ALT
advantage learning technologies

Remote Teacher Bootcamp 11-12

Are You Ready?

Dr. Bobbe Gaines Baggio
Advantage Learning Technologies, Inc.

Bobbe Gaines Baggio, PhD

Since 2002, Bobbe has been CEO of Advantage Learning Technologies, Inc. a company that provides programs, products and research for workplace learning. She believes that technologies are here to help everyone and to enhance human performance. She was Associate Provost of the School of Adult and Graduate Education (SAGE) at Cedar Crest College in Allentown, PA. Her area of expertise is the integration of technologies to enhance human performance including adult and workplace learning. She was the Associate Dean of Graduate Programs and Online Learning at American University in Washington, D.C. and was previously Program Director of the MS program in Instructional Technology Management at La Salle University in Philadelphia, PA.

Bobbe is the author of six books, an engaging public speaker, strategic advisor and educator in the field of instructional technologies and learning. She is a consultant in learning and talent development for a global and virtually connected workforce. Her expertise draws upon her experience as a Fortune 100 IT manager, 20 years of consulting experience, and her doctoral studies in instructional design for online learning. Examples of clients include The Federal Reserve Bank, Pfizer, Novartis, Johnson & Johnson, University of Pennsylvania, DOD, PASSHE, Merck, BMS, KPMG, Siemens, Ticketmaster, IMG, Tyco Engineering, Fisher, Christiana Care Health System, Cisco and Adobe.

Competencies, Outcomes, Guidelines & Expectations

This course consists of five units and will cover structure, learner engagement and best practices in instructional design. It will use a blended approach and consist of asynchronous discussions, synchronous meetings and independent work. The course focuses on how remote learning environments can be designed to support the learner and teacher success. It includes creating schedules, assets, assessments and communications that are engaging and appropriate. This is not a self-study course and requires online collaboration in both synchronous and asynchronous platforms.

Course goal: Create an online version of your face to face course that you can use anytime on any platform to teach it successfully.

Course Competencies:

At the end of this course you will be able to:

1. Create a course that you can use in an online, F2F or blended environment.

2. Create a course that is engaging, relevant and builds learner confidence.

3. Create a course that is independent of technologies but uses them to optimize the learning experience.

4. Discover ways that you can give and get feedback on learner performance.

5. Create formative, summative, and authentic assessments for your course.

6. Create learning assets that are accessible and universal for use in your online course.

Outcomes (Knowledge, Skills and Attitudes)

Schedules and Assets

At the end of this module the learner will be able to: create a course structured for remote learning, including learning assets and activities.

Knowledge:

- Describe ways that current content can be transformed into engaging online instruction.

- Recognize any areas that are unclear and/or uncomfortable.

- Identify ways to modify current content to improve learner performance in the remote classroom.

Skills:

- Create a course syllabus, weekly plans, with the clarity necessary to teach remotely.

- Create learning assets and communication protocols using available tools.

- Create a plan for onboarding a new student anytime into the course.

Learner Engagement

At the end of this module the learner will be able to: Discover ways that you can give and get feedback, daily, weekly, monthly on learner performance.

Knowledge:

- Describe the five interactions and the importance of each in building an online learning environment.

- Identify FROG, and impactful communications methods for positive learning experiences.

- Identify potential ways to improve your feedback performance in the remote classroom.

Skills:

- Create a weekly communication chart for your connections in the virtual classroom.

- Create a plan for monitoring student progress and develop appropriate feedback.

- Discuss the importance of clear expectations for parents, teachers and students to feel comfortable learning remotely.

Best Practices in Applying ID

At the end of this module the learner will be able to: Design instruction that supports best practices in pedagogy for online teaching.

Knowledge:

- Describe the introduction, reinforcement, emphasize and demonstrate phase of any instructional sequence.

Skills:

- Develop a series of lessons aligning, objectives and assessments.

- Create content delivery options that are accessible and universal in design.

- Purpose an approach for engaging learners and delivering content that aligns to lesson objectives.

- Develop an appropriate assessment for one lesson including formative, summative, authentic and criteria referenced approaches.

Attitudes:

- Appreciate the differences in the remote learning environment and the impact that has on your performance and the performance of others.

Netiquette (Online Etiquette)

Standards of etiquette must be upheld when posting in discussion areas and when turning in work for this course. Refrain from using slang, derogatory language, all caps, or any potentially offensive forms of expression. When you approach your instructor or other students with questions or comments, you should always maintain a professional tone.

Social Media Guidelines

Please realize that while some students and instructors use social media in class and their lives, not all do. Be respectful of this when requesting to connect with or when contacting instructors, students, or staff members through social media.

Before initiating any contact on social media platforms, be sure to consider that a student, instructor, and/or staff member may have work/personal life boundaries, and they may not consider social media relationships to be appropriate. Just ask them. (The reverse applies to anyone who may reach out to you.)

When posting content on social media keep in mind who can see these materials. Even the best privacy settings do not prevent someone from taking a screen shot of something you post.

Learner Participation Expectations

Learners are expected to:

Be professional in all dealings associated with this class.

Treat other learners, instructors, and any guest speakers with respect.

Fully participate in all required discussions, read all required readings, and review all course media.

Complete all course activities and assignments.

