Syllabus: Advanced QLT Course in Teaching
Online

Course Description

This course is an advanced QLT course in creating a course and module structure that is in alignment with course objectives, incorporates social presence, equity-minded strategies, engagement strategies in synchronous and asynchronous activities, active learning with video, and alternative assessments. Participants will complete a QLT Core-24 self review on their own course for reflection (during Preview Week before the course starts) to guide them as they progress through the course in identifying areas to improve on. The final project will include creating a video tour to highlight three course changes made in the course while completing the training.

This course is 3-weeks in length, asynchronous, and there is a structured course schedule with due dates that must be followed. While you are able to move ahead with the course modules and assignments, you are expected to follow the due dates as outlined in the schedule as peer-to-peer collaboration are integral components of all of the courses. Week 1 Modules (1 & 2) will open on Monday when the course launches, Week 2 Modules 3-5 will open on Friday of Week 1, and Week 3 Modules 6-8 will open on Wednesday of Week 2. It is expected that you will need to work on weekends in order to keep pace with the course due dates. If you fall behind you must contact the facilitator as soon as possible to make arrangements to catch up.

Finally, while this course is 3-weeks in length and asynchronous, and there is a suggested course schedule with due dates, if you do not log into the course and participate in Start Here Module by the end of day 7 you will be removed from the course. Additionally, if you do not complete a majority of the modules by the end of week 2 (Modules 1-5), you will be removed from the course as peer-to-peer collaboration are integral components of all of the courses.

Course Level Objectives

Upon successful completion of this course, learners will be able to:

1. Document the learning process through reflective practice.
2. Revise course syllabus to incorporate elements that ensure student success.
3. Develop strategies for getting to know your students.
4. Design a consistent navigational course structure and framework.
5. Revise formative assessments to incorporate instructor and peer feedback and ensure they are fair, equitable, and suitable for the online environment.
6. Design active learning experiences around videos.
7. Design online activities that include student-student collaborative engagement.
Weekly Virtual Office Hours

During the next three weeks, there are three opportunities to attend optional synchronous office hour sessions. The specific dates and times for these optional sessions will be posted in the Optional Zoom Sessions area located in the Course Resources section of the course.

Facilitator Information

I look forward to working with each of you and getting to know you throughout this learning experience. In your Canvas course, please see the Facilitator Bio Page (Start Here Section) and Welcome Video on the course homepage to learn more about your facilitator.

Prerequisite(s)

- Completion of CSU Introduction to Teaching Online Using QLT or campus equivalent course.
- Have a partially or fully developed online/hybrid course is required.

Time Commitment

- 21 days
- Approximately 5-7 hours per week (more if revisions are required)

Technical Support

Course Access Support: Please contact ocs@calstate.edu

Campus Technical Support: In module 6, you will be creating a lesson that uses active learning engagement (embedded questions) and we would encourage you to reach out to your campus instructional designers to identify a campus supported active engagement tools. In module 7 you will be creating a video using GoReact tool or you can use a campus supported recording tool and upload the media for this assignment.

General Questions: Please use the Question Cafe forum and that way your peers will also see the message.

Academic Integrity

All faculty and staff participating in the Online Course Services (OCS) QLT training are expected to pursue honesty and integrity in all aspects of their academic work. Plagiarism includes posting others’ ideas as one’s own and copying and pasting verbiage from course materials or lessons without citing the source. Collaboration is encouraged with colleagues, but you must
still each submit your own original work. Academic dishonesty, including plagiarism, will be handled on a case-by-case basis.

Diversity Statement

It is our intent that learners from all diverse backgrounds and perspectives be well served by this course, that the diversity that learners bring to this class be viewed as a resource, strength and benefit. It is our intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let us know ways to improve the effectiveness of the course for you personally or for other students or student groups. If you experience disrespect or discrimination in this class, please report your experiences to ocs@calstate.edu and your course facilitator. Anything shared privately will be confidential. Learn more about CSU Commitment to Inclusive Excellence.

Accessibility Statement

As your instructor, it is my goal that this class be an inclusive and welcoming experience for all students, including those with disabilities that may impact learning in this class. If anyone believes the design of this course poses barriers to effectively participating and/or demonstrating learning in this course, please contact ocs@calstate.edu to discuss reasonable accommodations.

