Welcome

- Visit our padlet at [https://tinyurl.com/stedwardsit](https://tinyurl.com/stedwardsit)
- Click on the + to add a text box
- Title = University/Organization Name
- Respond to:

  What training does your institution provide for faculty who are designing/developing for online? (workshop, program, ad-hoc consultations, etc.)
Quick, Painless, and Dare We Say, a Little Fun?

Preparing Your Online Faculty for Teaching Online

Jennifer Cha,
David Cuevas,
and Jessica Vargas
Introduction
Our Campus

- ~4200 students
- 55% adjuncts
- Mostly f2f classes
Began with faculty walk-ins and providing ad-hoc training to dept.

Delivered a certification program for faculty teaching low-residency MBA courses

Delivered a program for faculty teaching blended in arts and humanities

Teaching Online is delivered for first wave of adjuncts

First fully online program goes live

Improvements to Teaching Online ongoing

Training for Teaching Online at St. Ed’s
A faculty survey stated:
Introduction

Our Professional Development (PD) Conundrum

- Faculty expressed a general lack of time
- Faculty engagement was good at first but as the PD went along, participation faded
- Minimal institutional support
A Resolution Is Found

- Kept the topics focused
- Just-in-time training
- Dept. onboard with training
- Interactive
Introduction

Goals for This Presentation

- Provide a model for delivering just-in-time professional development training for teaching online
- Demonstrate H5P to:
  - Help learners retain information
  - Increase interactivity in any content
We Drank Our Own Kool-Aid!

Process

Tone
- Use you instead of third person
- Business casual tone, friendly yet professional

Description
A course designed to help the following profiles:
- New faculty adjuncts teaching in the online program and with new programs going forward with courses already created
- Those who want to learn about online classroom management

ID Role
An instructional designer agrees to do the following:
- Add faculty to class, Teaching Online (or whatever it gets called in the end)
- Provide at least one faculty consultation. In this meeting the ID will discuss:
  - How to use Canvas,
  - Answer any outstanding questions from the training
  - Discuss the course they are teaching
    - Before You Begin Teaching,
    - Notes to Help You Facilitate this Course,
    - A Guide to the Weekly Readings
  - Consultation Checklist - Jenny
- Access to course development plan with instructor notes
- Sandbox course with access to live sessions and course content of the course they are teaching?

Course Goals
By the end of this course, you will:
1. Review program policies and your course template.
2. Set communication policies for your course.
3. Define your role in teaching your course.
4. Learn how to monitor group work, deliver a live session, and grade course interactions.
### Developed a Course Map!

**Process**

<table>
<thead>
<tr>
<th>Module/Title</th>
<th>Objectives</th>
<th>Topics/Readings/Activities</th>
<th>Graded Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Getting Started</strong> (Jenny)</td>
<td>During this course, you will:</td>
<td>- Course Welcome</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Review program policies and course template.</td>
<td>- St. Edwards Policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Set communication policies for your course</td>
<td>- Substantive course interaction</td>
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<td></td>
<td>3. Establish a teaching persona</td>
<td>- Academic integrity</td>
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<td></td>
<td>4. Monitor a group work</td>
<td>- Accessibility/Student Disabilities Services/Accommodations</td>
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<tr>
<td></td>
<td>5. Deliver a live session</td>
<td>- Review course schedule and compare with your personal/work schedule for possible conflicts</td>
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<tr>
<td></td>
<td>6. Grade course interactions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Template Overview (for Program: MS-Dma) (Jessica)</th>
<th>By the end of this module, you will be able to:</th>
<th></th>
<th>Quiz</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Understand program policies and whom to seek out support</td>
<td>- Program Policies -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Understand the course structure</td>
<td>- What can you change/ Submitting content changes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Navigate your course</td>
<td>- Official Policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Debra’s Policies to her faculty</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Faculty Accessibility</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Announcements</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Discussions</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Syllabus</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Course grading - weights</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Course template</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- 4 E’s</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Intention to scaffold activities/assignments</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Best practice to go over the course and identify/remedy any gaps in knowledge</td>
<td></td>
</tr>
</tbody>
</table>
Professional Development Process

1. Identify faculty member to teach
2. Faculty attends 1-hour video conference dept. orientation
3. Faculty completes Teaching Online
4. Faculty meets with their assigned instructional designer
Engagement:

What Topics Do You Consider Essential for Faculty To Teach Online?
Process

Topics in Teaching Online

1. Getting Started/Institutional Policies
2. Managing the Faculty-Student Relationship
3. Defining Your Role in the Course
4. Monitoring Group Work
5. Delivering Live Sessions
6. Providing Timely Feedback and Grading
7. About the Program
8. LMS Training
Teaching Online - SU19

This course has been designed to assist you, the faculty of record, with how to teach online. Because online teaching and learning have been a part of higher education for well over 20 years, there is an understanding that you may already come with some experience teaching online. Or, at the very least, you know how to use the tools that promote digital learning. So with that in mind, this course has been designed so you can focus on what you need to know about specifically teaching online, here at St. Edward’s University.

