

The logo for 'Teaching Online' is set against a dark green square background. It features a faint, light-colored geometric pattern of interconnected lines forming a star-like shape. The words 'TEACHING' and 'ONLINE' are stacked vertically in a white, serif font, with a thin white horizontal line separating the two words.

TEACHING  
ONLINE

## Central Issues:

1. **Equity**
2. **Student Learning and Support**
3. **Faculty Support**

# THE JOURNEY OF A NOVICE ONLINE TEACHER

Discovering A New Joy

Overcoming Apprehensions

Learning New Pedagogical Approaches

Lessons Learned Thus Far

Building a Powerful Community of Online Learners



27 Sept., 1993

= This is the first day of my teaching experience. I thought my heart was going to stop before I entered in the classroom. I have written everything I have to teach word by word on my lesson-plan.

= What I feel is not exactly fear but it is being conscious(?) (consapevole) of the great responsibility of teaching. Everything has to be perfect, I must

# Primi contatti

1

## comunicazione

Come ti chiami?  
Mi chiamo Carlo.  
Di dove sei?  
Sono italiano.  
Qual è il tuo numero di telefono?

## grammatica

I pronomi soggetto: *io, tu, Lei*  
Il presente di *essere, avere, chiamarsi* (al singolare)  
L'alfabeto  
Gli articoli determinativi *il e la*  
Gli aggettivi di nazionalità (al singolare)  
Gli interrogativi: *come, di dove, qual*  
I numeri cardinali da 0 a 20



View

Online Intensive 1st Year Italian

Online Intensive 1st Year Italian  
Summer 2017

Introduction & Orientation Activities: Benvenuti al corso d'italiano! (ADD DATES)

Benvenuti al corso d'italiano! (Click to start here)

Syllabus - Read and watch before you take the quiz.



peat something  
aggi and first conjugation verbs (singular forms: [g] and [j]) • the alphabet • [i].

50 min lesson plan vs. 100 hrs of instruction (50 each course) + assessment has to be spelled out almost word-by-word and be ready to go from day one!  
I admit I had my "yikes" moment but then I thought. So, ...

cannot take off the smile from my face. I didn't have much trouble and it seems that all the students have understood what I said. I don't have many students (only 18) because I teach at eight o'clock but I think it's an advantage for me for I'm teaching for the first time.

1.1 Learning Objectives & Activities

Activity 1: Ciao o buongiorno?

Facciamo pratica 1.1: Come li salutiamo?  
3 pts

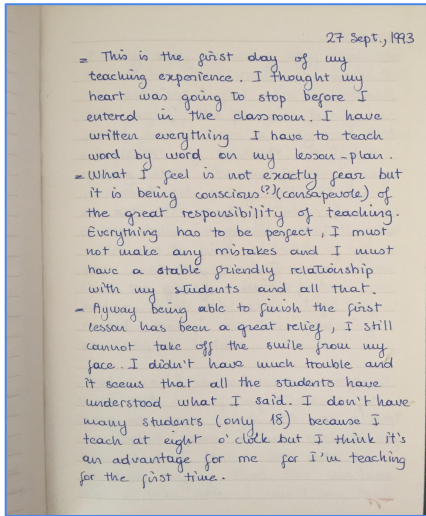
Activity 2: Scusa, come ti chiami?

Learning Evidence 1.1: Un dialogo (presentational writing)  
10 pts

Meet & Greet w Your Instructor Sign Up Sheet

misterioso p. 14 #5 (20-25 min)	on Canvas
ASYNCHRONOUS LEARNING ACTIVITIES due 11:59 pm PDT (SCREencAST)	WB # 1-6 <a href="#">BlinkLearning</a> Studia il vocabolario che hai (regolare) (that you learned) ogni (today) - Check out this <a href="#">ElementU</a> link for useful tips on how to study for vocab and add your own strategies that you can share in the Whole Class Q-A section
ACTIVITY 1 - Come si scrive? #5 - Pronuncia #7-9 (20-25 min)	
ACTIVITY 2 - Di dove sei? p. 16 #10-12 (Dov'è la tua città? Com'è?) (20-25 min)	
ASYNCHRONOUS LEARNING ACTIVITIES due 11:59 pm PDT (SCREencAST)	LEARNING EVIDENCE due 11:59 pm PDT
ACTIVITY 1 - Come si dice? p. 18 #13 (10-15 min)	1. Discussion: How do Italians greet each other? Caffe culturale p. 24 + Article Link POST on Canvas
ACTIVITY 2 - Sei italiano? #15... Riflettiamo: Presente indicativo e preposizioni p. 18 # 16, 17 (25-30 min)	2. Discussion: Grammar - What is it good for? How to study it? POST on Canvas
ACTIVITY 3 - Numeri 0-20 p. 19-21 #18-21 (20-25 min)	3. Studia p. 23 Grammatica: Presente indicativo: tu tu
ACTIVITY 4 - Videocorso p. 25 (20-25 min)	4. WB #7-12 <a href="#">BlinkLearning</a> Blog 1 - Ciao, lo sono... POST on Canvas Write a short paragraph introducing yourself to an imagined world of bloggers. In your introduction state your name

