

IVYC110- Online Faculty Certification Course

Introduction to Teaching Online at Ivy Tech Community College

Certification Overview

Welcome to the Online Faculty Certification course. The purpose of this course is to provide you with the knowledge and skills you need to successfully teach an online course at Ivy Tech Community College. The course is delivered in three parts. Part one is a series of self-paced modules (Modules 1-6). Part two is an instructor-led two week course (Modules 7-8). Part three is a semester-long mentoring program. All three parts must be successfully completed to become certified to teach online at Ivy Tech Community College. Successful completion means that **all** assignments have been completed and a score of 90% or better has been earned on each assignment.

1. **Self-paced Modules:** Your Campus Online Technology Coordinator will monitor your progress in the self-paced modules. You may or may not be given a deadline for completion. If you are unable to complete the modules you will not be able to participate in Part 2, and will not be authorized to teach online.
2. **Instructor-led Modules:** An experienced online facilitator will guide you through the last two modules while demonstrating best practices in teaching online. You will interact with your facilitator and your peers during these modules. Upon completion of Parts 1 and 2, you will be approved to continue on to the final step.
3. **Mentoring Program:** Part 3 is a semester-long mentoring program designed to support you through your first semester teaching online at Ivy Tech. There will be several required check-in points with your mentor. You will be asked to join synchronous sessions throughout the semester. These will be conducted using a GoTo webinar space that will allow you to participate virtually from the comfort of your preferred Internet hotspot.

Teaching Online

Regardless if you are new to teaching or have years of experience teaching in a face-to-face classroom, the online environment requires the cultivation of new skills and the adaptation of existing teaching practices to build a learning community that is enjoyable both to you the instructor and to the students in your class. In addition, there are policies which are appropriate in an online environment (such as time limits on feedback and response to assignments) which are different than those in a face-to-face or hybrid classroom. For example, in a traditional classroom, students may catch you before class, during a break, or after class to ask additional questions. In the online

environment, students can post or send questions to you at any time, day or night. It is how you adapt to this communication change and the other nuances in online teaching environment that will determine your success.

10 Principles for Effective Online Teaching

Based on Ann Hamilton Taylor's webinars and workshops.

Taylor, A. (August 28, 2014). 10 Principles of Effective Online Teaching.
Workshop conducted at Campus Technology 2014, Boston, MA.

1. Know your audience

Get to know your students by participating in the discussion board. Most, if not all, online courses have an "ice breaker" or introductory discussion board where students introduce themselves. You should read each of the students' biographies and welcome them to the class. If you have something in common or if the student has an interesting hobby, make a friendly comment and welcome them to your class. Remember to use their name in your salutation and to close your discussion board post with a friendly closing remark and your name.

*Online facilitators should also continue to participate in discussion boards throughout the course. As an expert in your field, this is a rich teaching moment where you can offer your expertise and help keep the conversation on track.

2. Get organized

Teaching online requires a slightly different approach to instruction.. You have to prepare, organize and implement excellent time management skills in order to stay on track with your online teaching responsibilities.

Prior to the start of the class, you should:

1. create your IvyLearn profile (policy requirement).
2. modify your notification preferences (policy requirement).
3. provide your contact information in your profile and on the syllabus (policy requirement).
4. update the syllabus.
5. add due dates to all of your assignments (policy requirement).
6. create a welcome announcement.
7. post an introduction in the discussion board.
8. create supplemental materials as needed.
9. familiarize yourself with the course content. Some online courses have third-party content like Pearson MyLabs, Cengage Mindtap, McGraw-Hill Connect, or additional software or certification materials like ExamForce, or TestOut. For specific information, it is recommended that you read the information in the Instructor Resource guide.
10. schedule dedicated daily and/or weekly blocks of time for correspondence, grading, online office hours, course content communication like weekly

announcements or video lectures, and class management tasks such as backing up your gradebook, creating proctor forms, processing No-Show/Withdrawals, posting mid-term grades, etc.

Please note: Instructors who teach courses found in the Statewide Library of Online courses will need to download their course content from the Commons. Courses that are part of the included program or courses in the library that use OER content will be loaded for you. All faculty must also remember to make their course available to students by clicking the “publish” button.

During the semester, you should:

1. establish and maintain online office hours.
2. grade in a timely manner.
3. participate in the discussion boards.
4. maintain ongoing class management tasks.
5. create weekly announcements.
6. create supplemental materials as needed.
7. create instructor-initiated communication and interaction.

After the semester, you should:

1. perform a self-evaluation and tweak your teaching technique to improve the learning environment.
2. save a backup of the grade center.
3. post final grades.

3. Get comfortable with the technology

As an Ivy Tech Community College faculty member, you are required to successfully complete ILRN101- IvyLearn Basics for Faculty. ILRN101 provides the basic functionality used in all courses and is also a prerequisite for taking IVYC110- Online Faculty Certification.

In addition, the first thing you should do when your online course becomes available is to import your course content from the Ivy Tech (Canvas) Commons, review the course, and carefully read the information under the Instructor Resources module.

*You can receive help with IvyLearn by visiting the Faculty Resource Center located under the IvyLearn Help button, search the [Canvas Guides](#), or by contacting your local Online Technologies Staff <http://www.ivytech.edu/online/contacts.html>.

