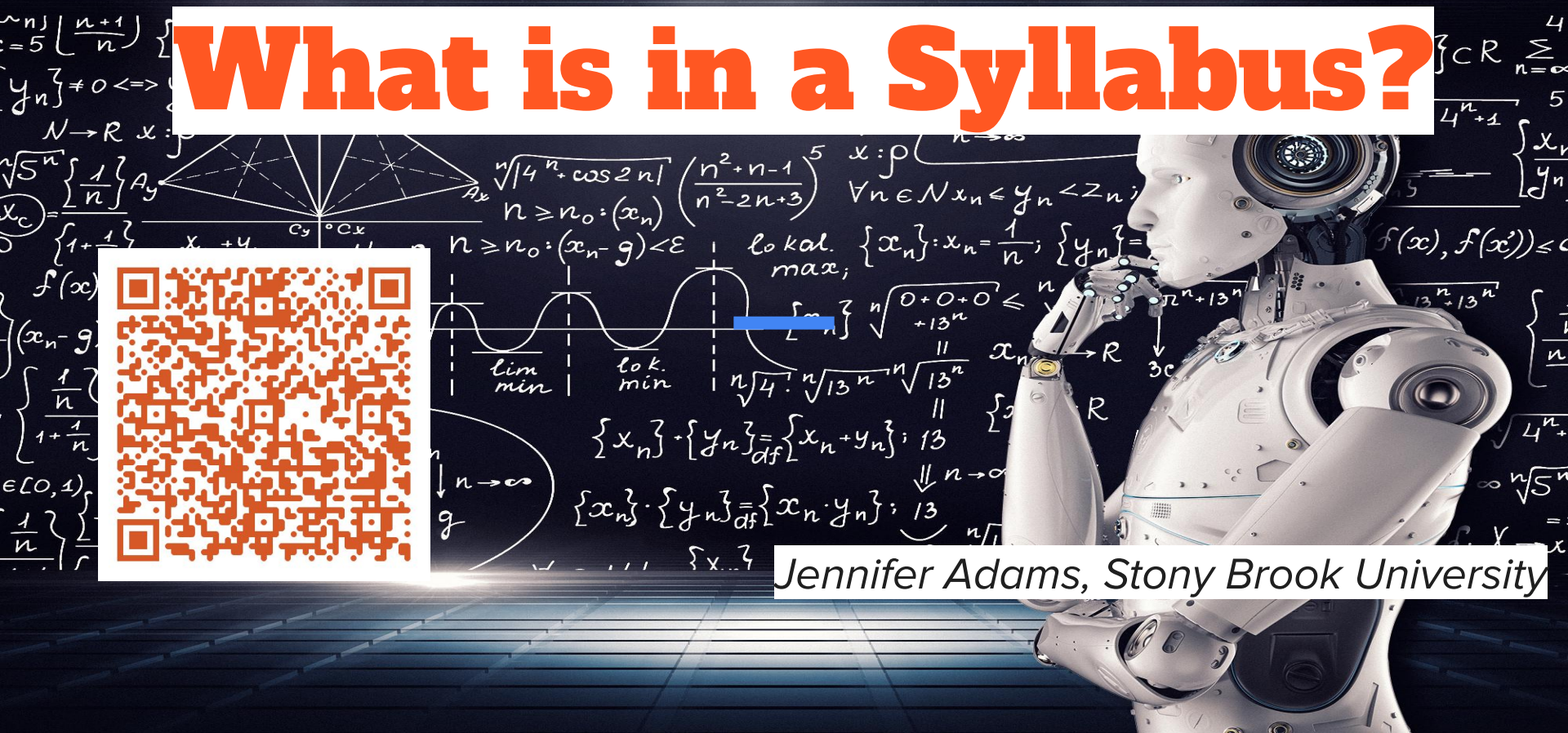


What is in a Syllabus?



Jennifer Adams, Stony Brook University



A well-crafted syllabus, combined with the power of AI, can act as a general class information and study support channel.



Wait... that wasn't in the syllabus!

It is important to remember that AI can provide both information that is explicitly included in your syllabus as well as dig deeper and provide information and tools that are not in your syllabus. The more information you provide about what you expect from your students, the more the AI tools can help them reach those goals.

