

Introduction to Online and Hybrid Teaching

Course Information

Class Format:	Hybrid (online synchronous <i>and</i> asynchronous sessions—see schedule)
When?	Tuesdays 4:30 – 6:30PM EST
Zoom Link:	https://rutgers.zoom.us/j/96003886137?pwd=MVFXYmVXMjltWkpBa1ZVeklQRkQwZz09
Instructors:	Maggie Albright-Pierce (like the English words “ all ” “ bright ” “ pierce ”) pronouns: she/her/hers (What’s this?) maggie.albrightpierce@rutgers.edu
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Course Description

In this course, you will be introduced to both the theory and practice related to distance and eLearning education. While many of us have taken lessons from emergency remote learning and teaching, this course should expand our understanding of what it means to intentionally create online or hybrid courses—increasingly popular class formats in higher education. Together, we will explore pedagogical strategies for eLearning and apply this knowledge in your own course design. Moreover, you will systematically design a preliminary Learning Management System (LMS) site via Canvas that you will be able to use for your course at Rutgers or use to demonstrate your online teaching skills to potential employers.

Learning Goals

1. Identify major trends in distance education and online professional development.
2. Evaluate the utility of current technologies for online, distance education and engage in testing some of these technologies.
3. Examine issues of online and distance education that affect learners and instructors as well as apply these understandings to course design.
4. Demonstrate proficiency as both an online learner and instructor through the ongoing use of a variety of technology tools for the creation of an online course and LMS.

Course Format

We will meet synchronously (online) for half of the classes while half of the classes will be asynchronous, such that every other class will be asynchronous. First, we will learn about an aspect of online teaching and learning during a synchronous meeting, followed by an asynchronous assignment the following week in which you will apply the concept or technique. Most of the work in this course will be completed individually and asynchronously.

All synchronous meetings will be from 4:30 pm to 6:00 pm, and they will be held via Zoom. See the schedule below for synchronous meeting dates.

Course Expectations

It is our expectation that students enrolled in this course make every effort to **attend all six synchronous meetings**. Attendance for each synchronous meeting will be important in understanding course concepts and applying them in the following week's assignment. During synchronous sessions, we encourage everyone to participate in discussions. These meetings are designed with active participation and engagement in mind so that each person can contribute their perspectives and experiences. We believe that sharing these diverse perspectives enriches discussions and enhances understanding of topics in online learning.

We understand that it may be challenging to attend each synchronous session. If you have a conflict or emergency (e.g., illness, family emergency, religious observances, etc.), please contact one of the instructors as soon as possible to communicate your absence. One absence will be permitted per semester.

In addition to participation and attendance, you will be expected to **complete each biweekly assignment** (5 total). You will create a "sandbox" Canvas site for your online course and will add to that course every other week, incorporating topics in online teaching to apply to your individual course. Your final "assignment" will be to present your course site from the Canvas learning environment in a 5-minute recording and to give at least two other classmates feedback on their sites. See our course Canvas Learning Management System site for more details.

Because this is a zero-credit course, successful completion of the course depends largely on attendance and completion of assignments. Thus, failure to attend/participate/complete assignments for any two weeks of the semester will result in this course being removed from your transcript.

Technology Policy

To effectively engage in this course, you will need access to reliable internet and a personal laptop or computer. While we do not require you to turn on a webcam for synchronous sessions, we highly encourage it. We also encourage using headphones if you are in a public space during synchronous sessions.

You will also need access to Zoom, Canvas, Word, and Adobe, which are provided by Rutgers. You will be encouraged to explore other programs (e.g., PowerPoint, VoiceThread, etc.) but will not be expected to use or pay for these programs.

Respect for Diversity

In this course, we recognize that our individual differences deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from Rutgers' community or if you have a need for any specific accommodations (e.g., disability accommodations, religious observances, etc.), please speak with one of the instructors early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community.

