



**KENNEBEC VALLEY COMMUNITY COLLEGE
FAIRFIELD, MAINE**

Department of Social Sciences

COURSE NUMBER:	EDU 2xx	CREDIT HOURS:	NA
COURSE TITLE:	Online Teaching Certification	CLOCK HOURS:	NA
INSTRUCTOR:	Mark Kavanaugh	OFFICE HOURS:	by appointment
OFFICE:	306 Carter Hall	VOICE MAIL:	453-5189
E-MAIL ADDRESS:	mkavanaugh@kvcc.me.edu		

Note: as my courses utilize Blackboard extensively, it is best to communicate with me through the email associated with Blackboard regarding course related questions.

TEXTS:

All content of the course will be delivered through Blackboard.

PRE/CO-REQUISITES: None.

COURSE DESCRIPTION:

This course is an introduction and overview of the development and delivery of online instruction. An introduction to best practice, Universal Design, and ADA compliance will be included. In addition, student, Faculty, and cultural expectations related to online learning will be explored.

COURSE OBJECTIVES:

Upon successful completion of this course, the student should be able to:

1. Identify specific technical and pedagogical concerns related to online course delivery.
2. Demonstrate proficiency in utilizing Blackboard tools to delivery course materials.
3. Develop pedagogically sound online course lessons.
4. Identify best practice and expectations for communication and feedback in an online course.
5. Create an online course suitable for delivery.

COURSE OUTLINE:

Within the online course in Blackboard you will find a highly detailed document called "Course Navigator." This document provides additional detail related to all course activities for each Lesson.

Lesson 1: Types of Courses

This lesson is an introduction to the basic elements that distinguish between face-to-face, hybrid, and online classes. Advantages and challenges of each type will be explored.

Learning Outcomes include:

- Describe the different delivery modes of classes here at KVCC
- Describe the faculty and student expectations associated with each of these types of delivery methods

Lesson 2: Preparing to Teach Online

This lesson reviews the time, communication skills, and technological skills necessary to prepare and deliver your online class.

Learning Outcomes include:

- Develop a self-assessment as to personal readiness for the expectations related to teaching online.

Lesson 3: Technical Demands

This lesson explores the technical specifications you will need (computer and software) to develop your class.

Learning Outcomes include:

- Assess the technical specifications of personal computer hardware and software.
- Conduct a self-evaluation on personal proficiency with personal computer hardware and software.
- Identify gaps in knowledge and comfort level in regard to these skills related to specific tools within Blackboard.

Lesson 4: File Management and Content Organization

This lesson will explore ways to organize your material on your computer BEFORE you begin to develop your class online. This lesson will also explore different ways to organize your course materials for online delivery. Identify the rationale related to content organization in online learning

Learning Outcomes include:

- Develop a plan for content organization related to a sample course.
- Develop a corresponding file organization system within your own personal file system and the file system in Blackboard.

Lesson 5: Pedagogical Use of Blackboard Tools

This lesson will explore how the major tools and resources available in Blackboard are used to support learning outcomes in our online class.

Learning Outcomes include:

- Identify the various communication, content, and assessment tools available to Faculty within Blackboard.
- Demonstrate the ability to relate specific learning outcomes to the use of specific tools within Blackboard.
- Based on identified learning outcomes, demonstrate the development of specific communication tools within Blackboard.

- Based on identified learning outcomes, demonstrate the development of specific content tools within Blackboard.
- Based on identified learning outcomes, demonstrate the development of specific assessment tools within Blackboard.

Lesson 6: Syllabus Preparation for the Online Course

This lesson will explore specific aspects of your syllabus that should be taken into consideration for your online course.

Learning Outcomes include:

- Review specific instructions, expectations, and policies related to best practice in online teaching.
- Construct a syllabus for an online course.

Lesson 7: Preparing your Content for Online Delivery

This lesson will explore file types and typical conversions necessary to ensure that your students can access your material. Topics related to Universal Design and access will also be discussed.

Learning Outcomes include:

- Describe the concepts related to Universal Design and ADA compliance in terms of access to instructional materials.
- Assess the need to utilize existing instructional materials and how they may be converted for use within Blackboard.
- Convert identified instructional materials to meet Universal Design and ADA expectations and evaluate their effectiveness.

Lesson 8: Multimedia

This lesson will explore the advantages, disadvantages, and challenges associated with the use of multimedia in an online classroom. Topics related to Universal Design and access will also be discussed.

Learning Outcomes include:

- Identify and evaluate specific multimedia resources related to your course content.
- Review questions related to Universal Design and ADA access to instructional materials.
- Evaluate the pedagogical and technical utilization of high- and low-bandwidth and "hot" and "cold" media.
- Select and implement at least one multimedia tool within a sample course.

Lesson 9: Basic Learning Unit Instructional Design

This lesson will introduce you to two models of Instructional Design that can be applied to the development of a "Learning Unit" in online classes. The two models are Gagne's Nine Events of Instruction and the ALOTA model.

Learning Outcomes include:

- Describe the utilization of instructional design methodologies including ADDIE, Gagne's Nine Events of Instruction, and ALOTA.
- Utilize Bloom's Taxonomy to develop learning outcomes and their corresponding assessments.
- Develop a "Lesson Plan" for a unit of instruction utilizing one or more of these models.

Lesson 10: Using Tests, Assignments, and other Tools to Evaluate Learning Outcomes

This lesson will explore the types of tools used in online instruction to measure learning outcomes. Special attention will be paid to utilizing the tool that most accurately measures the identified learning outcome based upon Bloom's Taxonomy of Learning Objectives.

