LASALLE UNIVERSITY

Creating Engagement Online (CEO)

COURSE OVERVIEW

In Creating Engagement Online (CEO), participants will be able to revise at least two modules of an existing online course by the end of this course. Participants will pick the introductory week and at least one week of content from an existing course and apply the instructional techniques learned.

This course uses the foundational values of the Lasallian Mission to guide and organize course content and skills taught. In Unit 1, the Lasallian concept of Faith is addressed by encouraging participants to ask the question "What do I believe in?" in relation to their courses and to La Salle University's basic purpose of "the free search for truth by teaching students the basic skills, knowledge, and values they will need for a life of human dignity," as described in the Mission Statement. Unit 2 incorporates the characteristic of Service by having participants ask "What is my responsibility to my neighbor?" in relation to addressing individual student needs through differentiated instruction. In final unit, the Lasallian idea of Community is addressed by asking the question "How can teachers and students support and challenge each other?" in relation to course policies, instructional strategies, and open discourse.

COURSE GOALS AND OUTCOMES

By the end of this course, experienced online instructors will be able to:

- Design an online course using research-based instructional strategies to make online learning more engaging and more interactive
- Develop a deeper understanding of how a student learns online
- Apply Lasallian concepts of teaching such as faith, service, and community to online instruction.

Outcomes

- Develop a course revision plan for a course that has already been taught online
- Identify course improvements based on how a student learns online
- Adopt instructional strategies that satisfy the overall goals of an online course
- Recognize the value of setting realistic timelines for online students
- Distinguish different learning styles and adapt instruction accordingly
- Effectively incorporate multimedia for engaging students
- Apply strategies for giving and receiving feedback

COURSE DATES

Start: Tuesday, July 22 | **End:** Thursday, August 13

Other: There are **2 required** synchronous session dates for this course.
Tuesday, July 22 @ 12:30-1:30 pm EST
Wednesday, August 13 @ 12:30-1:30 pm EST

You are required to attend an online, synchronous session on the first day of the course; and on the last day of the course. You will receive an email invitation through Doodle for you to confirm your attendance.

REQUIRED READINGS AND MATERIALS

READINGS

All course readings will be posted and accessed through the online course. Each week, as each concept is introduced, you will be assigned readings that apply the concept. Prior to the beginning of each week, you will be able to go into the course to download, or view, weekly course materials.

SOFTWARE/HARDWARE REQUIREMENTS

An updated laptop or desktop computer is required; a Mac or a PC. Tablets or other mobile devices can be used to access course content, but may not be able all the features and functionality of the Canvas learning management system and online meeting software. Make sure your Internet browser (Firefox is recommended) is up to date. A high-speed Internet connection is required. A headset, with a microphone, is required for the synchronous (real-time) sessions.

COURSE REQUIREMENTS

Each week of the course, it is required that you participate by collaborating with your classmates, *asynchronously* and *synchronously*. You will be required to work in a small group in Week 2. Overall, it is an expectation that you participate in all four units of this course. Please read the schedule in this syllabus. The work that is required is what will earn you a certificate of completion. To help keep you on track, a reminder will be sent, via email, before each week begins and you will know what is ahead of you.

INSTRUCTORS

CONTACT INFORMATION

There are two instructors for the course.

Instructor: Regina M. Hierholzer, MS
Email: hierholz@lasalle.edu
Phone: (C) 215-292-7876

Instructor: Nick Gogno, MS
Email: gogno@lasalle.edu
Phone: (O) 215-951-1912 (C) 267-218-2578

Office Hours: There is flexibility worked into the course for office hours, depending on what you need. Please reach out and schedule a date and time via email, phone, or online synchronous session.

Course Location: Completely online.

INSTRUCTOR BIOS

Currently I am the Director of Online Programs for La Salle University. I work in the field of online teaching and learning. I specialize in online course design, course development, and consult with faculty and program directors about how teaching and learning takes place in the online course environment. One of my specialties is online collaboration.

I have been supporting faculty in eLearning since March 2005. I have an MS in Information Technology Leadership (ITL) and a BA in Digital Arts and Multimedia Design (Dart), both from La Salle University. I have had experience in Web Design and front-end Web Development, which opened up a wonderful opportunity to be involved and interested in the development of the online teaching environment. I have taken several online courses while I was enrolled in the Information Technology Leadership Program (ITL).

Aside from my nine years experience with training and developing faculty for the online teaching environment, I believe that my own online student experience has provided me with many invaluable lessons to continue supporting faculty for online teaching readiness. My commitment to online teaching and learning, and to La Salle University, is to help our faculty have a satisfying and rewarding experience while preparing and implementing their teachings online.

Regina Hierholzer, MS

Currently working as an Instructional Designer at La Salle University, I support faculty and staff in designing, developing, and implementing a variety of instructional technologies in their blended and online learning environments. I have a Master's of Science in Education and Instructional Technology from St. Joseph's University and a BA in English and Secondary Education from La Salle University.

