SBVC DE LEVEL 1 2021

Online Faculty Training

ONLINE FACULTY TRAINING

- Orientation Module
- Four Instructional Modules
  1. The World of Online!
  2. Student Engagement
  3. Equity
  4. Putting it All Together!
- Course Completion Module

SBVC Distance Ed

UNIT 1: THE WORLD OF ONLINE!

- 1.1 Welcome to the World of Online Teaching and Learning!
- 1.2 Unit 1 Overview
- 1.3 Sizing up the Work: Optional Calendar Activity

Online Teaching and Learning in CCC's

- 1.4 Distance Education Key Facts
- 1.5 The Online Student Experience
- 1.6 Current Research on Online Education in the CCCs
- 1.7 Assignment: PPIC Reflection
- 1.8 Concerns about Online (Distance) Education
- 1.9 Preparing for the Challenge
- 1.10 A Common Course Management System
- 1.11 Resources for Designing Quality Online Courses
- 1.12 Quality Online Teaching Principles
- 1.13 Digital Literacy

- 1.14 Netiquette
- 1.15 Netiquette Quiz

Accessible Online Learning

- 1.16 Accessibility Check: Retention and Universal Design
- 1.17 Prioritize Pages vs. Word, PDF, PPT
- 1.18 Accessibility Check: Retrofitting: Assessing Your Existing Pages
- 1.19 Accessibility Check: Chunking and Headers
- 1.20 Accessibility Check: Creating an Accessible Document
- 1.21 Regular and Effective Contact
- 1.22 Assignment: Develop Community Ground Rules for Your Course
- 1.23 Congratulations!

UNIT 2: STUDENT ENGAGEMENT

- 2.1 Preparing for Engagement
- 2.2 Unit 2 Overview

Engaging All Students

- 2.3 Shifting our Focus to Students
- 2.4 Embracing Academic Diversity
- 2.5 Using Multiple Approaches: Learning Styles
- 2.6 Thinking about Teaching and Learning: Chickering & Gamson
- 2.7 Preparing Students Before Class Starts
- 2.8 Accessibility check: Alternative Text for Images
- 2.9 Accessibility Check: Use of Color
- 2.10 Welcome Letter Assignment
- 2.11 Welcome Letter Peer Reviews

Engagement Through Interaction

- 2.12 Engaging Students with Discussions

- 2.13 Writing Effective Discussion Prompts
- 2.14 Discussion Prompts
- 2.15 Discussion: Create an Icebreaker Activity

Engagement Through Assessment

- 2.16 Designing Learning Activities
- 2.17 Evaluating Learning
- 2.18 What is a Rubric?
- 2.19 Creating a Rubric
- 2.20 Sample Rubrics
- 2.21 Student Feedback
- 2.22 Designing Survey Questions
- 2.23 Making it Matter
- 2.24 The Value of Variety and Time
- 2.25 Regular and Effective Interaction Quiz
- 2.26 You've Completed Module 2!

UNIT 3: EQUITY

- 3.1 Preparing Students for Success
- 3.2 Unit 3 Overview
- 3.3 Assignment: Serving Students Reflection

Your Online Students

- 3.4 Defining Student Success
- 3.5 Embracing Diversity
- 3.6 Race, Class, and Gender
- 3.7 Stereotype Threat
- 3.8 Microaggressions
- 3.9 Accessibility
- 3.10 Accessibility Check: Best Practice for Hyperlinks
- 3.11 Discussion: Equity and Student Success
- 3.12 Academic Resources for Students
- 3.13 Time Management and Student Participation

- 3.14 Technology and Students
- 3.15 Readiness Assessments Activity Suggestion
- 3.16 Student Support Services
- 3.17 Investigate Your Campus Student Support Services

Developing Equitable Policies

- 3.18 Creating Online Course Policies
- 3.19 Communication Policy
- 3.20 Drop Policy
- 3.21 Participation Policy
- 3.22 Late Work Policy
- 3.23 Accessibility Check: Creating Bulleted and Numbered Lists
- 3.24 Assignment: Share an Equitized Policy!
- 3.25 Congratulations on Completing Module 3!

UNIT 4: PUTTING IT ALL TOGETHER!

