



# Online Teaching Certification

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## Distance Education Instructor Certification Policy

Instructors assigned to teach online or hybrid classes as defined in the class schedule, will be required to complete the following training:

**Phase 1: Before an instructor is assigned to teach a distance education class for the first time\* they must complete training in the following areas:**

- Course Management System (Bb) training
- New Technologies Training
- Online Teaching and Pedagogy
- Effective and Engaging Techniques
- Assessment Methods
- Capstone – Online Course Creation & Review

Examples of satisfactory training include completion of one of the following:

- Santa Ana College's Online Instruction Certification
- Completion of the California Community College @One Online Teaching Certification (<http://www.onefortraining.org/certification/>) within the last three years.

**Phase 2: After an instructor has started teaching a distance education course, it is strongly recommended that they complete the following:**

- Mentoring from an experienced distance education instructor for at least the first semester and longer if deemed appropriate.
- Continue professional development in online teaching and new technology

Phase 2 can be accomplished through a variety of means including but not limited to:

- Presenting or participating in online learning multimedia courses and workshops offered during Santa Ana College Flex Week.
- Participation in conferences, webinars, listservs, forums or workshops related to online teaching.
- Mentoring new online instructors.

## Continuing Evaluation

A critical component of maintaining the quality of online education is continued evaluation. Online classes should be evaluated as part of the normal instructor evaluation process. Online and traditional instruction are dissimilar, they require different skill sets for class preparation and delivery. If an instructor teaches both online and in the classroom, it is most strongly recommended that both venues be evaluated in a comprehensive instructional evaluation.

*Adapted from Cuyamaca College*

*(Academic Senate Approval 5/14/13)*

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\* Distance education instructors already teaching online/hybrid prior to the implementation of this policy will have one year in which to complete their training.

## Certification Information:

- **Blackboard Knowledge:** Prior to taking the Certification modules, faculty are expected to have completed the Blackboard training in the following areas:
  - Bb Basics
  - Bb Interactive Tools
  - Bb Assessments
  - Bb Grade Center

Bb training can be completed during a flexweek offering or anytime in our online faculty training courses. [Logon to Blackboard](#) and look under "Courses I am Taking" for the online training modules.

- **Mandatory Orientation:** There is one mandatory orientation meeting for the certification modules. It will be an opportunity for you to meet your module colleagues and for you to become familiar with the video tools you will need to use in the modules.
- **Structure:** You are an online student in these modules. There are due dates and discussion periods for which you are expected to participate. This is not a self-paced training. However, if you would like to work ahead in a module, you can as long as you circle back to respond to your colleagues. Practice course evaluation in your Capstone module utilizes the [Online Education Initiative Course Rubric](#) and adheres to the [@ONE Standards for Quality Online Teaching](#).
- **Textbooks:** There are NO textbooks required for these modules. There are required and optional reading materials within each module.
- **Certification Evaluation:**
  - There are five modules that make up the DE Instructor Certification
    - New Technologies (3 weeks)
    - Online Teaching and Pedagogy (3 weeks)
    - Effective and Engaging Techniques (2 weeks)
    - Assessment Methods (2 weeks)
    - Capstone – Online Course Creation and Review (2 weeks)
- **Time Management:** It is expected that faculty will take approximately 10 hours /week in module discussions, reading material and updating/experimenting in their courseshells.
  - Time spent in the Online Teaching Certification can be used toward flexweek hours.
  - Faculty can earn 2.5 CEUs upon completion of their certificate.
  - Although it is encouraged that faculty complete Modules I-V in one semester, it is not mandatory. However, we have found that faculty enjoys their cohort of colleagues that they have grown with during the course of the certification. It would be best to plan to remain in the cohort if at all possible.

## Module I: New Technologies

This is an introduction to "new" technologies for you to learn and play with. Once familiar with your new technology "toolkit", you can draw upon any or all of them for your own course!

The toolkit is divided into three "drawers".

- **Drawer 1: Communication/Collaboration tools** - use of Discussion Boards, Blogs, Journals, Wikis, Groups, Messages, Email
- **Drawer 2: Multimedia tools** - use of Jing, Camtasia Relay, podcasts and captioning for your own video creation, and Intelcom, NBC Videos and YouTube (used judiciously) for additional course videos
- **Drawer 3: Real-time Interactive tools and Accessibility:** Skype, CCC Confer, Bb Collaboration, FaceTime, Accessibility

Learning Objectives:

- Faculty will assess suitability of communication and collaboration tools for their course through hands-on usage, peer discussion, and feedback.
- Faculty will demonstrate usage of video and captioning tools through the creation of an introductory video for their course.
- Through evaluation of real-time interactive tools, faculty will determine the appropriateness and application for these tools in their course.
- Faculty will demonstrate knowledge of the accessibility guidelines through the Accessibility reading, quiz and discussions regarding media usage.

