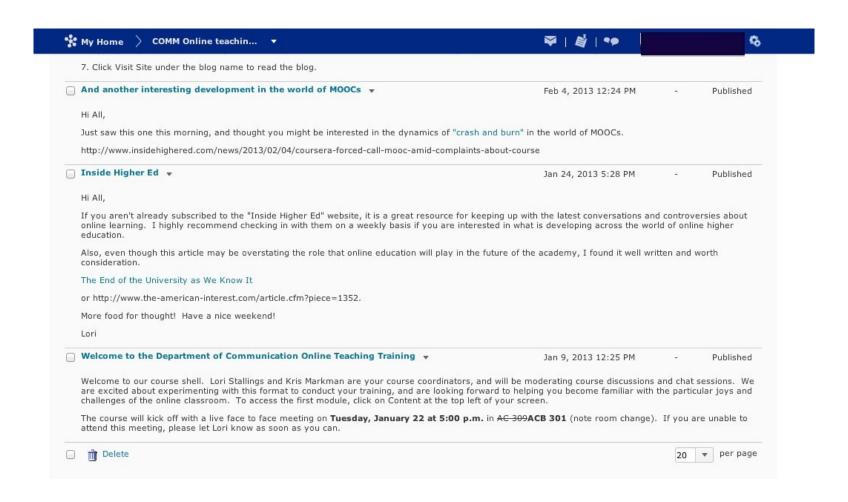
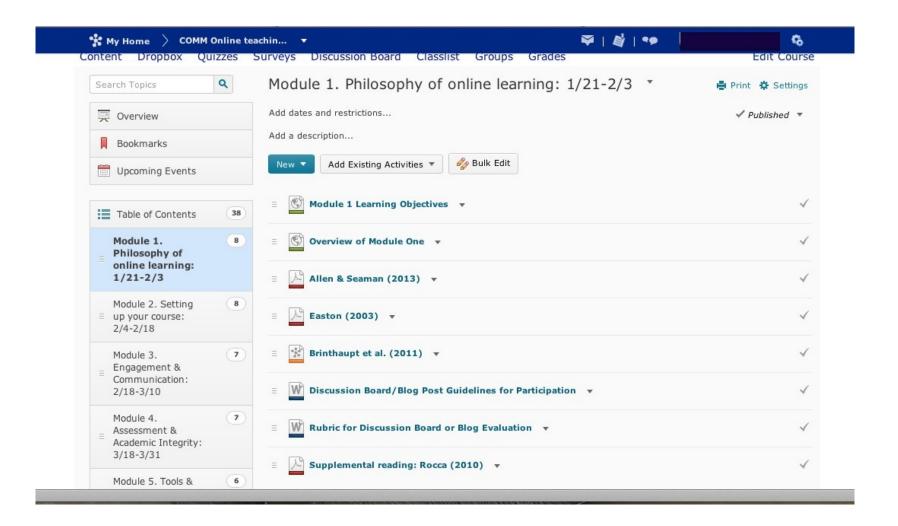
Online Teacher Training course

Developed by Kris M. Markman & Lori Stallings for the University of Memphis Dept. of Communication, Spring 2013

Welcome/News page



Module 1: Philosophy of Online Learning



- 1. Attend our kick off meeting, live and face to face on January 22 at 5:00 p.m. in AC Room 309.
- 2. Read the articles posted, in order.
- 3. Discussion Board. Before you post to the Discussion Board, please review the Guidelines for Discussion Board participation and the Rubric for Discussion Board evaluation. A thoughtful Discussion Board post should be at least 300 words in length. A response should be at least 100 words.

Each participant should respond to at least two of the questions posted. Each participant must respond to at least three posts beside your own. All initial posts must be completed by Friday, February 1 at noon. All responses must be posted by Monday, February 4 at 8:00 a.m.

Here are some questions to get you going:

- --Do you have any opinion about MOOCs? How do MOOCs challenge traditional ideas about higher education?
- --What is your response to the continued growth of online classes in higher education? How do you see this development affecting your career path?
- --In what ways does the role of the instructor change in the online classroom? Do you see these changes as mostly positive or mostly negative? Why?
- --Brinthaupt et. al. identify a difference in instructional motivation between pedagogy driven and technology driven choices in the classroom. Can you think of an example of this sort of choice? How might this choice affect students in the classroom?
- --How might transforming the role of instructor from a focus on content delivery to a focus on student engagement and rapport building change the dynamics of the classroom?