Learning Outcomes include:

- Explore a variety of levels and domains within Bloom's Taxonomy and their assessment within Blackboard.
- Create a new, or modify an existing, Lesson Plan utilizing additional learning outcomes and assessments.

Lesson 11: Communication with Students

This lesson will explore the tools and the expectations for communication with your students in an online class. Describe best practice and institutional policy related to communication in the online classroom.

Learning Outcomes include:

- Explore the various communication tools within Blackboard.
- Develop a "Communication Plan" relating to specific communication tools and personal time management.

Lesson 12: Grading, Feedback, and Time Management

This lesson will explore the challenges of grading and providing feedback to students in a timely manner. Identify best practice related to timely feedback and grading of student performance.

Learning Outcomes include:

- Explore specific tools within Blackboard related to feedback and grading within Blackboard.
- Create tools for providing feedback and grades within a sample course.
- Based upon the expectations of your course, develop a time management plan related to timely feedback, grading, and submission of mid-term and final grades.

Lesson 13: Teaching Style and Teaching Online

This lesson will explore your teaching style and how best to adapt that style to online course delivery.

Learning Outcomes include:

- Explore personal preferences and styles of teaching.
- Apply the knowledge of personal style to policies and practices related to teaching online.

Lesson 14: Making it Look Good

This lesson will look at layout, navigation, and stylistic considerations for presenting material to students in your online class.

Learning Outcomes include:

- Describe best practice related to layout, navigation, and style in online learning.
- Develop clear navigation elements and instructions in a sample course.
- Develop clear organization of materials, lessons, assessments, and communication tools within a sample course.

COURSE ACTIVITIES:

The course will take place within two different places. One location will be in the Bb course titled “Online Teaching Certification” the other will be within a course that you are currently working on or a sample course. It is up to you, the student, to set up the sample class and be sure that your instructor has full access to the class.

The skills and knowledge that you gain from this class will be measured both through quizzes and through the development of real class materials in your other class.

Lesson Plans

The entire course is divided into “Lessons” that cover specific topics and learning objectives in the class. The Lessons are listed in the Course Outline above. Each Lesson introduces you to specific subject matter and asks you to engage in a number of activities. These may include reading, exploring the web, researching, participating in online discussions, assessments (quizzes on other types of material aside from the book), and assignments (written work submitted as an attached document in a “drop box”)

Each Lesson consists of:

- “Lesson Plan” that outlines the content and provides detailed instructions as to any assignments
- Direct links to any Discussions and/or Quizzes that go along with that Lesson.

Online Discussions

Online discussions form the backbone of an online class. It is very important for you to participate actively and fully in these discussions. For each Lesson in the course there will be a corresponding online discussion board to post questions, ideas, and comments. Sometimes I will ask you to comment on specific content within the lesson. These are not graded and are not part of the evaluation of this class, but you are encouraged to participate in them regularly.

You are, of course, encouraged to post many times through the week. You are also encouraged to post EARLY in the week so that you can benefit from others’ responses to your post and so that others may benefit from your responses).

Lesson Quizzes

These quizzes will consist of questions related to material covered in the class.

For those Lessons with a quiz, you will be provided with a lists of ALL the questions in the specific Quiz in the Lesson Plan. You should prepare your answers ahead of time and then enter these answers into the appropriate online quiz.

Once you have completed the quiz for a lesson you will be instructed to email the instructor so they can grade it.

Sample Course Assignments

These assignments are meant to have you apply course content to a real course you are developing (or a sample course). You will be developing materials, policies, and online elements in your sample course.

Once you have completed the assignment for a lesson you will be instructed to email the instructor so they can grade it.

GRADES:

Grading for the course will be accomplished in the following manner:

- | | |
|-----------------------|-----|
| 1. Lesson Quizzes | 50% |
| 2. Lesson Assignments | 50% |

This course is pass/fail, though a numerical grade will be reported in Bb.

80 or higher	Pass
Below 80	Fail

LATE WORK:

This course is asynchronous to the point that you pace yourself through the material in the class. When you have completed work in the class you need to communicate that with the instructor of the class so that they can go in and grade the material. Once the material is graded the next Lesson will become available.

Please allow a reasonable amount of time for the instructor to grade the work.

STUDENTS WITH DISABILITIES

In accordance with state and federal law, this College is committed to assisting qualified students with disabilities achieve their educational goals.

If you are in need of an accommodation in this course:

- Students must contact the Dean of Students, Enrollment Services Center, Frye, 453-5019, knormandin@kvcc.me.edu
- Students must provide current, appropriate documentation of their disability.
- Students must make a timely request for accommodation to the Dean of Students.
- Accommodations will not be provided until the faculty member receives a request form for accommodations. This form is created with The Dean of Students and is supported by the documentation of said disability.
- Requests for accommodation must be renewed each semester for each course.

This document is available in enlarged print and on audio tape. Please contact the Dean of Students at 453-5019 or knormandin@kvcc.me.edu

NOTICE OF NON-DISCRIMINATION:

Kennebec Valley Community College does not discriminate on the basis of disability in the admission to, access to, or operation of its programs, services or activities. Students requesting classroom accommodation should be forwarded to Barbara Conner, Director of the Marden Center, 130 King Hall, phone: 453-5084 or Karen Normandin, Dean of Students, Enrollment Service Center, Frye Building, 453-5019.

Complaints about College decisions related to disability accommodations or discrimination must be forwarded to John Delile, Affirmative Action Officer and ADA Compliance Officer, KVCC Annex Building, 50 Eskelund Drive, Fairfield, ME 04937, phone: 453-5000.

Revision Date: May 4, 2013