- j. Locate and explain the importance of the Course Reports tool and the Performance Dashboard

### **3. Methods of Assessment**

- a. Module 7 Pre-Assessment
- b. Module 7 Assignment
- c. Module 7 Discussion Board
- d. Module 7 Quiz

## **Module 8: Creating and Managing Tests**

- 1. Overview:** After deciding which assignments to use in your course, it's time to consider how and if you'll utilize online tests to assess students' learning. In this module we'll look at the nuts and bolts of creating questions and tests in Blackboard as well as the design implications for their delivery online.
- 2. Module Objectives:** After completing this module, you will be able to:
  - a. Describe strategies for designing and setting up tests that accurately assess student learning
  - b. Identify resources to share with students that assist students with the technical aspects of online test-taking
  - c. Create and organize tests and questions
  - d. Make a test available to students
  - e. Organize questions into pools
  - f. Import and export questions to and from tests, surveys, and pools
  - g. Grade tests on Blackboard
  - h. Describe how to access survey results

### **3. Methods of Assessment**

- a. Module 8 Pre-Assessment
- b. Module 8 Assignment
- c. Module 8 Discussion Board
- d. Module 8 Quiz

## **Module 9: Grade Center**

- 1. Overview:** The Grade Center stores all the grade information for students in Blackboard. This module will cover the Grade Center tool, an essential tool in the online course.
- 2. Module Objectives:** After completing this module, you will be able to:
  - a. Recognize the features and functions of the Grade Center
  - b. Create new columns and change the display of columns
  - c. Grade tests and assignments in the Grade Center
  - d. Create categories for Grade Center columns
  - e. Initiate contact with students through the Grade Center tool
  - f. Locate more tutorials and resources available for learning the Grade Center
  - g. Contribute to a course blog
- 3. Methods of Assessment**
  - a. Module 9 Pre-Assessment
  - b. Module 9 Assignment
  - c. Module 9 Blog Contribution

## Module 10: Getting Your Course Ready

1. **Overview:** We've covered a great amount of material in the previous 9 modules of this training course. Hopefully all along the way you've been thinking about how this will come together as you get your own online course ready to teach. There are a few things that we want to remind you about in this module regarding the logistics of getting your own online course ready at the San Diego Community College District.
2. **Module Objectives:** After completing this module, you will be able to:
  - a. Describe how you can find ways to improve your online course from semester to semester
  - b. Explain how online instructors obtain Blackboard shells
  - c. Copy content from one shell to another on Blackboard
  - d. Create an archive of your course
  - e. Locate and bookmark the pages for faculty resources and training at SDCCD Online Learning Pathways
  - f. Identify the help resources available to you and your students
  - g. Evaluate your experience in this training course and share your feedback with us
3. **Methods of Assessment**
  - a. Module 10 Pre-Assessment
  - b. Module 10 Assignment
  - c. Module 10 Journal Entry

## How to Achieve SDCCD Online Faculty Certification

Certification requires participants to complete and submit all activities in sequence in the course and earn at least 450 total points (90%). After completing all the coursework in Modules 1-10, the Certification Statement will display; and the final step is to fill out and submit the Certification Statement. Once participants have satisfied the criteria for certification, they will receive a confirmation email and a Certificate of Completion.