Examples:



**It is the 3rd week
of the class.
What should I
know this week?**



In the third week of the "Online Teaching Course (OTC)," you should focus on the content and activities related to Module 3. Here's a summary of what you need to know and accomplish:

Module 3: Assessment and Instructional Activities

Learning Outcomes:

- **Differentiate between formative and summative assessments.**
- **Identify assessments and activities to use in the online learning**



Key Concepts:

1. Formative Assessment:

- **Ongoing assessments used to monitor student learning and provide feedback.**
- **Examples: quizzes, discussion posts, draft submissions, peer reviews.**

2. Summative Assessment:

- **Evaluations at the end of an instructional unit to measure student learning.**
- **Examples: final exams, projects, papers, presentations.**

3. Instructional Activities:

- **Activities designed to engage students and facilitate learning.**
- **Examples: interactive discussions, group projects, multimedia**



Assignments Due This Week:

1. Assessment Strategy and Instructional Activity Plan:

- **Develop a plan outlining how you will use both formative and summative assessments in your online course.**
- **Include specific examples of instructional activities that will engage students.**
- **Due Date: March 3**



Tips for Success:

1. Log In Regularly:

- **Ensure you are logging into Brightspace at least 4 days a week to stay up-to-date with course materials and announcements.**

2. Engage in Discussions:

- **Participate actively in discussion forums. Share your ideas, provide feedback to peers, and engage with the course content.**



Tips for Success:

Meet Deadlines:

- **Complete and submit your assignments on time. Ensure that you understand the requirements for the Assessment Strategy and Instructional Activity Plan.**

Seek Help if Needed:

- **If you have questions or need clarification, reach out to your instructors via email or schedule a Zoom appointment.**



Tips for Success:

Review Course Materials:

- **Go through the readings and media resources provided in the course site to deepen your understanding of assessment strategies and instructional activities.**

Plan Your Assessments:

- **Think about how you can integrate formative and summative assessments into your teaching. Consider how these assessments can help you and your students achieve the learning outcomes.**



Tips for Success:

Additional Resources:

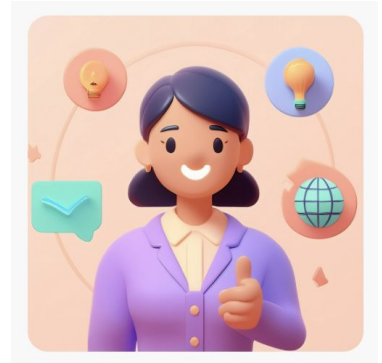
- **VoiceThread:** Use this tool for creating multimedia presentations and engaging with peers.
- **Discussion Forums:** A place to ask questions, share insights, and learn from others.

By focusing on these key areas, you'll be well-prepared for the third week of your course. If you need further assistance or have specific questions about the content, feel free to ask!



Tell me more about the instructor

- Instructor name(s): Jenny Zhang, Senior Instructional Designer
- Luis Colón, Instructional Designer
- Instructor email(s): yi.zhang.13@stonybrook.edu, luis.colon@stonybrook.edu
- Office hours: By appointment via Zoom, and Monday, Feb. 26th, 11 am - 12 pm in the CELT Faculty Commons (E1332 Melville Library) and on Zoom (hybrid). Email us to set up appointments for other times.



Can you show me the learning objectives in Spanish?

- Discutir los componentes de la presencia (social, cognitiva, enseñanza) en el entorno de aprendizaje en línea.
- Identificar los componentes del programa de estudios en línea.
- Aplicar una estrategia para hacer que su plan de estudios en línea sea más inclusivo.
- Crear un resultado de aprendizaje del estudiante que sea específico y medible.
- Diferenciar entre evaluaciones formativas y sumativas.
- Identificar evaluaciones y actividades para usar en el entorno de aprendizaje en línea.
- Explicar formas de utilizar las tecnologías educativas para involucrar e

Can you show me the learning objectives in Chinese?

- 讨论在线学习环境中存在的组成部分(社交、认知、教学)。
- 确定在线课程的组成部分。
- 应用策略使您的在线课程更具包容性。
- 创建一个具体且可衡量的学生学习成果。
- 区分形成性和总结性评估。
- 确定要在在线学习环境中使用的评估和活动。
- 解释如何使用教育技术来吸引学生并与在线学习环境中的学生互动。

Prepare a set of study questions for the midterm.

- What are the components of presence in the online learning environment?
- What are the key components of an online syllabus?
- How can you make an online syllabus more inclusive?
- What is the difference between formative and summative assessments?
- How can educational technologies be used to engage students in an online learning environment?

Find OER material that might help supplement my understanding of the course material.

To supplement your understanding of the "Online Teaching Course (OTC)" material, Open Educational Resources (OER) can be a great help. Here are some OER resources that align with the course's focus on online teaching, pedagogical practices, and the use of technology in education:

1. Teaching Online: A Guide to Theory, Research, and Practice

- **Author:** Claire Howell Major
- **Description:** This book provides comprehensive insights into the theories, research, and practical aspects of teaching online.
- **Link:** Teaching Online: A Guide to Theory, Research, and Practice



[Additional Information](#)

Teaching Online: Theory, Research

[Book](#)

Claire Howell Major

2015

Published by: Johns Ho

Series: Tech.edu: A Hop
and Technology

[Viewed](#) | [Save](#) | [View](#)

 [Buy This Book in P](#)

What times and dates are the office hours?

