Instructors (in order of teaching assignment):

- Carol Scheidenhelm: 773.508.7489; cschei1@luc.edu
- Sarah Dysart: 773.508.7476; sdysart@luc.edu
- Shannon Milligan: 773.508.3881; smilligan@luc.edu
- Terry Moy: 773.508.7475; tmoy1@luc.edu
- Additional contact information: Faculty Center for Ignatian Pedagogy: 773.508.7390; facultycenter@luc.edu

Office hours: online or on campus--upon request

Email correspondence: We will make every effort to get back to you within 24 hours on week days and 48 hours on weekends. We also encourage you contact us by calling our office numbers on week days between 8:30 AM and 5:00 PM.

Course Information

Course description: The Online Teaching Course is nine units of study designed to introduce participants to the pedagogy surrounding teaching in the online environment. The course is taught completely online; there are no campus meetings. Units 1-8 contain content regarding the pedagogical implications of organization and delivery of an online course. Unit 9 is comprised of a series of online workshops that cover potential tools for creating and delivering online content. The focus in the workshop sessions is to (1) discuss available technologies and (2) learn to apply those technologies to an individual course. Participants are required to attend two workshops of their choosing; they must complete the two workshops by the end of the semester following their participation in the online course (fall participants must finish by the end of the spring term, etc.). IMPORTANT NOTE: the Adobe Connect workshops for obtaining a host license are required by IT. They are separate from the Unit 9 offerings.

Course Outcomes--Graduates of the online teaching course will be able to:

- Discuss and evaluate contemporary issues related to teaching, both online and on-ground.
- Apply knowledge of assessment, content delivery, and communication strategies in designing their own online courses.
- Analyze strategies for engaging students in learning online.
- Compare and contrast instructional tools and select those that may work best for their course objectives.

Participants’ role: Participants are expected to complete readings and assignments on time; participation in the bi-weekly, live online sessions is mandatory. It is the participant’s responsibility to contact one of the instructors if s/he has questions about course content or assignments. Participants should plan to login to Sakai daily, or at least several times a week, to check for updates and instructor feedback. Students should expect to spend approximately 2 hours a week on readings and assignments and 1 additional hour for online sessions (approximately every other week).

We request that participants reply to course-related emails in a timely manner (within three days). This includes requests from instructors and from classmates. A timely response is a courtesy important in online teaching and learning.

Instructors’ role: The four instructors are here to help guide participants through the materials and address any questions they might have. The instructors will respond to participants’ questions in a timely manner (within 24-48 hours when possible) and will provide constructive feedback on assignments. Instructors will be available to meet with students online or on campus by appointment.

Course Policies

Attendance policy: All synchronous sessions are required. If you have a teaching assignment at this time, please notify the instructor for the unit. You can receive credit for the session by doing a make-up assignment provided by the instructor.

Assignments policy: Assignment deadlines are outlined in the syllabus and are posted in each unit. Please inform the instructor for the unit if you are unable to meet the due date.
Scoring: While there are no final grades for the Online Teaching Course, you will receive points for completing assignments and for participating in synchronous sessions. In order to successfully complete the Course, you will need to have **216** of the **270** total points possible (that is **80%** of the total points).

Additional Requirement: Most online courses use synchronous sessions as a means to build community; the exception is for some of the international courses where time differences and connectivity impede real-time communication. Any participants planning to conduct synchronous class meetings must take parts one and two of the Adobe Connect training offered by Instructional Technology and Research Support. This training provides you with a host license for Adobe Connect; **these workshops are not part of the Unit 9 requirements**. For more information on registering for Adobe Connect training visit [http://www.luc.edu/itrs/teachingwithtechnology/adobe-connect.shtml](http://www.luc.edu/itrs/teachingwithtechnology/adobe-connect.shtml).

### Scoring

<table>
<thead>
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<th>Assignment:</th>
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<td>Synchronous session 1 (Unit 1)</td>
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<td>Introductory Discussion Board (Unit 1)</td>
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<td>Introductory Survey (Unit 1)</td>
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<td>Group assignment (Unit 1)</td>
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<td>Syllabus starter (Unit 2)</td>
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<td>One minute paper (Unit 3)</td>
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<td>VoiceThread Assignment (Unit 4)</td>
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<td>Final Project</td>
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<td><strong>TOTAL Points</strong></td>
<td><strong>270</strong></td>
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### Assignments Calendar

Unit 1: Course Administration (September 15-21)

- **Readings**
  - Student and faculty expectations
  - Group work
  - Legal considerations
  - Student support
  - Unit summary

- **Assignments**
  - Introductory survey (**complete by Sept. 19**)
  - Introduce yourself discussion board (**complete by Sept. 19**)
  - Group assignment activity (post group findings in Sakai **by Sept. 21**)
  - First synchronous Adobe Connect session: **Friday, Sept. 19 10:00 AM**
    - See navigational menu in Sakai for a link to the synchronous sessions.
Unit 2: Rethinking Teaching Basics (Sept. 22-28)
- Readings
  - Course design and layout
  - Course policies
  - Course goals and objectives
  - Unit summary
- Assignments
  - Syllabus Assignment (complete by Sept. 28)
  - Second Synchronous Session: guest speaker relating to online library resources: Friday, Sept. 26, 10:00 AM.

Unit 3: Effective Content (September 29-October 5)
- Readings
  - Addressing different learning preferences
  - Chunking materials
  - Active learning techniques
  - Summary: Effectively presenting content
- Assignments
  - One minute paper (complete by Sept. 5)

Fall Break

Unit 4: Using and Media and Creating Content (October 13-19)
- Readings
  - Best practices for using media in e-learning
  - Learning objects
  - Copyright for instructors
  - Tools for content creation
  - Summary: Selecting the appropriate technology
- Assignments
  - VoiceThread Assignment (complete by Oct. 19)
  - Midway quiz (complete by Oct. 23)
  - Third Synchronous Session -- Active Learning in Online Classes: Friday, Oct. 17, 10:00 AM

Unit 5: Assessment (October 20-26)
- Readings
  - Aligning course activities with outcomes
  - Choosing appropriate assessment techniques
  - Using feedback to inform instruction
- Assignments
  - Assessment blog activity-Personal (complete by Oct. 26, as this will be used as part of the Oct. 31 synchronous session)

Unit 6: Assessment Tools (October 27-November 2)
- Readings
  - Basic assessment tools
- Assignments
  - Fourth Synchronous Session -- Sharing our Online Assessment Practices and Ideas/Intro. to Breakout Rooms: Friday, Oct. 31, 10:00 AM

Unit 7: Asynchronous Communication (November 3-9)
- Readings
  - Role of communication
  - Effective communication
  - Types of asynchronous tools
- Assignment
  - Work on final project
Unit 8: Synchronous Communication (November 10-16)

- **Readings**
  - One-on-one synchronous communication
  - Structuring and sustaining synchronous discussion
  - Student expectations for synchronous discussion
  - Selecting the appropriate method: synchronous vs. asynchronous

- **Assignments**
  - **Final Project (Complete by Monday, Nov. 16)**
  - **Fifth Synchronous session. Friday, Nov. 14 10:00 AM**
  - Complete online course evaluation

Unit 9: Teaching Tools Workshops: Scheduled dates TBA; must be completed by **June, 2015**

- Group projects online
- Using rubrics for assessment
- Technologies for narrating online lectures
- Testing strategies for online courses
- Teaching with Groups in Adobe Connect
- Collaboration Tools in Sakai
- Creating an Online Course