# HOW WILL I TRANSITION INTO TEACHING LANGUAGES ONLINE?



**Create a learning experience for myself**

**Be an online learner first and observe...**

**After all, putting yourself in other's shoes always helps!**

Online Intensive 1st Year Italian

[Online Intensive 1st Year Italian](#)

[Summer 2017](#)

📢 🗨️

UNIVERSITY OF MINNESOTA

**STARTALK: Transitioning to Teaching Language Online (2017)**

Dashboard ▶ STARTALK:TTLO 2017

**ADMINISTRATION**

- Course administration
- Grades

**NAVIGATION**

- Dashboard
- Site home
- Site pages
- Current course



**TTLO Summer 2017 Home**

- START HERE!
- Course Announcements
- Whole Course Q&A

**120 hrs**

July 10 – 14, 2017

**Online Course Design Summer Seminar and Training (CAS)**

Teaching Engagement Program  
Center for Media and Educational Technologies

TIME*	TOPIC*
<b>Monday: Day 1 Morning (ED 176)</b>	
9:00	<p><b>Welcome</b></p> <p>Participants find name cards Coffee, Tea, Pastries</p>
	<p><b>Welcome to the Training</b></p> <ul style="list-style-type: none"> <li>Welcome! Training Goals</li> <li>Introduce Toolkit</li> <li>Introduce Quality Matters (QM)</li> <li>Introduce Friday's showcase requirement</li> <li>Faculty Online Course Evaluation Announcement</li> <li>Introductions</li> </ul>
	<b>Peer Community Building Activity and Passages Discussion</b>

**ci. 25 hrs**

- Overview
- Syllabus
- FAQs
- Creators
- Ratings and Reviews

**Enroll**  
Started Apr 30

Apply for Financial Aid

# Learning How to Learn

Learning How to Learn: Powerful mental tools to help you master tough subjects

**About this course:** This course gives you easy access to the invaluable learning techniques used by experts in art, music, literature, math, science, sports, and many other disciplines. We'll learn about the how the brain uses two very different learning modes and how it encapsulates ("chunks") information. We'll also cover illusions of learning, memory techniques, dealing with procrastination, and best practices shown by

▼ More

Created by: University of California, San Diego



**AUDITED – 20 hrs**

**200 + hrs of learning / input**

+ Series of appointments with Pat Fellows and Karen Matson, my CMET heroines!



**Taught by:** Dr. Terrence Sejnowski, Francis Crick Professor at the Salk Institute for Biological Studies  
Computational Neurobiology Laboratory

# How to Transform that Input into Meaningful Output,

i. e. a fun, engaging, rigorous and thought provoking learning experience to help the students meet the projected proficiency level in the language and culture



- **Redesign the entire series to be delivered online with everything ready to go**
- **Know my technology well .∴ learn more!**
  - Various Canvas features I have not used before
  - Screencasting – Camtasia
  - Tele conferencing – Zoom
  - Twitter, Instagram, Padlet, Flipgrid, etc.
- **Create an active and respectful online learning community**
- **Test the course on others**
- **Key take-aways**
  - Be ok with what you can do as a beginner, learn from it, and do better next time...
  - Enjoy the creative process
  - Allow yourself time - apply for a term long sabbatical or course release...





Keys to success

# COMMUNITY BUILDING

HOW CAN I BUILD A “POWERFUL LEARNING COMMUNITY”  
SIMILAR TO WHAT I AM ABLE TO DO IN MY F2F CLASSES?



