Office of Academic Innovation (OAI)
Professional Development Services
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Overview of Services

The Office of Academic Innovation provides professional development planning and implementation services to all department chairs at no cost. Our staff works with chairs and their faculty to develop customized professional development goals and to create programs to address those goals.

Programs may include a variety of activities (e.g. needs analysis, program meetings, workshops, focus groups, facilitated discussions, etc.) in order to support faculty instructional practices and use of instructional technologies. As result of these collaborative efforts, faculty can participate in a comprehensive professional development plan. OAI also partners with representatives from OTS Training and the Blackboard team in order to organize workshops for TU-supported technologies (e.g. Blackboard Tools, Webex, and Panopto).

The process includes OAI staff, chairs, and faculty working together to:

- Define the professional development goals of the department for the semester or academic year.
- Identify and customize professional development activities. The list of workshops below are topics that have been taught previously.
- Create new workshops to be implemented over the span of a day, week, semester or academic year.

In order to maximize the impact and time, each workshop should have a minimum of 10 participants. To meet the participation requirements, department chairs may wish to partner with another department chair to co-sponsor one or several events.

In addition to OAI’s professional development programs, OAI provides video production, multimedia design service, and additional instructional design services provided by OAI. Please visit the OAI website at www.towson.edu/oai for additional information.
1. Developing and Instructing Online & Blended Courses

1.1 Designing Your Online Course (Formerly “Preparing Your Course for Online Delivery”) (21 Days Online)

This three-week workshop will assist faculty to transition an existing face-to-face course into a robust, accessible online instructional offering.

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

1. Design a cohesive module of online instruction
2. Design activities and assessments that support mastery of stated objectives
3. Develop activities that promote student engagement
4. Prepare a personalized course development plan
5. Locate instruction design, library, and technical resources to assist with the design process

Format: This online workshop is both asynchronous and facilitated; you will have flexibility to complete workshop activities at any time or location you like, as long as you complete activities by each date and time indicated on the workshop calendar. You will not be required to be at your computer at any specific times. Expect to spend an average of 8-10 hours on the workshop each week.

1.2 Creating Your Blended Course (NEW) (7 Days Online Plus a 2-Hour In-Person Session)

This workshop models blended instructional practices via a one week online asynchronous session followed by a two-hour in-person active learning group session at Towson. This experience is ideal for faculty interested in developing a blended course or in the beginning stages of the development process.

During the online segment of the workshop, participants will begin with an overview of the elements of blended course design and the pedagogy needed to support blended instruction. In addition, participants will explore blended instruction by reviewing resources, participating in active discussions, and evaluating their current course structure. The online segment of the workshop is both asynchronous and facilitated; you will have flexibility to complete workshop activities at any time or location you like, as long as you complete activities by each date and time indicated on the workshop calendar. During the in-person session you will use the blended course template provided to draft a plan for their own blended course. At this time
participants will not be required to be at your computer at any specific times during the online class segment. If there is interest from the group a Webex meeting may be scheduled to support participants. Expect to reserve at least 6-8 hours of your time in order to complete the online portion of the course.

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

- Discuss the elements of a student-centered blended course
- Determine how to choose which learning activities will be conducted in-class or online, based on instructional goals
- Discuss the change process and how to manage the transition from traditional to blended instruction

1.3 Facilitating Your Online Course (16 Days Online)

After an online course design is complete, and the semester starts, online instructors take on the varied roles of online facilitators. Building on the skills in OAI’s, “Preparing Your Course for Online Delivery,” workshop, faculty will explore the roles and techniques involved in online class facilitation and will practice a variety of these skills with colleagues.

In this workshop, participants will assess and hone their skills regarding online course facilitation. For our purposes, facilitation includes all interactions, communication, and feedback that occur with students.

To help prepare to meet these challenges, faculty will review literature and best practices concerning transactional distance, communities of inquiry, and active learning online. Faculty will create their own philosophy of online course facilitation. Finally, participants will design and conduct a brief online discussion.

This 16-day workshop is completely online. It is both asynchronous and facilitated; you will have flexibility to complete workshop activities at any time or location you like, as long as you complete activities by each date and time indicated on the workshop calendar. You will not be required to be at your computer at any specific times.

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

- Discuss the various roles of online facilitators
- Evaluate the Community of Inquiry model
- Write a facilitation philosophy statement
- Facilitate an online discussion
- Choose strategies and guidelines for communication roles
• Locate resources for further study

### 1.4 Designing Your Flipped Class (8 hours)

The Peer Reviewer Course is designed to prepare experienced online faculty to become certified Quality Matters Peer Reviewers. The Peer Reviewer Course includes a review of Quality Matters, practice critiquing and writing helpful recommendations, and a Practice Review in which the participants are asked to review specific Standards in an online course using the QM Course Review Management System (CRMS).

Upon successful completion of this course, eligible participants must complete and submit an Application in order to become a certified QM Peer Reviewer. Certified QM Peer Reviewers are eligible to serve on both QM-Managed and Subscriber-Managed course reviews.

The course may also be taken by others interested in learning more about the Peer Reviewer role. Instructional designers or faculty who do not have current online teaching experience may take the Peer Reviewer Course to meet institutional goals of conducting internal reviews (that do not lead to QM recognition) or to learn more about Quality Matters.

