

## Fully Online Training Course: *Introduction to Online Teaching and Learning*

**Instructor:** Amanda Carey

*Online Learning Specialist & Online Instructor of Spanish, University College  
Senior Lecturer of Spanish, Department of Romance Languages & Literatures*

**Email:** [acarey@wustl.edu](mailto:acarey@wustl.edu)

**Office:** Ridgley 314A, Danforth Campus

**Phone:** 935-4568 (but email is generally *much* faster than voicemail)

**Details of Contact:** I check email daily, M-F and generally respond the same day. On weekends, I check email once per day and will respond within 36 hours. I respond to Blackboard posts within 24-48 hours all week long.

### Course Description:

*Introduction to Online Teaching & Learning:* Over the next four weeks we will work together to explore principles and best practices of online teaching and learning. This training course will assume a very practical approach as you begin to consider how to convert your traditional, face-to-face course into an online course within the Blackboard environment. This course **is not** an opportunity to debate whether or not online education should take place. You should **not** enroll in this training if you do not support online learning.

Your participation in this training will not only orient you to online teaching, but it will also simulate the *student* experience--valuable information as you seek to create an online course. More specifically, you will have the opportunity to create and participate in discussions, create and submit assignments, create an online gradebook, and interact with many other Blackboard tools. You will be part of an online learning *community*, working with other faculty members to explore online learning, share ideas, and support each other!

Each Module will last one week, from Monday-Sunday @ 11:59PM with the exception of our final unit, which is due on a Friday evening by 5:00pm. Expect to dedicate *at least* three and five hours per week for the duration of this four-week (asynchronous course). Since there are no “live” sessions and the course takes place 100% within Blackboard, participants are free to work on the training at any time, 24 hours per day within each weekly unit. That being said, you are expected to log in to participate *at least* every other day. **Waiting until the due date to engage in the units will lead to your being unsuccessful in this course. Plan accordingly ☺**

Overall, this training course will help you understand the look and feel of an online class. We have found that an instructor’s approach to and performance in this training often mirrors their approach/performance in their own future online courses. As the Online Learning Specialist, I will observe you throughout this training to assess your readiness for online teaching in general. I will share my assessments and your final training score with the Deans of University College upon the culmination of the course. With that and your future success in mind, I encourage you to prioritize this time with our colleagues and with me so that you are confident and prepared for the rigors of online teaching. I’m excited to help you along this journey!

### Prerequisites:

While there are no specific prerequisites for this course, trainees must have been approved to teach an online course for University College. If you have not yet submitted a course proposal to UC, please contact Dean Pat Matthews ([patmatthews@wustl.edu](mailto:patmatthews@wustl.edu)) for Spring/Fall courses and Dean Beth Landers ([landers@wustl.edu](mailto:landers@wustl.edu)) for Summer classes. Completion of this online teaching course does not guarantee that your proposed online will be approved, so please attend to the course proposal process in a timely fashion.

## Course goals/objectives:

Upon successful completion of this course, trainees will be able to-

1. Use Blackboard tools to organize a pedagogically sound online course.
2. Apply best practices for online content delivery.
3. Identify UC and Artsci resources available to UC online students.
4. Demonstrate ability to manipulate essential Blackboard tools (i.e. Discussion Board, Announcements area, Collaborate, Content Areas, Grade Center, etc.) for online course delivery.
5. Demonstrate ability to participate in (an facilitate) an online learning community.

## Course Materials:

1. Online Teaching Manual (digital download available via Blackboard)
2. Related Websites (links posted in Blackboard)

## Your Participation:

As a trainee enrolled in this course, you will be expected to:

1. Log in at least 3-5 times per week to read training materials, participate in typed online discussions, submit quizzes/other written work, search the web for related content, practice setting up your own online classroom, interact with colleagues in the online classroom.
2. Participate in weekly modules in a timely and substantive fashion. (**Avoid waiting until the due date to begin assignments.**)
3. Achieve a *minimum* score of 85% in order to successfully complete the course.

## General Course Outline:

- a. **Module 1: Orientation to Online Teaching, Background, Tech. Skills Assessment**
- b. **Module 2: Best Practices**
  - i. Instructor Tone & Presence
  - ii. Blackboard Set-up & Organization
  - iii. Course Design/Content Delivery
- c. **Module 3: Discussion Management** (Blogs, wikis, forums, Collaborate)
- d. **Module 4: Technology Tools**
  - i. Blackboard—Grade Center, Safe Assign, Creating Assignments/Assessments, etc.
  - ii. External—YouTube, PPT, etc.