Student Wellness Resources

Counseling, ADAP & Psychiatric Services (CAPS)

(848) 932-7884 / 17 Senior Street, New Brunswick, NJ 08901/ www.rhscaps.rutgers.edu/

CAPS is a University mental health support service that includes counseling, alcohol and other drug assistance, and psychiatric services staffed by a team of professional within Rutgers Health services to support students' efforts to succeed at Rutgers University. CAPS offers a variety of services that include: individual therapy, group therapy and workshops, crisis intervention, referral to specialists in the community and consultation and collaboration with campus partners.

National Crisis Hotlines (U.S. only)

Dial 988 for the National Hotline for Crisis Prevention/ Dial (877) 472-3457 for the National Grad Crisis Line

There are many hotlines for various situations. For a full list of national hotlines (in the U.S.) that may be more appropriate for your situation, please visit: <https://www.apa.org/topics/crisis-hotlines>

Violence Prevention & Victim Assistance (VPVA)

(848) 932-1181 / 3 Bartlett Street, New Brunswick, NJ 08901 / www.vpva.rutgers.edu/

The Office for Violence Prevention and Victim Assistance provides confidential crisis intervention, counseling and advocacy for victims of sexual and relationship violence and stalking to students, staff, and faculty.

Rutgers Student Food Pantry

(848) 932-5500 / <http://ruoffcampus.rutgers.edu/food/>

Any student at Rutgers University, New Brunswick need only present a Rutgers ID card to access this free food pantry.

Disability Services

(848) 445-6800 / Lucy Stone Hall, Suite A145, Livingston Campus, 54 Joyce Kilmer Avenue, Piscataway, NJ 08854 / <https://ods.rutgers.edu/>

Any student with a documented disability may contact the Office of Disability Services to determine the appropriate accommodations available to them. Please contact this office if you require accommodations.

Other Useful Resources in Online Teaching at Rutgers

TA Project / <https://grad.rutgers.edu/professional-development/teaching-skills-ta-project>

The Teaching Assistant Project designs programs (seminar courses—like this one!, workshops, certificate programs, orientation) for graduate students to help them better prepare for teaching.

Office of Instructional Design / <https://oid.rutgers.edu/>

This office provides guidance to instructors via workshops or one-on-one coaching to help with course management systems, course design and development, assignment and rubric creation, and more!

Teaching and Learning with Technology / <https://tlt.rutgers.edu/>

Part of the Office of Instructional Design, the Teaching and Learning with Technology center focuses on assisting instructors' teaching with technology skills. Their website features previously recorded workshops and tutorials for easy access. They also offer a certificate in teaching with technology (in collaboration with the TA Project) through attendance in workshops. Join the #RUOnlineCon virtually on March 13, 2023—For more information, visit <https://ruonlinecon.rutgers.edu/>.

Office of Teaching Evaluation and Assessment Research / <https://otear.rutgers.edu/>

This office supports institution-wide teaching evaluations and other assessments related to student learning outcomes. They provide university-wide programming and customized workshops, training, and consultations. Graduate students may benefit from certificate programs (e.g., classroom inclusivity series) as well as self-paced training programs (e.g., UDL, LinkedIn Learning).

Course Schedule

Week	Topic
Week 1: January 24	Reflections on Online Learning & Introduction to Canvas (Synchronous)
Week 2: January 31	Getting Started with Your Canvas site (Asynchronous)
Week 3: February 7	Establishing Expectations for Students (Synchronous)
Week 4: February 14	Communicating Expectations in Syllabus/on Canvas (Asynchronous)
Week 5: February 21	Creating an Online Course Community (Synchronous)
Week 6: February 28	Institute Your Online Community (Asynchronous)
Week 7: March 7	Engaging Students Online (Synchronous)
SPRING BREAK	NO CLASS
Week 8: March 21	Content Delivery (Asynchronous)
Week 9: March 28	Teaching with Technology (Synchronous)
Week 10: April 4	Create Assignment or Assessment (Asynchronous)
Week 11: April 11	Accessibility (Synchronous)
Week 12: April 18	Course Presentations & Feedback (Asynchronous)

***Schedule subject to change—See Canvas for updates. More details about individual asynchronous assignments available on Canvas.