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# Online Teaching Immersion Experience for STEM Graduate Students and Postdoctoral Fellows

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# Program Motivation

## For institutions:

- Investing resources to create online courses and programs due to student demand
- Nursing programs leading transition to online programs
- Partnered with Widener University & Jefferson nursing faculty

## For predoctoral students and postdoctoral fellows:

- Appreciate differences between on campus and online teaching as well as student learning
- Learn best practices for in class and online instruction
- Create advantage when applying for faculty positions
  - “Talk the talk”
  - Preparation of Teaching Portfolio
  - Understand time commitments and resources needed for online course(s) to help during negotiation process



[www.bluefield.edu](http://www.bluefield.edu)

## Funded by:

- Burroughs Wellcome Fund Career Guidance for Trainees grant
- 1 year pilot study

# Program Timeline

EVENTS	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Orientation	█										
Online Teaching: Part 1	█	█	█	█	█						
GC 740 - Principles of Pedagogy		█	█	█	█						
Auditing an online science course, taught by faculty Mentor		█	█	█	█						
Weekly 1h meetings with the faculty Mentor		█	█	█	█	█	█	█			
Online Teaching: Part 2						█	█	█			
GC 741 - Principles of Science Pedagogy						█	█	█			
Development of online science module						█	█	█			
Presentation of online module to peers and mentors								█			
Program assessment	█	█	█	█	█	█	█	█	█	█	
Online Teaching Instructors' panel discussion, job search									█		
Teaching Portfolio Workshop									█		
Interview and Negotiation Workshop									█		
Innovate Online Learning Consortium conference									█		
Modification of existing JCBS course for online delivery										█	█

# Modeling Course Design & Best Practices

**Welcome**

POCDPI

**Principles of Online Course Development and Pedagogy I**

**Biomedical Science**

We are nearing the end!! It is hard to believe. This course will end on 12/5 which is right around the corner, so please be sure to review the content in the combined Modules 7 & 8 for details.

**Don't Forget to Schedule your Team Meeting with Me.**

We are scheduled to meet on 12/5 and I would be very happy to meet in person to celebrate our exceptionally successful semester!

Enjoy! Dr. Gozza-Cohen

**INSTRUCTOR INFORMATION**

  
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REQUIRED TEXT

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-  Resources & Task Instructions
-  Discussion and Assignment Links
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ACTIVITIES/ ASSIGNMENTS	FINAL GRADE %
Discussions and Interactions	20%
Reflection Journal Entries	15%
Orientation Module	20%
Science-Based Tutorial/Module	25%
Professional Development Plan	15%
Course Evaluation	5%

# Mentor/Mentee Discussion Topic Examples

- Increasing student engagement
- Promoting integrity
- Curriculum design
- Differential learning survey design
- Course-specific online tools
- Building good rubrics
- Topics related to trainee's teaching experience, including how it overlapped with online teaching course, and how trainee chose to use specific teaching techniques

# Successes

- Mentors - phenomenal, open, willing, involved
- Trainees - collaborative, took initiative, open minded
- Created a wonderful community
- Support from senior administration
- Buy in from trainees' faculty advisors
- Utilized previously established pedagogy course to teach in class pedagogy
  - Collaboration between faculty members leading in class and online pedagogy courses to coordinate course topics
- Modules - a product to showcase but it was utilized in real classroom
  - Unexpected benefit to Postbaccalaureate students
- Providing networking and professional growth at OLC
- Potential advantage when seeking faculty positions

# Challenges

- Trainee time commitment
- Communicating expectations for a pilot program
- How to foster excellent group dynamics in future classes
- Limited online science courses at Jefferson → Limited number of mentors
- Bureaucracy paying above and beyond to faculty and trainees
- Lost 2 trainees during the program
  - New job
  - Need to focus on research
- Redesign content order to accommodate authentic experience

# Future Plans

- Professional Development workshops
  - Teaching Portfolio
  - Job Search and Interviewing
  - Negotiation Skills
- Program Assessment
- Convert online courses about online course development & pedagogy into credit-bearing courses
- Trainee collaboration with Jefferson biomedical research faculty on online course conversion or development
- Find additional funding source(s)

**Learn More At The**  
**Graduate Student Emerging Ideas Session**  
**Concurrent Session 9, Friday, April 20<sup>th</sup>, 9:45 - 10:30 AM**

***Developing And Delivering Online Learning  
Modules In STEM Lab Education***

**Presenters:** Tess Cherlin, Bridget Curran, Rogan Magee, Aurore Lebrun, Mary Gozza-Cohen (Thomas Jefferson University)

**Track:** Teaching and Learning Innovation

**Location:** Magnolia Ballroom      **Position:** 3

**Brief Abstract:** Participation in the Burroughs Welcome Fund Career Guidance for Trainees grant required, in part, that participants create learning modules for students in the STEM fields. In this session, graduate student and postdoctoral fellow grant participants will share their experiences with module development, deployment and results of this effort.



**Jefferson**

**Philadelphia University +  
Thomas Jefferson University**