In addition to working at La Salle, I lead instructional design projects for Kamehameha Schools in Honolulu, where I worked previously providing training in hybrid and online learning and facilitating online courses. In my spare time, I enjoy improving my web design and graphic design skills. I have also held a position as an English teacher for five years at Upper Darby High School as well as serving in many other roles in technology-centered instruction and curriculum development. I see online learning as an exciting, growing field that marks a fundamental shift in the intellectual development and empowerment of today's students.

Nick Gogno, MS

COURSE STRUCTURE

The first three weeks will run from Tuesday to the following Monday. The last week is a short week (only 2 days) ending on Wednesday, August 15. The last week is designed for the purpose of exchanging feedback of the activities accomplished throughout the three previous weeks.

Catch-up Day: We worked out the weekly schedule for the Mondays to be used as catch-up days, from the week before, or as preparation days for the week ahead. Use them in whichever way suits your learning style. We know everyone has a very busy schedule; however you do not want to get behind, better to use the Mondays as a prep day rather than a catch-up day!

During the first three weeks you will be actively involved with your own individual assignments as well as interacting with your classmates through the course tools. During the last few days of the course you will be making revisions to the draft outline for the course you selected to revise and also participating in a 45-minute wrap-up synchronous session, this session may go overtime, slightly. The last couple of days are designed to help you apply the pedagogical techniques learned in this course.

Creating Online Engagement (COE) has both *asynchronous* and *synchronous* course work. All asynchronous course work will be conducted and completed in Canvas, our new Learning Management System (LMS); synchronous class work will be conducted in GoToTraining.

WEEKLY SCHEDULE, ASSIGNMENTS AND TIME ESTIMATES

Week/Topic	Course Content	Assignments with Due Dates	Time Estimate
Getting Started **Unit 1** **Week 1 –** July 22 to July 28 **Topic:** Setting Goals	*Review:* *Course details in syllabus* *Review:* *Week 1 Introduction Video and Objectives* *Reading:* *Aligning Course Content, Assessment, and Delivery: Creating a Context for Outcome-Based Education (Streveler, Smith, Pilotte)* *Review Supplemental Material:* *Example of course objectives to break into weekly objectives*	There are 5 assignments for this unit. **Assignment #1:** **Part 1 - Prepare** for Meet & Greet session by reviewing material in Unit 1 Module. Print out handout in module. **Part 2 - Participate** in **Synchronous Session.** This session will be a Meet & Greet with an icebreaker exercise and serve as the class and instructor introductions. Meet & Greet session scheduled for **July 22 at 12:30 pm to 1:30 pm EST** **Assignment #2:** **Review student feedback** from your course evaluations and submit a problem-statement. **Due Dates:** July 24 by midnight. **Assignment #3:** **Part 1 - Participate in discussion board and write up the improvements you would like to make in your course.** *For example:* Based on your student feedback results, find something that is evident that the students could be missing about what you want them to learn. ***Due date:*** *July 25 by midnight.* **Part 2 - Respond** to 2 of your classmates for a total of 3 contributions. ***Due date:*** *July 28 by midnight.*	**Review Video and Syllabus:** 20 minutes **Reading:** 1 hour **Synchronous session:** 45 minutes **Review your course feedback:** 1 hour **Post to discussion board improvements:** 1 hour **Curricular Priorities Diagram & Writing Objectives:** 1 hour

| | | Assignment #4:
Develop a high-level Curricular Priorities Diagram (example on pg. 13 of reading) of your course. See example posted for the assignment and include the following for your course to submit.

• Enduring Understanding
• Important to Know & Do
• Worth being Familiar With
Due date: July 28 by midnight

Assignment #5:
Based on the Curricular Priorities, **write objectives for your course, and map them out** to either Bloom's Taxonomy (pg. 8) or Fink's Taxonomy (pg. 9), or other taxonomy and post to submit.
Due date: July 28 by midnight. | |
| **Unit 2**
Week 2 – *July 29 to Aug 4*

Topic:
Creating Engagement | *View/Reading: Bring on the Learning Revolution, TEDTalk by Ken Robinson includes transcript.*

Reading: A System for Integrating Online Multimedia into College Curriculum (Miller)

Supplemental Reading: Learning Styles and Strategies (Felder & Soloman) | There are 3 assignments for this unit.

Assignment #1:
Participate in Brainstorming Discussion Board Assignment:

Watch the TED talk; react to the video, apply Ken's ideas and concepts to better personalize your course. Identify a part of your course that could be improved by providing more student choice (differentiated instruction) in content delivery methods and/or assignment options based on students' individual learning styles.

