

Julie Oliver

**Completion of the @ONE Online Teaching Certificate Program and Development
of New Online Biology Course and Supplemental Materials for Online Enhanced
Biology Course**

Type B Leave—Spring 2018

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Abstract

For my spring 2018 type B sabbatical I took a twelve week @ONE Online Educational Standards and Practices (OESP) course. The goal of taking the course was to gain technological and pedagogical training pertinent to online teaching, and then developing BIO 342—The New Plagues into a fully online course to be taught in the fall 2018 semester. During the OESP course I learned about how to make course content meet accessibility standards, how to create an engaged and active online learning community, and how to best organize the layout of content within Canvas. Additionally, I was introduced to Screencastomatic to make short videos for content or general communication. While taking the OESP course I developed content for an orientation module and content for one content module on vaccines for BIO 342. I also developed a course plan which included module plans for all the other content areas in BIO 342. Many of the new things I learned in OESP I also incorporated into my face-to-face classes, such as virtual office hours using ConferZoom and short Screencastomatic videos. For fall 2018, BIO 342 is currently being offered online for the first time, and I am also currently working through the process required for BIO 342 to meet the requirements for the @ONE Course Design Rubric which I hope to achieve in 2019. I have recently embraced the plan to convert BIO 350—Environmental Biology to a fully online format and to teach as needed a section of BIO 300—General Biology online. Through this type B sabbatical I have achieved my goal of learning more about successful practices for online teaching, and my goal of developing BIO 342 into a fully online course. In addition to these goals which I had from the start, I am now also participating on a statewide committee and an advisory group related to online education. Finally, I unexpectedly experienced a rejuvenation for my teaching overall through my sabbatical activities. My type B sabbatical was a tremendous success for me. This sabbatical also benefits my department and students with more online Biology course options. I am sincerely thankful for the opportunity.

During the Spring 2018 semester I used a type B sabbatical to enroll in the @ONE Online Educational Standards and Practices (OESP) twelve week course. The course was extremely time consuming and challenging. Each week a new module opened with new content for the week. The content was incredible, and I learned so much throughout the course. Of greatest interest for me prior to starting the OESP course was how to make an online course as engaging as a face-to-face course, how to ensure that the content used was accessible, and how to best organize the material using Canvas. All three of those concerns were addressed throughout the course, and so much more!

Through the magnificent teaching of the two OESP instructors I came to see just how engaging an online course could be. The instructors of the OESP course structured the course to maximize student participation, which included student-to-student interaction and also a great deal of instructor interaction and feedback throughout the entire twelve weeks. I was truly amazed with how connected I felt with the instructors and the other students in the course. The interaction was through many means, such as discussion boards, peer reviews, group work, and video development. The instructors made a point of teaching us how to teach effectively in an online format, while allowing us to experience what it feels like to be a student in a well-designed online course. By the end of the course, I was convinced that online classes can with proper design be extremely engaging and community building experiences.

Making a course accessible for all, was something with which I had little to no experience prior to the OESP course. Now, having completed the course, I am much more comfortable with what is required to make course content meet accessibility

guidelines. A great deal of time was spent throughout all twelve weeks guiding us through what it means to have an accessible course, including the formatting of documents, image alternative text, appropriate captioning for videos, and checking online resources for compliance. While at times I may still have questions, I now have resources to use to help me, and I have a much better understanding of what is legally required.

One concern that really weighed on me going into the OESP course and thinking about BIO 342 was how to best use Canvas and all of its tools to organize BIO 342. I wanted the flow of the course to be easy for students to progress through. I wanted the organization to make sense, to have a pattern, and to be as intuitive to students as possible. Again, the instructors for the OESP course had masterfully designed the course to be so easy and make so much sense, that in the end I mimicked the organization of the OESP course for my BIO 342 course. I stole so much from the OESP course! Why reinvent the wheel right?! The instructors again wanted us to take whatever we needed from the OESP course to use in our own courses, and since the OESP course was so wonderfully designed I definitely used it as a model for my own course development.

My work in the OESP course focused on the content in Biology 342—The New Plagues course which I wanted to teach in an online format starting in the fall 2018 semester. During the OESP course I developed a full orientation unit and one full content unit. My content unit was on vaccines. Each of these units went through extensive review by the two instructors and their feedback resulted in revisions. In the end I was very happy with the extensive orientation module I developed to welcome

students to the course and get them ready for online work, and with the backwards design used to develop the vaccine content module. Additionally I created a semester module outline for all the other content needed for BIO 342, and during the latter part of the spring 2018 semester once the OESP course ended and throughout the summer I worked on curating material for my other content units and creating the additional modules for the course. BIO 342 successfully launched online this semester, fall 2018, with a full roster and long wait list. The enrollment for BIO 342 was higher this semester than in the past few years of offering the course face-to-face. Many students enrolled in the online course are Biology majors, and they indicated they were happy the course was offered online because previously they were never able to fit the face-to-face course in their schedule. It has been very exciting to have the renewed interest in BIO 342 and such a wonderful bonus to have so many Biology majors taking the course (many more than typical for the face-to-face course).