Learning Objectives

Upon completion of this module, participants will

- 1. Understand the role of online learning in contemporary higher education.
- 2. Understand the major pedagogical issues in online teaching.

3. Practice using the Discussion Board as a tool for teaching.

Readings

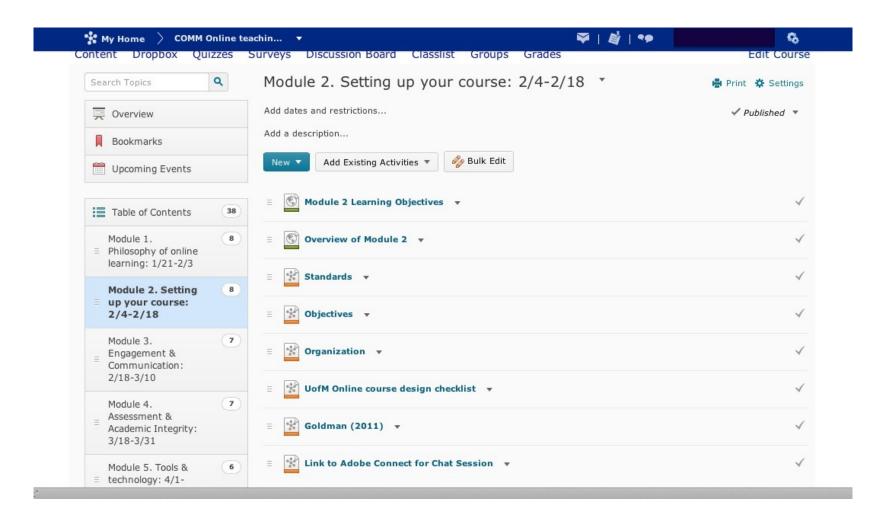
Allen, I. E., & Seaman, J. (2013). Changing course: Ten years of tracking online education in the United States Retrieved from http://www.onlinelearningsurvey.com/

Brinthaupt, T.M., Fisher, L.S., Gardner, J.G., Raffo, D.M., & Woodard, J.B. (2011). What the best online teachers should do. *Journal of Online Teaching and Learning*, 7(4). http://jolt.merlot.org/vol7no4/brinthaupt 1211.htm

Easton, S. (2003). Clarifying the instructor's role in online distance learning. Communication Education, 52, 87-105.

Rocca, K. I (2010). Student participation in the college classroom: An extended multidisciplinary literature review. *Communication Education*, *59*, 185-213.

Module 2: Setting Up Your Course



- 1. View the video modules produced by UM Extended programs. If you recognize the voice, it is our friend Joanne Gikas doing the narration.
- 2. Read the article.
- 3. Explore at least two online classrooms (these will be assigned to you in eCourseware). Some of these classrooms are for the current semester, some are for past semesters. Look for examples of what you believe to be "best" practices. Notice how the instruction techniques and use of tools varies.
- 4. Blog about your findings. Go to http://blogs.memphis.edu/commtrain/ and post a minimum of 500 words discussing what you have discovered by comparing at least two online classes, and your response to the reading. Your blog post must be submitted by Friday, February 15 at 8:00 a.m. Respond to at least two of your classmates' blog posts. Your blog responses are due Monday, February 18 at 8:00 a.m.
- 5. Attend our first chat session via Adobe Connect: Tuesday, February 12 at 7:30 p.m. CST. Bring your questions about sound online classroom management or organization.

To join the chat session, go to: http://ummeet.adobeconnect.com/commtrain/

Log in as GUEST.

If you have never attended an Adobe Connect meeting before:

Test your connection: http://ummeet.adobeconnect.com/common/help/en/support/meeting_test.htm

Get a quick overview: http://www.adobe.com/products/adobeconnect.html

Supplemental Information: University of Memphis minimum technical requirements: http://memphis.edu/ecampus/technical.php

Learning Objectives

Upon completion of Module 2, participants will be able to:

Demonstrate an understanding of the principles of online classroom management and organization.

Demonstrate knowledge of the University of Memphis' standards for online classes.

