**Program in Hybrid and Online Course Design**

Welcome to our program on hybrid and online learning at Salem State University. The program has been constructed to provide you with the support, tools, education and experience you need to thrive as a teacher in the online environment. The members of our class have a range of experiences teaching online, using course management systems, working with technology, teaching different course levels and various disciplines. Please be considerate of your peers! What may seem easy or obvious to you may not be to your colleagues. One of the hallmarks of adult education is that the students in the class are just as valuable a resource as the instructors. Please be constructive and assist each other as we explore designing and teaching hybrid and fully online courses.

Please log onto **Canvas: https://salemstate.instructure.com/login**

Same password as your SSU e-mail: **e-mail:** [**http://mail.salemstate.edu**](http://www.salemstate.edu/email.php)

**Goals**

The online portion of our program serves several functions.

1. Example of what it is like to be a student in a hybrid/online course
2. Introduction to the main tools in Canvas
3. Place for discussion as you redesign your courses
4. A collection of best practices in design of hybrid and online learning

The goal of the course is to provide you with a sense of what hybrid/online learning looks like at SSU ***from the standpoint of a typical rather than an exemplary course. We want you to notice your experience, so there will be a few rough spots in order to heighten awareness.***

**Objectives**

By the end of the course you should be able to:

* Describe the characteristics of hybrid and online learning at SSU
* List the major characteristics of a quality hybrid or online course
* Describe the role of a faculty member teaching a hybrid or online course
* Use the primary features of Canvas (discussions, assignments, mail, assessments, wiki pages, announcements, settings)
* Design interactive, engaging learning modules following best practices in hybrid and online learning

**How will this program work?**
The program is designed like a university course, but we pay you ($250 in resources to help you teach), and you don’t get graded! There are readings, discussions and assignments in each unit to help you think about designing your course. Please do your best to complete all assignments, but if you are just too overwhelmed, don’t worry! Come to the group meetings and we will still give you all the help we can.

Each unit in the Program will consist of online work followed by an in-person group meeting. You will have 2 weeks to complete the online work, with the exception of the “Welcome Module” which will take only 1 week. We will use the online tool Doodle to schedule group meetings. Doodles will be posted in course modules and links provided in announcements.

**Required Texts**All readings are provided as PDF files in the online portion of the course.

**How to be Successful in this Program**

* Log onto the course right away (salemstate.instructure.com, use your e-mail login and password)
* Try out the “Welcome” module and complete the activities to make sure you can access all the tools in Canvas
* Plan some time at the beginning and middle of each week to check in on the course and catch up
* Don’t stress. Let Marc and Gail know if you will be MIA for a while and when you should be able to rejoin us.
* The most important elements in this course are the course building activities, then the readings, then the discussions. They are all valuable, but if you have to cut corners, don’t miss getting feedback on your course!
* Once you complete 3 full units (representing 3 weeks of work for your students) you can ask Marc to purchase up to $250 of resources to help you teach your course.

**Course Units**
(Pretend you are a student as you read this). Each unit, or approximately every 2 weeks, we will look in depth at a specific aspect of teaching online. The table below summarizes the focus of each unit and the major activities you are expected to complete. The units and assignments are described more fully online. Due dates are specified online. Most assignments will be due Saturday at midnight. The online work will prepare you for in-depth **class discussions**. You must come to class prepared. In-class discussions constitute 20% of your grade.

In general **online** **discussions** will be used to share personal insights and ask questions about the course readings. Online discussions check for comprehension of the reading and should be attempted before the analysis and application assignments. Online discussions constitute 20% of your grade. The **analysis and application assignments** will require you to use information from the readings to solve problems in your own course. You may be asked to share your solutions with program participants. The analysis and application assignments should be completed before coming to class and constitute 35% of your grade. At our final group meeting each participant will present the 3 units s/he built and describe how the activities in and out of class work together to assist in learning and provide formative evaluation. The **final presentation** counts for 25% of your course grade. Late work will be accepted up to the date of the final presentation.

