

Course Outline

Online Faculty Training Course

Training Course Learning Outcomes:

1. Learn Distance Education regulations and accreditation guidelines for all online courses at the SDCCD
2. Demonstrate understanding of online instructional techniques that promote student learning
3. Use tools in Blackboard Learn 9.1 to develop and teach an online class with effective pedagogy
4. Apply techniques for interacting with students in the online environment
5. Identify and use the support resources that are available to online faculty at SDCCD

Module 1: Training Orientation

1. **Overview:** This course covers online pedagogy in general, as well as the specifics of how to implement that pedagogy using the Blackboard Learn 9.1 course management system. Since you've already read through the course syllabus, we'll begin by introducing ourselves, and then we'll show you the resources available to you on our SDCCD Online Learning Pathways website.
2. **Module Objectives:** After completing this module, you will be able to
 - a. Identify the people & resources available to support your online course development
 - b. Distinguish the different course types that utilize Blackboard at SDCCD
 - c. Recognize two ways to access the 24/7 help desk for faculty and student support
 - d. Locate future training opportunities available through SDCCD Online Learning Pathways
3. **Methods of Assessment**
 - a. Module 1 Pre-Assessment
 - b. Module 1 Assignment
 - c. Module 1 Discussion Board
 - d. Module 1 Quiz

Module 2: Distance Education Guidelines

1. **Overview:** In this module, you will learn more about what "teaching online" actually entails. Online courses at the colleges and Continuing Education must follow all regulations and accreditation guidelines for Distance Education, including WASC policies, Section 508 accessibility guidelines, SDCCD copyright guidelines, and academic integrity practices.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Summarize the values and priorities of SDCCD Online Learning Pathways
 - b. Describe WASC's accreditation quality guidelines
 - c. Describe the accessibility guidelines of Section 508
 - d. Describe the Copyright guidelines of SDCCD
 - e. Identify strategies to promote academic integrity in online classes
 - f. Locate the resources available to online faculty at SDCCD
3. **Methods of Assessment**
 - a. Module 2 Pre-Assessment
 - b. Module 2 Assignment
 - c. Module 2 Journal Entry
 - d. Module 2 Quiz

Module 3: Introducing Blackboard Learn

1. **Overview:** Now that you know what your responsibilities are as an online instructor, it's time for us to take a close look at how you can fulfill those duties using the Blackboard Learn course management system. In this module we're going to give you an overview of the course environment on Blackboard Learn.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Describe how and when your students will access courses on Blackboard Learn

- b. Recognize the basic navigational areas of the My Institutions page on Blackboard Learn
- c. Identify the four main navigational areas inside of a Blackboard Learn course
- d. Edit the course menu of the course
- e. Edit the content, links, and tools inside the course

3. Methods of Assessment

- a. Module 3 Pre-Assessment
- b. Module 3 Assignment
- c. Module 3 Discussion Board
- d. Module 3 Quiz

Module 4: Keeping Students Informed

1. **Overview:** In this module, we'll take a look at the information that students will be looking for on that first day of class. The information that they get that day will be critical to their success online. We'll cover the ways that the syllabus can be added to a Blackboard Learn course, and we'll learn about some of the other tools that can be used to keep your students informed throughout the semester.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Describe multiple factors that are critical to student success in online courses
 - b. Describe how you can inform your students using the following tools: Syllabus, Announcements, Calendar, Contacts, Early Warning System, and Module Page
 - c. Create and/or add a syllabus to a Blackboard shell
 - d. Create an entry in the Calendar tool
 - e. Create an announcement
 - f. Create an Early Warning Notification Rule
 - g. Create a Module Page
3. **Methods of Assessment**
 - a. Module 4 Pre-Assessment
 - b. Module 4 Assignment
 - c. Module 4 Discussion Board
 - d. Module 4 Quiz

Module 5: Interacting with Students

1. **Overview:** In the last module you learned about ways that you can get your information out to students on Blackboard Learn. Giving them the information that they need using announcements, syllabus, and calendar is the best way to start out the semester. But as the semester gets underway, you'll need other kinds of tools to interact with your students in order to keep them engaged and motivated in the course, and to get them demonstrating that they've achieved the learning outcomes.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Distinguish between asynchronous and synchronous tools
 - b. Identify strategies for deciding when to use asynchronous tools versus synchronous tools
 - c. Describe how often you plan to interact with your online students
 - d. Send a message using the Messages tool on Blackboard
 - e. Describe how you can interact with your students using the following tools: Messages, Mail, Discussion Forums, Blogs, Journals, Wikis, Groups
 - f. Identify the synchronous collaboration tools available to you on Blackboard
 - g. Setup groups in your Blackboard course
 - h. Summarize and locate the Netiquette Guidelines for you to share with your online students
3. **Methods of Assessment**
 - a. Module 5 Pre-Assessment
 - b. Module 5 Assignment
 - c. Module 5 Wiki Contribution
 - d. Module 5 Quiz

