Catherine Turner
Senior Associate Director
Center for Teaching and Learning
caturner@upenn.edu
215.898.1686

Erin Marshall
Online Learning and Instructional Design Manager
School of Nursing
erinnm@nursing.upenn.edu
215.746.8320

Description: This four-meeting mini course is designed to introduce graduate students to online teaching, considering both how to teach a course that is fully online and how to use online content and digital pedagogies in their face-to-face course.   The sessions work to help graduate students prepare not only for online and technology-enhanced teaching at Penn, but also in their future careers as faculty in an increasingly digital academy.

Objectives: At the end of this course participants should be able to:
- o Recognize the range of activities and teaching methods online courses open up as well as when and why to use such activities and methods.
- o Create a syllabus for an online course that takes advantage of the technology available for online learning.
- o Be familiar with a set of terms about online teaching.
- o Understand the challenges and advantages of online teaching.
- o Create an assignment for an online class that will meet specific learning objectives.
- o Craft a plan to encourage student engagement in an online class.

At the end of the four-week session, students will have
- o Created a first draft of a class in an online format.
- o Created an assignment for the online course.
- o Drafted a plan for student engagement.

Pre-Requisites:: This course is open to all Penn Ph.D. students and post-docs. While there is no expectation that participants have online learning experience, enrolled students should possess a basic understanding of the functionality of the Canvas learning management system.

Week 1: What is online learning?

Face-to-face meeting Tuesday, October 15 4:00-6:00 pm CTL Seminar Room, First floor of Van Pelt Library

Before class: Introduce yourself in the online discussion board

During Class:
- o Get to know each other: spend some time meeting and talking about what our individual goals are for this mini-course
- o Discuss the opportunities that are part of online classes. Are there different kinds of online learning?
- o Activity: Define your own learning goals for any class you might teach. Work in pairs to discuss how to translate them online.

After class: Discuss any additional goals and ideas you had in the online discussion board. (Note: Erin and Cathy will use these for planning.)

Week 2: What is a synchronous class like? Engagement, community and making class time valuable.

Meeting: Thursday October 22 4:00-6:00 via Zoom
Where: online
Before class:
- Read "Words and Principles you should know before teaching online" and watch "What can you do to encourage engagement and motivation in your online class" and "Peer Review"
- Take quiz
- Prepare a brief (2 min) presentation of something you might use in your online class to engage students and help them learn more actively.

During class:
- Each student will present for 2 min about an active learning idea that they might consider using in their own online class.
- Discuss content: how can you cover it? And what do you want students to do with it? Try break out rooms, chat and interactive lecturing.
- Reflect on discussions in online classes: what works and what does not? Each student will begin drafting a week of work in their online class.

Week 3 Asynchronous elements: Assignments, evaluations and assessment

Meeting: Week of October 29 (this week we meet asynchronously so no specific time)
Where: online

Before Class:
Complete your plan and post to class discussion board.

During Class:
- Watch video on lesson planning
- Looking at the lesson plans, the group will work to draft some useful assignments that are not simply pen and paper assignments
- Discussion of grading, motivation and how to keep students working in an online class.

After class:
- Post to discussion board What final assignments can you see assigning to students in your class?

Week 4 Connecting online and face-to-face learning
Meet face to face November 5 4:00 to 6:00(CTL Seminar Room, First Floor Van Pelt Library)

Before class:
- Start to draft a syllabus for an online course using Pikto chart. (You don't need to make a new course, just use any existing syllabus you have and you don't need to translate the whole document but transition enough so that the difference is clear.)
- Reflect in a discussion post about what elements of an online class appeared to be particularly useful for teaching in your field.

In class:
- Discussion what makes an online class work and how do you reach your teaching goals in this alternative setting.
- Group/pair work: Using the standards we set in week 3, critique each others' syllabuses
- End with large group reflection on "What else do we need to know about online teaching? How can we continue the conversation we've started?"