



WeTeach

CERTIFICATE OF COMPLETION

is awarded to:

Todd Iverson
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WeTeach is an interactive, collaborative course intended for instructors who teach online or blended courses. This course is designed to introduce faculty to important concepts as it relates to online course design and delivery. Instructors become an online student in the course to develop their own online teaching and design skills. This course also allows instructors to share online teaching experiences and best practices. There are eight, fully online modules, taught via D2L Brightspace and a virtual room for synchronous meetings. The online modules prepare participants for online teaching success.

Participants who receive this certificate have **attended least 6 of the 8 virtual meetings** and **completed all required assignments**. Participants devoted at least 6 hours to virtual meetings and another 4-7 hours per week to course materials and assignments in D2L Brightspace. The total time commitment for this course is at least 38 hours.



Course Learning Objectives

- Compare and contrast online, face-to-face and blended courses
- Analyze characteristics and support needs of online learners
- Describe Quality Matters principles
- Discuss the difference between course design and delivery
- Explain quality assurance as it relates to course design and delivery
- Examine strategies and best practices for online communication and collaboration
- Write measureable learning objectives
- Describe different instructional design models
- Discuss how to use technology more effectively as it relates to online learning
- Discuss formative and summative assessment options for an online/blended course
- Discuss transitioning course components from a face-to-face course to online
- Examine strategies and best practices for online evaluation and feedback
- Discuss options for integrating self-authored, publisher-provided, and open educational resources into online courses
- Create a course prioritized plan for developing your online course
- Create recorded lectures
- Outline online/blended course module(s) for development
- Develop components for your online/blended course

- Utilize D2L Brightspace course tools as a student
- Discuss online, face-to-face and blended teaching experiences and best practices
- Utilize online communication tools
- Apply Universal Design principles (ie. ADA Compliance)



Course Modules

Each module listed below included self-paced content, activities and assignments for participants to complete in addition to the weekly virtual meeting.

MODULE 1: Charting Your Course & Student Support Services:

Topics in this module provide an introduction to online teaching within the MinnState System. Topics include an overview of the tools available, course media codes and identifying challenges and opportunities of different delivery methods. In this module, participants access the characteristics of their student population and discuss campus support services and resources available to online students. These include technical support, access services, and tutoring.

MODULE 2: Quality Matters & Alignment:

In this module, participants are introduced to the Quality Matters (QM) process and rubric. We discuss factors that impact the quality of online learning experiences and the importance of learning objective alignment. The QM is just one of the frameworks used in course design for quality assurance in online course development also discuss the Online Learning Consortium (OLC). In this module participants review quality assurance educational research literature and take a closer look at some of the QM standards. MinnState is a QM and OLC subscriber.

MODULE 3: Communication & Collaboration Online:

In this module, participants discuss several tools and strategies that can be used to communicate with online students. They include tools for facilitating group work, team projects, and instructor presence online. We cover tools such as D2L, Facebook, Twitter, and Zoom. We explore virtual meetings and discuss activities and examples of how to incorporate virtual synchronous components in your course. We also discuss how to set and communicate your expectations for online participation and netiquette.

MODULE 4: Learning Objectives & Course Design Models:

In this module, participants discuss different learning taxonomies and course design models. In the module participants will start to map out components of their own online or blended course. Participants also discuss and practice the process of writing effective and measurable learning objectives. Learning objectives help to define your expectations for students within the curriculum and the course. Well-written learning objectives are essential to instructional course design. Other topics in this module include Universal Design for Learning and developing a student-centered course orientation and navigation.

MODULE 5: Online Assignments Examples:

This module will discuss formative and summative assessment strategies. There are many different types of assignments that can be incorporated into an online course. This module will provides participants with examples on how to move face-to-face assignments into an online course. Examples include case studies,

scenario-based discussion boards, student video assignments and debates. Additional topics include academic integrity online and engagement strategies for facilitating discussion boards.

MODULE 6: Feedback, Assignment Instructions & Rubrics:

In this module, participants explore several D2L assessment tools including quizzes, rubrics, and assignment folders. We demonstrate best practices for grading online homework and discuss time-saving strategies. This module will also look at the use of rubrics in online courses and provide some useful resources for building rubrics and clearly communicating expectations for assessments.

MODULE 7: Instructional Materials:

Topics in this module include content authoring, the use of publisher-provided content (e.g., eBooks, test banks), and the integration of open educational resources (OER). Participants are introduced to several OER repositories and discuss Creative Commons licensing. We will also discuss the use of recorded lectures in online learning including lecture examples, video software and best practices to produce high-quality recorded lectures. Additional topics include techniques for creating accessible content.

MODULE 8: Ready, Set, Design & Deliver:

In this module we showcase several QM recognized online courses and discuss course schedule and course map examples. During this module participants will finalize their own module 'roadmap' and identify tasks for continuing their course design process. During this module participants will also prepare for the optional 1:1 consultation with a QM Master Reviewer to address their own course design needs.



Required Course Assignments

- Module 0 Introduction Video
- Module 1 Situational Factors Discussion Board
- Module 2 Quality Research Discussion Board
- Module 3 Collaborative Tools Hot Seat Discussion Board
- Module 5 Moving Your F2F Assignments Online Video
- Module 6 Assignment Instructions & Rubric Criteria Draft
- Module 6 1:1 Consultation Survey
- Module 7 Recorded Lecture Discussion Board
- Module 8 Final Roadmap Draft
- Module 8 Course Design Checklist

Congratulations on completing WeTeach! For questions about this program or certificates of completion please contact Adult & Continuing Education at 507-457-5080 or email us at continuingeducation@winona.edu