

Roger Williams University

Accelerated Teaching Online & Web-Enhanced Course Syllabus

Winter 2024

General Course Information

Conducted and delivered fully online in the Bridges (Sakai) Learning Environment.

This Five-Week Self-Paced Course begins Monday, December 18th, 2023 and ends on Friday, January 26, 2023

Prerequisites

Interest in delivering exemplary instruction in an online environment. Interest in collaborating with colleagues to share best practices for teaching online.

Skills: Basic computer skills, which include:

- Basic operating system skills (opening applications, file management)
- Basic Microsoft Word and Microsoft PowerPoint application knowledge
- Internet (basic ability to navigate the Internet, search, upload/download files)
- Helpful: typing ability
- Helpful: Some knowledge of the Bridges/Sakai course management system useful
- Helpful: some HTML authoring, graphics, and multimedia expertise
- Helpful: Teaching experience

Facilitator Information

Stephanie Hijazi
Instructional Designer/Trainer
email: shijazi@rwu.edu

Phone (ID Team) (401) 254-3187

Office Hours: Zoom Meeting available by request M-F 9-4 - email id@rwu.edu to setup a convenient time

Communication: Note that we will be communicating with you throughout the course via your RWU e-mail account as dictated by the RWU Electronic Communication Policy.

Course Information

Course Description

This course will cover the basics of teaching online, with course design as its core and is geared towards RWU faculty who have had limited experience with this type of course delivery or who need to revamp/improve an already developed course.

Teaching fully online requires a change in pedagogy and a different set of skills. This course has been designed from established best practices refined over time by organizations such as Quality Matters™, the Online Learning Consortium (formerly Sloan-C) and the International Society for Technology in Education as well as research done by other institutions. The best practices described below include attributes of course design and delivery.

Instructors will have two specific roles in this course. First and foremost, they will be online learners and will experience issues and expectations that are specific to students in an online environment. Experiencing this mode of instruction through the eyes of a student will help in the second role as an online instructor and designer, as they will be able to better understand how students see and navigate a course site and what issues can arise during the learning process.

Upon completion of the course, instructors will have developed one module of learning instruction that complies with best practices. The 5-week course will have a module to complete each week that students can work on independently using their own discipline-specific course materials (approximately 6-8 hours weekly depending on complexity).

Each module of the course will cover specific course objectives drawn from the following:

A. Course Organization and Administration

Course organization & administration looks at the overall design and structure of the course, clarity and accuracy of course language (instructions, policies, explanations) and student support.

1. Course organization maintains most elements of the RWU distance template. Additions to the course menu serve a clear role, are central to course activities, and their use explained within the course
2. Course materials are presented in a logical and consistent order
3. Students are oriented to the course overall
4. Course materials are available at appropriate times

B. Learning Objectives

The Learning Objectives section looks at the conformance of course and lesson learning objectives to clearly identified knowledge, skills or attitudes to be mastered upon successful completion of the course using performance indicators that are measurable.

1. Course objectives clearly state the knowledge, skills or attitudes to be demonstrated upon successful completion of the course, are measurable and aligned with the course description.
2. Each module/lesson contains lesson objectives that clearly state the knowledge, skills or attitudes to be demonstrated upon successful completion, are measurable and aligned with the course objectives.

C. Syllabus

The Syllabus section looks at key policies and information identified in the RWU Syllabus template that should be included to aid students in being successful in an online course.

1. Syllabus is complete, current, and consistent with the approved course syllabus guidelines.
2. Course policies are clear, specific and set expectations for students.
3. Evaluation criteria stated in the syllabus is reflected in the Gradebook and all items noted in the syllabus are included.

D. Instructional Materials: Student-to-Content Interaction

Student-to-Content interaction addresses the design and delivery of content and the activities that require the students to interact with the content in order to demonstrate learning outcomes.

1. Learning goals and course objectives are communicated throughout the course.
2. Course content connects to the course objectives, to the activities, and to each other. Learning goals and course objectives are communicated throughout the course.
3. Graded assessments address all of the course objectives
4. Students engage with course content in a variety of ways. For example: content and activities address multiple learning styles (i.e. visual/textual, visual/graphical, auditory, kinesthetic)
5. Clear instructions for each activity are provided.
6. Grading strategy is clearly communicated to students.
7. Students are able to assess their own learning.
8. All content items function as expected.
9. Textual and graphical content is easy to understand, engaging and effective
10. Media-based content is easy to understand, engaging and effective
11. Content adheres to Accessibility and Universal Design principles
12. Course tools and materials are compatible with mobile platforms

E. Student-to-Instructor Interaction

Student-to-instructor interaction addresses all of the ways the instructor interacts with students, both individually and as a presence with the entire class.

