Online Teaching and Learning Training (OTLT)

DRAFT 092514

- **OTLT will be based primarily on “@One Standards for Quality Online Teaching”**
  These standards inform the @One Online Certification Program and are the framework for evaluating course readiness for the Online Education Initiative.
  - OTLT will emphasize the nine standards (rubric) for Quality Online Teaching.
  - OTLT will include the standards for Quality Matters.
  - OTLT will include training in the use of Canvas.

- **OTLT will be informed by the best practices from exemplary colleges,** including Pasadena City College (Canvas LMS), Shasta College (OEI Pilot), and Butte College (OEI Pilot).
  - **Faculty Certification**: PCC (complete @one certification program of five, four-week courses,); Shasta (complete @one introductory course or Shasta course, each class totals four weeks); Butte (complete four week/1.5 credit hour course).

- **OTLT content, modalities** (workshops, online tutorials, and facilitated online classes), and duration (i.e., total hours) will be determined by the DE Committee in consultation with the Academic Senate.

---

**Format and Hours TBD**

Pre-requisite: Canvas Tutorials (DEMOs I, II, and III) (3.5 hours)

---

**Course Design**  @One Standards for Quality Online Teaching (w/online class examples)

**Introduction:**
- From F2F to Online- opportunities and challenges
- From the student perspective – access, technology, skills necessary
- From the teacher perspective – preparation, boundaries, facilitator

**Standard 1:** The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment.
- **Regular Effective Contact**
  - Weekly announcements in the Learning Management System.
  - Instructor-prepared materials (text-based, audio files, and/or video files), in addition to any publisher created materials (written, recorded, broadcast, etc.) that, combined with other course materials, creates the “virtual equivalent” of the face to face class.
  - Threaded discussion forums (or equivalent) with appropriate instructor participation.
  - Timely feedback for student work.
  - Other Types of Contact: Instructors may also choose to use other forms of communication, as mentioned in Section 55204 of Title 5.
(“...through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”) and/or CCCConfer, video conference, podcast, or other synchronous technologies may also be included. CCCConfer is a web conferencing tool that is free to the California Community College System.

**Standard 2:** The teacher provides online leadership in a manner that promotes student success through regular feedback, prompt response and clear expectations.

- Timely feedback for student work (REC)
- Scoring Rubric
- Establishing expectations and managing unexpected instructor absence: An instructor- and/or department-established policy describing the frequency and timeliness of instructor initiated contact and instructor feedback, will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester. If the instructor must be out of contact briefly for an unexpected reason (such as illness or a family emergency that takes the instructor offline), notification to students will be made in the announcements area of the course that includes when the students can expect regular effective contact to resume. If the offline time results in a lengthy absence (i.e. more than three or four days) a substitute instructor should be sought who can assist students while the instructor is unavailable.

**Standard 3:** The teacher models, guides and encourages legal, ethical, safe and healthy behavior related to technology use.

- Standards for ethical and respectful behavior in syllabus

**Standard 4:** The teacher understands and is responsive to students with special needs in the online classroom.

- Accessibility standards – Title 5, Section 508
- DSPS accommodations
- Multimodal instruction and assessments

**Standard 5:** The teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that assure validity and reliability of instruments and procedures along with developing and delivering assessments, projects, and assignments that meet learning objectives & outcomes, and assesses learning progress by measuring student achievement.

- Assessment: high vs low stakes testing, multiple methods (essay, multiple-choice, papers, projects)
- Student authentication and cheating: pros and cons of publisher testbanks, personal application essays, timed-tests, proctored tests.
**Standard 6:** The teacher demonstrates competencies in using data and findings from assessments and other data sources to modify instructional methods and content and to guide student learning.

- Assessing course learning outcomes
- Using item analysis to assess the test

**Standard 7:** The teacher demonstrates frequent and effective strategies that enable both teacher and students to complete self- and pre-assessments.

- Formative feedback for faculty and students

**Standard 8:** The teacher collaborates with colleagues.

- Participation in DE training, workshops, and mentoring

**Standard 9:** The teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

- Class organization (e.g., modules)

**Policies, Procedures, and Practice**

- Contractual (Schedule-F2 DE, Faculty Certification),
- AP 4105 Distance Education,
- Proctoring Policy,
- Regular Effective Contact,
- DE Course Proposal for Curriculum Committee,
- Web Advisor Comments/Information Letter,
- Census/Last Day of Attendance,
- Student Authentication/Fraud/Cheating,
- DSPS Accommodations,
- Managing wait list students.

**Online Teaching and Learning with Canvas: (Computer Lab/Practicum)**

- Creating an online class using Canvas.
- Integration of Canvas tools with course design standards.
- One-on-one with faculty mentor &/or instructional technologist
- Evaluation of class using Schedule F-2 DE

**Evaluation/Competencies**