

Research-Based Practices of Online Teaching

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M-F, 9-5 Eastern. *Please be sure to leave a call-back number.*

Workshop Description:

Welcome to CELT's *Research-Based Practices of Online Teaching Workshop*. We're delighted to have you on board for the upcoming term, and look forward to training you by "immersion"! This workshop takes place online only, will be facilitated actively by your instructors, and is designed to be completed in 4 weeks.

The purpose of this workshop is to provide you with basic pedagogical, research-based practices for online teaching, and to assist you in planning instructional activities you will use in your course. This workshop *will not address how to use Blackboard*. However, you'll get extra mileage out of the experience if you start building your course site concurrently. If your proficiency with Blackboard is limited, you'll find helpful resources in the Supplemental Readings and Resources link on the workshop menu.

Each Learning Module includes one or more *optional* Course-Build tasks. Completing these will give you a head start on constructing your full course site. Each Course-Build task includes Blackboard instructions for completing it. If you complete all of the optional Course-Build tasks, you'll have built about 25% of your course.

Everyone who completes this workshop at the required level of participation will receive a printed certificate of completion and a CELT Badge, which can be listed in your *curricula vitae* and presented to your department. See "Assignments and Expectations" below for details.

Words to the Wise

1. The extent of your progress depends on the extent of your participation. You should plan on spending a **minimum of 4 hours a week** on the workshop activities.
2. This workshop is *not* self-paced. All activities have specific deadlines designed to ensure interaction and help us finish in 4 weeks. If you fall behind, it will be extremely difficult to catch up, so plan accordingly.
3. It will be easier for you to comprehend the context of our workshop material if you have already made



an attempt to craft an online-specific syllabus for your course. You can download Stony Brook's [template for an online syllabus](#) to assist you.

4. Certain workshop activities and statements will seem pedantic to you. ***This is intentional.*** Please don't dismiss them as silly, as they demonstrate examples of things you might want to do in your own course, especially if you are teaching undergrads.

Required Course Materials:

All readings and media resources you will need to fully participate in the Learning Modules are posted in the workshop site, and all are required. You will find the resources for any given module located inside its corresponding folder. For example: Module 1 is entitled "Inspiration for your Journey," and you will find a folder by that name by clicking the Learning Modules link on the main menu. All readings, videos, and activities you'll need are located inside.

In the Supplemental Readings & Resources item on the main menu, there are many additional informative articles and websites. There are also illustrated documents you can print, and video tutorials that provide directions about how to use certain features of Blackboard. These are optional and you can access them anytime you wish by clicking the folder called "Blackboard How-to Sheets and Videos."

Delivery Mode and Structure:

This workshop is delivered in four weeks, asynchronously, which means *there are no in-person meetings*. The workshop will be actively facilitated by your instructors. You can log into the workshop any day and any time that's convenient for you, but you must observe all due dates and deadlines.

There will be times during our workshop when you will need to leave this "Research-Based Practices of Online Teaching" site and go into your own course site. To get there, click on the My Institution tab underneath the Stony Brook University logo. Then find and click on the name of your course at the right side of the screen. You will notice the word "unavailable" after the course title--this means only that the course is hidden from students. If you do not see your course or are unable to enter it, contact Blackboard@stonybrook.edu, and be sure to state that you are enrolled in this workshop.

To get back to our "Research-Based Practices of Online Teaching" workshop site, click the My Institution tab again.

How We Will Communicate:

If you have a question, it's highly likely that others taking this workshop have the same question. Posting it in the Discussions area enables us to answer it once in a place where everyone can see, saving us from responding to multiple emails about the same question, so please confine your questions to the Discussions area. You can generally expect a reply within 24-48 hours.

If you need to contact us about a *private or personal matter*, use the email(s) or phone(s) listed at the top of this syllabus. You can generally expect email replies within 48 hours.