Sample "gradebook"

Module I Tasks	Points	Due Date
<b>Intro:</b>		
Getting to Know Each Other!	5	25-Feb
<b><u>Drawer 1: Communication/Collaboration tools</u></b>		
Discussion Boards	5	28-Feb
Current Events (course blog)	5	28-Feb
Thoughts on Project Work (Individual Blog)	5	28-Feb
Journal - Reading	5	28-Feb
Course Wiki	5	28-Feb
Messages	5	28-Feb
Potential Group Projects - Group 1	5	28-Feb
OR Potential Group Projects - Group 2		28-Feb
OR Potential Group Projects - Group 3		28-Feb
<b><u>Drawer 2: Multimedia tools</u></b>		
Jing and it's Uses	5	7-Mar
Camtasia Relay and It's Uses	5	7-Mar
3b. NBC Learn Video	5	7-Mar
Multimedia Resource Thoughts	5	7-Mar
<b><u>Drawer 3: Real-time Interactive tools and Accessibility</u></b>		
CCC Confer	5	11-Mar
Accessibility Quiz	21	14-Mar
<b><u>Completion:</u></b>		
End of Course Survey - Instructor Training	10	14-Mar

## Module II: Introduction to Online Teaching and Learning

We are beginning the process of constructing the "house" for your course with some "sitework". In this module we will be grading the land, pouring the foundation, framing the structure and weathering it! The first part of our construction is divided into "Jobs":

- **Job 1: Understanding Online Learning** - Our "foundation" will be to learn the differences/similarities as compared to the traditional classroom, the instructor facilitator role and creating a learner centered course.
- **Job 2: Course Design**: We'll work on "framing" our house with a good understanding of Substantive Student Participation and Last Date of Attendance.
- **Job 3: Course Organization** - "Weathering" our course for student use will involve course organization and navigation to promote improved student learning.

Learning Objectives:

- Faculty will differentiate between online teaching techniques and traditional techniques.
- Through appraisal of online course needs, faculty will create effective Introductory course videos and emails.
- Faculty will compare various course organization and navigation structures and select the one best suited to their course and teaching style.

Module II Tasks	Points	Due Date
<b><u>Intro:</u></b>		
Course Introductory Video		18-Mar
Getting to Know Each Other!	5	19-Mar
<b><u>Job 1: Understanding Online Learning:</u></b>		
View "The Voice of the Active Learner"		
Read Learner-Centered Online Course Design		
Read Successful Online Facilitation		
Learner-Centered Online Course Design	5	21-Mar
Create/Update Your Introductory Email	5	21-Mar
<b><u>Job 2: Course Design:</u></b>		
Read "Santa Ana College - Regular Effective Contact Guidelines"		
Update the "Faculty Information Site"		
Quiz for verification of Faculty Information Site Updated	5	28-Mar
Read "Activities for Student Participation"		
Read "Beginning of Semester Checklist"		
Read Dropping and Drop Policies		
1st Week and Regular Effective Contact Activities	5	28-Mar
<b><u>Job 3: Course Organization:</u></b>		
Read Learner-Centered Approach to your Syllabus		
Update Your Syllabus		
Select/Import your Template		
Create a Course Banner		
Update Your Course Theme		
Create Video Tour of Course Site		
Post a link to your tour	5	4-Apr
<b><u>Completion:</u></b>		
End of Course Survey - Instructor Training	10	4-Apr

## Module III: Effective and Engaging Techniques

We are continuing our process of constructing your course "House" with some sitework. In this module we are building upon our house structure with some necessary utilities, phone lines, wireless networking and get our hands dirty with some plumbing. Our work is divided into "Jobs":

- **Job 1: Understanding Effective Interaction** - Our "phone line installation" will be to better understand interactive strategies, building an online community and the facilitator role in effective interaction.
- **Job 2: Understanding Social Networking:** We'll work on installing our "wireless networking" our house in understanding the usage and pros/cons of social networking for our courses.
- **Job 3: Determining Best Techniques** - "Plumbing" installation for our course "house" will consist of determining and implementing the best effective and engaging techniques for your course.

Learning Objectives:

- Faculty will distinguish between various interactive strategies and determine which techniques would best serve their student.
- Through appraisal of online course needs, faculty will implement the selected strategies in their own courses.

