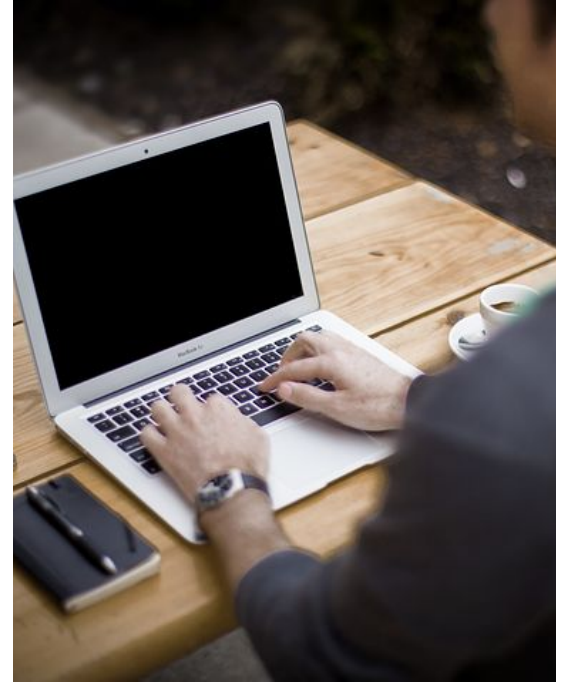


Preparing Online Instructors

Presented by OSU's Institute for Teaching and Learning Excellence
Simon Ringsmuth, Instructor

Spring 2020



Why This Class is Important:

Online courses are so prominent in higher education that more than 6.3 million students in the United States took at least one course online in 2016. The number of students taking online courses has risen every year since the early part of this century and it shows no signs of slowing down (Friedman, 2018). As college instructors deal with this changing nature of modern education it is critical that they have a plan for designing effective online courses, are considering ways of engaging their online students, know how to design lessons and assessments, and understand how to use technology to enhance their instruction. This course is designed to meet those needs and much more as well, and connect you with a network of individuals with whom you can ask questions and share ideas.

Instructor:

Simon Ringsmuth, 301 PIO Building
simon.ringsmuth@okstate.edu
(405) 744-6757

I will respond to emails within two business days

Wellness Statement:

You are important to me. If at any time you feel that you need to talk or that there is something you are unable to manage about this class, please see me. We can discuss your struggles, and if you need additional help I can refer you to the appropriate service. You are a valuable member of the OSU community. Do not let your physical or mental health suffer because of this class or anything else you might encounter during your time here at OSU.

This class will help you prepare to meet the challenges and embrace the opportunities of online teaching.

Course Information

The purpose of this course is to provide faculty with the knowledge and skills necessary to effectively teach in an online environment.

Key areas of focus include Course Organization, Content, Activities, Interaction, Management, and Assessment.

Most of the POI course is delivered online with the exception of two in-person meetings which will take place on the Stillwater campus and the Tulsa campus for participants in those respective locations. Attendance at the meetings is mandatory and will greatly help you in this course as we explore topics and discuss issues relevant to online education while working in small and large groups.

A catered lunch is provided for all in-person meetings.

Communication

I do my best to prioritize emails from my students, and to help make sure I answer your questions as soon as possible make sure to put "POI" in the subject line of your email. For example:

POI: Question about Chapter 3 Quiz

POI: On vacation next week

Class news and updates will be posted to the Announcements section on Canvas. I do not send out all-class notices via email.

Participants can expect to spend 5-7 hours per week on the readings, discussions, and assignments required for successful completion of this course. Please plan your time accordingly.

On-Campus Meetings

Stillwater	January 28	11:30am-1:30pm	ITLE 105
Tulsa	January 29	12:00pm-2:00pm	214 North Hall
Stillwater	March 3	11:30am-1:30pm	ITLE 105
Tulsa	March 4	12:00pm-2:00pm	214 North Hall

Virtual Office Hours

Canvas Chat	Monday	Feb. 3	1pm-1:30pm
Canvas Videoconference	Tuesday	Feb. 11	1pm-1:30pm
Canvas Chat	Wednesday	Feb. 19	11am-11:30am
Canvas Videoconference	Thursday	Feb. 27	11am-11:30am

Regarding Office Hours

Office Hours in this POI class are a chance for you to get firsthand experience with the Chat and/or Videoconference tools built in to Canvas. There is no specific agenda for Office Hours; They are designed to give you firsthand experience with using these tools to evaluate whether they would be effective for use in your own teaching. You are required to attend only one Office Hours session but you may choose to attend more if you wish.

