

NORTHWEST SHOALS COMMUNITY COLLEGE

ONLINE EDUCATOR DEVELOPMENT COURSE

	Modules	Activities	Projects
Level I Training Required of all new online instructors and by all online faculty every three years.	<ul style="list-style-type: none"> • Policies and Procedures • Quality Matters • Instructional Technologies 	<ul style="list-style-type: none"> • Course Evaluation • Embedded quizzes in videos • SoftChalk Orientation Lesson 	None
Level II Training (\$200 Stipend) Must Complete all Level I Requirements	<ul style="list-style-type: none"> • All Level I Modules • Online Teaching and Learning • Creating an Online Presence 	<ul style="list-style-type: none"> • Complete Self-Assessment Survey and Reflection • Personal Philosophy of Teaching and Learning 	Choose 1 from list below
Level III Training (\$300 Stipend) Must complete all Level I and Level II Requirements	<ul style="list-style-type: none"> • All Level I & II Modules • Best Practices in Multimedia Design • Instructional Design 	<ul style="list-style-type: none"> • Create/Revise Instructional Resource • Course Evaluation • Data Dig/Action Plan 	Choose 1 from list below

*** Scroll for descriptions of Modules, Activities, and Projects ***

Modules

1. Policies and Procedures

Read through Faculty DE Handbook and complete Quiz

2. Quality Matters

Review QM Rubric and other selected QM documents. Complete HIS102 Course Evaluation.

3. Instructional Technologies

View 2-3 tutorial videos (5-10 minutes each) on each instructional technology provided by NWS. Each tutorial video will include 5-10 quiz questions embedded in the video.

4. Creating an Online Presence

Regardless of how well a course is designed, the content knowledge of the instructor, the technology being utilized in the course, and the soundness of the pedagogical practice employed, without an effective online presence from the instructor students are likely to experience feelings of isolation. These feelings of isolation have been found in numerous research studies to have a significant impact on overall student satisfaction and have a positive correlation to course DFW rates. This module will demonstrate the importance of an effective online presence and provide tools and strategies you can use to enhance your presence in your online courses.

5. Online Teaching and Learning

In the last decade, overall enrollment in higher education can be described as stagnant at best. While there has been some slight increases in the last few years, the overall trend has been a negative one. In the same time frame, enrollment in distance education has seen steady growth. In the fall of 2016 there were approximately 6.3 million students enrolled in at least one distance course comprising roughly one-third (32%) of all higher education students. Distance education, and more specifically online education, is here to stay and represents a significant proportion of the future landscape of higher education. It is imperative that we continue to engage in scholarship surrounding the pedagogical practices which best facilitate learning in an online setting if we are to meet the evolving needs of students as we move further into the 21st century

6. Best Practices in Multimedia Design

The way humans receive, process, and store information is a complex process. As educators it is important that we have a basic understanding of this process so we can create effective instructional resources for our students. This module will introduce cognitive load theory and examine the various effects it has on the learning process. We will then explore some of the research-based best practices used in designing slide-based presentations which will combat those effects.

Activities

Course Evaluation

Participants will use an abbreviated rubric containing 6 of the Quality Matters **essential standards** to evaluate HIS102 before and after QM certification. After evaluating both courses, participants will respond to a prompt to reflect on what they gained from the process.

- Choice of 250 written words or 2 minute video recording

Embedded Quizzes

Complete the embedded quiz questions in tutorial videos. Unlimited attempts. Must score 100.

Welcome Video

Participants will use VidGrid to create a short Welcome Video for any online course of their choosing.

Self-Assessment Survey/Reflection

Participants will review information resources on the TPACK framework and complete a self-assessment survey. After completing the survey participants will respond to a prompt to reflect on what they gained from completing the survey.

- Choice of 250 written words or 2 minute video recording

Philosophy of Teaching and Learning

A large percentage of faculty in higher education never receive any formal pedagogical training before entering the classroom. Without this formal training, faculty must take the initiative to seek out professional development opportunities or attempt to emulate the techniques of their

favorite professors. Over time, with continued practice, experience, and undoubtedly several lessons learned many faculty members are able to find a teaching style that works for them and their students. However, even those that find their groove often neglect to take the time to identify their core beliefs about teaching, the learning process, and how to maintain success throughout their career. This is the purpose of developing a personal philosophy of teaching and learning. Reflecting on one's core philosophical beliefs regarding the nature of knowledge and how to facilitate acquisition and retention of knowledge provides excellent food for thought in the course development/course revision process. Even if you never return to this document in the future, the reflection and writing process are sure to provide with invaluable insights that will inform future decisions in course development.

Create/Revise Instructional Resource

Participants will join in on a synchronous session or view a recorded lecture on academic slide design principles and cognitive load. Based on the information gained from this lecture, participants will revise a current slide-based instructional resource or create a new slide-based instructional resource.

Data Dig/Action Plan

Participants will analyze DFW data from their highest enrollment courses for SP19 and FA18 and then create an action plan to address the any issues found during analysis.

Projects

Note: Linked checklists from pilot OEDC and will be updated.

[Moodle](#)

[VidGrid](#)

[WebEx](#)

[SoftChalk](#)

[FlipGrid](#)

Create Your Own