Module 6: Adding Content to Your Course

1. **Overview:** We've covered some of the nuts and bolts of how communication with your students will play out in your Blackboard shell. Now it's time to get content - the files that you want students to access - uploaded to your course. You'll find that there are many ways to organize your content in Blackboard. You'll want to get familiar with content folders and with learning modules to find out which option is best for your course.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Give examples of how course content can be structured to support student learning
 - b. Begin the design of your course content around learning outcomes and an audience analysis of your learners
 - c. Name online support resources to share with your students
 - d. Identify the kinds of content that can be added to your course
 - e. Describe techniques for making sure files are available to students
 - f. Create a content areas in Blackboard Learn
 - g. Add content using the Build Content button
 - h. Locate and describe the purpose of the Content Collection tool
 - i. Explain what learning modules are and how they can be used to organize your content
 - j. Explain how adaptive release can be used to control the availability of content
 - k. Summarize the options for adding video to your course
3. **Methods of Assessment**
 - a. Module 6 Pre-Assessment
 - b. Module 6 Assignment
 - c. Module 6 Discussion Board
 - d. Module 6 Quiz

Module 7: All About Assignments and Evaluation

1. **Overview:** As you design your online class it's important to take a step back to determine how the assignments in the class can be best delivered in the online environment. In this module we'll cover the design of assignments for the online environment and we'll look at other tools available in Blackboard Learn available to instructors for evaluation purposes.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Identify various learner-centered activities to assess online learners
 - b. Give examples of how course assignments can be structured to support student learning
 - c. Create a Blackboard assignment
 - d. Explain the importance of sending feedback to online students
 - e. Identify multiple ways that student feedback can be sent to students
 - f. Locate and describe the purpose of Turnitin inside of Blackboard
 - g. Explain what portfolios are and how they can be used in your online course
 - h. Locate and explain the importance of the Course Reports tool and the Performance Dashboard
3. **Methods of Assessment**
 - a. Module 7 Pre-Assessment
 - b. Module 7 Assignment
 - c. Module 7 Discussion Board
 - d. Module 7 Quiz

Module 8: Creating and Managing Tests

1. **Overview:** After deciding which assignments to use in your course, it's time to consider how you'll utilize the Blackboard online test tool. In this module we'll look at the nuts and bolts of creating questions and tests in Blackboard as well as the design implications for their delivery online.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Describe strategies for designing and setting up tests that accurately assess online students
 - b. Identify resources to share with students that assist students with the technical aspects of online test-taking
 - c. Create and organize tests and questions
 - d. Make a test available to students
 - e. Organize questions into pools
 - f. Import and export questions to and from tests, surveys, and pools
 - g. Grade online tests on Blackboard Learn
3. **Methods of Assessment**

- a. Module 8 Pre-Assessment
- b. Module 8 Assignment
- c. Module 8 Discussion Board
- d. Module 8 Quiz

Module 9: Grade Center

1. **Overview:** Welcome The Grade Center stores all the grade information for students in Blackboard Learn. This module will cover the Grade Center tool, an essential tool in the online course.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Recognize the basic navigational areas of the Grade Center
 - b. Create new columns and change the display of columns
 - c. Grade tests and assignments in the Grade Center
 - d. Create categories for Grade Center columns
 - e. Initiate contact with students through the Grade Center tool
 - f. Locate more tutorials and resources available for learning the Grade Center
3. **Methods of Assessment**
 - a. Module 9 Pre-Assessment
 - b. Module 9 Assignment
 - c. Module 9 Discussion Board
 - d. Module 9 Quiz

Module 10: Getting Your Course Ready

1. **Overview:** We've covered a lot in the previous 9 modules of this training course. Hopefully all along the way you've been thinking about how this will come together as you get your own online course ready for delivery on Blackboard. There are a few things that we want to remind you about in this module regarding the logistics of getting your own online course ready at the San Diego Community College District.
2. **Module Objectives:** After completing this module, you will be able to:
 - a. Describe how you can find ways to improve your online course from semester to semester
 - b. Explain how online instructors obtain Blackboard shells
 - c. Copy content from one shell to another on Blackboard Learn
 - d. Change the course entry point of your course
 - e. Create an archive of your course
 - f. Locate and bookmark the pages for faculty resources and training at SDCCD Online Learning Pathways
 - g. Identify the help resources available to you and your students
 - h. Evaluate your experience in this training course and share your feedback with us
3. **Methods of Assessment**
 - a. Module 10 Pre-Assessment
 - b. Module 10 Assignment
 - c. Module 10 Journal Entry