

Online Training Syllabus

From: [Rebecca Pang](#)
Cc: [Suzanne Ama](#)
Subject: Last Chance to Register: June 3rd - June 30th, 2024 - Online Faculty Training: Theory and Technology
Date: Wednesday, May 22, 2024 5:26:00 PM

Email Recipients: Full-time Faculty and Adjunct Faculty

Online Faculty Training: Theory and Technology

Name of Training: Online Faculty Training: Theory and Technology

Date: June 3rd - June 30th, 2024

Delivery Method: Facilitated Asynchronous Online

Instructor: Suzie Ama

Who Should Take (Recommended by PedTech Committee and approved by Academic Senate): New Online Faculty

To Register: Rebecca Pang @ Rebecca.pang@cerrocoso.edu

Course Description

This course provides participants with an understanding of adult learning theory and best practices for online teaching and learning. Participants learn how to develop an online course that aligns with the Online Educational Initiative (OEI) rubric. Participants also acquire hands-on skills developing their own Canvas course and have the opportunity to learn one of several additional technologies that they deem useful for their course.

Participant Workload

Equivalent to 1.0 units (0.5 Unit Lecture, 0.5 Unit Lab). Participants should expect to spend a total of 54 hours over the 4 -week period.

Student Learning Outcomes

- A. Identify risk factors for online learners and techniques to minimize those risks.
- B. Compare and contrast various learning theories and their effectiveness, as applied to online learning.
- C. Design course content to support the development of a learning community.
- D. Design and develop course modules in Canvas that align with the OEI rubric at the Accomplished and Exemplary levels.

Topical Outline

- A. Overview of Online Learning
 - a. Differences between online and traditional learning

- b. Attrition risk factors
- c. Retention strategies
- d. Learner diversity

B. **NEW Topic!** Artificial Intelligence and Education

- a. Ethical uses of AI in learning
- b. Ethical uses of AI in teaching
- c. Academic dishonesty and AI
- d. Other fraud, deceit, and misrepresentation with AI
- e. Generative AI error of fact
- f. Generative AI bias, and discrimination
- g. AI and privacy
- h. Generative AI tools
- i. Generative AI detection tools
- j. Government oversight of AI

C. Learning Theories

- a. Behaviorism
- b. Cognitivism
- c. Constructivism
- d. Andragogy
- e. Transformative
- f. Experiential
- g. Learner-centered instruction

D. Course Design

- a. Student learning outcomes
- b. Content presentation (chunking, scaffolding, navigation, usability)
- c. Learner engagement (with content and class community)
- d. Course communication, collaboration, and feedback
- e. Syllabus content, best practices
- f. Copyright and Fair Use
- g. Open Education Resources

h. Developing multimedia

E. Assessment

a. Assessment alignment

b. Assessment rigor

c. Rubrics

d. Formative, summative

e. Feedback

F. Accessibility

a. WCAG 2.0 AA Guidelines

b. Disabilities that impact Web access

c. Creating accessible content

d. Testing and evaluating accessible content

G. Canvas

a. Canvas interface

b. Student and Instructor Views

c. Editing a profile

d. Modes of communication

e. Creating modules

f. Adding content

g. Creating activities

h. Creating calendar items

i. Creating assessments

j. Managing feedback and grades

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