- 4.1 Online Teaching and Learning
- 4.2 Unit 4 Overview
- 4.3 @One "Quality Principles for Online Teaching"
- 4.4 Substantive Interaction
- 4.5 Your "Interactive Presence" in Online Learning
- 4.6 Personalizing your Presence
- 4.7 Posting Contact Information
- 4.8 Identifying Support
- 4.9 Online Readiness Discussion
- 4.10 Student-Centered Learning
- 4.11 Build on a Good Start

- 4.12 Reaching Out
- 4.13 Create a Week 1 Announcement
- 4.14 Write a "Dear Struggling Student" letter
- 4.15 Additional Tools for Communication
- 4.16 Practical Video Tips
- 4.18 Ready to Record a Video? Extra Credit!
- 4.19 Instructor Readiness Plan
- 4.20 Final IOTL Discussion Reflections
- 4.21 Congratulations on Completing Module 4!

A FEW IMPERATIVE ITEMS

- Regular and Effective Contact
  - Why does it matter?
    - Accreditation
    - Financial Aid Audits
  - A definition of Distance Education
  - Instructor contact means…
  - Guidelines for Title 5
  - Regular & Effective Contact at SBVC
    - Student-to-Student
    - Student-to-Instructor
    - Instructor-to-Student

1.21 Regular and Effective Contact

Distance Education means…

Education that uses [technology] to deliver instruction to students who are separated from the instructor and to **support regular and substantive interaction between the students and the instructor**, either synchronously or asynchronously.

Why does it matter?

Accreditation

- Visiting teams have requested "administrative" access to Canvas
- Contact in many courses found to be infrequent and superficial
- Engage! Don't "autopilot"

Financial Aid Audits

- Course reviews for Title 4 compliance
- Online courses need to show Regular Effective Contact
- College may need to pay back Financial Aid funds

Distance Education is…

Defined **for the purpose of accreditation review** as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which supports regular and substantive interaction between the students and instructor, either synchronously or asynchronously. (Same as the Federal definition)

A FEW IMPERATIVE ITEMS

Module Three: Equity

- 3.4 Defining Student Success

- 3.5 Embracing Diversity

- 3.6 Race, Class, and Gender

- 3.7 Stereotype Threat

- 3.8 Microaggressions

- 3.9 Accessibility

- 3.12 Academic Resources for Students

10 pts

Your Online Students

- 3.4 Defining Student Success

- 3.5 Embracing Diversity

- 3.6 Race, Class, and Gender

- 3.7 Stereotype Threat

- 3.8 Microaggressions

- 3.9 Accessibility

- 3.10 Accessibility Check: Best Practice for Hyperlinks

- 3.11 Discussion: Equity and Student Success
  20 pts

- 3.12 Academic Resources for Students

- 3.13 Time Management and Student Participation

- 3.14 Technology and Students
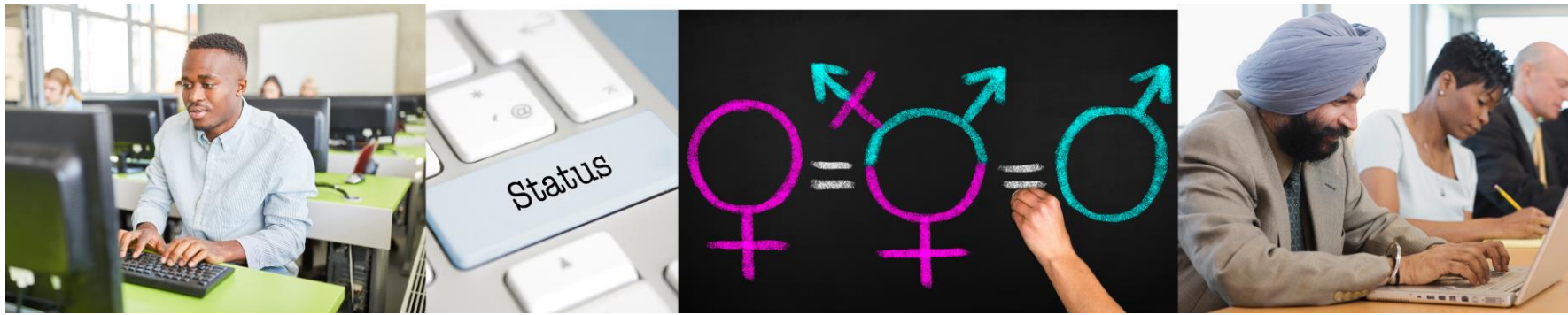
LEVEL 2: NEW POSSIBILITIES!

- Level 2 is dynamic and responsive to campus need

- New Level 2 will focus on **Equity and Engagement**

- In another year this topic could be something else

- We are working on a "gap" plan for those who completed "old" Level 2
  - Accessibility Bootcamps
  - Self-paced