Center for Teaching and Learning/Arts & Sciences Online Learning
Mini-Course in Online Teaching

**Description:** This four-week 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:
1. Recognize the range of activities and teaching methods online courses open up as well as when and why to use such activities and methods.
2. Translate a syllabus for a face-to-face course into an online course.
3. Be familiar with a set of terms about online teaching.
4. Understand the difference between online and face-to-face teaching.
5. Create an assignment for an online class that will meet specific learning objectives.
6. Craft a plan to encourage student engagement in an online class.

At the end of the four-week session, students will have: created:
1. Translated an existing, in-person course into an online format.
2. Built a home page on a course site for the class.
3. Created an assignment for the online course.
4. Drafted a plan for student engagement.

**Week 1: What is online learning?**

Face-to-face meeting Tuesday February 3

**Before class:** nothing

**During Class:**
- Get to know each other: spend some time meeting and talking about what our individual goals are for this mini-course
- Discuss online learning: how is it like face-to-face? How is it different? Are there different kinds of online learning?
- Activity: Define your own learning goals. Work in pairs to discuss how to translate them online.

**After class:** View other classes’ home pages and provide a critique in the online discussion board in Canvas.
Week 2: What is an asynchronous class like?

No synchronous meeting this week; all activities to be completed on the Canvas course site

What to do?
- Watch video "Words you should know before teaching online"
- Take quiz
- Tuesday February 10 Post your draft homepage to the discussion board
- Friday February 15 Critically comment on at least two of your fellow students’ home pages
- Monday February 16 Reflect on the process of working asynchronously and what you might change in your home page after inhabiting the position of an asynchronous online student—post this reflection in the discussion board.

Week 3 What is a synchronous class like?

Meeting online February 17

Before class:
- Watch video "What can you do to encourage engagement and motivation in your online class."
- Prepare a brief (3 min) presentation of an activity you might use in your online class as an ice breaker

During Class:
- Active lecture: what can you do in an online class
- Student Presentations and critique session
- chat and discussion activities/ group work
- Group work focused on comparing examples of face-to-face and online syllabuses

After class:
- Post to discussion board What have we done (either synchronously or asynchronously) that you could imagine using in a face-to-face class?

Week 4 Connecting online and face-to-face learning

Meet face to face February 24
Before class:
  o View Online Educational Resource (OER) about online learning
  o Find an OER for your field
  o Translate a syllabus from a face-to-face class to an online class bring two copies of the new syllabus to class. (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.)
  o Reflect in a discussion post about what you had to do to translate face to face to online.

In class:
  o Begin with discussion of posts about how to translate to online
  o Group/pair work: Using the standards we set in week 3, critique each others’ syllabuses
  o Talk with your group about the OER you found and use group discussion to create an in-class activity that you could do after the students watched the OER
  o 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?"