After brainstorming ideas, create a list of possible ways to differentiate | **Review Video:**
20 minutes

Brainstorming Session:
45 minutes

Reading:
1 hour

Multimedia Assignment:
2 hours

Reflection:
1 hour |

Academic Affairs
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Instructor: Regina M. Hierholzer, MS
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		instruction in your course or assignment choices. Post your list on the discussion board for Unit 2. ***Due date:*** *August 4 by midnight.* **Assignment #2:** Multimedia Assignment – Considering personalized learning and multimedia tools, demonstrate what you would design in your course by providing 2-4 examples, with explanations that incorporate multimedia for each. Make sure your course improvements directly relate to the course learning objectives developed in Week 1. Provide an example of personalized learning and multimedia used for your online instruction. ***Due date:*** *August 4 by midnight.* **Assignment #3:** Reflection Assignment: Reflect on lessons learned through brainstorming session and wiki activities. How long do you think your proposed course improvements will impact the time spent in your course for your students and for you as an instructor? Are you providing for the specific needs of your students? ***Due date:*** *August 4 by midnight.*	
Week 3 *August 4 to August 11* ***Topic:*** *Building Community*	*Reading: Interaction in Asynchronous Web-Based Learning Environments: Strategies Supported by Educational Research (Woo & Reeves)*	There are 4 assignments for this unit. **Assignment #1: Participate** in **discussion board and describe three ideas connected to creating community** from this week's readings that apply to your revised course unit. *For example:* design a	***Readings:*** *1 hour* ***Discussion Board:*** *1 hour* ***Develop Introductory Unit***

	Reading: Interpersonal Interaction in Online Learning: Experienced Online Instructor's Perceptions of Influencing Factors (York & Richardson) *Supplemental Reading:* *Relationships Between Interactions and Learning in Online Environments*	method for giving and receiving feedback to and from students. **Due date for initial response:** August 8 by midnight. **Respond** to 2 of your classmates. Total of 3 contributions. **Due date for responses:** August 11 by midnight. **Assignment #2:** **Develop a draft plan for your introductory week** that includes an icebreaker, norms for course interaction, and other methods of building community. Submit your draft plan. **Due date:** Aug. 11 **Assignment #3:** Using provided template, **complete a draft plan for a week of course content** that includes weekly objectives, collaborative work, multimedia, opportunities for feedback, and time estimates for each student task. Submit your draft plan. **Due date:** TBA **Assignment #4: Take survey** to evaluate your proposed course revisions. **Due date:** TBA	***Plan:*** *1 hour* ***Complete Draft of Weekly Unit Outline:*** *1 hour* ***Survey:*** *15 minutes*
Week 4 *August 12 to August 15* ***Topic:*** *Wrap-up and Reflection*	*Supplemental Reading: Online Course Planning (Johnson-Curiskis)*	There are 2 assignments for this unit. **Assignment #1:** According to your survey results, **make further adjustments to your draft plan** for both the introductory week and the week of course content, including: weekly objectives, collaborative work, multimedia, opportunities for feedback, and time estimates for each student task. **Due date:** August	***Revisions to Unit Outline:*** *45 minutes* ***Wrap-up:*** *45 minutes*

| | | *13 by midnight.* | |
| | | **Assignment # 2: Participate** in **Wrap-up synchronous session with classmates and instructors.** Prepare to share your revisions, reflect on how online education can be done within a Lasallian framework, and give feedback on EOP course. ***Due date:*** August 13 by Midnight. Whew! You are finished the course!! Congratulations! | |

EVALUATION AND ASSESSMENT OF PERFORMANCE

You will be graded on your participation for each assignment. However, it is the quality of your participation that earns you the certificate of completion for this course.

GRADES & FEEDBACK

Grades will be posted within one week after the scheduled due date. We will send out an email reminder that your grades and my feedback are posted to the "Grades" tool in the course.

TECHNICAL SUPPORT

If you have technical problems, please contact us by phone or email at hierholz@lasalle.edu | (C) 215-292-7876 or gogno@lasalle.edu | (O) 215-951-1912 (C) 267-218-2578.

There are also other ways to get technical support:

(1) Contact a La Salle help desk technician – a technician is available at the faculty and staff help desk, call 215-951-1860; a technician will take your call, or return your call if you leave a message. There are specific hours to reach a technician; the hours are posted on the following page: http://www.lasalle.edu/technology/helpdesk/. On the off hours, your call will be taken by a call center and be returned by a La Salle help desk technician during their hours.
(2) You can send an email to report your issue to helpdesk@lasalle.edu *or*

(3) You can open up a ticket, called an "incident", through the iSupport Helpdesk System at http://helpdesk.lasalle.edu. This will work for La Salle employees only. Make sure you know your username and password for the system. If you forget, click on the "change your password" link and create a new password.

SYNCHRONOUS COLLABORATION TOOL SUPPORT

Test out the GoToTraining tool *before* each synchronous session: http://wp.lasalle.edu/gototraining/.

Having Trouble with GoToTraining?
You're welcome to contact Citrix, the vendor of GoToTraining, for quick feature related questions or for technical support. They're available 24/7 and happy to assist when needed.

Citrix Customer Care
Phone (888) 259-8414
Additional Global Phone Numbers http://support.citrixonline.com/Meeting/phone
Create a Case http://support.citrixonline.com/Meeting/case
Support Website http://support.citrixonline.com

LAST BUT NOT LEAST…

We are looking forward to reading, seeing, and listening to all of the creative online teaching ways that could possibly be discussed and/or discovered during the time of this course. With all of you being experienced online instructors, we hope to bringing you another step closer to enjoying teaching online! We wish you the best of luck with your experiences in Creating Online Engagement (CEO) our new professional development course for instructors!

Regina and Nick