



Going Online @VCU Level I

WKSP-101

Instructor:

Email:

Zoom:

Instructor Communication Policy: *Please email me your concerns and questions, I will respond within 24 hours Monday-Friday and on weekends within 48 hours. If you would like to set up a ZOOM meeting please contact me two days in advance.*

Course Description:

Going Online@VCU is designed to help educators establish or improve their online or blended teaching practices. There is no required prerequisite, requisite knowledge, experience of online teaching practices, or familiarity with Blackboard needed. This course provides an overview of effective teaching strategies and techniques for revising or creating course learning objectives, aligning course materials and assessments, developing an online course using Blackboard and other tools, structuring your online course content, and engaging students in the online environment. The techniques and materials created in the class can be applied to your own unique teaching situation. Upon successful completion of this course, including submission of a Capstone Project and a final course score of 80 percent or higher, participants will be awarded a Going Online@VCU certificate.

Student Learning Outcomes:

After the successful completion of this course, you will be able to:

1. Develop personal teaching strategies to teach a course online

2. Write comprehensive learning objectives
3. Formulate a viable course structure and navigation
4. Plan for engagement -- course activities and assessments
5. Assemble a basic course framework in Blackboard

Getting Your Going Online@VCU Certificate!

In order to be awarded with your Going Online@VCU certificate, you must successfully complete this course by achieving a final score of 80 percent or higher. Below is a list of all of the course assignments and how they contribute to your final score.

- Introduction Forum contribution: 2 %
- Week One Discussion Forum Contributions: 2 %
- Week One Assignment "Why Do I Want To Teach Online": 3 %
- Week Two Discussion Forum Contributions: 2 %
- Week Two Assignment "Learning Objectives and Module Objectives": 14 %
- Week Three Assignment "Welcome Video": 10 %
- Week Four Discussion Forum Contributions: 2 %
- Week Four Assignment "Course Code of Conduct": 3 %
- Week Five FlipGrid Discussion Forum Contributions: 2 %
- Week Five Assignment "Two Assessments": 14 %
- Week Six Assignment "Course Grid": 21 %
- Week Seven Discussion Forum Contributions: 2 %
- Week Eight Discussion Forum Contributions: 2 %
- Week Ten "Capstone Project": 21 %

Are you ready to learn online?

Many students take an online class because they believe it will be "easy" but survey responses from students who have to take an online class described the experience as "harder than expected." This is due to the unique nature of the online environment. It is important to keep up with the class content (readings & videos) as well as the discussion and assignments. Check the course schedule to familiarize yourself with the work and due dates.

Course Structure:

- This class is completely online, all of the information will be delivered through the online learning environment. Assignments and projects will be submitted online.
- This is a 10-week course that will require participation and collaboration with fellow classmates. Be prepared to complete assignments as well as participate in group discussions on topics related to online teaching and learning.
- Follow the weekly course schedule to be sure you are keeping up with discussions, activities, and assignments.

How to Access our Course and Get Started:

- Log into MyCI: blackboard.vcu.edu
- Click our class under the eLearning tab - "My Courses"
- This will take you to the course home page. View the announcement on the homepage and proceed to the "Start Here" area.

Technology Requirements and Support:

1. A computer with a webcam, mic, and access to the Internet and a quiet place to record. A USB microphone is strongly encouraged.
2. [Google Chrome](#) (web browser).
3. You will use a web-based tool called FlipGrid in this class. This is the link for FlipGrid, where you can sign up for a [FlipGrid account](#) for future use. (Click on the "Educator login" link in the upper righthand corner.)

How To Prepare Yourself:

- ❖ Online classes are deceiving. Many times new online learners expect them to be easier than face-to-face classes and are surprised to learn how time intensive they are.
- ❖ Plan your schedule to ensure you have approximately 5 hours per week to spend on this class and take time to identify where and when you'll do your learning.
- ❖ Review the structure and patterns in each weekly module to orient yourself to the flow of the learning. This course requires regular engagement throughout each week.
- ❖ Learners are required to keep pace with class, follow the course schedule, and complete necessary readings and assignments.

Grading Scale:

- A = 90 to 100
- B = 80 to 89
- C = 70 to 79
- D = 60 to 69
- F = 59 and below

Criteria for grading assignments:

1. Rubrics are provided for all assignments.

University Resources:

If you have technical problems follow these steps:

1. Clear your browser's cache
2. Shutdown and restart your computer
3. If your problems persist, contact the IT support center itsc@vcu.edu or 804-828-2227

Accommodations for Students with Disabilities

- **Disability Statement:** If you are a student with a disability requesting reasonable accommodations in this course, please visit the [Student Accessibility and Educational Opportunity office](#) located at 907 Floyd Ave, in the University Student Commons, suite 018, or call 804-828-2253. All requests for reasonable accommodations require [registration with SAEO](#) in advance of need. Faculty, students, and DASS will work together regarding classroom accommodations. You are encouraged to discuss approved accommodations with your faculty.

Counseling Services

- Resources for online students can be found through the [Online Counseling Center](#).

Tutoring

- The [Campus Learning Center](#) offers an appointment, drop-in, and group tutoring in undergraduate courses across the disciplines.