**Grading**

In-class discussions 20%

Online discussions 20%

Assignments (analysis and application) 35%

Final Presentation of 3 units 25%

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| **Unit /Dates** | **Objectives**(Students demonstrate ability to…) | **Content** | **Discuss** | **Analyze** | **Apply** |
| **Welcome**ONLINEFeb 19-25 | -Log onto Canvas-Use core tools in Canvas (as student)-Request a Canvas test course-Engage with other students online | -Welcome video-New Media literacies video  | Why do you want to teach a hybrid or fully online course? Share course you are teaching and whether it will be full online or a hybrid course | Survey Monkey: Background survey | -Scavenger Hunt-Update your profile page in Canvas |
| **Best Practices**(Class Meeting TBDFeb 27-March 2)  | -Describe best practices in designing an online course-List essential elements in the online portion of a hybrid course | Overview of Hybrid and Online Course Design w/Quality Matters RubricBring calendars to set up remaining F2F meetings |
| **Intro to Canvas/ Online Learning**OnlineFeb 26-March 10 | -Create an online environment using core tools of Canvas -Judge an online course by applying the QM Rubric-Compare and contrast BB & Canvas | -Canvas video tutorials-QM Rubric-Exemplary Online/Hybrid courses | Discuss differences between BB & Canvas in the discussion section of Canvas. Ask questions about tools you do not understand fully. | Review an exemplary hybrid/online course & complete your assigned section of the review in the “Pages” section of Canvas | Create one item in each of the following tools in Canvas: Discussion, Pages, Assignments, Announcements, folder (under files)  |
| **Intermediate Canvas**(Class Meeting TBDMarch 5-9) | -Integrate new Canvas tools-Create interactive learning tasks in Canvas | Hands-on Canvas Training- you decide (Collaborations, Pages, Conferences, Rubrics) |
| **Focus on Design**OnlineMarch 11-24 | -Chunk information to create discrete learning tasks-Use formative assessment to track class progress-Design consistent, creative learning modules | -Aragon & Johnston-Designing Online/ On Ground Courses | What works best online/what do you keep in the classroom | Peer Review of Castletop assignment | Castletop Fink outline 3 weeks of work for your course using Fink’s Castletop worksheet |
| **Conferencing**(Class Meeting TBD, March 26-30) | -Describe use of web conferencing for online courses and individual student consultations | Online meeting using Big Blue Button- tips on greeting, guiding and mentoring your students online. |
| **Interaction**OnlineMarch 25-April 7 | -Describe course elements that lead to student satisfaction-Explain how interactivity correlates with higher achievement-Create a learner-centered course design | \*Blended Chapter 4\*Discussion questions for online adult learning\*Northrup-interactivity | Describe an insight you have had about teaching your hybrid/fully online course while working on it in this program.  | Analyze your Castletop assignment- what types of interactivity predominate? Use the definitions in Northrup to examine your course design.  | Build the 3 units outlined in the Castletop Assignment in your Canvas Course |
| **Final Presentations**(Class Meeting TBD,April 23-27) | Implement best practices in hybrid/online course design in 3 full modules (3 discrete weeks of work) | Sharing of Course Designs |

**Communication**

YOU must access your SSU e-mail in order to get your Canvas ID and password. You are expected to log onto Canvas starting February 21 at the latest! Please use the “Course Question” discussion board in the Canvas area for this course for all general, course-related questions (dues dates, clarifying assignments, etc).

**e-mail:** [**http://mail.salemstate.edu**](http://www.salemstate.edu/email.php)

**Canvas: https://salemstate.instructure.com/login**

**Documents**: should be shared using MS Word or an RTF format. I will do my best to get assignments back to you before the assignment for the next unit is due, so you can profit by the feedback.

**Help**: Contact Gail Rankin for login problems to Canvas or problems getting your Canvas Course shell set up (grankin@salemstate.edu (978-542-7037)

Contact Marc Boots-Ebenfield for questions about course content, assignments and due dates.

E-mail: mbootsebenfiel@salemstate.edu- best way to reach me!

Phone: 978-542-6718 for long conversations or personal issues.
Office: Meier Hall 115 if we need to meet!

We are both available for help constructing your course and answering design questions!

E-mail will be returned with 24 hours except on the weekends when we might not get back to you until Monday morning.

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NOTICE of NONDISCRIMINATION

Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act and to providing all reasonable academic accommodations, aids, and adjustments. Any student who has a documented disability requiring an accommodation, aid, or adjustment should speak with the instructor immediately. Students with Disabilities who have not previously done so should provide documentation to and schedule an appointment with the Office of Students with Disabilities and obtain appropriate services.

ACADEMIC DISHONESTY

Don’t submit someone else’s work as your own. If you copy anything from anywhere, you must cite the source! If you use someone else’s idea, you must cite the source. Only facts, figures and common knowledge need not be cited in an academic paper. See the resources section of the course website for references on how to cite properly. If I believe you have copied from a source without citing it, or you have turned in someone else’s work as your own, you will, in the very least, receive an F for that assignment. Depending on the type and size of the infraction I reserve the right to flunk you for the course and report you to the office of Academic Affairs.