- By appointment via Zoom, and Monday, Feb. 26th, 11 am - 12 pm in the CELT Faculty Commons (E1332 Melville Library) and on Zoom (hybrid).

Play a game that can help me study for the final.

(OTC)." We'll use a quiz-style format with questions based on the course content. I'll ask you a series of questions, and you can respond with your answers. If you get stuck, I can provide hints or explanations. Ready to start?

Here's the first question:

Question 1:

What are the three components of presence in the online learning environment?

1. **A)** Social, Cognitive, and Teaching
2. **B)** Technical, Pedagogical, and Cognitive

What is another type of game we can play?

Let's try a different type of study game called "Flashcard Challenge." I'll present you with a term or concept related to your course material, and you'll explain what it means or how it applies. This will help reinforce your understanding and recall of the key concepts.

Flashcard Challenge

Flashcard 1:

Term: Cognitive Presence

Challenge: Explain what cognitive presence is and its importance in the online learning environment.

Flashcard 2:

Tell me more about borrowing a laptop.

To borrow a laptop, you should visit Stony Brook University's Laptop Loan Program. Here are the steps to access this service:

1. **Visit the Laptop Loan Program Website:**
 - Go to the [Laptop Loan Program page](#) on the Stony Brook University Library's website.
2. **Location:**
 - You can borrow a laptop from the Access Services desk at the University Library.

If you encounter any difficulties or need further assistance, you can also reach out to the Academic



What kinds of careers could this class be useful for?

The "Online Teaching Course (OTC)" can be beneficial for a variety of careers, particularly those that involve education, training, and the use of digital technology for instructional purposes. Here are some careers where the skills and knowledge gained from this course would be particularly useful:

1. Online Instructor

- Teaching courses in a virtual environment, either at educational institutions or through online platforms.
- Designing and delivering curriculum tailored for online learners.

2. Instructional Designer

- Developing instructional materials and courses for both online and blended learning environments.
- Applying pedagogical principles and educational technology to create effective

What part of this course could use a rubric?

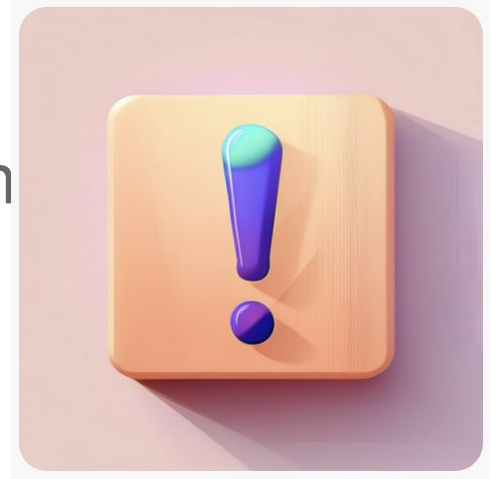
Example Rubric for Assessment Strategy and Instructional Activity Plan:

Using rubrics for these components can help ensure consistent and fair grading, provide students with clear expectations, and offer constructive feedback to help them improve their performance.

Criteria	Excellent (5 points)	Good (4 points)	Satisfactory (3 points)	Needs Improvement (1-2 points)
Alignment	All activities and assessments clearly align with learning objectives.	Most activities and assessments align with learning objectives.	Some activities and assessments align with learning objectives.	Few or no activities and assessments align with learning objectives.
Variety	Diverse and innovative	A good variety of	Limited variety in	Little or no variety in

AND FINALLY - A REAL KICKER PROMPT:

I have to give a new final to a student that didn't take it when everyone else did, in part because I've been told that the original final exam was leaked. Can you write a new one for me? It had 5 short answer questions and was a upper class undergraduate level.



SURE!

Certainly! Here is a new final exam for an upper-level undergraduate course related to online teaching and instructional design. The exam consists of five short-answer questions.

Final Exam: Online Teaching and Instructional Design

Instructions:

Please answer each question in a concise and comprehensive manner. Your responses should demonstrate a deep understanding of the course material. Aim for approximately 150-200 words per question.

Question 1:

Explain the concept of "cognitive presence" in the context of an online learning environment. How can an instructor enhance cognitive presence in their online

SURE!

Question 4:

Describe the role of social presence in online education. How can an instructor create and maintain social presence to foster a sense of community among students in an online course?

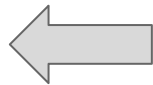
Question 5:

Educational technology tools can greatly enhance student engagement in an online learning environment. Choose one educational technology tool and explain how it can be used effectively to engage students and improve learning outcomes.

Answer Guidelines:

Created for Teaching and Learning with AI conference by UCF

2024 - Jennifer L Adams - Sr. Emerging Technologist at Stony Brook University.



SLIDES

BLOG