Accessibility and VPATs for Tools Used in Training Course

Accessibility statements and Voluntary Product Accessibility Templates (VPATs) for tools used in this course:

- Canvas LMS Accessibility Standards
- Google Slides VPAT
- Google Docs VPAT
- Flipgrid and Accessibility
- H5P Content Type Accessibility
- Zoom Accessibility Statement
- TechSmith Accessibility
- GoReact Accessibility
- Perusall VPAT
Communication and Netiquette Statement

Keep the following guidelines in mind as you voice your opinion and personal thoughts:

- **Identify yourself by your real name.** Be mindful of your personal safety, and avoid including personal information, such as phone numbers or addresses, in discussion forums. All online communications should be transmitted with the intent to inform, inspire, etc. - not to offend or breach personal privacy. Never use private information about other individuals and be sensitive to the information you share about yourself.

- **Write in the first person** (this is your opinion).

- **Use humor, joking, or sarcasm with caution.** We often rely on non-verbal cues such as facial expressions to communicate joking or sarcasm, but these cues are not always clear in an online environment. These cues can be simulated with emoticons to reduce misunderstandings.

- **What you write is public—respect your audience and be mindful of proper netiquette.** Netiquette, also known as 'net etiquette,' includes using language free of profanity, proper tone and mechanics (including full sentences), as well as courtesy and respect for others' opinions. Instructors may interpret breaches of netiquette as "disruptive behavior."

- **Be Professional, Clear and Respectful.** Clear and effective written translates to clear and effective communication. Writing the way you would speak is a good rule of thumb, use a positive tone and adhere to the same rules you would follow in face-to-face communications. As well, use proper grammar, spelling, and formatting - checking all communications before sending. Check messages and respond in a prompt manner. Your professional image is an important part of credibility and all of your communications will factor into the big picture.

- **Read and Formulate Communications Carefully.** Take the time to think about the information contained in all of your online communications. This will allow you to thoughtfully consider all points, reduce confusion and prepare you for a valid response. You can in return, research your facts and provide citations for information stated in your communications. This promotes a robust academic environment and adds credibility to any course. Re-read all communications before sending to avoid emotional and or "all capital letter" statements and keep communications meaningful and to the point.

- **Be Tolerant and Cooperative.** Keep in mind that every student is participating to learn and anyone can make a simple mistake in research, knowledge or communication. Address the idea/concept, not the person. Keep an open mind and focus on the task at hand - learning. When adverse conditions arise and communications get strained - try to help rather than hinder. True cooperation means working together to the same end -
everyone wants to be successful in any given course.

- **Remember This Course is Online.** Your instructor and fellow students may be located around the world or have very different schedules than you do. You may not always receive an immediate response. Make sure you plan for this and don’t put things off until the last moment.

- **Use Proper Headings and Subject Lines.** Emails and Discussion Forum topics should have subject lines that reflect the content of your message. “My Week 1 Reflections” is better than “submission” and “Week 3 Reading is Missing” is better than “Help!” Provide Context For Your Responses. If you are sending a reply to a message or a posting to be sure you summarize the original at the top of the message or include just enough text of the original to give a context. This will make sure readers understand when they start to read your response. Giving context helps everyone.

- **Provide Enough Detail in Your Messages.** When asking for help, either from your instructor or from technical support, be sure to provide as much information as possible in order to help resolve the issue. Make sure to include the course name and activity name, what you were attempting to do, the full text of error messages and your browser/version information (if a technical issue), a screenshot displaying the problem, and any other relevant information. It may take a little more time up-front to compose your question, but it can help to eliminate some of the back and forth communication.

### Communication Expectations of Instructors

- Email is the fastest way to reach your facilitator.
- The facilitator will respond to your inquiries within 24 hours.
- If you don't hear from your facilitator within 24 hours, assume s/he did not receive your message (issues do occur with technology!) and make contact again.
- The grading of activities will be completed within 48 hours after submission. The facilitator is following the suggested course schedule with due dates and if you are working too far ahead of schedule, you may not receive feedback until closer when the assignment is due.
- Assignments are graded as they are submitted and the facilitator will go back through to make sure that all points are added as replies are posted to the discussions. Please try to add your replies as you complete each assignment.
- Remember to use the “Question Cafe” forum to post information your peers may be able to answer for you.
- Check the FAQ page to help you get along even farther.