## Assignment Calendar:

Assignment	Points Possible	Due Date
<b>Module 1: Orientation to Online Teaching</b>		
Techno Skills Questionnaire	10	TBA
Instructor Bio	20	TBA
Academic Integrity Survey	*	TBA
Bb Profile	10	TBA
Peer Review—(submit in classroom and send to group as email)	30	TBA
M1 Discussion	30	TBA
Quiz: Training Syllabus	10	TBA
Quiz: UC Online Resources	10	TBA
Quiz: Rubric for Online Teaching & Learning	10	TBA
	<i>Module 1 Total Points:</i>	<b>130</b>

<b>Module 2: Best Practices</b>		
Course Map ( <i>optional if converting previously taught F2F course. Email me if so.</i> )	30	TBA
Preliminary Syllabus Draft ( <i>in progress</i> )	20	TBA
M2 Blog: Best Practices	50	TBA
M2 Wiki: Best Practices	50	TBA
M2 Discussions ( <i>Posts here are optional this week.</i> )	*	TBA
Quiz: Best Practices	10	TBA
Quiz: Student Identity Verification	10	TBA
<i>Module 2 Total Points:</i>	<b>170</b>	

<b>Module 3: Discussion Board Management</b>		
M3 Blog	50	TBA
M3 Create Your Own Discussion Forum ( <i>in your own Bb classroom</i> )	50	TBA
Writing Assignment (Safe assignment)	50	TBA
M3 Discussions	50	TBA
Collaborate (Multi-step) Assignment	30	TBA
Quiz: Discussion Forum Creation/Management	20	TBA
<i>Module 3 Total Points:</i>	<b>250</b>	

<b>Module 4: Technology Tools</b>		
Create and post a (detailed) preliminary announcement in your Bb classroom	50	TBA
Create a Content Area	10	TBA
Post a File to a Content Area	10	TBA
Create an Item in a Content Area	10	TBA
Create a Blank Page in a Content Area	10	TBA
Create a Learning Module in a Content Area	10	TBA
Post 3 Files, Items, or Blank Pages to a Learning Module ( <i>separate from Content Area</i> )	20	TBA
Post a weblink in a Learning Module or Content Area	10	TBA
Create 3 Columns in the Grade Center	20	TBA
Embed a YouTube Video ( <i>not just a link</i> )	30	TBA
Create a Study Group Area	10	TBA
Create a Sample Bb Test	10	TBA
Create an Assignment Link	10	TBA
Syllabus (Close-to-Final Draft) <i>–must include wording from Syllabus Template</i>	50	TBA
M4 Discussions (Have a good presence here, but no need to respond to all threads)	50	TBA
Blackboard Set-up Quiz	10	TBA
<i>Module 4 Total Points:</i>	<b>320</b>	
<b>*Note Friday (5:00pm) deadline for Module 4</b>		
<i>Total Course Points Possible:</i>	<b>870</b>	

**\*Please note** that a minimum score of 85% is required in order to successfully complete this course. UC instructors who successfully complete this course are subsequently eligible to teach fully online and hybrid online courses for UC.

## Technology:

**Course access:** This is a fully online asynchronous course that takes place within the Blackboard online learning management system. Go to <https://bb.wustl.edu> to log in with your Wustl Key. For assistance with your Wustl Key, please contact University College.

### *Notice on Java Updates and Supported Browsers*

- Blackboard works best in Mozilla Firefox. Some Blackboard features will not work well in Chrome or Internet Explorer. You can visit [https://help.blackboard.com/en-us/Learn/9.1\\_SP\\_14/Instructor/015\\_Browser\\_Support](https://help.blackboard.com/en-us/Learn/9.1_SP_14/Instructor/015_Browser_Support) and click on “Browser Support” for more detailed information on which browser works best for Blackboard, based upon your computer’s operating system.
- Be sure you have downloaded the most recent version of Java. This is a free software program that helps you to be able to access Blackboard. You can check which version of Java you currently have and update it (if necessary) by visiting [www.java.com](http://www.java.com). Keep Java updated for best results.