1. The instructor is a regular presence in the course
2. Instructor is available to answer students' questions throughout the course
3. Instructor provides guidance to students on being successful in an online course and supports struggling students
4. Instructor motivates students to engage and participate in the course
5. Instructor is receptive to questions and perspectives of students in the class
6. Instructor facilitates student engagement
7. Scored exams, homework, and other graded assignments are returned in a timely manner
8. The instructor provides meaningful feedback

F. Student-to-Student Interaction

1. Student-to-Student interaction addresses the design and facilitation of activities that build a sense of community within the course and encourage students to contribute to the course
2. Course design encourages students to engage with each other in a regular and meaningful manner
3. Group work* includes clear directions, specific expectations, a grading schema, and guidance on collaboration (*If group work is a substantial component of the course and/or is required for achieving course outcome)

Required Textbooks

There are no textbooks for this course. All materials will be included in the course.

Final Deliverables*

Final Course Deliverables will include:

1. A complete plan for an online course that makes clear the overall online strategy in addition to the content goals of the course and lesson objectives.
2. A course planner template will be provided that will include a detailed lesson and content plan for the online course
3. Implementation of a minimum of 1 complete lesson in Bridges in addition to an Orientation lesson.

4. A completed Course Syllabus

*These assessments require a score of 85 or better to pass this course.

Grading	Grade Percentages:
Unit 1: Learning Objectives and Lesson Objectives	15%
Unit 2: Course Design – Adding Resources, Activities, Assessments	15%
Unit 2: Course Design - Syllabus	15%
Unit 3: Course Building in Bridges	20%
Unit 4: Humanize	25%
Discussion/Reflection/Participation	5%
<u>Weekly Feedback</u>	<u>5%</u>
Total	100%

Grading Schema	Pass/Not Pass
	Grade Minimum%
P	85
NP	0

Late and Missing Assignments

As with any traditional course, timely and full participation in all assignments and activities are an integral part of the learning experience. As the course builds on work done from previous weeks, turning assignments in on time makes sure that you receive timely feedback and ensures that your final product is well constructed. Late work also tends to build up and make dropping out of the class more likely (it is also overwhelming!).

Please note: If we do not hear from you or receive any submissions from you during the first 8 days of the course, you will be dropped but will have the opportunity to join in our next offering.

Course Goals

This course is for faculty who want to explore the critical success factors in designing and delivering online instruction. Through readings, discussion, and various activities, we will examine the pedagogical implications of technology-mediated learning, the dynamics of the virtual classroom, the elements of effective online course design, as well as the tools and technologies available to create and deliver online instruction design, and to assess student performance.

In your individual project work, you will design and create at least one online lesson in addition to an orientation lesson. This course will use a range of interactive and collaborative instructional techniques in an effort to provide current or potential online instructors rich, first hand experience of what it is like to be a student learning in an online environment.

Course Objectives

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

- List the key success factors in designing and delivering effective online instruction.
- Describe the dynamics of the virtual classroom and the pedagogical implications of learning in an online environment.
- Apply established best practices in their course design.
- Select and use the relevant activities and assessments that align to the course/lesson objectives.
- Describe the tools, techniques, and technologies available at RWU to develop content, manage instruction and assess student performance in online courses.
- Design, develop and conduct an online course.
- Relate to the experience of an online learner

Response times

The following guidelines will be followed in this course:

- Respond to learner questions, emails, inquiries within 24 - 36 hours.
- Return submitted work graded with comments and feedback back to the learner in a timely fashion, ideally within a week of submission.

Course Schedule

MODULE 1 Open on Monday, December 18th, 2022

*there are two weeks to complete this module

Topic Planning Your Online Course – Objectives and Organization

Objectives Upon successful completion of this lesson, participants will be able to:

- Write course learning objectives that clearly state the knowledge, skills, or attitudes to be demonstrated upon completion of the course.
- Align course objectives with the course description in the catalog.
- Develop and organize an outline of topics for an online course that are aligned with course objectives and that would move students toward mastering the course and learning objectives.
- Compose learning objectives for at least one lesson/module that are: aligned with the course objectives, that clearly state the knowledge, skills or attitudes to be accomplished, and that are measurable

Resources Planning Your Online Course narrated video
How to Write Great Learning Objectives by Kevin Kruse
Chunking Information by Connie Malamed
How to Organize Content by Connie Malamed
Bloom's Taxonomy and related action words

Assignments Creating Course and Lesson Objectives using the Course Planner
Big Question of the Week Forum

