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| Description: The focus of this session is to help you build engagement and cultivate community within your course. You will learn how to increase your presence in your online courses, as well as foster a community of learning for your students in your face to face courses. A variety of Blackboard tools, Open Educational Resources (OER), and technologies will be shared to show how collaboration can be fostered and student engagement can be increased.Duration:1 hour Format of workshopWebinar | Objectives: * Build engagement and cultivate community within your course
* Experiment with ways to increase your presence in your courses
* Analyze a variety of Blackboard tools, Open Educational Resources (OER), and technologies
* Justify how collaboration can be fostered
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**Agenda**

1. Introduction and Welcome
	1. Welcome to the workshop
	2. Introduction of the presenter
2. Purpose of the Workshop
	1. The big challenge for instructors is that the very nature of online and face to face education amplifies the importance of properly addressing course management issues. Choosing the right communication tools and protocols, addressing technology problems, managing student expectations, and building community are just some of issues that can stretch instructors to the breaking point. This workshop will help build a knowledge base.
3. Prep Work/Getting Started
	1. Four roles of an instructor
		1. Andragogical-Guiding student learning with a focus on concepts, principles, and skills.
		2. Social-Creating a welcoming classroom community in which learning is promoted.
		3. Managerial-Handling organizational, procedural, and administrative tasks.
		4. Technical-Assisting participants to become comfortable with the technologies used to deliver the course.
	2. Managerial: Personalize, Customize
		1. Add Faculty Contact Information (Build feeling of trust by sharing hobbies, pictures, etc.)
		2. [Add your avatar.](http://www.wilmu.edu/blackboard/avatar.aspx)  Ask students to do the same by adding this to the Start Here.
		3. Add dates to weeks: [Wilmu Academic Calendar](http://www.wilmu.edu/registrar/calendar_summer2015.aspx)
		4. Create a Welcome/Introductory Announcement using Kaltura or Multimedia services
		5. Make course items available at least 1-2 weeks prior and decide if you will release all weeks at once or date restrict
		6. Check WebCampus for student disability accommodation information.
	3. Pedagogical: Familiarity with Content
		1. Instructor Resources folder: Look for information from course developer
		2. Syllabus-
			1. Update with your information (Name, office hours, availability, etc.)
			2. Check policy for turning in assignments
			3. If changing assignments, check with Program Chair and then also need to update Grade Center
		3. Grade Center: weighted items
		4. Rubrics associated with assignments
		5. HYB-decide what to do with online content during F2F week
		6. Ongoing/long-term assignments- formulate a plan to include reminders in announcements
4. Managing “during teaching”
	1. Instructor engagement:
		1. Prepare for each week, just as you would do for F2F, add announcements (Monday, Wednesday, and Sunday)
		2. Check links each week
		3. Embed small introductory Screencast/Video each week. Place at top of week’s content. Include brief outline of week, etc. [Kaltura Media](https://wilmu.blackboard.com/webapps/portal/execute/tabs/tabAction?tabId=_32633_1&tab_tab_group_id=_428_1)
		4. Timely and detailed feedback (State in announcements when assignments will be graded)
			1. Look at feedback as a way to speak personally to students
		5. 3 Announcements/week
	2. Feeling of community: alternate weeks
		1. Resources: Incorporate “Fun”, “Light-hearted” current events: doesn’t have to link to content, but needs to be appropriate
			1. Link to article, blog, etc. from website etc.
			2. [TED Talks](https://www.ted.com/talks), [Learnist](http://learni.st/), [Merlot](http://www.merlot.org/merlot/index.htm)
		2. Tools: Use Surveys, Polls, etc.
			1. [Poll Everywhere](http://www.polleverywhere.com/), [Padlet](https://padlet.com/), [VoiceThread](https://voicethread.com/)
5. Use of Blackboard tools, Open Educational Resources and technologies
	1. Blackboard tools
		1. Collaborate Ultra
		2. Blogs
		3. Course Calendar
		4. Discussion Board
		5. Journals
		6. Rubrics
		7. SafeAssign
		8. Tests
		9. Wikis
	2. [Open Educational Resources (OER)](https://www.oercommons.org/)
		1. freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. It is the leading trend in distance **education**/**open** and distance learning domain as a consequence of the openness movement.
	3. [Web 2.0 Technologies](https://www.nyu.edu/frn/publications/reinventing.liberal.education/Pai.Stenerson.Gaines.html)
		1. Clickers
		2. Digital Storytelling
		3. Skype
		4. Google Docs
		5. Twitter, Facebook
		6. Wikis
6. Considerations/Things to think about…
	1. Announcements are emailed, images may be distorted
	2. Choose to focus on one best practice
	3. [Online Course Preparation List](http://www.wilmu.edu/onlinelearning/CoursePreparationList.aspx)
	4. [Teaching Preparation Checklist](http://www.mcgill.ca/tls/teaching/course-design/checklist)
	5. We’re here to help! [Online Learning and Educational Technology Team](http://www.wilmu.edu/onlinelearning/staffdirectory.aspx)
7. Additional Resources:
	1. [Five Essential Skills Instructors Need to Facilitate Online Group Work & Collaboration](https://onlinelearninginsights.wordpress.com/2014/02/17/five-vital-skills-instructors-need-to-facilitate-online-group-work-collaboration/)
	2. [Model Effective Online Interaction](http://cnx.org/contents/8c2237e2-773e-4801-8d7f-f6ac1194aff3%402.3%3A10/Best_Practices_in_Online_Teach)
	3. [Prepare Your Students for Learning Online](http://cnx.org/contents/8c2237e2-773e-4801-8d7f-f6ac1194aff3%402.3%3A4/Best_Practices_in_Online_Teach)