### Expectations of Learners

- This is a fast-paced course that requires regular engagement throughout all three weeks.
Ensure you have approximately 5-7 hours per week to spend on this course.

Review the assignments on the “M# Overview and To-Do List” and print it out for easy reference as you complete each task.

You are expected to plan your study time around the course schedule and recommended completion dates.

Start Here will open on Preview week, Week 1 Modules (1 & 2) will open on Monday when the course launches, Week 2 Modules (3-5) will open on Saturday of Week 1, and Week 3 Modules (6-8) will open on Saturday of Week 2. It is expected that you will need to work on weekends in order to keep pace with the course due dates.

It is expected that all assignments will be submitted by 11:59 on the last day of the course, unless prior arrangements have been made with the facilitators.

Check your email account regularly for updated information. Use e-mail for private messages to the instructor and other students. The “Question Cafe” and discussion forum is for public messages. Emails sent will be answered within 24 hours.

If you have questions or confusion about an assignment, take action promptly! Check the Question Cafe to see if your concern has been addressed already, and post your question there if you don't see an answer.

We are human and sometimes links or other pages need updating or become inactive.

Read directions carefully.

In addition to initial responses on the discussion forums, participants are required to provide insightful feedback to at least one peer. Try to reply to someone who does not already have a reply to ensure replies for all.

Take the student Online Readiness Survey if you feel concerned about your ability to take this course.

Technology Skills Required

The following will technical skills significantly contribute to your success in this online class:

- Competency with file management (for example, creating a folder on your desktop, moving files from one location to another, finding a saved file)
- Internet navigation skills
- Download plug-ins from the Internet
- Using a current and stable internet browser
- Send and receive email
- Competency using a Learning Management System
- Competency using a microphone and webcam for video creation
- Create, save and submit documents using Microsoft Word and PowerPoint, Google Docs and Slides
- Toggle between two open software applications on your computer
- Take screen shots
- Copy text from a word processing program and paste them into another program
Learner Attributes

The following attributes will significantly contribute to your success in this online class:

- A positive attitude towards technology
- An open mind towards online education
- Willingness to share your experiences and collaborate with others
- Strong writing skills needed for expressing yourself in the discussion area
- Strong analytical and critical thinking skills for when you "get stuck"
- Resourcefulness - don't be afraid to click on links and explore and ask questions
- Self-directed with strong time management skills (able to meet specified course deadlines)

Computer and Browser Specifications

Canvas and its hosting infrastructure are designed for maximum compatibility and minimal requirements. Please read the Canvas Computer and Supported Browser Requirements and refer to this page if you have browser issues. In some cases, clearing the browser cache (which stores copies of web pages) allows the pages to load faster. Learn how to clear your browser cache on a Mac or a PC.

Canvas Mobile App

Canvas is fully functional on many types of smartphones and tablets. Compatible devices include platforms such as iPhone/iPad/iPod Touch, and Android. However, it is recommended that you do not solely rely on one of these devices to complete your online course work. Access to a computer is still needed for many online activities. Visit the Mobile section of the Canvas Guides website for more information. Once you have downloaded the Canvas Mobile App and are prompted to Find My School, search for: csuconnect.instructure.com

Learning Environment

This fully online course is designed using asynchronous activities, assignments, discussions, and assessments. The course will make use of the Canvas Learning Management System tools. Please be sure to read all the lessons and documents in the course so that you have the necessary information to complete the required activities.

Earn a Course Completion

Participants who successfully complete eighty-five percent (85%) of the total points will earn a "Course Completion Certificate" and digital badge. Once all completed assignments are graded,
and you have a score of at least 85%, you will see a link to complete the Course Survey to evaluate your experience and the effectiveness of the course. Course Completion Certificates and Digital Badges will be available in Badgr once you are completed with the course requirements.

**Create a Badgr Accounts**

Upon successful completion of this course, you will earn a Course Completion Certificate and Digital Badge. CSU Online Course Services issues its Digital Badges through [Badgr.com](https://badgr.com). In order to claim your Digital Badge and Certificate, you must have a Badgr.com account. If you do not have a Badgr account, please go to [https://badgr.com/auth/signup](https://badgr.com/auth/signup) and enter your email address to create one now using the same email address you use with your CSU Online Course Services QLT course and Canvas login. **Your QLT Digital Badge is associated with this email address, so please create an account so you can accept your credential at the end of the workshop.** If you already have a Badgr account that uses an email address other than the one associated with your QLT course account, please read “Managing Your Badgr Account” and follow the instructions to add the email address associated with your CSU Online Course Services QLT course account to your Badgr account.