Submit all written assignments electronically in the course space, unless otherwise indicated by the instructor.

Submit all assignments on or before the assigned due date.

Online Discussion Guidelines

Online discussions are a major component of this course and are meant to take the place of the collaborative discussions that occur in a face-to-face course. To create a collaborative environment with meaningful results, students must respond to each discussion topic and engage with other students in the class. All posts must be written in a professional and respectful manner and adhere to proper netiquette.

Be articulate.

Address your peers personally to give the impression that you are really "speaking" to them and to help all participants follow the threads more easily.

Use hyperlinks in your messages to help support your arguments or bring attention to different ways of thinking. A word of caution: Do not depend on online resources to prove your point; use them as supporting information only. You should always actively contribute your original ideas to the discussion, drawing from your own knowledge base and experiences.

Be aware of your tone. When communicating online, the professor and your classmates cannot see your facial expressions or hear your tone of voice, so your comments may be taken the wrong way.

Your posts should consist of full sentences. Do not use instant-messaging shorthand that may not be understood by all participants.

Only use caps for emphasis; otherwise, it may appear that you are yelling.

Be aware of your spelling, punctuation, and grammar. Follow the standards of academic writing. If you disagree with a post, critique the idea, not the person. Be constructive and offer alternatives.

Instructor Participation Expectations

The instructor is expected to:

Post all course materials and assignments in a timely manner.

Make him/herself available by email and/or online chat for student questions or concerns.

Check the course site each day and contribute to the online discussions, as appropriate.

Provide each student with timely feedback on their progress in the course.

Units	Topics	Readings & Resources	Online Discussions	Projects & Activities
Unit 1 **Structure & Format**	Branding The Interface Content Delivery Engagement	Smith & Regan 1-23 Supplemental Readings and Materials	Explore Apply Analyze	Create Overview or Syllabus
Unit 2 **Learning Audience Communication Sync & Async**	Limits Audio Visual Writing Attention Cognitive Load	Smith & Regan 24-74 Supplemental Readings and Materials	Analyze Apply Evaluate	Create Weekly Sheets
Unit 3 **Best Practice Online Instructional Techniques & Methods**	What is ID? 5 Interactions Questions 3 Things Matter Feedback	Smith & Regan 75-150 Supplemental Readings and Materials	Apply Analyze	Analyze Lesson Materials
Unit 4 **Creating Learning Assets**	Audio Video PPTs Handouts Graphics	Smith & Regan 151-242 Supplemental Readings and Materials	Apply Synthesize Evaluate	Create 2 Instructional Assets
Unit 5 **Assessments Formative Summative**	Criteria Authentic Experiential Creative	Smith & Regan 326-334 Supplemental Readings and Materials	Apply Analyze Evaluate	Create Outcomes Grid

Projects & Assignment Rubric

	EXEMPLARY	GOOD	NEEDS IMPROVEMENT	UNACCEPTABLE
Content	Demonstrates mastery by appropriately analyzing, synthesizing, and/or evaluating the assigned topic, with explicit references to relevant course content and concepts.	Attempts to analyze, synthesize, and/or evaluate the assigned topic, with adequate references to relevant course content and concepts.	Demonstrates general comprehension of the assigned topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	Insufficiently addresses one or more major components of the assignment and/or demonstrates limited comprehension of the assigned topic.
Format & Organization	Submission is well organized and adheres to all formatting requirements with minimal errors.	Submission is generally organized and attempts to adhere to all formatting requirements with occasional minor errors.	Submission is somewhat disorganized and/or fails to fully address one or more formatting requirements.	Submission is disorganized and/or disregards one or more formatting requirements.
Conventions	Appropriately applies conventions of academic writing style and skillfully communicates meaning to readers with clarity, fluency, and minimal errors.	Generally, applies the conventions of academic writing style with occasional minor errors.	Generally, applies the conventions of academic writing style with one or two significant or repeated errors.	Fails to apply conventions of academic writing style and/or uses language that impedes the reader's overall comprehension.

Discussion Posting Rubric

	EXEMPLARY	GOOD	NEEDS IMPROVEMENT	UNACCEPTABLE
Initial Posting	Critically analyzes, synthesizes, and/or evaluates the topic at hand, with explicit references to relevant course content and concepts.	Attempts to analyze, synthesize, and/or evaluate the topic at hand, with some references to relevant course content and concepts.	Demonstrates general comprehension of the topic. Critical thinking is limited and/or connections to course content/concepts are somewhat irrelevant.	Insufficiently addresses one or more parts of the prompt or post is absent.
Response to Others	Significantly contributes to the discussion with ideas, questions, analysis, critique, or information. Employs a professional and supportive tone.	Contributes to the discussion with ideas, questions, or information. Employs a professional and supportive tone.	Contributions to the discussion are of limited value and/or tone is somewhat inappropriate.	One or more required responses are inadequate, irrelevant, unprofessional, or absent.
Convention	Posts contain no more than one or two typos or minor errors in grammar, spelling, or usage.	Posts contain a few typos or minor errors in grammar, spelling, or usage.	Posts contain multiple typos and/or errors in grammar, spelling, or usage that do not interfere with the reader's overall comprehension.	Posts contain significant, repeated errors in grammar, spelling, or usage that impede the reader's overall comprehension.