Feedback Weekly Feedback Survey

DUE DATES Assignments due by **Monday January 1st**

MODULE 2 Open on Monday, **January 1st**

Topic **Designing your Course**

Objectives Upon successfully completing this week's lesson, participants should be able to:

- Provide and list an inventory of potential course materials that includes a variety of media for at least one to two lesson modules
- Identify and add activities that would encourage student progress toward mastering learning objectives for weekly topics of at least one to two lesson modules
- Identify and list assessment (traditional and authentic) strategies that align with the course objectives for at least one to two lesson modules
- Explain basic copyright and fair use guidelines as they pertain to including content in your course (extra credit).
- Design syllabus according to the current RWU template with clear course objectives, measurable outcomes, clear and complete instructions, and a grading scheme that is consistent and clear.

Resources **Creating Resources:**

Creating Digital Content narrated video

Checklist of questions (Dr. Katie Linder, the Blended Course Design Handbook)

Copyright Considerations: Copyright and Fair Use for Faculty – Common Scenarios

Copyright and You – Fair Use Analysis Tool by Christine Greehow, JD Walker, Daniel Donnelly and Bradley Cohen

Review Creative Commons

Accessibility: The importance of Accessible Materials in Higher Education

17 Tips for Super Easy eLearning Accessibility Design

Creating Learning Activities:

Developing Learning Activities narrated video

Explore Online Instructional Strategies – Illinois Online Network Open Educational Resources website

Review RWU Open Educational Resources Guide

Review broader Open Educational Resources (OER)

Creating Assessments:

Assessing Student Online Learning narrated video

How I Align My Assessment with My Learning Outcomes narrated video

Overcoming the #1 Complaint of Online Students: Poor Instructor Feedback

Inspiring and Aligned Assessments of Student Learning that are Linked to the Real World by Taylor

Halverson, Teaching and Learning Consultant

Assessing Online Learning Report

Why should assessments, learning objectives, and instructional strategies be aligned?

Align Assessments with Objectives

Creating a Syllabus:

A Road Map for Success: The Importance of the Course Syllabus for First-Year Students

Assignments Inventory Readings/Resources, Assignments and Assessments for your course and add to at least one to two lesson modules in your course planner
Create a Syllabus using RWU Guidelines
Extra Credit: Copyright and Fair Use Quiz
Big Question of the Week Forum

Feedback Weekly Feedback Summary

DUE DATES Assignments **due by Monday January 8th**

MODULE 3 Open on **Monday January 8th**

Topic **Building in Bridges**

Objectives Upon successfully completing this week's lesson, participants should be able to:

- Create a logical menu in Bridges that is clear to the students with only the tools necessary for instruction.
- Evaluate the Lesson tool, decide which layout to use and add the Lesson tool to the menu if necessary
- Add the module objectives in the course planner to the lesson
- Translate and insert the course builder activities, resources and assessments into the lesson tool in a logical and consistent manner
- Create the individual components of the lesson module using clear instructions, expectations, grading schema that tie into the unit objectives.
- Add the syllabus to the course menu

Resources Bridges Essentials Course, Bridges How-to's
How to add Text, URL links, Documents to a Bridges Lesson
How to create an Assignment
How to create a Test/Quiz/Survey
How to add a Syllabus to a Bridges course

Assignments Building in Bridges Assignment
Cleaning up your course menu
Selecting your Lesson tool layout
Adding your Syllabus
Adding your Lesson Objectives, Resources, Activities and Assessments

Feedback Weekly Feedback Survey

DUE DATES Assignments **due by Monday January 15th**

MODULE 4 Open on **Monday January 15th**

Topic Humanize your course

Objectives Upon successfully completing this week's lesson, participants should be able to:

- Explain the importance of student-to-student interaction in building an online community.
- Identify available tools and strategies to encourage students to engage with each other in a regular and meaningful way.
- Plan at least two different types of interactive activities on your course planner for collaboration and engagement.
- Describe ways in which a sense of instructor "presence" can be established in an online environment.
- Explore tools that allow the instructor to communicate with both individual students and the entire class.
- Explain best practices for instructor feedback and responsiveness in an online course.
- Create an online forum.
- Create an introductory or course orientation narrated video.