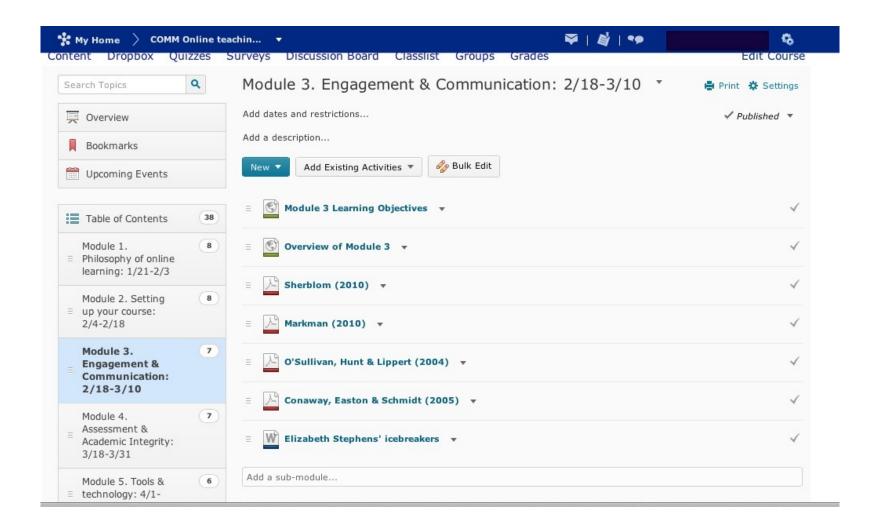
Demonstrate facility with the UM blog as a tool for discussion in the online classroom.

Demonstrate facility with live chat and webconferencing (Adobe Connect) as a teaching tool.

Readings

Goldman, Z. (2011). Balancing quality and workload in asynchronous online discussions: A win-win approach for students and instructors. *Journal of Online Teaching and Learning, 7*(2). http://jolt.merlot.org/vol7no2/goldman_0611.htm

Module 3: Engagement & Communication



- 1. Read the articles posted.
- 2. Wiki Assignment:

A. Navigate to the wiki space: https://umwiki.memphis.edu/display/commtrain/Home

You will need to log in with your UUID and password to view and make changes to the wiki.

- B. Review the linked quick start guide to familiarize yourself with wiki mechanics.
- C. Add a new page and write a short bio about your teaching interests and experiences. Your bio page should be posted to the wiki by Friday, February 22 at 6pm.
- D. Find your partner to continue:

E. In your assigned pair, create another new page. In this page, you and your partner should collaborate to create a brief Best Practices guide to engagement in online courses, based on the readings for this module and your experiences so far. Make sure both partners participate in editing the page. Your Best Practices page should be posted by Wednesday, March 6 at 6pm.

- F. Once other groups have posted their pages, use the Add Comment function on the wiki to discuss the other pairs' best practices guides.
- 3. Live chat: Tuesday March 5 at 7:30pm Central. Please make sure you have read all of the articles in this module before the chat. Our guest for this session will be Dr. Elizabeth Stephens, a graduate of our program who is currently an assistant professor at Middle Tennessee State University. Her entire course load is taught online, and she has both theoretical and practical advice about how to demonstrate instructor immediacy and involvement in the online classroom.
- 4. Just as you would observe Spring Break in a face to face classroom setting, it should be observed in the online setting. Have a great Spring Break March 11-15!

Learning Objectives

Upon completion of this module, participants will

Appreciate the importance of instructor immediacy in the online classroom.

Understand the use of specific techniques that can enhance their own presence in the virtual classroom.

Understand "best practices" in the online classroom.

Demonstrate facility using a wiki as a teaching tool.

<u>Readings</u>

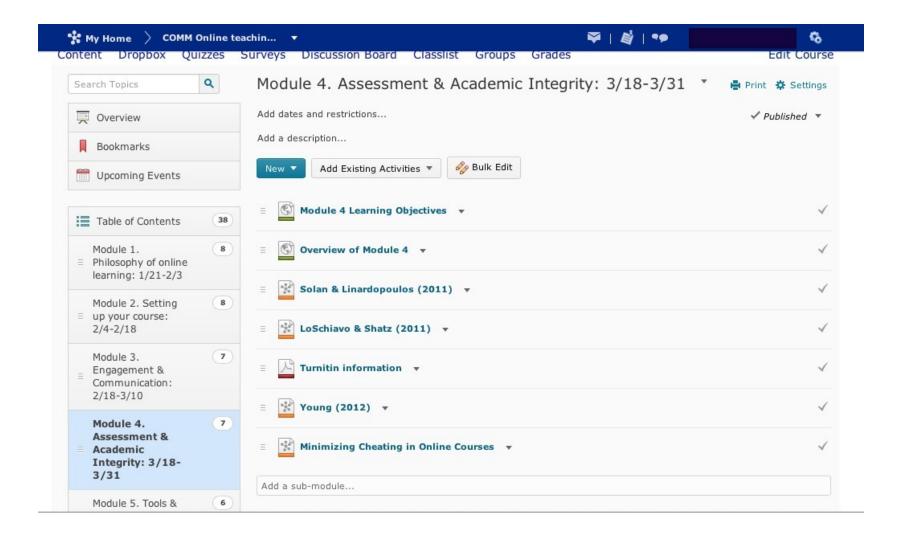
Conaway, R. N., Easton, S. S., & Schmidt, W. V. (2005). Strategies for enhancing student interaction and immediacy in online courses. *Business Communication Quarterly*, 68, 23-35. doi: 10.1177/1080569904273300