Besides the development of fully online courses, which was the main purpose of my sabbatical, I also have incorporated things I learned into my Canvas-enhanced face-to-face classes. Two things I use both in my online course and my face-to-face course are ConferZoom virtual office hours and Screencastomatic videos.

Each week I let students know about times I will be available for virtual office hours using ConferZoom. Students have been very receptive to this additional way to get help from me. Many students get to campus just in time for class and then have to leave right after class for work or to pick up kids, so having optional times (often later at night or on the weekends) to check in with me “face-to-face” has been beneficial for

many students, especially just before any type of assessment or project being due or a scheduled exam.

Using Screencastomatic to record videos which are then uploaded to YouTube which creates auto-captioning, has been a fabulous, and oh so easy, way to make quick videos for my classes. The auto-captioning has to be proofread for needed corrections and punctuation, but it does a really nice job of getting the bulk of the captioning successfully completed. I love making short content videos, and also making short communication videos. These videos have been used a lot in both the online BIO 342 course and my face-to-face course. So, my OESP training is helping me across the board in all my classes.

Having completed the OESP training and developed BIO 342 in the online format, I am now ready to take on some more online Biology courses. Already this semester the Biology department has been supportive of my development of an online version of BIO 350-Environmental Biology, so I have begun that process with the needed curricular revisions for the course. The hope is to offer BIO 350 online in the fall 2019 semester. Additionally, I have agreed to teach, as needed, online sections of BIO 300 which is currently taught by our other full-time Biology professor. Teaching one of the BIO 300 sections will most likely be a part of my 2019-2020 teaching load. Completing my training and now being comfortable teaching online has opened up new possibilities and more flexibility for the Biology Department.

My hope is to participate in some FLEX activities starting in the fall 2019 to share some of the things I have learned during my sabbatical. In the meantime, I have had

many casual conversations with colleagues in which I have shared some things I have learned. In BIO 342 I am using ePortfolios as an assessment method. It is the most “experimental” thing I am trying with students this semester, so I want to see what results I get from students, make revisions for the Spring 2019 semester, and then hopefully present on the benefit of using ePortfolios for online assessment during FLEX next fall. So, stay tuned...my fingers are crossed, and I am hopeful this “experiment” yield positive results!

At the end of the OESP course I received a grade of 100%, and the instructors asked to use some of my work in a presentation they were doing at a conference over the summer. My final grade breakdown...

Course Completion	✓	100
Discussions	100%	130.00 / 130.00
Course Completion	100%	100.00 / 100.00
Reflections	100%	40.00 / 40.00
Assignments	N/A	0.00 / 0.00
Quizzes	100%	60.00 / 60.00
Imported Assignments	N/A	0.00 / 0.00
Tech Tasks	101.29%	157.00 / 155.00
Assignments	100%	220.00 / 220.00
Total	100.28%	707.00 / 705.00

Throughout the course I received excellent feedback from the instructors which allowed me to continually improve my work, and in the end they were very complementary regarding my efforts in the course. The following is feedback received throughout the OESP course:

Wow, Julie, what a wonderful reflection! Your passion for your craft comes through, as well as your excitement to take this leap. Also, you are clearly committed to PD, and I love that you place so much value on a supportive network of colleagues. This really spoke to me!

Thank you for the wonderfully-engaging post and replies, Julie! I agree 100% that faculty need more support and resources.

Great reflection, Julie - thank you for sharing your muddiest points with us! We will be discussing accessibility in Module 3 and then interaction/community-building in Module 4. So, stay tuned for much more info on these issues.

Excellent content pages, Julie! Your SLOs and policies are supportive and clearly-written, you've successfully demonstrated required elements for accessibility (headings, formatted lists, meaningful links), and you've done so in a visually-appealing way. My only suggestion so far is that on the SLO page, you might use bullet points for the objectives listed below each SLO.

Wow, amazing work, Arineh, Julie, Manny, and Mary! This is a creative, fun, and practical group project that could be used in almost any discipline. I am particularly impressed with the "steps to follow" and submission instructions, helpful resources, detailed rubric, and organized presentation of the project (thanks for the added navigational links!) It looks like you worked well together, and I hope you all enjoyed the experience. Well done!

This is excellent! Your instructions are perfect and I appreciate you letting students know that the questions are to be considered rather than answered one at a time. You have also done a great job of reminding them to be respectful in, what could be, a heated environment!

Your sandbox is really taking shape, Julie! I'm impressed with how much work you've already done here. I found all 3 assessments in your Vaccine Unit to be thoughtful, engaging, and very well-designed. Careful attention has been given to the formatting of the instructions, which are both accessible and visually-appealing. The auto feedback on the quiz was nicely done - good idea to show the feedback but not the correct answers after the first attempt! Also, I love the discussion topic - this is sure to generate some great responses. The only comment I have is that there was one question on the quiz that had an empty answer choice: Question 1: "Which type of vaccine is composed of mutated strains of the organism?" You just need to delete the empty answer choice box.