Upon completion of this course, participants will be able to:

1. Explain the underlying principles of QM and the critical elements of the QM Rubric, materials, processes, and roles and responsibilities.
2. Write and critique helpful recommendations for course improvement citing Annotations from the QM Rubric applied to the evidence in the course.
3. Demonstrate correct application of the Standards during a practice review of an online course.
4. Recognize the events that will transpire during the peer review process.
5. Write helpful recommendations for course improvement citing Annotations from the QM Rubric and using evidence found in the course.
6. Apply the QM Rubric to an online course review providing helpful recommendations that reference the QM Rubric, Annotations, and evidence from the course.
7. Reflect on how the recommendations from the AML 2020 review impacted and influenced the instructor's revisions of the AML 2020 course.

### 1.5 Designing Your Flipped Class (1.5 hours)

Enrich the face-to-face classroom experience for your students and yourself by flipping your course. The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed. Use of this model will provide more time for active learning, student engagement, and stimulating discussions. (ELI 7 Things You Should Know, EDUCAUSE Learning Initiative (ELI), 2012).

Participants will explore the concept of the flipped classroom via discussion and activities.
By the end of this workshop, participants will be able to:

- Determine how and when to flip classroom activities and lessons
- Develop a plan to flip a module or activity from their course
- Locate or create a 2 - 5 minute lecture video

1.6 Developing an Effective Instructional Lesson (2 hours)

The first step in developing or redesigning an effective course is purposefully mapping out your ideas and plans. Participants will explore, via discussion and activities, lesson-planning steps by using a template and instructional design strategies to create their course lessons. The topics covered include content chunking, connecting objectives, activities and assessment, identifying course content and using Blackboard to support instruction.

Please note that this workshop is appropriate for instructors teaching face-to-face, hybrid and online courses.

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

- Develop a course module using the provided templates
- Identify strategies for chunking course content and activities
- Map objectives to course activities and content
- Identify methods for locating and creating course content

2. Instructional Tools

2.1 Choosing Instructional Technologies Based on the Universal Design for Learning (UDL) Framework (1.5 hours)

The Universal Design for Learning (UDL) guidelines provide a means to identify instructional technology solutions that meet both curricular objectives and the needs of all learners. Participants will explore three areas in which instructional technologies can be utilized to support instruction, expression, and engagement. Individually and in groups, participants will use one or more guidelines and apply them to a technology-enhanced assignment in their disciplines.

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

- Describe the three main UDL guidelines
• Describe how to incorporate each UDL principle in technology-enhanced course assignments
• Locate additional UDL resources

2.2 Bb 101: Organizing Your Course and Getting Started for New Blackboard Users
(1.5 hours)

At the conclusion of this session participants will have the tools and basic knowledge needed to begin developing their course for integration into Blackboard. Within this hands-on session, faculty will be introduced to basic course organization techniques and Blackboard features. Topics include: planning course organization in and out of Blackboard, creating items, course menus and folders, creating and managing assignments, and emailing through Blackboard.

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

• Locate Blackboard Help documentation
• Identify effective uses for the following Blackboard tools: Course Menus, Course Folders, Assignments, Email, and Announcements
• Identify two or more methods of consistently organizing course documentation and data in Blackboard

2.3 Blackboard Communication and Collaboration Tools (1.5 hours)

Blackboard tools can be used to extend discussion outside of a traditional classroom, or as the main interactive mechanisms in an online class. Within this hands-on session, faculty will be introduced to Blackboard’s collaboration tools (e.g. Discussion Board, Blogs, and Groups). For each tool, participants will discuss guidelines for effective use in traditional and online classes.

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

• Identify effective uses for the following Blackboard communication tools: Discussion Boards, Blogs, and Groups
• Identify at least one current assignment that could be extended or enhanced through the use of a Blackboard communication tool

2.4 Teaching with Web 2.0 Tools for Collaboration (Google Drive & Web Conferencing) (1.5 hours)

Creating opportunities for collaboration among students outside of the classroom can be supported with Web 2.0 tools such as Google Drive and synchronous web conferencing tools.
Google Drive includes an online office suite (previously known as Google Docs) that allows students to collaborate in real-time to create, edit, share, and publish documents, including spreadsheets and presentations. Google Drive can also be used for data collection and analysis.

Web conferencing is another real-time collaboration tool, which provides an additional audio component and the ability to share entire desktops or computer applications.

Participants will learn strategies for creating effective assignments using both online collaboration tools and when to incorporate them into traditional or online instruction.

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

- Recognize the main uses for two Web 2.0 collaboration tools
- Access Google Drive
- Describe the main types of collaboration tools in Google Drive
- Name at least one web conferencing tool available at Towson University
- Locate Help Documentation for at least one web conferencing tool

### 2.5 Communicating through Media-Rich Discussions & Instructional Capture Tools (VoiceThread & Panopto) (2 hours)

Communicating in any course is essential to the teaching and learning experiences of all involved. Communication tools such as VoiceThread and Panopto can be used by faculty to extend this process outside of the classroom.

VoiceThread is a free solution that allows both instructors and students to converse around almost any type of media within the online environment (e.g. video, PDF, documents, images, or PowerPoint presentations). The conversation medium can be voice, video or even text.

Panopto is a University-supported instructional recording system that can capture computer screens, audio and video (or any combination thereof) for later playback. Playback can be achieved by sharable link or integrated into Blackboard courses.

Participants will learn strategies for creating effective assignments using both online communication tools and when to incorporate them into traditional or online instruction.

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

- Recognize the main uses for two communication tools
- Create and modify VoiceThread thread(s)
• Create a short video using Panopto

Contact Information

For more information, or to schedule courses, please contact La Tonya Dyer:

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