Methods II: Online Teaching Tools and Techniques

In this course the knowledge we gained in Methods I is put into practice. Participants will learn about many online tools and modify their own online class to incorporate best practices in creating a successful online classroom, in online assessments, and in making online classes accessible for all students.

Course Description

This course focuses on depth of knowledge through the application of skills, giving participants the tools to teach online effectively. Candidates learn ways to encourage academic integrity and explore tools to verify student work is authentic. Candidates explore and evaluate different ways to motivate online students, including through developing an online community using collaborative technology and real world application. Candidates explore and evaluate Web 2.0 Technology tools that can help deliver content that will be accessible to a variety of learning styles and special needs. Candidates learn about and practice with resources and tools that are available online to improve their practice, particularly standards based resources. Candidates practice with these tools by developing assessments to measure student learning. Candidates reflect on learning, explore examples, and practice skills to develop a depth of understanding of best practices in teaching online.

Credit

Three graduate credits are available from Castleton University Center for Schools for an additional fee. If participants are interested in applying for the Online Teaching Specialist endorsement, graduate credits must be purchased.

Course Objectives

By the end of this course, participants will be able to:

- Use multiple methods for encouraging academic integrity and checking for academic integrity.
- Personalize a Canvas course by adding, editing, and removing content to encourage student learning, real-world application, participation, and collaboration.
- Describe a variety of online tools and how they could be used, both for student enrichment as well as assessing with organization and teaching.

- Use best practice to incorporate ways to improve student motivation and build online communities.
- Modify and supplement curriculum, instruction, and assessments to improve access for all students, including those with special needs.

Standards:

This course addresses the following iNACOL National Standards for Quality Online Teaching:

- **Standard B:** The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.
- **Standard C:** The online teacher supports learning and facilitates presence (teacher, social, and learner) with digital pedagogy.
- **Standard D:** The online teacher promotes learner success through interactions with learners and other stakeholders and by facilitating meaningful learner engagement in learning activities.
- **Standard F:** The online teacher personalizes instruction based on the learner's diverse academic, social, and emotional needs.
- **Standard G:** Assessment and Measurement - The online teacher creates and/or implements assessments in online learning environments in ways that ensure the validity and reliability of the instruments and procedures. The teacher measures learner progress through assessments, projects, and assignments that meet standards-based learning goals, and evaluates learner understanding of how these assessments measure achievement of the learning objectives. (Note: In courses that are already created, teachers may not be able to create or include additional assessments.)
- **Standard H:** The online teacher curates and creates instructional materials, tools, strategies, and resources to engage all learners and ensure achievement of academic goals.

Prerequisites

Participants should have completed Methods I or have demonstrated proficiency in the Methods I Course Objectives.

Course Requirements

In order to successfully complete this course, participants must meet the following requirements:

1. **Discussion Postings.** Participants are expected to participate in each module's discussion forum by responding to the discussion prompt and responding to at least two other participants' posts. At least one of the three posts should be during the first half of the module.
2. **Readings and Activities.** Participants are expected to complete the readings and activities given in each of the modules.
3. **Course Change List.** During Module Two, participants will brainstorm a list of possible changes and improvements that they could make to a VTVLC class and update it as necessary.
4. **Welcome Video.** As part of Module Five, participants will create a video welcoming students to their class and showing them the key features of the online course.
5. **Motivational Strategy.** Participants will implement one strategy from Module Six in their online course that will improve student motivation.
6. **Collaboration Strategy.** Participants will utilize strategies from Module Seven to implement one method of improving student collaboration in their course.
7. **Accessibility Improvement.** As part of Module Eight, participants will enhance one section of their course to improve accessibility to students with special needs.
8. **Assessment Improvement.** In Module Nine, participants will create or modify one assessment to improve its ability to measure student learning and ensure academic integrity.

Module Outline

Module 1: Academic Integrity

In Module 1, participants will learn how to encourage academic integrity in the online environment by educating and utilizing stakeholders, knowing your students, and exploring tools that can help.

Module 2: Exploring Your Online Course

Participants will utilize this module to become familiar with the content of an appropriate course that they might teach from VTVLC's catalog.   Participants will find examples in their course of best practices in pedagogy, accessibility, and assessment. Participants will

also create a list of possible changes or additions they could add to personalize and improve the course based on their Course Planning Guide from Methods I.

Module 3: Web 2.0 Tools

Participants will explore many of the online tools available for student use that help increase student collaboration and critical thinking skills.   In particular we will explore social networking sites, blogs, wikis, discussion boards, videos, audio recordings, and screencasts. Participants will also review the available research on student use of Web 2.0 tools. Participants will evaluate tools for appropriateness based on student age and ability and implement at least one tool in their course.

Module 4: Teacher Tech Tools

Participants will explore additional tools of the online world, reviewing technology tools for instructors, and free resources, particularly standards based resources. Participants will create and share templates for common interactions with students.

Module 5: Personalizing Your Course

Participants will use best practices in online teaching to personalize their online course. Participants will learn how to modify a Canvas course to add or edit elements. Class materials and procedures will be organized and posted to ensure that students have clear expectations and know to best ways to communicate with their instructor and fellow students. Participants will create a welcome video to introduce themselves to future students and guide students around the features of the course.

Module 6: Student Motivation

In this module, participants will explore motivational theories and strategies for students, as well as evaluate motivational techniques such as real world application. Participants will explore what motivational strategies are already incorporated into their course. Participants will consider ways to encourage interaction and participation in students and implement at least one method in their course.

Module 7: Creating an Online Community

This module focuses on helping to build an online community of learners in your class using a variety of tools to encourage collaboration between students and social presence. Collaboration theory is discussed including a comparison of collaborative and cooperative learning models and the process of team formation.   A collaboration framework is explored in detail.   The use of extracurricular groups such as book groups, student clubs, contests, and events to increase student collaboration is discussed.

Module 8: Helping Students Access Online Learning

Participants will review their course materials, with an eye for places in which diverse populations may have trouble accessing materials. Participants will discuss the needs of diverse learners, as well as those with special needs, and brainstorm methods for helping them access online learning. Participants will enrich one portion of their class in a way that will make it more accessible to a particular population.

Module 9: Modifying Assessments

Module Eight focuses on modifying and implementing online assessments. Participants will review the assessments used in their online classes and discuss how they could be improved with an eye towards best practices and ensuring academic integrity. Participants will discuss how to modify or supplement instruction based on the results of assessment. Participants will modify or create one assessment in their course that will improve their ability to measure student learning.

Module 10: Debrief

Participants will brainstorm plans for dealing with common problems in online classes. Participants will reflect on their learning and share tips and tricks they have learned while modifying their class. Participants will update their Course Change List with any additional tasks that may be necessary before running their own class.