4. Communicate expectations

Clearly establish your expectations for your students and what your students can expect from you. You can use the announcements, your instructor bio, an online lecture, office hours, the syllabus, or a combination of all of these things to establish

your expectations.

*Online faculty are required by policy (ASOM 7.5.1) to respond to all student questions within 36 hours regardless of holidays or weekends.

5. Let your personality show

Online education does not have to feel “distant”. Let your personality show through with audio or video messages. When writing, use your personal style while still modeling good writing techniques. It is important to always try to use correct grammar and to run spell check. Although it is easy to fall into writing with “text” acronyms, it is not recommended in the academic environment.

6. Be Engaged

You are the most important component of an online class. You are an expert in your field and you have the power and responsibility to share your knowledge and facilitate the learning process in your online class. Be engaged by being present. Setup your IvyLearn Notifications to stay organized and in touch with students. Log into the course daily, post announcements, facilitate the discussion board and interact with your students as much as possible. You can also encourage and develop an online presence through online office hours, monitoring student progress, and offering words of encouragement.

7. Build community

Ivy Tech online courses are designed to encourage student-to-content, student-to-student, and student-to-instructor interaction. As the instructor, you can use these events to build a learning community. You want to make sure you model good communication techniques while encouraging the creation of small study groups, offering weekly study sessions, participating in online office hours, and by promoting social interaction through the cyber café discussion forums.

8. Plan for the unexpected

Although you may not hear “the dog ate my homework” in an online course, you may hear stories of the Internet being down, IvyLearn outages, campus closings or technical difficulties. On the course syllabus, there is a section regarding make-up work. For your convenience, the verbiage is provided here for your review.

-----This information is found on all online syllabi.)-----

Make-Up Policy

Late assignments will be assigned a grade of “0” unless a student has received prior approval from the professor. If a student has a problem or scheduling conflict that prevents the student from submitting an assignment on time, the student should contact the professor immediately. The professor will determine if the seriousness of the problem warrants an extension on the assignment. Unless absolutely unavoidable, students need to contact their instructor **before** missing the

deadline – not after. Instructors have the right to decline accepting work for any credit after a deadline passes with a few specific exceptions, including but not limited to:

- If there is an outage of the IvyLearn system that is verified by central system administrators, instructors will provide an extension for students to submit work at no penalty.
- If the student has documentation of serious illness or death of a family member, instructors will work with the student to determine an alternate deadline.

-----**End of online syllabi text**-----

If there is an IvyLearn outage, a technology failure, etc. you may be notified in a variety of ways. You might see the notification on the front page of IvyLearn. You may receive an email notification from IT, your local Online Technology Coordinator or a member of the Center for Instructional Technology team. You may also hear from your students. The most common student technology issue involves losing power or being kicked out of an assessment. The student may request that you reset the exam. It is recommended that you give the student the benefit of the doubt the first time. If the student reports the same issue during each exam, you may want to suggest the student come to campus to take the assessment. If you are unsure of what to do, please contact your supervisor or your Online Technology Coordinator for assistance.

Life happens to both faculty and to students. If you are unable for some reason to perform your teaching responsibilities, you should contact your supervisor and your local Online Technologies Coordinator to ensure the course is still progressing as expected. You should also communicate your absence to your students with clear instructions on what to do if they have questions and when you expect to be available.

9. Provide meaningful and timely feedback

One of the major complaints online students have is the lack of good grading feedback and the time it takes to receive their grades. “Good job” or “needs work” by itself is not enough. When providing feedback, communicate what was done well and how they can improve their work on future assignments. You will also need to clearly communicate to students the timeframe for grading assignments. Ivy Tech policy suggests that grading should be completed no more than seven days after the assignment due date.

10. Practice continuous quality improvement

Technology and online teaching practices continue to improve and evolve. As an online instructor, you should plan on participating in ongoing professional development opportunities. Each semester, there are webinars on IvyLearn

changes, tools, and suggested best practices. Our Content Partners offer training on how to utilize their tools. Institutional memberships to the League of Innovation, Quality Matters, WCET, Educause, and many other academic partnerships offer webinars, articles, and learning opportunities. In addition, the Center for Instructional Technology and many local Online Technologies staff provide training in a variety of formats.

It is also recommended that at the end of each semester that you do a self-evaluation of what worked well, what went wrong, and what could use improvement. During this self-evaluation, you should think about your role as the instructor, your supplemental lectures, office hours, and the successes of your communication plan.

The Statewide Library of Online Courses

The Center for Instructional Technology (C4IT) manages the development, implementation and maintenance of over 300 Ivy Tech courses. Local development of online courses is very limited and must go through an approval process before development can begin. Most likely, you will be given a course from the Statewide library of courses. When you teach an online course from the Statewide Library, you are provided with a common course presentation that includes syllabus, course materials, and assessment plan. These courses have been designed using the Quality Matters rubric. The QM rubric focuses on the alignment of objectives with assessments and course navigation. As the instructor, you can make some modifications to the assignments, discussion boards, etc. However, you cannot alter the points possible for the course. In plain terms, it is more of an “assignment swap” which keeps the same points possible and still aligns with the course objectives. For additional information, please review Expectations for Instruction of Statewide Online Courses in [ASOM 7.5.2](#).