If you are unable to attend any of the Office Hours sessions please contact me to let me know. I will excuse your absence or we can set up another time to do a one-on-one Office Hours session.



Simon Ringsmuth, Instructor

POI Goals and Objectives

The goal of this course is to prepare instructors to create effective online instruction either through adapting a traditional course or starting from scratch. To meet this goal, this course will prepare instructors to achieve the following objectives. Participants will:

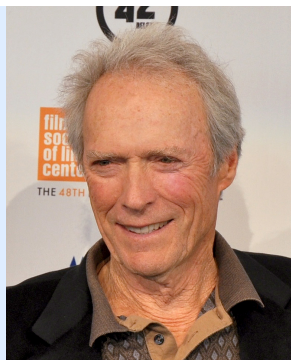
- **Participate** in online learning from a student's perspective.
- **Engage** in regular thoughtful discussions with fellow classmates
- **Explore** emerging learning technologies that can be utilized in an online learning environment.
- **Construct** a learning activity and assessment strategy for an online class.
- **Analyze** various features of the Canvas system that you could use in your own online course
- **Design** a syllabus for an online course, applying principles and best practices of good course design.
- **Contribute** to, and facilitate, quality online discussions related to the material being studied.
- **Investigate** how copyright laws and intellectual property apply to online courses.
- **Create** a video reflecting on your experience in the course
- **Evaluate** online course management strategies.

Instructor Expectations

I realize that you are all busy with many demands on your personal and professional time. Therefore, you can expect me to provide a quality learning experience that respects the many obligations you already have in your life. I will communicate often, respond quickly, and actively participate throughout the course. You can expect to see me on the discussion board throughout the week, offering my own thoughts and opinions while respecting the contributions from everyone in class. I will do whatever is in my power to assist you when needed, and I will not let any of you suffer in silence when it comes to the workload of this course. I look forward to an informative, productive, and enjoyable six weeks with you.

"What you put into life is what you get out of it"

-Clint Eastwood



Participant Expectations

What you get out of this course depends greatly on the effort you put in to it. Participants in the Preparing Online Instructors program are expected to be active learners and engage with the course and fellow participants on a continual and consistent basis. Each week students will have at least one major assignment to complete which will take anywhere from 1 to 3 hours of their time. In addition to these assignments, students will be expected to participate in our online discussion board throughout the week. The insight gained by participating as a student is a valuable part of this course. You can expect to be challenged throughout this course, and you might find yourself struggling with new technologies as well. This is normal, and these struggles are why this class exists: to help you work through them and learn new tools and techniques to be better instructors. Engaged and active participants can expect to spend 1 to 2 hours per week reading and responding to discussion board prompts, which will benefit not only the individual participants but the class as a whole. Additionally, every assignment in this class, except for the one multiple-choice quiz, has a rubric that explains how you will be assessed. Finally, there will be two required in-campus meetings that all participants must attend.

How to get an A in this class

- Participate in discussion boards. This is the most important aspect of our POI course and much of what you gain from the course will be specifically related to the effort you put in to discussion board participation.
- Read or watch the overview of each week's topic and assignment
- Complete each week's assignment on time and to your best level of ability
- Work with your group to generate discussion prompts and facilitate your week's discussion board topic.

Course Prerequisites

This course focuses on pedagogical design and implementation of online instruction; therefore, it is NOT a computer applications or Canvas training course. While there will be some demonstrations on how to use Canvas, it is expected that you are to be familiar with the basics of how to use Canvas before taking this course. To successfully complete this course you are expected to already have a basic level of computer skills including file management and use of Microsoft Office applications, and have a basic level of skill at using the Internet to find information and communicate.



Technology Requirements

Material in this class is designed to be platform-agnostic: any desktop or laptop computer equipped with a modern internet browser such as Chrome, Firefox, or Safari will be sufficient to fulfill the requirements of the course. We will be using a Canvas Videoconference for virtual office hours, but no personal account is required to join the Videoconference. In order to get the maximum benefit from the virtual office hours, a computer equipped with a microphone and webcam is highly recommended.