Markman, K. M. (2010). A close look at online collaboration: Conversational structure in chat and its implications for group work. In L. Shedletsky & J. E. Aitken (Eds.), *Cases in online discussion and interaction: Experiences and outcomes* (pp. 212-233). Hershey, PA: IGI Global.

O'Sullivan, P. B., Hunt, S. K., & Lippert, L. R. (2004). Mediated immediacy: A language of affiliation in a technological age. *Journal of Language and Social Psychology, 23,* 464-490.

Sherblom, J.C. (2010). The computer-mediated communication (CMC) classroom: A challenge of medium, presence, interaction, identity, and relationship. *Communication Education*, 59, 497-523.

Module 4: Assessment & Academic Integrity



- 1. Read the articles posted.
- 2. Submit an article that you have written or are in the process of writing to the Course Drop Box. Access the Turnitin report that is generated and see what it tells you about the originality of the document.
- 3. Blog about your findings. Do you think that Turnitin is a valid instrument for plagiarism detection? What other techniques might you use to assess the originality of the work your students submit? Post your blog entry by Wednesday March 27.

The blog is located at www.blogs.memphis.edu/commtrain/

Learning Objectives

After completing Module 4, participants will:

Understand the importance of timely assessment of Discussion Board and Blog posts in the online class.

Identify ways to implement strategies that minimize academic dishonesty in the online class.

Demonstrate facility with the use of Turnitin as a plagiarism detection tool.

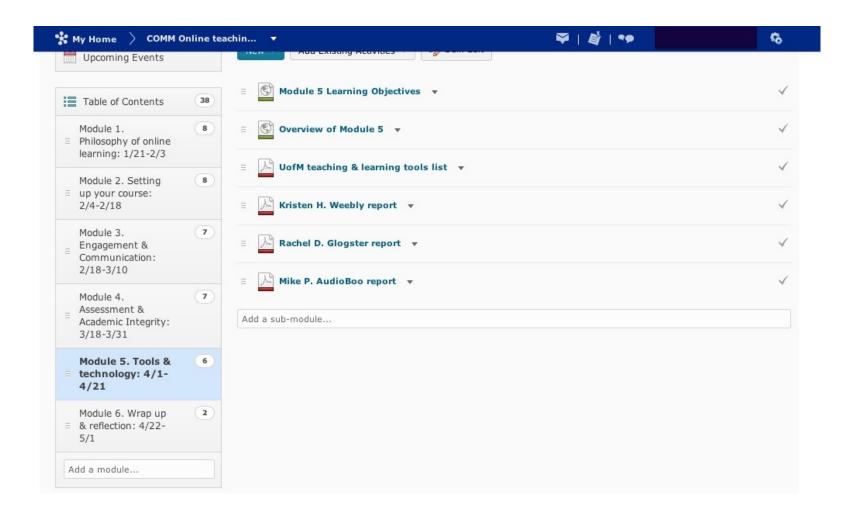
Explain the need to use the explicit disclaimer in your syllabus.

Readings

LoSchiavo, F. M. & Shatz, M.A. (2011). The impact of an honor code on cheating in online courses. *Journal of Online Teaching and Learning*, 7(2). http://jolt.merlot.org/vol7no2/loschiavo 0611.htm

Solan, A.M. & Linardopoulos, N. (2011). Development, implementation, and evaluation of a grading rubric for online discussions. *Journal of Online Teaching and Learning*, 7(4). http://jolt.merlot.org/vol7no4/linardopoulos_1211.htm

Module 5: Tools & Technology



- 1. Review the website of University supported technology. Consider which of these tools you might be interested in using to helps students engage with your course content.
- 2. You will be assigned one of these tools to explore in depth. Become familiar with how the tool works, and try to anticipate any potential problems or pitfalls you might encounter when using this technology.
- 3. Attend our final live chat session on April 16 at 7:30 p.m. CST. At this chat session, you will report on your technology using the adobe connect system. You can share documents and do white board diagrams with this technology very easily. There have been some problems using the screen share feature in the past. Kris and I will try to use this feature before we meet to work the bugs out if possible.

