



Stony Brook University

Center for Excellence in Learning and Teaching

Fast-Tracking New Online Instructors

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CELT Instructional Designers

**FAR
BEYOND**

Learning Objectives

Participants will be able to

- discuss the challenges of efficiently training and supporting new online instructors
- describe the advantages of starting faculty in a QM frame of mind
- compare and contrast immersion training with other delivery modes

Kick-Off Discussion

What have you found to be the challenges of training and supporting new online instructors efficiently?

Have you used QM as a guiding set of principles for new online instructors?

Think-Pair-Share

- Discuss your existing online faculty development efforts.
- Brainstorm some possible ways of integrating QM-thinking into those efforts.

Our Model

We addressed our challenges with:

1. An online syllabus template in Word with “coaching comments”
2. A course shell aligned to QM standards 1, 3, 4, 5, 6, 7
3. Asynchronous immersion training aligned to QM standards

Online Syllabus Template



Course Delivery Mode and Structure:

- This {asynchronous/synchronous/blended} online course is delivered in the Blackboard learning management system (LMS). Students must be mindful of all course expectations, deliverables, and due dates. Access online lessons, course materials, and resources in Blackboard.
- Each week has {#} learning modules with deadlines on {X}.
- Learning module quizzes will be open from {X}.

How We Will Communicate:

- Post course-related questions in the General Questions Forum of the course discussion board.

show more

 **Andrew Lynch**
Sep 13, 2018 [Resolve](#) 

Will the course be delivered synchronously (in real time), asynchronously or blended? If there are any on-campus requirements, such as class meetings or exams, provide the dates and locations.

Reply...

Course Shell

Aligned to QM standards 1, 3,
4, 5, 6, 7

Same shell is used as the
template for the immersion
workshop



Course Shell



Linda Unger

Item is not available.

Email linda.unger@stonybrook.edu

Work Phone 631-632-4814

Office Location The Faculty Center, room S1461, Melville Library

Office Hours By appointment in person, or via phone/video conference

Personal Link <http://facultycenter.stonybrook.edu/>

Notes

I am available at my work number M-F from 9-5, Eastern time. I can also be reached evenings and weekends at 631-xxx-xxxx, up to 9pm.

QM Standard 1.8



Course Shell



Week 1--Sept 2 - Sept 9

Availability: Item is not available.

INSTRUCTOR ONLY

Many instructors find it easiest to organize all course materials by the week or module in which they will be used. This makes it easy for students to find what they should be working on at any given time. Weekly/Module folders are also advantageous to you because if you set date restrictions on the folder, you won't need to set them on any of the items inside that folder.

Inside your weekly/module folders, place all items related to that week. For example:

- learning objectives
- readings,
- e-lectures (in text, Power Point, sound files, video, Echo 360),
- links to websites,
- list of assignments due that week, with a link to the Assignments folder
- third-party podcasts or videos you want students to view/listen to.

You can help students stay on track with managing their time by adding the start & end dates for a given week/module to that folder's name.

Click on "Week 1-Sept 2-Sept 9" above to see an example of what might be inside.

QM Standards: 4.1-4.6

INSTRUCTOR ONLY

Course Shell

- Week 1 Sept 2-Sept 9**
This forum is currently unavailable.

INSTRUCTOR ONLY

1

1

0

0

Here's an example of a weekly forum:

"This is the forum we will use to discuss week 1 readings. Click inside for the discussion questions. This forum will be closed at 11 pm on Sunday night. At that point, no additional posts can be made--the forum becomes a read-only forum."

Important Notes: It's recommended that you select Grade Forum in the Settings section. This selection will automatically place an entry in the Grade Center for the forum.

It's also recommended that you place each discussion question as *its own thread inside the forum*. Doing so has several advantages:

1. it alleviates the need to keep coming back to the Discussion Board main page in order to see the questions,
2. it keeps the main page from getting too cluttered, and
3. it keeps the threads and postings better organized and easier to follow.

QM Standards: 1.1, 4.1, 4.2, 5.2, 5.3, 5.4, 6.2, 8.1

INSTRUCTOR ONLY


Course Shell

Let's discuss the advantages/disadvantages of creating QM navigation & organization in a template for faculty.

Immersion Workshop

Welcome!
Posted on: Saturday, February 9, 2019 4:52:55 PM EST

Posted by: Linda-SYS Unger
Posted to: --Research-Based Practices of Online Teaching - Summer 2019



You might find some of the learning activities in this workshop to be somewhat similar. This is

Tutorial on using the Discussions board:
<https://youtu.be/UxOU5xMns>

Blackboard Inc. (2013, April 24). How to use Blackboard discussions (video file). Retrieved from <https://www.blackboard.com/learn/2013/04/24/How-to-use-Blackboard-discussions.html>

How to Proceed in this Course
Posted on: Monday, February 4, 2019 12:00:00 PM EST

Posted by: Andrew Lynch
Posted to: --Research-Based Practices of Online Teaching - Summer 2019

Every time you log in you should:

1. Read any new Announcements.
2. Click Learning Modules to access the module we are currently working on. Refer to the syllabus if necessary, which is located in the Syllabus section. Each module will have a list of tasks and resources, including videos or web pages.
3. Review the current module's resources and complete the learning activities described there.
4. Click Discussions in the menu on the left side of the screen to go to the discussion questions for the current module. Every module has an accompanying discussion and all discussions are required unless otherwise

- Uses the online syllabus template
- Uses the course shell template
- Takes 4 weeks; includes optional “course-build” tasks
- Includes assessments
- Scheduled to provide 8-12 weeks pre-semester course building time
- Instructor modeling of “Modes of Interaction”

Asynchronous Immersion Workshop

Immersion Pros & Cons



Experience provides students' perspective	Time consuming for workshop facilitators
Modeling QM aligned design	Drop rate circa 30%
Deep understanding of the Modes of Interaction/COI	Faculty buy-in for a 4-week experience
Confidence building	
Debunks the myth of no interaction	

Faculty Feedback

“By taking this course I was able to restructure the organization of the course...using the weekly module organization... I was also able to audit my course structure for compliance with standards and best practices.”

“The focus on the three different types of interaction (student-content, student-student, student-teacher) that any successful online course must have in place...really helped me to design my syllabus and my assessments.”

Feedback, continued

“The many learning/teaching modes employed - we did a little bit of everything! More broadly, the fact that the online training workshop was designed as an online class. Immersion is the best way to learn.”

“...the workshop really highlighted...the importance of having a well thought-out, well designed class, all ready to go on the first day of the semester.”

Wrap-Up

How does immersion training compare/contrast with other delivery modes, such as

- Face-to-Face
- Blended (on & off site [synch or asynch])
- Flipped (content only online)?

Thank you!

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