

Online Teacher Training course

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

Welcome/News page

My Home > COMM Online teachin...

7. Click Visit Site under the blog name to read the blog.

<input type="checkbox"/> And another interesting development in the world of MOOCs	Feb 4, 2013 12:24 PM	-	Published
<p>Hi All,</p> <p>Just saw this one this morning, and thought you might be interested in the dynamics of "crash and burn" in the world of MOOCs.</p> <p>http://www.insidehighered.com/news/2013/02/04/coursera-forced-call-mooc-amid-complaints-about-course</p>			
<input type="checkbox"/> Inside Higher Ed	Jan 24, 2013 5:28 PM	-	Published
<p>Hi All,</p> <p>If you aren't already subscribed to the "Inside Higher Ed" website, it is a great resource for keeping up with the latest conversations and controversies about online learning. I highly recommend checking in with them on a weekly basis if you are interested in what is developing across the world of online higher education.</p> <p>Also, even though this article may be overstating the role that online education will play in the future of the academy, I found it well written and worth consideration.</p> <p>The End of the University as We Know It</p> <p>or http://www.the-american-interest.com/article.cfm?piece=1352.</p> <p>More food for thought! Have a nice weekend!</p> <p>Lori</p>			
<input type="checkbox"/> Welcome to the Department of Communication Online Teaching Training	Jan 9, 2013 12:25 PM	-	Published
<p>Welcome to our course shell. Lori Stallings and Kris Markman are your course coordinators, and will be moderating course discussions and chat sessions. We are excited about experimenting with this format to conduct your training, and are looking forward to helping you become familiar with the particular joys and challenges of the online classroom. To access the first module, click on Content at the top left of your screen.</p> <p>The course will kick off with a live face to face meeting on Tuesday, January 22 at 5:00 p.m. in AC-309ACB 301 (note room change). If you are unable to attend this meeting, please let Lori know as soon as you can.</p>			

☐
 Delete

20

▼

per page

Module 1: Philosophy of Online Learning

My Home

>

COMM Online teachin...

▼

Content

Dropbox

Quizzes

Surveys

Discussion Board

Classlist

Groups

Grades

Edit Course

✉

📄

💬

🔧

🔍

Search Topics

📋 Overview

🔖 Bookmarks

📅 Upcoming Events

☰ Table of Contents

38

☰

Module 1. Philosophy of online learning: 1/21-2/3

8

☰

Module 2. Setting up your course: 2/4-2/18

8

☰

Module 3. Engagement & Communication: 2/18-3/10

7

☰

Module 4. Assessment & Academic Integrity: 3/18-3/31

7

☰

Module 5. Tools &

6

Module 1. Philosophy of online learning: 1/21-2/3

▼

🖨 Print

⚙ Settings

✓ Published

▼

Add dates and restrictions...

Add a description...

New

▼

Add Existing Activities

▼

🔧 Bulk Edit

☰

📄

Module 1 Learning Objectives

▼

✓

☰

📄

Overview of Module One

▼

✓

☰

📄

Allen & Seaman (2013)

▼

✓

☰

📄

Easton (2003)

▼

✓

☰

📄

Brinthaup et al. (2011)

▼

✓

☰

📄

Discussion Board/Blog Post Guidelines for Participation

▼

✓

☰

📄

Rubric for Discussion Board or Blog Evaluation

▼

✓

☰

📄

Supplemental reading: Rocca (2010)

▼

✓

Overview

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?
- Brinthaup 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

My Home > COMM Online teachin... ✉ | 📄 | 💬 ⚙

Content Dropbox Quizzes Surveys Discussion Board Classlist Groups Grades [Edit Course](#)

Search Topics 🔍

Overview
Bookmarks
Upcoming Events

Table of Contents 38

- Module 1. Philosophy of online learning: 1/21-2/3 8
- Module 2. Setting up your course: 2/4-2/18 8**
- Module 3. Engagement & Communication: 2/18-3/10 7
- Module 4. Assessment & Academic Integrity: 3/18-3/31 7
- Module 5. Tools & technology: 4/1- 6

Module 2. Setting up your course: 2/4-2/18

Print Settings

✓ Published

Add dates and restrictions...

Add a description...

New Add Existing Activities Bulk Edit

- Module 2 Learning Objectives ✓
- Overview of Module 2 ✓
- Standards ✓
- Objectives ✓
- Organization ✓
- UofM Online course design checklist ✓
- Goldman (2011) ✓
- Link to Adobe Connect for Chat Session ✓

Overview

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

My Home

COMM Online teachin...

Content

Dropbox

Quizzes

Surveys

Discussion Board

Classlist

Groups

Grades

Edit Course

Search Topics

Overview

Bookmarks

Upcoming Events

Table of Contents

Module 1.

Philosophy of online learning: 1/21-2/3

Module 2. Setting up your course: 2/4-2/18

Module 3. Engagement & Communication: 2/18-3/10

Module 4. Assessment & Academic Integrity: 3/18-3/31

Module 5. Tools & technology: 4/1-

Module 3. Engagement & Communication: 2/18-3/10

Print

Settings

Published

Add dates and restrictions...

