



WSU Tech

PRD 115 Foundations of Instructional Practices: Hybrid/Online Track

Course Outcome Summary

Course Information

Description	This course is designed to help faculty members learn how to effectively teach a hybrid or online course utilizing Blackboard, the learning management system. Faculty members will learn the basic principles of online instruction and the best pedagogical online practices. Faculty members will also develop Read Me First folder materials, assignment pages, and components for two weeks of the class they are scheduled to teach. Two weeks of online teaching simulations will be completed.
Career Cluster	Education and Training
Instructional Level	Continuing Education
Total Credits	3
Total Hours	45

Types of Instruction

Instruction Type	Credits/Hours
Lecture	3/45

Purpose/Goals

The purpose of this course is to prepare faculty for the rigors of teaching in the online environment

Target Population

Faculty who already teach in the traditional and/or web enhanced environment and are interested in moving to the online teaching environment.

Pre/Corequisites

Prerequisite PRD 003

Prerequisite PRD 101

Textbooks

Textbook: Vai, Marjorie, and Sosulski, Kristen. Essentials of Online Course Design: A Standards-Based Guide. 2011.

Course Outcomes

1. The faculty member will recognize the benefits and capabilities of online instruction.

Status Active

Criteria

- 1.1. Define online instruction
- 1.2. Describe the purpose of online teaching
- 1.3. Identify the tools in Bb that support online instruction
- 1.4. Apply visual design basics
- 1.5. Identify ways to design an ADA compliant course
- 1.6. Develop required materials for the Read Me First Folder (with a focus on the How to Be Successful Document).

2. The faculty member will identify opportunities to teach in the online classroom using technology as a presentation tool to promote student engagement.

Status Active

Criteria

- 2.1. Identify strategies for teaching NetGen students
- 2.2. Apply strategies for searching for electronic resources
- 2.3. Explore a variety of text-based, audio and video resources
- 2.4. Address Fair Use and Copyright Law
- 2.5. Create a YouTube Account and Channel
- 2.6. Embed an electronic resource in Bb using the Mash-Up function
- 2.7. Adapt an existing presentation or lecture for use in the online classroom

3. The faculty member will recognize the qualities of an engaging lesson that addresses the differentiated needs of students in the online classroom.

Status Active

Criteria

- 3.1. Review and Apply Bloom's Taxonomy
- 3.2. Review and Apply the Learning Styles Theory
- 3.3. Access and Review Course Standards
- 3.4. Create a sample Course Schedule

4. The faculty member will identify strategies to increase participation and quality of online class discussions by identifying primary source documents (electronic) and using higher level thinking questions.

Status Active

Criteria

- 4.1. Review best practices for facilitating productive discussion forums

- 4.2. Review the characteristics of higher level thinking questions
- 4.3. Identify a topic for class discussion to be expanded
- 4.4. Select supplemental resources to contribute to the discussion
- 4.5. Communicate appropriate online tone during discussion moderation
- 4.6. Create a criteria to evaluate the students' level of participation
- 4.7. Create and deploy a discussion forum in Bb

5. The faculty member will identify the qualities of authentic assessments by reviewing the differences between formative and summative assessment and seeking opportunities to assess student progress in the online classroom.

Status Active

Criteria

- 5.1. Identify the qualities of formative assessments
- 5.2. Identify the qualities of summative assessments
- 5.3. Explore various technological tools for formative assessments
- 5.4. Explore Bb tools for use with summative assessments
- 5.5. Create a formative assessment using technological tools
- 5.6. Create a summative assessment using the Bb test builder

6. Faculty specify learning objectives, and design activities and authentic assessments to measure mastery of the stated objectives.

Status Active

Criteria

- 6.1. Identify different tools and techniques for student engagement
- 6.2. Review the Workshop Lesson Plan Model
- 6.3. Create a sample lesson plan using the workshop model
- 6.4. Review Best Practices for providing instructions in the online classroom
- 6.5. Create a lesson plan for a concept taught in an existing class
- 6.6. Reflect on the process of adapting instruction from the traditional to the online modality

7. Faculty effectively manages student behaviors in the online classroom.

Status Active

Criteria

- 7.1. Review best practices for online communication
- 7.2. Communication standards for correspondence through course mail in Bb
- 7.3. Best practices for using the Announcement function in Bb
- 7.4. Setting and maintaining a positive classroom culture
- 7.5. Identify ways to know when your students need more or less from you

8. Faculty possess the ability to “project” their personality through developing an online voice.

Status Active

Criteria

- 8.1. Identify opportunities to infuse your “self” into your course
- 8.2. Identify ways to connect with your students through your coursework
- 8.3. Identify ways to elicit feedback from your students at various points throughout your course in order to better serve current and future students