### *Technical Support*

This is a fully online, technology-based course. Computers are not perfect, so plan on having technical issues **at least once** during the course. While this can cause some incredibly frustrating moments, the overall benefits of the technology do outweigh any issues that may arise. Just be ready to contact technical support in the event of difficulties. Send an email to [ucbbhelp@wustl.edu](mailto:ucbbhelp@wustl.edu) with any questions/problems concerning Blackboard. (This is technical support for any problems you experience within the Blackboard classroom only, not other external software. It is also intended for faculty only, **not** student support). For additional Blackboard resources and assistance, visit the [Blackboard Answers & Support page](#) on the University College Website.

### *“Netiquette” Statement on Internet Communication.*

- Remember your audience. If you would not say it in a face-to-face classroom, do not include it in the online discussions either. Consider what you write, as it is a permanent record and can be retrieved easily. Use courtesy and common sense in all your electronic communications.
- Write in complete sentences and check spelling before you post anything in class.
- DON'T TYPE IN ALL CAPS. This is hard to read and is considered "shouting."
- Respect the opinions of others and be sensitive to the diverse nature of people in the class. Keep in mind that although you cannot "see" your classmates, you can show respect for individual differences. Diversity issues may include the following and others: race, ethnicity, religion, disabilities, gender, sexual orientation, age, social class, marital status, urban vs. rural dwellers, etc.
- No profanity will be allowed. This includes writing in punctuation. For example, ##%\$#! is considered profanity and is not permitted. Also, language expressed in inappropriate acronyms is not acceptable.

## General Tips for Success in This Online Course:

Welcome to our online course! The following is a list of helpful information that represents habits of students who have succeeded in previous iterations of this course. These tips should help each of you to have a positive experience as well.

1. **GET STARTED:** Remember that this online course begins on May 19th. Log in early during the first week to print the syllabus, become oriented to the online classroom, and get to know our colleagues and me. Waiting until the end of the first week to get started may derail your efforts to succeed before you know it.

2. **STAY ORGANIZED.** Bookmark our course websites (Blackboard and other websites that become relevant throughout the course.) Create a special binder or folder to organize any printed materials. The course conversion process will be easier and more fruitful if you are organized and up-to-date.
3. **INTERACT WITH YOUR COLLEAGUES.** Colleagues who collaborate tend to be more successful. You can help each other to understand difficult points in the unit simply by participating regularly in the Discussion Forums.
4. **SHOW UP & ASK QUESTIONS.** Visit me in my campus office as needed. Make an appointment and we can talk in real time via Skype or phone. You can also email me any questions that arise or post them in the Watercooler discussion forum.
5. **DO THE READING.** The assigned reading is a valuable part of the course. In this course, the reading will consist of the Online Teaching Manual and related websites, all of which will prepare you to participate in the discussions and create your online course.
6. **DON'T PROCRASTINATE.** Procrastination will ruin your experience in the course in several ways. Not only does it prevent you from accomplishing what you are here to achieve, but it will also cause you to resent the course itself. Refer to the list of assignment due dates in this syllabus and follow the steps outlined in the modules in order to better understand how to pace yourself appropriately.
7. **HANG IN THERE!!** If this is your first online class, the experience may challenge you at first, but as long as you keep up with the assignments and ask questions along the way, you will develop an understanding of the rhythm of the course after the first unit. Contact me for help as needed, I am your resource and I want to see you succeed and enjoy this course!

## Guidelines for Discussion Forum Participation

1. Be sure to write in the **subject** line to whom your message is addressed. Changing the subject line is the number one way to make sure the intended recipient notices your post.
2. Be sure to **sign your name** at the bottom of your messages. Writing your name at the end of each message helps to clarify the author and helps your colleagues remember who you are.
3. Before responding to a particular discussion topic, be sure to **complete the reading assignment** of the corresponding unit. Remember that the discussion topics are specifically tied to the readings. Be sure to take your time and write meaningful discussion forum postings.
4. Participate in each discussion over **several days** within the lesson and avoid waiting until the due date to get started. Each discussion requires several posts from you, including replies to classmates. Waiting until the last day to participate minimizes the opportunity to interact with your colleagues and makes discussion participation much less meaningful for you.
5. Finally, the discussion forums are meant to be **fun!** Check in often to communicate with your colleagues and me.

## Continuing Support

This online course is just the beginning! Count on my continuing support as you teach your first online course. Be on the lookout for periodic emails from me regarding future training opportunities. Also be sure to check the UC online learning website (<https://ucollege.wustl.edu/online/overview>) from time to time in order to keep up-to-date as UC continues to roll out more online offerings in years to come.