Virtual Instructor Certification (VIC101)
Syllabus

Course Information

Course Number   VIC101
Instructor   The Virtual College Team
E-mail Address   virtual.college@mccc.edu
Office   CM120
Campus   West Windsor Campus
Address   1200 Old Trenton Road
City/State/Zip   West Windsor, NJ 08550
Office Hours   Monday - Friday 8:30 am - 5 pm or by appointment
Office Phone   609.570.3389
Office Fax   609.570.3847

Description

The Online Teacher Certification course is a comprehensive training designed to support the instructor in creating online content and processes for distance learning and in using the learning management system, ANGEL (A New Global Environment for Learning). The workshop covers the steps and strategies for online or hybrid course design, basic navigation, best practices, customization, communications, content management and assessment activities. Participants learn how to create interactive materials and enhanced PowerPoint presentations, and how to find and integrate multimedia. Quality standards are collected, practiced and used. Also covered are techniques for tracking student progress. Participants will complete a sample module of a course.

Prerequisites

Attendees are expected to have basic computer literacy.

Attendees should be comfortable using MS Word and PowerPoint.

Attendees should be comfortable with using email and uploading and downloading files.

Attendees should have file naming and management skills.

Attendees should be comfortable users of the resources of the WWW.

Learner Supplies

Attendees should have a flash drive, and a copy of the course outline.

Attendees should download and install SoftChalk.

If attendees will be adding voice-over narration to PPT, then a headset microphone is required.

MCCC Core Abilities

A. Communicate effectively in speech and writing, and demonstrate proficiency in reading.
B. Use critical thinking and problem solving skills in analyzing information.
C. Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
D. Use computers to access, analyze or present information, solve problems, and communicate with others.
E. Demonstrate interpersonal skills required for effective performance in group situations.

MCCC General Education Outcomes

  A. Goal 1. Communication. Students will communicate effectively in both speech and writing.

  B. Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Course Competencies (linked to Core Abilities, Gen Ed, and Unit-Level Student Learning Outcomes)

1. **Use critical features of the ANGEL learning management system as both a learner and a teacher.**

Linked Core Abilities

Use computers to access, analyze or present information, solve problems, and communicate with others.

Linked General Education Outcomes

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Learning Objectives

 a. Access the Learning Management System, ANGEL, and recognize the different ANGEL home pages.

 b. Conceptualize how to add, remove, and manipulate customizable homepage elements.

 c. Use the ANGEL text editing tools to add and format an announcement to the Course home page.

 d. Recall how to add a syllabus to the Course home page.

 e. Differentiate between and utilize the various navigation tools within ANGEL.

 f. Use ANGEL E-Mail to send and receive messages.

 g. Contribute a post with an attachment to a Discussion Forum.

 h. Create folders with contextual headers in ANGEL.

 i. Create a new page in ANGEL to communicate unit-level student learning objectives.

 j. Incorporate links to external web resources that support the unit-level student learning objectives.

 k. Upload a file to the online course management system, such as a handout or project description, that supports the unit-level student learning objectives.

 l. Create a discussion forum with a prompt that will provide meaningful assessment of student learning.

 m. Create a drop-box for student submissions of an assignment related to the "model" Module.

 n. Rearrange items within the lesson path to represent a coherent sequence of learning activities and resources.

 o. Utilize the ANGEL Reports tool to compile and analyze data about student logons, access to course material, and contributions to discussion forums.

2. **Value blended learning from a student's point of view.**

   ### Linked Core Abilities

   Communicate effectively in speech and writing, and demonstrate proficiency in reading.

   Use computers to access, analyze or present information, solve problems, and communicate with others.

   ### Linked General Education Outcomes

   Goal 1. Communication. Students will communicate effectively in both speech and writing.

   ### Learning Objectives

   a. Participate with interactive, formative assessment activities that help engage students in the learning process.

   b. Identify instances of "chunking content" which can support and engage learners.

   c. Review the best practices that were noted and experienced throughout this training.

   d. Access and review the official versions of the Quality Matters (QM) Rubric.

   e. Showcase their best work in their individually-created modules.

   f. Appreciate the work and experiences of colleagues in the training cohort.

   g. Report on one's own readiness to move forward with online course development and/or delivery.

   h. Celebrate the accomplishments of a very intensive training experience.

3. **Develop techniques that illustrate best practices in distance learning.**

   ### Linked Core Abilities

   Use critical thinking and problem solving skills in analyzing information.

   Demonstrate interpersonal skills required for effective performance in group situations.

   ### Linked General Education Outcomes

   Goal 1. Communication. Students will communicate effectively in both speech and writing.

   Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

   ### Learning Objectives

   a. Experience and begin compiling a collection of best practices in distance learning.

   b. Value the importance of providing course orientation activities during the first week of an online class.

   c. Identify outreach initiatives that should be used with online students.

   d. Identify behaviors and activities which create a warmer, more humane learning environment.

   e. Recognize basic principles of "Fair Use" as they apply to educational materials.

   f. Define assessment.

   g. Create a rubric aligned to a student assessment in the "model" Module (such as discussion board, essay, project) that defines expectations and priorities for students and supports faculty members in maintaining objectivity.

h. Recognize how the practice of providing models of student work assists the learner in understanding assignments and in comprehending teacher grading standards.

i. Recognize the deconstruction of assignments as a means by which work can be broken into manageable segments.

j. Use the ANGEL survey tool to create a Classroom Assessment Technique (CAT) suitable for the "model" Module.

k. Compare the QM Rubric to our class notes.

l. Apply the best practices from class notes and the official version of the QM Rubric in conducting a preliminary assessment of "model" Module.

4. **Apply good principles of instructional design in planning a course.**

   Linked Core Abilities

   Communicate effectively in speech and writing, and demonstrate proficiency in reading.

   Use critical thinking and problem solving skills in analyzing information.

   Linked General Education Outcomes

   Goal 1. Communication. Students will communicate effectively in both speech and writing.

   Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

   Learning Objectives

   a. Recognize that the alignment of course-level goals, unit-level objectives, and assessment is critical to effective course design.

   b. Identify and describe six stages in the online course design and development process.

   c. Identify and align Course Goals (including Gen. Ed. Goals and MCCC Core Skills) with Unit Student Learning Objectives and Unit Student Assessments using the Course Alignment template and departmental Course Outline

   d. Recognize the importance of planning the Online Course Structure and creating all Module folders and "placeholders" for a full semester course in the learning management system to create one seamless learning environment, based on the Course Alignment document, prior to developing the course.

   e. Create a "model" Module by adding content under a Module folder in the learning management system based on the Course Alignment document.

   f. Utilize Best Practices in course design to develop a strategy for delivering instruction within a module of an online course.

   g. Recognize that the course developer/instructor will prepare an Online Course Proposal to plan for a new online course (or re-design of an existing face-to-face course), obtaining approvals from the Department Chair, Divisional Dean, and Virtual College, with assistance from the Virtual College, as needed, before the course can be designed/developed and offered as a course to students.

   h. Recognize that a completed online course in the learning management system will be peer-reviewed and approved by a content-expert in the department and meet quality standards and course completion deadlines prior to releasing the course for student registration.

5. **Create interactive learning materials to support students in meeting learning goals.**

Linked Core Abilities

Communicate effectively in speech and writing, and demonstrate proficiency in reading.

Use critical thinking and problem solving skills in analyzing information.

Recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Use computers to access, analyze or present information, solve problems, and communicate with others.

Linked General Education Outcomes

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Learning Objectives

a. Prepare content to be added to the "model" Module to include: 1) PowerPoint Presentation (upload File), 2) Game (ANGEL assessment tool), based on the Course Alignment document.

b. Recognize and apply critical best practices for creating engaging PowerPoint presentations.

c. Create a crossword puzzle or game show activity using the ANGEL Game tool.

d. Produce professional-looking, web-based, interactive, ADA compliant learning resources using SoftChalk.

e. Utilize various copyright-free web resources to add multimedia content to online learning materials.

f. Add content to the "model" Module to include: 1) multimedia resources such as images and video, and 2) Quiz (Assessment), based on the Course Alignment document.

g. Create an assessment in ANGEL, using multiple choice, multiple select, matching, ordering, short answer, and essay questions.

h. Identify various delivery options for ANGEL assessments.

i. Define and recognize the purpose and value of Classroom Assessment Techniques (CAT's).

Grading Information
Grading Rationale

Workshop attendees will find assigned activities related to each of the key course competencies. These activities must be completed satisfactorily in order for the completion certificate to be issued.

Guidelines for Success

Preparation to teach online

It is understood that a good deal of work is required in order to become trained to teach online. This training is designed to introduce the faculty member to best practices in distance education and basic use of the learning management system. The preparation of materials also requires training and time. Faculty members will learn to use SoftChalk and PowerPoint to produce multimedia for their online presentations.

Participants in this training should understand that online department courses already exist for some courses. In this case, a new online instructor is expected to use the departmental course. Faculty members teaching a course that is already established (either by faculty colleague or publisher) should understand that the materials and processes still need to be reviewed (and possibly personalized, revised and updated) for currency and best practices. Please contact the Virtual College Team and your academic department for questions about and assistance in editing an existing departmental course.