Course Organization Guide

- This course is organized into six weekly modules which can be accessed in the Home area of the Canvas.
- Each week includes an introduction and summary, readings, activities, and discussion.
- Assignments and supplemental materials for each module will be posted on Canvas.
- Discussions will be held using the Discussions link on Canvas, and discussions will also be accessible from within each weekly module.
- Participants can use the Calendar tool in Canvas to keep track of assignments and upcoming due dates.
- Customize your Notifications in Canvas to receive emails and/or push notifications to your mobile devices when course announcements are posted, as well as other items such as due dates, grades, etc.

Canvas > Account > Notifications >

Announcement



Course Activity Guide

- Assignment schedule, details, and due dates will be posted on Canvas.
- It is the responsibility of the participant to make sure that all assignments are submitted correctly and on time, according to the assignment instructions.
- All assignments for a given week are due on Saturday by 5pm CST.
- Any assignments not submitted on time will be considered late.

Discussions

Discussion boards are the beating heart of this class, and your participation is essential to your success. Participation is not a supplementary component of Preparing Online Instructors but is integral to our learning in this course. Each week will have different discussion topics based on the readings for each week. Topics will be posted by the facilitators for each week no later than 5pm the preceding Saturday, and students will have until the following Saturday to engage in meaningful discussion about that week's topic.

Discussion Participants

In order to create an environment for thoughtful and meaningful discussion, the Facilitators are expected to post a discussion topic in the form of a question based on the readings for the upcoming week (i.e. Discussion Questions for Week 2 must be based on the readings for Week 2, and must be submitted to the Instructor by 5pm Saturday, October 5). Facilitators are to engage in the discussion along with their classmates, asking follow-up questions and probing for deeper insights based on the answers to their original questions. They are expected to be a persistent presence in the discussion throughout the week, not simply asking a question and then abandoning the discussion board.

Discussion Facilitators

In order to generate thoughtful and meaningful discussion, Participants are expected to reply to one of the discussion topics posed by a facilitator each week. Participants must also contribute to the discussion by replying to their fellow students' posts with additional questions, thoughts, insights, personal stories, and the like. Replying to a post with simple sentences such as "Me too!" or "I totally agree!" is unacceptable, as these do not add to the discussion in any meaningful way. Participants are expected to be a persistent presence in the discussion throughout the week, not simply posting quick replies a few hours prior to 5pm on Saturdays.

Discussion Board Code of Conduct

- Make an effort to be engaged throughout the week. Posting responses on Saturday afternoon is not conducive to thought-provoking discussion.
- REFRAIN FROM USING ALL CAPS. IT IS CONSIDERED SHOUTING.
- Respect others' opinions. If you disagree with what another has said, post your thoughts in an objective, respectful manner. Do not make remarks that can be taken personally
- Reflect upon the text you have entered before posting.
- Keep the discussion within the scope of the course material.
- Communication should be grammatically correct. Adhere to correct sentence structure, grammar, and spelling conventions.



Instructor's Role in Discussions

In order to contribute to the learning environment of the class, the instructor will serve as a persistent presence on the discussion board throughout the week. The Instructor will offer input on various topics, push students to think deeper, and help guide the discussion in such a way that meaningful learning is taking place. The instructor is expected to be a persistent presence on the discussion board throughout the week, not merely dropping by once or twice with short replies that do not lead to meaningful discussion. The instructor will not interfere with the facilitators and is expected to show deference and respect to the facilitators by letting them be the main voice in their discussion topic.

"I think it is possible for ordinary people to choose to be extraordinary."

- Elon Musk



Facilitator Groups

Each of the five groups will have its own discussion board where members can communicate privately about topics for the next week's class discussion. Each group is required to come up with two prompts based on the upcoming week's readings. By 5pm Saturday, one member of the group responsible for the following week's discussion prompts needs to email them to the instructors. The prompts must be agreed upon by the entire group, and the group must designate an individual who will be responsible for submitting the prompts to the instructors. Then during the coming week, members of that group will take on the role of "Facilitators" who will help guide the discussion for that week.

Assignments

For each module, you will complete one or more assignments that build upon the concepts presented in the reading and discussions. Details for each project will be available in its respective module, as well as how the project will be assessed. If you need additional time or outside assistance with any given assignment please contact me to let me know. I want your work in this class to be meaningful and if you need extra time to make that happen I will be glad to accommodate you.