Learning Objectives

After completing module 5, participants will:

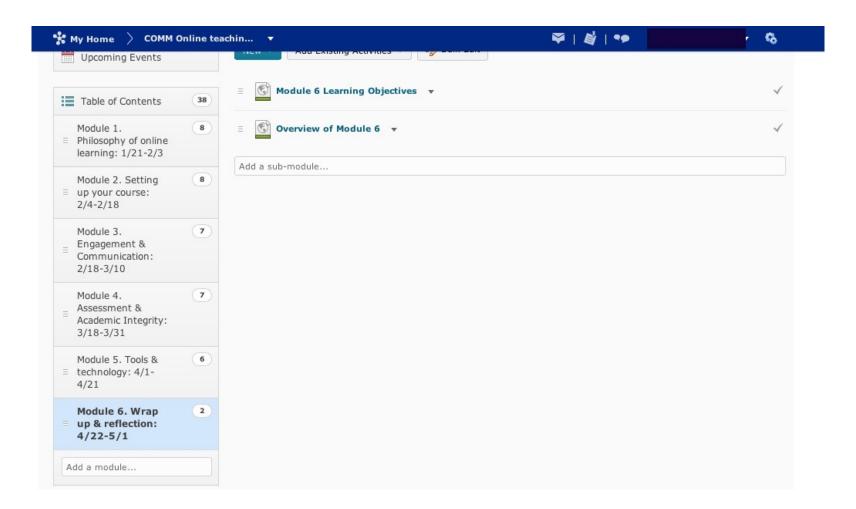
Examine a range of different tools available to facilitate online learning.

Experiment with the use of at least one of these tools.

Share the results of this experiment with the other course participants.

Demonstrate facility with using adobe connect to conduct classroom presentations.

Module 6: Wrap Up & Reflection



- 1. Take some time to reflect on the experience of online learning you have had over the course of this semester.
- 2. Post your thoughts to the course Discussion Board. Consider the following ideas to help you formulate this post:

What are the unique positive attributes of the online learning environment? How do they compare to any negatives you have experienced?

Has your attitude about teaching online changed over the course of the semester? In what ways?

What have you learned about teaching online that you will take with you as you prepare to teach online or face-to-face in the future?

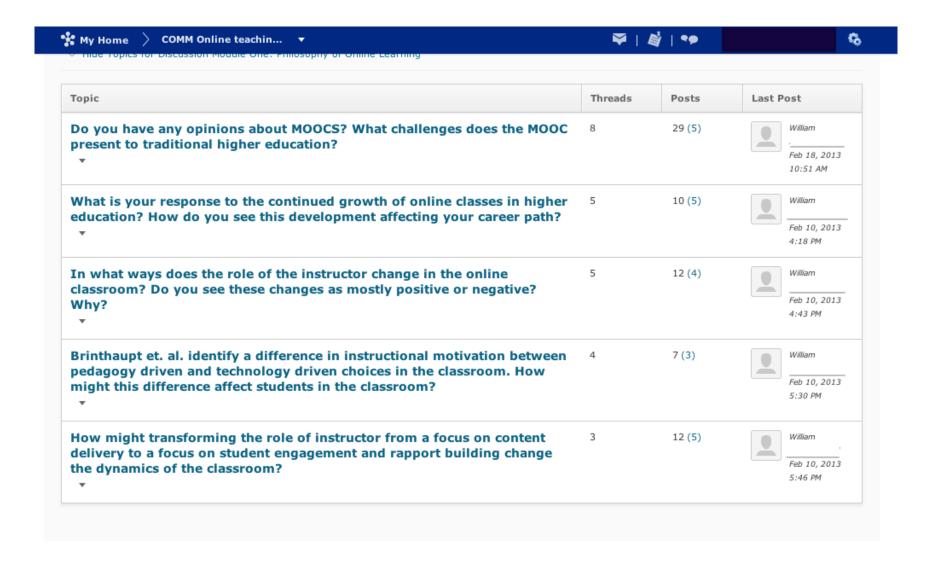
Learning Objectives

After completing module 6, participants will:

Evaluate the online course experience, describing both positive and negative attributes of the environment.

Reflect on how this experience will affect their future online teaching.

Discussion Board Example



Adobe Connect Session Example