“In a ***Powerful Learning Community***, there is an ongoing interplay and collaboration among the community’s members as they strive for specified common learning goals, .... The members of the group express mutual trust and loyalty, share ideas, and support one another....***Success of the group depends on effective facilitation, special team building activities, an emphasis on participants being actively involved in learning, and collaboration that promotes learning of the group and the individual group members.***” (Lenning, Hill, Saunders, Solan, & Stokes, 2013, p. 8-9)



UNIVERSITY OF OREGON



Account



Dashboard



Courses



Calendar



Inbox



Help

Spring 2018

Home

Announcements

Modules

Syllabus

Quizzes

Discussions

Assignments

Grades

People

Conferences

Chat

Library Research Help

Pages

Files

Outcomes

Settings

# COW 2

Published

Edit

## metasynthesis!

Developing interest in a topic and motivation to write on an issue happen through conversation. Good conversations involve engaged participants who listen respectfully to each other, respond thoughtfully, and ask questions to keep the conversation going. We'll continue this work of "listening" to what others are saying about scientific knowledge and innovation this week, but add more voices into the conversation.

Your goal is to create a lively and insightful conversation between one of the writers we've read, one of your peers, and you.

**instructions:** Synthesize the points of view of deGrasse Tyson, Feynman, Thoreau, Whitman, Frank. Meyer, or Williams and one of your peers (from their Week 1, 2, or 3 discussion board post) into a conversation on a question about scientific knowledge or innovation. This means you identify an interesting question or issue connected to defining science or scientific knowledge/innovation and have the two writers "talk" to each other about it. Then you enter the conversation by responding to their views.

### 1. Paragraph 1: Synthesis ("They Say")

- an introductory sentence or two that states what the concept is you want to define and the specific question or point being debated or analyzed
- a well-developed, thoughtful discussion on the point that deepens the reader's understanding of the issue by putting together and summarizing two different points of view
- clear indicators of the different points of view; consider using one of these templates:
- Template for introducing common ground: "In their texts, X and Y share the belief that. . ."

writing  
the  
writing  
course

empowering  
student voices  
+  
cultivating  
community





# a community of scholars

---

building **equitable**  
**and inclusive**  
learning  
environments

The rapid rate at which scientific innovation is advancing raises the question of whether or not science could potentially do more harm than good in the future. Innovation pushes society to continue to change and adapt every day, and people are not always comfortable with change. In the article “Will Robots Take Our Children’s Jobs?” Alex Williams analyzes scientific innovation through the lens of robot technology and concludes that he will eventually have to “robot-proof” his children’s careers (Williams). One of the most striking points Williams makes in this article is that there could potentially be a “cataclysmic point at which machine intelligence catches up to human intelligence, and likely blows right past it (Williams). In other words, Williams is pointing out that robots have the potential to become so intelligent that human intelligence is insignificant in comparison, and therefore our jobs become insignificant as well. On the other hand, it can be argued that humans ultimately have the last say in all technological advancements. In the week 3 discussion **Sammi Smith** brought up the point that “scientific innovation is at our fingertips and no matter how fast the field is growing it is ultimately controlled by human beings” (Smith). **This point is important because** it shows that no matter how intelligent our creations become, humans will always have the upper hand. It is also important to point out that scientific innovation creates jobs at the same time it takes them away. **Both Smith and Williams would agree** that innovation in the future would be beneficial if it is able to eliminate old-fashioned labor. Smith states that although scientific innovation “is rapidly growing, it will continue to create greater opportunities for the human race” (Smith). Williams uses the

# Recommendations

## 1. Equity

- **Reevaluation of the intellectual property policy**
  - Bring it into alignment with the current environment of online course development
- **Equivalent GE support in accordance with workload across units**
  - Develop a modality blind policy for support based on class size, workload, and other resources
- **All faculty should have equal access to resources and responsibility in teaching online courses**



# Recommendations

## 2. Student Learning and Support (Pedagogy)

- Tutoring and development of successful online learners
- Ongoing assessment of technology needs and financial considerations



# Recommendations

## 3. Faculty support

- **Course release and stipend for developing an online course**
  - Workload considerations
- **Pedagogical support**
  - Shared resources
  - GE support
- **Centralized support:**
  - Development training and onboarding of first time online instructors
  - Accessibility compliance by central units



**Chair: Anita Chari**, Associate Professor of Political Science

**TEP Facilitator: Robert Voelker-Morris**, Educational Technology Consultant

**Fellows:**

**Jagdeep Bala**, Senior Instructor, Psychology

**Kathie Carpenter**, Associate Professor and Head of International Studies

**Kara Clevinger**, Instructor, English

**Aaron Gullickson**, Associate Professor, Sociology

**Harinder Khalsa**, Senior Instructor II, Italian

**Robert Elliott**, Senior Research Assistant, Northwest Indian Language Institute

**Leslie Opp-Beckman**, Senior Instructor II, Director of Innovative Programming, American English Institute