Click on any of the images below to navigate quickly to that section of the course. Otherwise, click on Modules in the navigational pane found on the left to begin.

If you have any questions about this course, please do not hesitate to email Jessica Vargas at jvarga10@stedwards.edu.
<table>
<thead>
<tr>
<th>Module</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td>Yes</td>
</tr>
<tr>
<td>Online Program Policies</td>
<td>Viewed</td>
</tr>
<tr>
<td>Managing the Faculty-Student Relationship</td>
<td></td>
</tr>
<tr>
<td>Managing the Faculty-Student Relationship Overview</td>
<td>Viewed</td>
</tr>
<tr>
<td>Best Practices for Communicating in an Online Course</td>
<td>Viewed</td>
</tr>
<tr>
<td>Observing Student Progress</td>
<td>Viewed</td>
</tr>
<tr>
<td>Faculty-Student Relationship Knowledge Check</td>
<td>Viewed</td>
</tr>
<tr>
<td>Defining Your Role in the Course</td>
<td></td>
</tr>
<tr>
<td>Defining Your Role in the Course Overview</td>
<td>Viewed</td>
</tr>
<tr>
<td>Instructor Presence</td>
<td>Viewed</td>
</tr>
</tbody>
</table>
Defining Your Role in the Course Overview

As an instructor, you have to wear different hats during the semester. At times, you are a presenter, a storyteller, a coach, and even a facilitator. Learning when to step in or back-off to allow students to make connections is an integral part of the teaching and learning experience. In this module, we will discuss how you can define your role in your course and build instructor presence. Lastly, we will look at different facilitation styles and strategies you can implement during the semester.

By the end of this module, you’ll be able to:

- Identify your role in the course.
- Develop a facilitation style.

Topics, Readings, and Activities

The following resources will help prepare you for the activities and assignments in this module.

- Read Instructor Presence to learn different strategies of displaying your presence in your course.
- Read Facilitation Styles to learn about different approaches to teaching online.

Knowledge Checkpoint

Complete the Defining Your Role Knowledge Check.

Let’s start by taking a look at defining instructor presence and what are some common best practices you can utilize.
Facilitation Styles

Creating an Active Learning Environment

An active learning environment is when students take their understanding of the content and create their own connections and meaning through discussions and the sharing of experiences. It allows students to take ownership of their learning. There are a few ways to create and nurture an active learning environment in your course.

1. **Ask open-ended questions** to allow students to critically think about the topic. Give them time to reflect on what you are asking, the topic and time to formulate a response.
2. **Let them speak.** As an instructor it can be difficult to tolerate silence during a discussion. Allow for some reasonable silence as students think about how to respond. If too much time goes by, ask another question and see if you can clarify your question, spark a new thought or scaffold their learning with new information.
3. **Guide the conversation** back on topic if you see the conversation losing focus. If you notice that the conversation is going awry or someone is making an incorrect statement/observation this is the time to intervene.

Facilitating Discussions

There are several different ways to facilitate discussions in your course. Some approaches may feel more comfortable to you than others and each has its pros and cons. Below we will look at a few different ways you can begin to think about how you would like to approach facilitating discussions.

<table>
<thead>
<tr>
<th>The Super Communicator</th>
<th>The Drop-In Facilitator</th>
<th>The Summarizer</th>
<th>The Grader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>Reads and comments on every single student discussion thread.</td>
<td>Selects a few posts to comment on in the discussion board.</td>
<td>Reads through everyone's posts and then summarizes a response to the entire class.</td>
</tr>
<tr>
<td><strong>Benefits:</strong></td>
<td>Provides immediate feedback to all students.</td>
<td>Students know you are paying attention and you can increase the value and quality of the discussion in real-time.</td>
<td>Less time-consuming but still alerts students that you were aware of the general conversation.</td>
</tr>
<tr>
<td><strong>Challenges:</strong></td>
<td>It can be time-consuming.</td>
<td>Some student threads may not be addressed.</td>
<td>You may miss opportunities to enhance student discussion throughout the week since no feedback is provided in real-time.</td>
</tr>
</tbody>
</table>

After reading about the different facilitation styles, you’ll want to choose a strategy that is most authentic to you. You are also encouraged to combine facilitation styles depending on your goals.
Providing Student Feedback Knowledge Check

In this knowledge check, you will review an example student discussion response. Read the discussion prompt and student response below. Click on the icon over the image for more information. Answer the questions based on the student response.