Technical Requirements:

In order to participate fully, the computer you're using must conform to the following minimum recommended set-up:

- PC with Windows 10, or
- Macintosh with OS 10.13 or higher
- Latest version of Chrome, Firefox or Explorer; Mac users may use Chrome, Firefox or Safari. (A complete list of supported browsers and operating systems can be found on the My Institution tab of the [Blackboard website](#))
- 8 GB RAM
- Cable modem or DSL are recommended
- Printer
- Word processing software (Microsoft Word)
- Speakers (either internal or external) or headphones

- Ability to download and install free software applications and plug-ins (note: you must have administrator access to install applications and plug-ins).
- Adobe Flash player with the latest update is needed for playing multiple videos throughout the course

If you are using a university computer that needs updating to meet the requirements listed above, you will need to contact DoIT's [Customer Engagement and Support](#) center to make the updates for you.

Technical Assistance:

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

- Call (631) 632-9800 (technical support, Blackboard issues, computer support, wifi, software and hardware)
- Submit a help ticket on the web at <http://it.stonybrook.edu/services/itsm>)
- Stony Brook IT Support is available to provide technical support with issues relating to Blackboard logins, your office computer, your Stony Brook email account, and limited assistance with SOLAR logins. They can also assist you with laptop problems if you are able to bring yours to campus. If, however, you are having problems with your own home computer or personal Internet Service Provider, you are responsible for finding a solution.
- The above contact information is also posted for you on our Blackboard (Bb) workshop site. Click on "Contact Us" on the main menu.

Learning Objectives and Assessments

Learning Objectives:

By completing this immersive workshop you will be able to:

- Assess & re-assess your first impressions of online teaching and learning
- Describe some of the benefits of online learning
- Explain some of the ways in which online teaching differs from face-to-face teaching
- Describe techniques for facilitating effective, scholarly discussions
- Apply knowledge about discussion forums to your own course
- Identify best practices for making your course easily navigable
- Examine potential techniques for student assessment
- Apply grading practices particular to the online environment
- Access ongoing assistance for designing and building your online course

If you choose to complete the optional Course-Build tasks you will also have

- Created a Welcome announcement
- Posted your syllabus
- Created and selected settings for a discussion forum
- Created a discussion rubric that's linked to the Grade Center
- Created a course calendar
- Created an assignment that's linked to the Grade Center
- Used the inline grading feature to annotate a paper
- Copied material from one Bb course to another

How to Succeed in this Workshop:

Be Prepared & Conscientious

- This workshop requires that you apply certain skills and knowledge to your own course. You are strongly encouraged to work concurrently on the actual Blackboard site for your course. If you provided the requested information when you registered for the workshop, we have provided you with your course site. If not, we've created a practice site for you. If you are working in a practice site, don't worry--you will be able to copy that work to a live course site when your course is actually scheduled.
- Ideally, you should have the syllabus for your own course in a nearly final state before beginning this workshop. Your syllabus is the blueprint for your course. If you haven't completed it, you may not be able to take advantage of opportunities to start building your own course site. Information and a template for creating your online syllabus are located on the [CELT website](#), and we are happy to provide you with feedback on your drafts, ideally before the workshop begins.

To get the most out of this workshop experience, you should:

- Commit at least 4 hours/week, spread across several days, for interacting with your instructors and your peers, and studying the resources posted. Manage your time accordingly.
- Be aware that you are now part of a learning community. In addition to required readings and assignments, you must allocate time to read and respond to the postings of your peers.
- Be motivated and disciplined; remain mindful of all workshop deadlines and seek help promptly if you are having difficulties meeting them. *Note that this is not a self-paced workshop.* Although workshop materials are available 24/7 and you may work at any time of day that is convenient for you, you must meet all workshop deadlines and due dates.
- Take advantage of the optional Course-Build tasks provided in most Learning Modules. Completing these will give you a head start on constructing your full course site.

Assignments and Expectations:

Certificate/Badge Requirements:

To receive a certificate of completion and digital badge for this workshop, you must meet the following requirements:

1. Submit the Syllabus Quiz
2. Post your Introduction
3. Earn 28/33 points for the Discussions
4. Submit the First Impressions Reflection
5. Submit your Self-Assessment

Learning Activities:

For **every** module of this workshop, there will be

- some short resources to read/watch/study,
- one or more required tasks to complete,
- a few questions to respond to in the accompanying discussion forum,
- a recommended, but optional, Course-Build task you may complete in your own course or practice site.