Module III Tasks:	Points	Due Date
<b><u>Intro:</u></b>		
Getting to Know Each Other! (If new faculty)	5	
<b><u>Job 1: Understanding Effective Interaction:</u></b>		
Read portions of Handbook of Online Learning - Interaction/Presence		
Read 7 Strategies to make Your Online Teaching Better		
Read Steps to Building a Course Community		
Blog on techniques learned and comment/share	5	18-Apr
<b><u>Job 2: Understanding Social Networking:</u></b>		
Read portions of Handbook of Online Learning - Social networking		
Read "Experimenting with Facebook in the College Classroom"		
Watch how a Teen Student Uses Twitter		
Sharing thoughts and usage of Social Networking	5	18-Apr
<b><u>Job 3: Determining the Best Techniques for Your Class:</u></b>		
Implement your best Effective and Engaging techniques in your Course Shell		
Share together in a "What Would You Do?"	5	25-Apr
<b><u>Completion:</u></b>		
End of Course Survey - Instructor Training	10	25-Apr

## Module IV: Assessment of Methods for Online Courses

In this module we are building upon our house structure and putting up our internal insulation and drywall along with working on the finish carpentry to implement the assessments in your course. Our work is divided into "Jobs":

- **Job 1: Understanding Assessments for Active Learning** - Our "insulation" will be to understand student authentication requirements and to delve into examples of active learning assessments, consider their best usage for your course while gaining a solid understanding of student authentication.
- **Job 2: Understanding Survey Usage**: We'll work on installing our "drywall" in understanding the usage of surveys and benefits to beginning of course and mid-stream surveys to improve the "structure" of our house as the semester moves along.
- **Job 3: Implementing Assessments** - The "finish carpentry" for our course "house" will consist of determining and implementing the best active learning assessment techniques for your course.

Learning Objectives:

- Faculty will appraise various active learning assessment strategies and determine which techniques would best serve their student.
- Through appraisal of online course needs, faculty will implement the selected strategies in their own courses.

Module IV Tasks:	Points	Due Date
<b>Job 1: Understanding Assessments for Active Learning:</b>		
Read about Student Authentication requirements and Best Practices		
Read Active Learning Activities - U of Pittsburgh		
Read Online Teaching Activity Index - Illinois Online Network		
Read Faculty Focus: From Passive Viewing to Active Learning		
Blog on Active Learning Assessments learned and comment/share	5	2-May
<b>Job 2: Understanding Survey Usage:</b>		
Read Why Conduct Surveys?		
Look at the End of Course survey sample		
Download the Sample Survey and Import into your courseshell		
Look at some of Smith College's Mid-semester resources		
Survey Question Discussion --> Thread Posted	5	2-May
Survey Question Discussion --> at least 2 replies	2	6-May
<b>Job 3: Implementing Assessments:</b>		
Include your new active learning assessments into your syllabus/courseshell		
Create your midstream survey to assess your new techniques		
Share together in a "What Do You Use?" --> Thread Posted	5	7-May
Share together in a "What Do You Use?" --> at least 2 Replies	2	9-May
Read the Faculty Focus: Course Design and Development Ideas that Work		
Watch Pearl Arredondo's Ted Talk - Give yourself a little motivational break!		
<b>Completion:</b>		
End of Course Survey - Instructor Training	10	9-May

## Module V: Capstone Project – Online Course Migration

In the course of the next two weeks you will be preparing your course for online instructional use! It's time to assure that the techniques you have learned in Modules 1, 2, 3, and 4 are put into action!

We will complete our process of constructing your course "House" with some final sitework. In this module we are doing some last "to do's" on our course, doing some self-inspection and finally having our course appraised by our peers. Our work is divided into "Tasks".

- **Task 1: Finishing up those "To-Do's"** - Our "to-do" list are those items that we did not have time to complete as we were going through Modules I - IV and completing a self-inspection.
- **Task 2: Getting a little help from our friends** - Time for your "open house"! You will be posting an area of your course for feedback and giving your time to help your colleagues.

Learning Objectives:

- Faculty will complete work on their distance education course and appraise their engagement techniques, active learning strategies and clarify their course syllabus directions.
- Faculty will appraise a portion of a course of their colleague and gain further in-sight for their own course, and learn from another's course strategy.

Gradebook Items & Tasks:	Points	Due Date
<b><u>Task 1: Finishing up Those To-Do's:</u></b>		
Watch Amy Cuddy: Your body language shapes who you are		
Strike Your Pose and Remember...		
Review the Module II, III, IV Items to Complete list & Complete your tasks		
Use "Assessing Online Facilitation" for a final course self-eval		
<b><u>Task 2: Peer Appraisal:</u></b>		
Come One, Come All - Questions!	5	14-May
Share Something New - Asking for Some Help --> Thread Posted	8	20-May
Share Something New - Asking for Some Help --> at least 2 replies	2	23-May
<b><u>Completion:</u></b>		
End of Course Survey - Instructor Training	10	23-May