**Discussion Guidelines:**
- Your initial post is due by Thursday 11:59 PM (CT).
- You should follow up with a minimum of 1 (one) substantive response to a classmate by Sunday 11:59 PM (CT).

Refer to the Weekly Discussion Guidelines for a full list of requirements.

**Discussion Instructions:**
Read the article '7 Keys to Effective Feedback' and answer the following questions:
1. What role does feedback play in student outcomes?
2. Why is it important that you answer be timely (within 24-48 hours after students submit an assignment)?

Support your response by citing the article.
H5P
Free widgets to add a little magic to your content
Examples and Downloads

H5P makes it easy to create interactive content by providing a range of content types for various needs. Preview and explore these content types below.

You can create interactive content by adding the H5P plugin to your WordPress, Moodle or Drupal site, or integrate it via LTI with Canvas, Brightspace, Blackboard and many other VLEs that support LTI integration.

Check out the author guide to get started.

Featured

Interactive Video
Create videos enriched with interactions

Course Presentation
Create a presentation with interactive slides

Branching Scenario (beta)
Create dilemmas and self-paced learning

Content Types

h5p.org

Interactives

Gallery
## Content Type Accessibility

Below is an overview of the accessibility status for the H5P Content Types. "OK" means that the content type has been tested and no known problems have been found. The goal is WCAG 2.0 AA support, so the content types have been tested against these criteria and more. The content types have gone through a lot of testing with various screen readers, keyboard navigation, zooming, code inspection and more. We can't, however, guarantee any level of accessibility support.

Do note that due to mistakes done by authors the example content (not the software) on H5P.org isn’t always accessible yet. The example content sometimes don’t have WCAG AA contrast, lacks subtitles and there are also other flaws not related to the software but caused by authors picking the wrong colors or not uploading subtitle files. This will be fixed, but unfortunately fixing especially the contrasts will be a lot of work since it requires completely redesigning or at least replacing all the colors in the example content to maintain the same aesthetic quality with improved contrast.

Also note that Screen Reader testing has focused on open and/or free screen readers like NVDA and ChromeVox.

<table>
<thead>
<tr>
<th>Content type</th>
<th>Status</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accordion</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Agemoto</td>
<td>NOT OK</td>
<td></td>
</tr>
<tr>
<td>Arithmetic Quiz</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Audio content type</td>
<td>ALMOST</td>
<td>The minimal player is missing a label. Text options must be provided by the author as HTML5 does not support text tracks for audio elements.</td>
</tr>
<tr>
<td>Audio recorder</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Chart</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Collage</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Column</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Course Presentation</td>
<td>OK</td>
<td></td>
</tr>
<tr>
<td>Dialog cards</td>
<td>OK</td>
<td>Depends entirely on the content</td>
</tr>
</tbody>
</table>
Interactives in Teaching Online

1. Image Hot spot
2. Dialog cards
3. Memory game
4. Drag and drop
5. Quiz (Question Set)
Faculty-Student Relationship Knowledge Check

Read the scenarios below and choose the best way to communicate with your students by dragging the mode of communication to the correct scenario. Check your answers by clicking on the 'Check' button at the bottom of the page.

1. You are receiving several student questions asking for clarification for an upcoming assignment.

2. A student contacts you about needing extra time for an assignment due to a disability.

3. A live session needs to be adjusted or rescheduled due to an upcoming holiday.

4. A student missed a due date for an assignment.

5. You notice a student has missed a few assignments and is struggling in the course.

Can be used for:

- multiple-choice or fill-in-the-blank type questions
- Labeling (ex., active learning strategies continuum)
- Matching

Note: there is an image pairing interactive but it’s strictly photos
Memory Game

- Provide pictures and if one uses text on those pictures, will require ALT tags
- Records time spent and how many cards had to be turned over to be successful
- Provide feedback for each match

Can be used for:

- Matching pictures
- Definitions
Lessons Learned
Lessons Learned

Going Forward

- Timing is everything!
- No one is left behind!
- Revise live session assignment
- Include info on policies outside of teaching online
- Make it visually engaging!
Any Questions :)