**Course Schedule**

Use the Course Schedule to guide your completion of the modules with the *recommended* completion days of the course:

- Week One - Start Here, Start Here Activities, Modules 1 - 2
- Week Two: Modules 3 - 5
- Week Three: Modules 6-8

**Note:** MO stands for Module Level Objective. CO stands for Course Level Objective. Each module-level objective has the associated course-level objective indicated in parentheses at the end, reflecting their alignment. You will find module-level objectives and course-level objectives within each course module.
<table>
<thead>
<tr>
<th>Day &amp; Wk</th>
<th>Module Topic &amp; Module Objectives</th>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
</table>
| Wed., Wk 1 | **Start Here Activities**  
MO1: Review your course and explain with evidence if you have Met/Not Met the QLT 24 CORE Objectives (CO1).  
MO2: Describe areas you are focusing on improving in the course (CO9). | 1)Learner Contract  
2)Learner Profile Survey  
3)QLT CORE 24 Self-Review with reflection  
4)3 Things Introduction | 10  
| | | | 5 |
| Fri., Wk 1 | **Module 1: Create An Effective Syllabus**  
MO1: Analyze and update course syllabus that incorporates various policies (CO2).  
MO2: Develop a syllabus activity for your class (CO2). | 1)Update syllabus & describe syllabus activity | 15 |
| Sun., Wk 1 | **Module 2: Know Your Students**  
MO1: Design a survey that captures important student information (CO2).  
MO2: Identify who your students are and why they are taking your course (CO2). | 1) Develop 5-item Student Survey | 10 |
| Wed., Wk 2 | **Module 3: Course Organization**  
MO1: Create/update welcoming course homepage (CO4).  
MO2: Create/update start here module (CO4).  
MO3: Create/update sample structure/outline of a module (CO4).  
MO4: Describe course organization best practices for the homepage, start here, and sample module outline (CO1). | 1) Update one course organization component  
2)Optional Check-Point Survey | 10 |
| Fri., Wk 2 | **Module 4: Alternative Assessments**  
MO1: Explain why formative assessments are known as "low stakes" assessments and important in online learning (CO5).  
MO2: Redesign a summative assessment to change it to an alternative formative assessment (CO5).  
MO3: Develop a rubric that supports the alternative formative assessment while promoting academic integrity, equity and accessibility (CO5). | 1) Revise an Assessment to make “low-stakes” OR develop a rubric for a current assessment | 10 |
| Sun, Wk 2 | **Module 5: Active Learning with Videos**  
MO1: Identify course content that can be transformed from passive to active (CO 6).  
MO2: Explore tools that support your active learning strategy (CO 6).  
MO3: Update a course video to include active learning experiences (CO 6). | 1) Develop a video to include active learning | 20 |
|---|---|---|---|
| Wed., Wk 3 | **Module 6: Engagement**  
MO1: Explore strategies, tools, and resources that support increasing engagement and interaction in synchronous and asynchronous activities (CO7).  
MO2: Identify an existing activity (synchronous or asynchronous) in your online class and reflect on how to increase engagement (CO7).  
MO3: Update an existing asynchronous and synchronous activity to include engagement and describe in detail the activity added and include an example of a resource, tool, and/or material developed to facilitate the activity (CO7). | 1) Update a synchronous or asynchronous activity to include engagement | 15 |
| Fri., Wk 3 | **Module 7: Final Project**  
MO1: Develop a video tour of your online course and showcase your course changes (CO 1).  
MO2: Provide reflective feedback to a peer’s final project video tour (CO 1). | 1) Develop a video tour of your online course changes | 25 |
| Sun., Wk 3 | **Module 8: Reflection**  
MO1: Reflection about syllabus changes, course organization, assessment, engagement and active learning components made to your course (CO 1).  
MO2: Identify and submit an exemplar for submission to the CSU Quality Assurance Resource Repository (CO 1). | 1) Reflection  
2) Submit an exemplar | 5  
5 |
| | Total Points | | 130 |