On-Campus Meetings

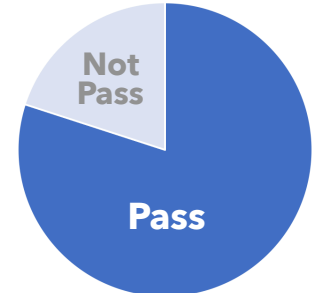
This course contains two on-campus meetings where we will be discussing readings, sharing information from our own experiences, and getting feedback from others on some of the assignments that we do in the class. Attendance is important to your success in class and will also help you build professional connections that will benefit you as you continue in your academic career. If you are unable to attend please let me know in advance and your absence will be excused.

Late Work Policy

Each week's assignments are due by 5pm on the Saturday that the week ends. However if you need more time to complete an assignment just let me know and I will be glad to extend the due date for you. Ten percentage points will be docked for work turned in late, but after 5pm Monday the work will not be accepted unless you have made prior arrangements with me.

Grading

The activities in this course will be graded on a total points system. This course does not assign letter grades but instead will assign an overall evaluation score based on the following scale where 80% or above is graded as Pass, and less than 80% is graded as Not Pass.



Course Schedule Changes

The instructor reserves the right to modify the syllabus or course schedule as deemed necessary. If a change is made, an email will be sent to all participants.

The following is a list of the work for each week of this course. If you wish you may use this to keep track of your progress and place a check mark in the box for each week as you complete the assignment.

Week and Topic	Assignment	Check
January 26-February 1 Student Engagement	Create a Self-Introduction PowerPoint	
	Take the Syllabus Quiz	
	Stillwater: On-Campus Meeting, ITLE 105, 11:30am-1:30pm Tulsa: On-Campus Meeting, 214 North Hall, 12-2pm	
	Week 1 Discussion	
February 2-8 Investigating Canvas	Construct a graphic organizer for Canvas features	
	Office Hours, Monday, 1-1:30pm, Chat	
	Week 2 Discussion	
February 9-15 Technology Tools	Research two technology tools and post them on Diigo	
	Office Hours, Tuesday, 1-1:30pm, Videoconference	
	Week 3 Discussion	
February 16-22 Online Course Activity	Create an online course activity and assessment rubric	
	Office Hours, Wednesday, 11-11:30am, Chat	
	Week 4 Discussion	
February 23-29 Online Course Syllabus	Create an online course syllabus	
	Office Hours, Thursday, 11-11:30am, Videoconference	
	Week 5 Discussion	
March 1-7 Copyright and Reflection	Analyze a copyright/intellectual property resource	
	Create a video reflecting on your POI experience	
	Stillwater: On-Campus Meeting, ITLE 105, 11:30am-1:30pm Tulsa: On-Campus Meeting, 214 North Hall, 12-2pm	
	Week 6 Discussion	
Throughout the course each group is responsible for preparing two discussion board prompts.		

Discussion Board Detailed Expectations

Since the discussion board is such an essential component of your learning in this Preparing Online Instructors class, I want you to know precisely how your work will be assessed. I am looking for quality of posts instead of sheer quantity, and your grade will be based on how well I observe you engaging with your classmates to dive deeper into the material each week.

My motto for discussion boards is "Check early, check often." I do not expect you to post something every single day, nor do I expect you to respond to every single thread. I do expect you to be actively engaged throughout the week, and I recommend choosing one or two threads to follow instead of trying to keep up with all threads on a given week.

My recommended discussion board workflow for this course is as follows:

Monday/Tuesday: Read the discussion prompts, consider your response, and write a post or record a video to share your thoughts. Or read what others have said about the prompt and post one or two responses to your classmates.

Total time, 15-30 minutes.

Wednesday/Thursday: Read the responses to your post, and read the responses to other posts. Watch videos that others have recorded. Consider how your thoughts on the topic have changed, and post one or two responses of your own.

Total time: 15-30 minutes.

Friday/Saturday: Read any final thoughts that have been shared by your classmates and watch videos that others have recorded. Share any closing thoughts you have about the topic in light of what others have said.

Total time: 15-30 minutes

For Facilitators, this schedule should include additional time in order to actively encourage discussion and help make connections to the readings and to other posts.