Discussion Participation:

Please make your first discussion post at the midpoint of the Module. For example, for Module 1, your Introduction post and your Inspiration for your Journey post should be submitted by 10/19, and replies to others' posts should be submitted between 10/19 and 10/22.

All Discussions in the workshop are required, and serve to earn you points toward a badge. The scoring rubric for discussion participation can be found at the end of this syllabus, and is also posted in the Syllabus section on Blackboard.

You might find it helpful to pose your own questions to your colleagues in the Discussions area, asking them to share their thoughts. Doing so is not only acceptable, it's encouraged! You might get some wonderful new ideas for your course.

Written Assignments:

In addition to the learning activities & discussions, there are a few assignments you will need to submit:

1. At the end of Module 3: a one-paragraph response to the First Impressions Reflection, uploaded to Blackboard's Assignments area.
2. In Module 5: a Self-Assessment of your learning in this workshop, uploaded to Blackboard's Assignments area.
3. At the end of Module 5: an evaluation of this workshop, which will help us improve the workshop for the next group of new-to-online instructors. Please don't skip this task, nor hold back on your comments—we rely on your candid feedback!

Detailed instructions for the above will be posted in the Assignments area. ***All assignments are due at 11:59 EST pm on their respective due dates.***

Course Schedule

Before the Workshop Begins:

1. Study our workshop Calendar, which appears below and is also posted on Blackboard. Determine how you will integrate workshop tasks into your personal and professional schedule.
2. Watch the Welcome Video and read the first Announcements.
3. Take the Syllabus Quiz.
4. Introduce yourself to the others in the workshop with you. Click on Discussions, then Introductions.
5. If you want to jump ahead you can start working on Module 1, Inspiration for your Journey.

Workshop Calendar:

- We begin a new module **every 6 days**, so please log in often to keep up.
- There is a **built-in overlap of 24 hours** between modules to provide flexibility for starting the upcoming module early.
- **Please make your first discussion post at the midpoint of the Module**, and observe the **11:59 EST pm cut off** for the end date of each module.

Module	Dates	Content	Required Tasks & Assignments	Optional Course-Build Tasks
1 Inspiration for your Journey	6 days 10/17-10/22	Getting oriented, syllabus, online pedagogy overview, Q&A	Post Introduction, participate in Module 1 Discussion. Complete Syllabus Quiz and First Impressions Survey	Create your Welcome Announcement and post your syllabus (if final).
2 Effective Discussion Forums	6 days 10/23-10/28	Creating forums, selecting settings, best facilitation practices, evaluating discussions	Participate in Module 2 Discussion.	Create/edit the Introductions and General Questions forums in your own course. Create the forum for week 1, set it for grading, create and attach a grading rubric.
3 Best Practices in Course Organization	6 days 10/29-11/3	Navigability, organizing course content, course-design standards, creating a course calendar	Participate in Module 3 Discussion. "First Impressions Reflection" is due 11/3 .	Create a course calendar and link it your to your Bb site.
4 Assessing Student Work	6 days 11/4-11/9	Assessing critical thinking, alternatives to tests, assignments & grading	Participate in Module 4 Discussion.	Create a sample assignment in your online course. (Email Jennifer/Linda if you want a student to submit a paper for you to grade). Try inline grading.
5 Wrap-up, Getting Help & Working on your Course	6 days 11/10-11/15	Wrap-up, ongoing support	Complete the poll for workshops and webinars. Participate in Module 5 Discussion. Complete workshop evaluation. Final Assignment "Self-Assessment" is due 11/15 .	Copy any materials you want to reuse from prior Blackboard sites. Remove any old material from the Grade Center.