Add a description...

New

Add Existing Activities

Bulk Edit

Module 3 Learning Objectives

Overview of Module 3

Sherblom (2010)

Markman (2010)

O'Sullivan, Hunt & Lippert (2004)

Conaway, Easton & Schmidt (2005)

Elizabeth Stephens' icebreakers

Add a sub-module...

Overview

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.

Readings

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.

Overview

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

My Home > COMM Online teachin...    

Upcoming Events

Table of Contents	38
Module 1. Philosophy of online learning: 1/21-2/3	8
Module 2. Setting up your course: 2/4-2/18	8
Module 3. Engagement & Communication: 2/18-3/10	7
Module 4. Assessment & Academic Integrity: 3/18-3/31	7
Module 5. Tools & technology: 4/1-4/21	6
Module 6. Wrap up & reflection: 4/22-5/1	2

Add a module...

Module 5 Learning Objectives ✓

Overview of Module 5 ✓

UofM teaching & learning tools list ✓

Kristen H. Weebly report ✓

Rachel D. Glogster report ✓

Mike P. AudioBoo report ✓

Add a sub-module...

Overview

1. Review the website of University supported technology. Consider which of these tools you might be interested in using to help 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

My Home > **COMM Online teaching...**

Upcoming Events

- Table of Contents (38)
- Module 1. Philosophy of online learning: 1/21-2/3 (8)
- Module 2. Setting up your course: 2/4-2/18 (8)
- Module 3. Engagement & Communication: 2/18-3/10 (7)
- Module 4. Assessment & Academic Integrity: 3/18-3/31 (7)
- Module 5. Tools & technology: 4/1-4/21 (6)
- Module 6. Wrap up & reflection: 4/22-5/1 (2)**

Add a module...

Module 6 Learning Objectives ✓

Overview of Module 6 ✓

Add a sub-module...

Overview

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

My Home > COMM Online teachin...

Hide Topics for Discussion Module One: Philosophy of Online Learning

Topic	Threads	Posts	Last Post
Do you have any opinions about MOOCS? What challenges does the MOOC present to traditional higher education? ▼	8	29 (5)	 William Feb 18, 2013 10:51 AM
What is your response to the continued growth of online classes in higher education? How do you see this development affecting your career path? ▼	5	10 (5)	 William Feb 10, 2013 4:18 PM
In what ways does the role of the instructor change in the online classroom? Do you see these changes as mostly positive or negative? Why? ▼	5	12 (4)	 William Feb 10, 2013 4:43 PM
Brinthaupt et. al. identify a difference in instructional motivation between pedagogy driven and technology driven choices in the classroom. How might this difference affect students in the classroom? ▼	4	7 (3)	 William Feb 10, 2013 5:30 PM
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? ▼	3	12 (5)	 William Feb 10, 2013 5:46 PM

Adobe Connect Session Example

Attendees (10)

Sharita, GUEST

▼ Hosts (2)

Kris Markman

IstlIngs

▶ Presenters (0)

▼ Participants (8)

A.Fi

April P.

GUEST

khngfrd

Igd

Michael

Rachel

Sharita

Chat (Everyone)

IstlIngs: Sharita, do you have a helper?

Sharita: Yes, my son is being nosy :-)

IstlIngs: It's fun to see Mom on the screen!

Rachel: That's interesting (about the streaming lectures).

Igd: I record a separate lecture for the online class. Yes, double work, so next time I'll try the setup Craig did.

Kris Markman: Leroy I think that was Craig's thinking - cut down on double work

Rachel: Absolutely Kris.

Michael: an online FAQ link?

April P.: Benefit of non-verbal comm.

Igd: It sounds like you should be maximizing the number of synchronous meetings with an online class.

IstlIngs: Except that we can't mandate synchronous meetings for most classes.

Rachel: That's what I was going to say Lori.

Rachel: And the students who need the meetings probably won't participate.

Igd: Yep, that's true, which means you should offer multiple ones through Adobe Connect

Rachel: Or they don't know they need to participate.

IstlIngs: Right!

Igd: I treat the synchronous meeting as an opportunity for people to ask questions/discuss their concerns with the material in real-time. It's not part of their grade.

Igd: It's like office hours.

Igd: That's true.

Rachel: lol

Rachel: One girl did come by your office and ask where someone else's office was.

Igd: That's sad and funny simultaneously.

Kris Markman: yes hahg

Kris Markman: *hah

April P.: I think you "should" have actual times when you're "in," thought

April P.: though

IstlIngs: I agree.

April P.: Okay

Igd: I had an email exchange with one online student today over 4 hours today. I actually felt good that this person was starting to get the point of the readings. But it was time consuming going back and forth in email.

Michael: Students think operators are always on duty - like U R an infomercial!

IstlIngs: That is true, Michael.

Video (5)