	Proficient 10 Points	Basic 7 Points	Needs Improvement 5 points	No Credit
Facilitator	Facilitator engages with participants throughout the discussion by asking follow-up questions, encouraging debate, and helping participants make connections to the reading material and other sources. It is clear that the facilitator has made an effort to engage the participants.	Facilitator engages with participants occasionally and asks a few follow-up questions. Facilitator only makes a passing effort at engaging students, encouraging debate, and making connections to the readings and other sources.	Facilitator is mostly absent from the discussion and makes little or no effort to engage students. Very few follow-up questions are asked, and debate is not encouraged nor are connections made to the readings or other sources.	Facilitator fails to participate in any way beyond simply posting the initial discussion question.
Participant	Participant makes a clear effort to be an active member of the discussion board by replying to a Facilitator's Discussion Question, engaging in thought-provoking dialog with other students, and making connections with the reading material and other sources. Participant is engaged throughout the week, attempts to motivate other students and advance the overall discussion.	Participant makes some effort to engage on the discussion board by replying to a Facilitator's Discussion but not much else. Participant shows some interest in engaging with other students through dialog, but frequently responds with short one-line comments such as "I agree!" or "Great idea!" that do not add much to the overall discussion.	Participant is mostly absent from the discussion and makes little or no effort to be an active learner. Participant may offer a brief answer to a Facilitator's question, but little else. Posts are short and may be off-topic or irrelevant to the discussion. Participant may post a few last-minute comments shortly before Saturday at 5pm, which are not conducive to quality online discussion.	Participant is indifferent or apathetic to the discussion and fails to engage in any substantive way. If the Participant does post, he or she writes things that are off-topic or not relevant to the discussion. Participant may also engage in behavior that is disrespectful or incendiary, and does not value the opinions of others.

Special Accommodations

According to the Americans with Disabilities Act, each student with a disability is responsible for notifying the University of his or her disability and to request accommodations. If any member of a class thinks that he/she has a qualified disability and needs special accommodations, he/she should notify the instructor and request verification of eligibility for accommodations from the Office of Student Disability Services, 315 Student Union. Please advise the instructor of such disability as soon as possible, and contact Student Disability Services, to ensure timely implementation of appropriate accommodations. Faculty have an obligation to respond when they receive official notice of a disability but are under no obligation to provide retroactive accommodations.

Academic Integrity

I will follow OSU's Commitment to Academic Integrity: "I will respect OSU's commitment to academic integrity and uphold the values of honesty and responsibility that preserve our academic community." I expect all students to follow this commitment as well.

The academic integrity policy recognizes the obligation of all OSU faculty and students to understand, communicate, and abide by the standards of academic integrity.

<http://academicintegrity.okstate.edu/>

Academic Integrity Policy and Procedures

<http://academicintegrity.okstate.edu/doc/2-0822-ai.pdf>

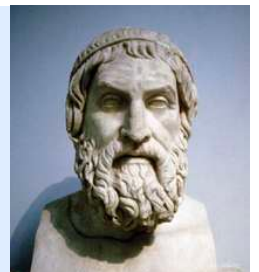
Academic Integrity Guidelines for OSU Students

http://academicintegrity.okstate.edu/aistudents.htm?option=com_extcalendar&Itemid=59

If I have evidence that would convince a reasonable third party that the student "more likely than not" cheated on an exam, plagiarized (copied other's work) or committed some other academic integrity violation, my first move will be to contact the Office of Academic Affairs to obtain the services of an academic integrity facilitator and then to inform the student in writing (using the Academic Integrity Violation Notification form) of the charge, eventually setting up a meeting with the student and the facilitator. The academic integrity policy no longer requires proof of the student's "intent" to cheat.

"I would prefer even to fail with honor than win by cheating."

- Sophocles



The Bottom Line

I want you to be successful in this class, and doing so will help you be successful in life. Online Instruction skills are highly sought after by OSU and other universities, and my job as your instructor is help prepare you for the challenges and opportunities this medium offers. All the elements of this class, from the assignments to the discussions to the on-campus meetings, are designed to help you gain the knowledge and skills you need to be a better online instructor.

I don't give useless assignments, and I don't like grading busy-work. The things we do in this class have a purpose beyond just a letter grade, and I hope this class is a challenging and rewarding experience for you.