# *Faculty Workshop for Online Course Design and Teaching*
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This two day workshop, plus two points of post-workshop feedback, will equip faculty new to teaching online with the tools necessary for each of the three components of an effective online course; overall learning design, creation of specific lessons and online teaching/facilitating.

Faculty will work to develop a course during the workshop and receive individual feedback.  It is recommended that faculty come to the workshop prepared to make progress on their course.  Suggestions for preparation will be provided in advance.  After the workshop, faculty will receive feedback on their completed syllabus.

A second point of feedback and discussion, conducted from a distance, will be determined at a point during the first few weeks of their first course (usually the end of week two or three).  An optional feedback and discussion session is recommended at the conclusion of the first courses and before the second set begin.  This additional session can be explored during the workshop and would also be conducted at a distance.

Goals:
Faculty will:
1. Gain an understanding of the differences between an online course and a residential course, and the transition required for effectiveness online.
2. Gain tools (tips, check lists, guidelines, and resources for further learning) needed to thrive in online teaching.
3. Become familiar with the needs and expectations of online students and how to support them for effective learning.
4. Create, with guidance, a roadmap of next steps to complete their online course with recommended benchmarks and list of resources that may be needed, such as a webcam.
5. Gain insight on key trends in interactive technology, myths regarding online learning, and the essential support needed for students and faculty to be successful.

**Recommended Schedule**

Day One   9 A.M. – Noon (with morning breaks)
- Moving from Residential to Online Teaching
    Essential Components Overlooked
- Differences between an online course and a residential course
    Real and Imagined, Making the transition successfully
- Review of an online syllabus
    Compare & Discuss a residential and online syllabus
- The three components of an online course and keys to effectiveness
    Learning Design, Creation of Lessons and Facilitating Learning (teaching)

I. Design an Effective Online Course
            Understanding and Capturing Student Motivation

Lunch Break

        Day One   1:30 – 4:30 (with time for faculty to work individually on course)

I. Design an Effective Online Course cont.
        Learning Outcomes and Assessment Options
        Back Mapping Approach for Course Design
                The framework that supports a well designed course
Faculty work:
    1. Review learning outcomes and assessment strategies of their residential course, determine the changes necessary for their online course
    2. Create first draft of online syllabus using recommended check list and begin course design; faculty should plan to spend additional time during the evening on their course design and syllabus
    3. Draft of syllabus reviewed in the evening by workshop facilitator with feedback brought on day two.

Day Two   9 – Noon (with morning breaks)

II. Being An Online Student
    • How to "speak" volumes
    • Evolving and Changing audience
    • Managing Anxiety & Expectations
    • Preparing Them to Learn Online
    • Creating a Welcoming Community
    • Creating a Learning Environment
    • When the Unexpected Happens

Course Design Reconsidered
    • How does the course design and syllabus reflect online student needs?
    • Revise/sharpen overall course design (learning goals and assessment for each lesson)

III. Creation of Online Lessons
    • Week One special needs and considerations
    • Course options for community and information requests
            Draft first lesson, sample planning guide provided

Lunch Break

Day Two   1:30 – 4:30 (with time for faculty to work individually on course)

III. Creation of Online Lessons
- Creating specific lesson components (small grps, assignments, lectures, etc.)

   Define each specific component and assignment for first two lessons, then each action step necessary to create the lesson component in the online application (Angel, Bb, Sakai, etc.) Example: week one will include a student community building activity. It will require instructions and the settings for uploading pictures, etc.

- What to Watch for When Using Various Course Features
   Pitfalls of:
    Discussion forums, recorded audio lectures and video, small groups, assignments requiring little class interaction

- Discussion of work on Course Lessons – the secret to low stress teaching
- Tips from First Time Teachers

IV. Facilitating Online Learning – teaching with technology
- Monitoring and Guiding as Students Move through the Lessons
- Keeping Distance Students Engaged and Completing Assignments
- What to Plan for with Technology
- Managing a Diverse Group of Students
- Using mid-course Feedback
- Tips for Suitable Online Course Evaluation

V. Review of Resources
- Getting additional help
- Suggestions for faculty development

VI. Plans for post-workshop feedback
- Dates for completed syllabus review

VII. Evaluation and Feedback