Resources Building Online Communities with Rena Palloff (video)
Creating a Powerful Learning Community (video)
Faculty Role in Discussion Forums
Encouraging Online Learner Participation
4 Strategies to Boost Participation in an Online Course
Transforming the Online Learner
Ready to Use Activities for Engaging Online Learners
Exploring the range of communication tools available in Bridges

Assignments Add interactions to your course planner
Create a Forum/Icebreaker
Create a Video Introduction
Create a Welcome/Orientation area
Big Question of the Week Forum

Feedback Weekly Feedback Survey

DUE DATES Assignments due by **Monday January 22th** ‘

Feedback/grade for final project will be available after January 25th

Additional Resources/Information

Accommodations - Student Accessibility Services

The University has a continuing commitment to providing reasonable accommodations for students with documented disabilities. Students with disabilities who need accommodations in order to fully participate in this class are urged to contact Student Accessibility Services, as soon as possible, to explore the arrangements needed to be made to assure

access. Student Accessibility Services is located on the first floor of the University Library and is open Monday through Friday from 8:00AM to 5:00PM. They can be reached at sas@rwu.edu and 401-254-3841. For more information about SAS, visit <https://www.rwu.edu/undergraduate/academics/student-academic-success/student-accessibility-services-sas>

The Tutoring Center:

The Tutoring Center, which comprises the Math, Science, Writing, Language, SECCM and Business Centers is located on the second floor of the Main Library. You can walk in and see a peer tutor; appointments for faculty tutors are encouraged. All tutoring is free. You are encouraged to visit the Center to ask questions, whether it's about course-specific tutoring, specialized study groups, or how to get the most out of tutoring. In addition, the Writing Center offers a second option for tutoring: an email tutoring system called WritingHelp (<https://rwu.edu/go/writinghelp> or go to rwu.edu and enter "WritingHelp" in the search bar). The WritingHelp email system is not in-person tutoring; for in-person help, please come into the Writing Center.

The Tutoring Center offers assistance Monday – Thursday 9am – 8pm; Friday 9am – 3pm; Sunday 5pm – 8pm. For more information and tutor schedules, please go to <https://rwu.edu/go/tutoring> or go to rwu.edu and enter "Tutoring" in the search bar.

Policy on academic integrity and Intellectual Property:

This course upholds academic integrity as per University Guidelines:
<http://rwu.edu/academics/academic-affairs/academic-standards>

Please note that use of AI generated content is allowed, provided that the student properly cites the information.

Also, please note that course materials distributed by an instructor are the intellectual property of the instructor and may not be shared or distributed without permission.

Title IX at RWU:

Roger Williams University fosters a campus free of power-based personal violence including sexual harassment, sexual assault, relationship/domestic violence, stalking, and/or any form of sex or gender-based discrimination. If you disclose a personal experience as described above, either verbally or in writing, the course instructor is required to notify the Title IX Coordinator. To disclose any such violence confidentially, contact one of the resources listed below:

- [The RWU Counseling Center](#) – 401-254-3124
- [Health Services](#) – 401-254-3156

Additional information regarding your rights and resources are available at: [RWU Title IX](#)

Chosen Name Policy:

Roger Williams University recognizes that some members of the campus community may prefer to identify themselves by a first name other than their legal first name. For this reason, the University provides students and employees with an opportunity to use a Chosen Name where possible in the course of University business and education. Individuals may request the use of a chosen name online via [RogerCentral](#). A student's Chosen Name should then repopulate through many university systems and will replace their legal name in some regards such as class rosters. The University is legally

required to use legal names in some instances such as official transcripts, financial aid documents, etc. Students who request a Chosen Name can also have their Student ID and Email Display Name changed as well. Here are [additional instructions and information about RWU's Chosen Name Policy](#). Should students have any questions or concerns, please reach out to the Registrar's Office or our Assistant Director of Queer & Trans Initiatives - Jamie Wire (jwire@rwu.edu).

Spiritual Life:

Students seeking accommodations for class and lab assignments, attendance, or other course requirements and deadlines due to religious observances should notify the professor well in advance with such requests.

Emergency Situation Contacts/Notifications:

RWU utilizes an RWU Alert system which serves as the University's primary communications tool for alerting campus community members to urgent situations. When activated, the system sends phone, email, and text messages regarding incidents that could affect their safety. The University also hosts an emergency siren warning system that broadcasts alarms and voice instructions when activated. In the case of a fire alarm, individuals should proceed outside of the building. All buildings include instructions on what to do in the event of each type of emergency.

Additional information regarding what to do in the event of a campus emergency can be found here:

<https://www.rwu.edu/undergraduate/student-life/about-student-life/policies-guidelines/emergency-procedures>

Campus emergency contact information is located on the website here:

<https://www.rwu.edu/undergraduate/current-students/emergency-info>

The numbers for campus emergency contacts are as follows:

Emergency: 401-254-HELP (4357)

Public Safety: 401-254-3611

Health Services: 401-254-3156

Environmental Health & Safety: 401-254-3611 or 401-254-4357

Facilities: 401-254-3136

Counseling Center: 401-254-3124