Writing Center

- The [Writing Center](#) provides assistance at all stages of the writing process, from brainstorming to the final draft.

University Syllabus Statement

- Students should visit <http://go.vcu.edu/syllabus> and review **all** syllabus statement information. The full university syllabus statement includes information on safety, registration, the VCU Honor Code, student conduct, withdrawal and more.

Course Policies:

Late Work

- While late work is never advised it is clear that periodically life gets in the way and students must be given some latitude regarding late assignments.
- This course is geared to the working professional and therefore has flexible due dates. Submitting work on-time results in feedback from the instructor, late work may not receive substantial, if any, feedback.

Cheating and Plagiarism

- Plagiarism is stealing and passing off the ideas or words of another as one's own; it is using another's production without crediting the source. The best way to avoid plagiarism is to cite properly in any assignment information and concepts that are not your own originally. If a student is discovered to have plagiarized, that student will fail that particular assignment.
- Academic integrity is expected in all aspects at the University including this course. Don't expect less of yourself than you do of your students. For more information: <https://students.vcu.edu/studentconduct/>

Overview of Weekly Schedule:

WEEK	TOPICS	STUDENT ACTIVITIES & ASSIGNMENTS	INSTRUCTOR RESPONSIBILITIES
1 - In Person Lesson & Orientation	Orientation and Week One: Developing Personal Teaching Strategies	<ul style="list-style-type: none"> • Complete readings & videos on course introduction, syllabus, and Lessons 1,2,3 in Week One • Meet your fellow classmates • Complete Week One Discussion 	<ul style="list-style-type: none"> • Ensure students begin course smoothly • Answer initial questions • Engage in the first discussion board

		<p>Board on Personal Teaching Philosophy</p> <ul style="list-style-type: none"> • Submit Assignment One: Why do I want to teach online? 	
2	Identifying Your Course Learning Objectives	<ul style="list-style-type: none"> • Read articles & watch videos on effective learning objectives • Complete a discussion board on learning objectives • Submit Course Grid providing course objectives and aligned module objectives 	<ul style="list-style-type: none"> • Grade Intro Discussion Board and Week One Discussion • Grade and Comment on Course Week One Assignment Submissions • Engage in week 2 discussion board • Input all zeros for incomplete work
3	Welcoming Your Students and Establishing Expectations In Your Course	<ul style="list-style-type: none"> • Read and watch videos on welcome video, rubrics, establishing expectations • Submit notification and location of Welcome Video for Week Three Assignment: Your Welcome Video 	<ul style="list-style-type: none"> • Give feedback and grade Week Two discussion board • Give feedback and grade Week Two Assignment on Learning Objectives • Input zeros for all incomplete work
4	Student Success and Support	<ul style="list-style-type: none"> • Read & watch videos on student success in Lessons One and Two • Complete Week Four Discussion Board on Promoting Student Success • Submit Week Four Assignment: Course Code of Conduct 	<ul style="list-style-type: none"> • Give feedback & grades for Week Three discussion board • Grade and offer feedback for Welcome Video submissions • Engage in week 4 discussion board • Input zeros for all incomplete work

5	Planning for Engagement and Creating Assessments	<ul style="list-style-type: none"> • Read & watch videos on engagement and assessment in Lessons One, Two, and Three • Complete Week Five FlipGrid on Engagement • Submit Week Five Assignment: Two Assessments that promote engagement 	<ul style="list-style-type: none"> • Give feedback & grades for Week Four discussion board • Grade and offer feedback for Course Code of Conduct submissions • Engage in week 5 FlipGrid discussion • Input zeros for all incomplete work
6 - 2nd in-person class meeting	Completing the Course Grid	<ul style="list-style-type: none"> • Lecture/Lesson on the course grid • Work with your colleagues on your course grid • Submit Week Six Assignment: Complete Course Grid 	<ul style="list-style-type: none"> • Give feedback & grades for Week Five FlipGrid • Grade and offer feedback for Week Five Assignment submissions • Input zeros for all incomplete work
7	Course Navigation	<ul style="list-style-type: none"> • Read & watch videos on navigation in Lessons One and Two • Complete Week 7 Discussion Board on Course Navigation 	<ul style="list-style-type: none"> • Grade and offer feedback for Week Six Assignment Course Grid submissions • Engage in week 7 discussion board • Input zeros for all incomplete work
8	Building in Blackboard and Completing Your Capstone Project	<ul style="list-style-type: none"> • Continue to work on the capstone project 	<ul style="list-style-type: none"> • Give feedback & grades for Week Seven Discussion Forum • Input zeros for all incomplete work
9	Finalizing Your Capstone	<ul style="list-style-type: none"> • Finalize capstone project 	<ul style="list-style-type: none"> • Provide help and answer questions regarding completing the Capstone Project • Grade Week 8 Discussion Forum • Input zeros for all incomplete work

10 - 3rd in-person meeting	Capstone Due	<ul style="list-style-type: none">• Share and submit capstone projects with classmates	<ul style="list-style-type: none">• Provide help and answer questions regarding completing the Capstone Project
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