Course and University Policies

What You Can Expect from Us:

We will be logging into the workshop site every day (M-F) and at least once every weekend. We'll provide you with feedback on your progress via the **My Grades** link. If requested, one of us will check the work you've done in your own course site and suggest improvements for you to consider.

There is a discussion forum for *every* module as well as a General Questions forum for any questions that may not be related to whichever module we happen to be working on. Unless your question is intensely personal, please confine your questions to the forums, which is the best way to get the most timely response. If you need to contact us about a private matter, use email or phone. You can generally expect replies within 24-48 hours.

What We're Expecting from You:

All activities and assignments in this workshop are required, unless otherwise noted. There are a total of 5 Learning Modules. Each requires that you participate actively in the accompanying discussion forum. Every discussion, activity, and assignment is worth a certain number of points. When you've completed them all and collected 80% of the points available, you will receive a certificate of completion and a digital badge.

As "learners" in this course, you will be expected to log in **a minimum of 3-4 times per week**, ideally on different days, and allocate about 4 hours to complete all activities and assignments by their respective deadline(s). You should participate in the discussion forum associated with each module by responding to the prompts of your instructor(s), engaging in dialogue with your peers, and replying to any follow-up questions posed by your instructor(s). *Note that you cannot get credit for any module without responding to the discussion prompts **and** replying to your colleagues.* You will receive regular feedback about your discussion participation.

You are expected to abide by the Course Calendar and all deadlines. Note that if you lag behind, it's very difficult to catch up. To help accommodate your other obligations, each module will become available a day earlier than stated, enabling you to work ahead if you wish.

You will observe the **11:59 EST pm cut off** for the end date of each module. The deadlines enable us to complete the workshop within four weeks. Your cooperation is appreciated.

We strongly recommend **printing a copy of this syllabus** so you can keep track of where you should be on any given date. If you are unable to meet a deadline, contact us as soon as possible. You will also find a Checklist in the Syllabus area which might help you keep track of your work.

Netiquette:

In this workshop, as in all online courses, participants are expected to conduct themselves as responsible, courteous online citizens. If you are unfamiliar with Netiquette, click to learn about [acceptable behavior in a virtual community](#).

Academic Honesty:

Each student must pursue his or her academic goals honestly and be personally accountable for all submitted work. Representing another person's work as your own is always wrong. Faculty are required to report any suspected instances of academic dishonesty to the Academic Judiciary. Faculty in the Health Sciences Center (School of Health Technology & Management, Nursing, Social Welfare, Dental Medicine) and School of Medicine are required to follow their school-specific procedures. For more comprehensive information on academic integrity, including categories of academic dishonesty please refer to the academic judiciary website at http://www.stonybrook.edu/commcms/academic_integrity/index.html

Student Accessibility Support:

If you have a physical, psychological, medical or learning disability that may impact your course work, please contact Student Accessibility Support Center, ECC (Educational Communications Center) Building, Room 128, (631)632-6748. They will determine with you what accommodations, if any, are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Student Accessibility Support Center. For procedures and information go to the following website:

<http://www.stonybrook.edu/ehs/fire/disabilities>.

Discussion Participation Scoring Rubric

Criteria	No Credit	Partial Credit	Full Credit
Participation	Non-substantive posts such as "Good Job," "I agree," without any supporting information, or no posts at all.	Basic organization of ideas with limited specificity. Posts are on point.	Posts are on point, well organized with detail and/or examples. Participant has contributed additional relevant resources.
Responses to Questions	Did not respond to any of the discussion questions	Responded to some questions, but not all. Some responses are cursory. Limited or no responses to follow-up questions posted by instructor or peers.	Responded to some questions, but not all. Some responses are cursory. Limited or no responses to follow-up questions posted by instructor or peers.
Replies to Peers	Did not reply to peers.	Responded to at least 1 peer.	Responded to more than 1 peer with a thoughtful, substantive comment that fosters further discussion. Responded to follow-up questions/comments posted by instructors and/or peers.
Timeliness	Initial post submitted 2 or more days after midpoint of module.	Initial post submitted 1 day after midpoint of module.	Initial post submitted by midpoint of module.