The timeline is fantastic. Is it accessible? You may have to find a written one to add in. It sounds like you have a good handle on what you still need to do, too. Nice work.

This page is looking great, Julie! What a wonderful set of OER resources you've compiled here! And the attributions are well done.

This page is looking great, Julie! What a wonderful set of OER resources you've compiled here! And the attributions are well done.

I love this, Julie! It's so powerful getting to see you and hear your voice. I learned SO much about you, in just 3 minutes. I felt like your eye contact was actually really good - this is one of the most challenging aspects of video for me. Great idea to tape pictures of people to the back of the computer!

This looks great. For accessibility purposes, be sure you describe any pertinent images and text that exists on each slide. This may be a little long. You might want to consider a part one and part 2. Both videos could be on the same page but gives the student a break between parts. Just a thought...

What a great video, Julie! Engaging and high-quality, all the way around. And the captions are excellent - accurate, well-timed, with appropriate capitalization and punctuation. Well done!

Wow, impressive work on your modules, Julie! You have a manageable variety of interesting resources and assessments, with great use of graphics, video, and curated external links and resources. Accessibility and attributions are both well done - I love that you have placeholders for the attributions you still need to do! Overall, the layout, organization, and structure allows for easy progression through the modules (nice use of tabs on the intro pages), and I found the content to be highly engaging. I want to take your class!

Certificates of Completion and Certificates of Achievement were rebranded to badges, so I earned the following badge after completing the OESP course:

Online Education Standards & Practices ✕

The recipient of this badge has completed 120 hours of professional development focused on designing an online course in Canvas that aligns to the Online Education Initiative's Course Design Rubric.



Download



Course Completion

Earned April 23, 2018

Recipient

oliverj@crc.losrios.edu

Criteria

<https://api.badgr.io/public/badges/5Awj2uroSQKa-T389fv3tA/criteria>

Issuer

[The Online Network of Educators](https://www.ccconlineed.org/) (lwhitleyputz@cccconlineed.org)

After I successfully completed the OESP course, I enrolled in the @ONE Course Design Fundamentals in order to have my entire course evaluated against the @ONE Course Design Rubric. While my plan was to work through this course at the end of the spring semester and over the summer, changes in grants and budgets got in the way. Because of the extensive changes in the grant funding for @ONE and the merge of the California Virtual Campus and OEI, now called CVC-OEI, the Course Design Fundamentals was put on hold. Just last week, on Wednesday October 10th, I received an email that the program was back on track. So, now I will begin progressing through that process of getting my course ready to meet the standards of the OEI Course Design Rubric. My hope now is to have approval for BIO 342 in 2019. Completion of the

Course Design Fundamentals course will earn me another badge through @ONE (now badges instead of certificates).

Course Design Fundamentals



A capstone is a final project done at the culmination of a degree or certificate. This course is designed to guide you in developing your capstone project for the Certificate in Course Design Fundamentals. In addition, this course serves as a guide for participants as you move through the courses you'll need to develop your capstone.

Some of you may be just starting your @ONE course design courses, while others may be done with your courses and are ready to begin your final project. Whatever your case, this course, this certificate program, and, indeed, the @ONE project, is founded on a deep commitment to supporting an Online Network of Educators striving together to develop and teach quality online courses. We are your community.

So, select a doorway to your path to a Certificate in Course Design Fundamentals. If you're still taking the required courses, select Door #1. If your courses are completed, and you're ready to start your capstone project, select Door #2:

Even though the brakes were hit on my progression in the Course Design Fundamentals course through @ONE, I still have been working on making sure BIO 342 meets the rubric requirements by participating in the local six-session *Course Design Rubric* professional development opportunity offered through the CRC Center for Instructional Innovation. Every other Wednesday I attend an hour session to talk about rubric requirements, and from those sessions I have been making adjustments to my course to better my alignment with the rubric.

Additionally, I was appointed by the Academic Senate for California Community Colleges (ASCCC) to serve on the ASCCC Online Education Committee for the 2018-2019 academic year. I have been actively participating on that committee, and I will be co-presenting on a few sessions at the ASCCC Fall Plenary in November—"CVC-OEI-C-ID: The Intersection of Initiatives" and "Regular and Substantive Interaction in Oral Communication and Laboratory Science". The ASCCC President also asked me to

serve on the California Community College Chancellor's Office (CCCCO) CVC-OEI Advisory Group also for the 2018-2019 academic year. Since being appointed to this group I have been participating in face-to-face and ConferZoom meetings. Both appointments have been tremendous learning experiences and I am happy to serve at the state level.

A few odds and ends...while working through the OESP course I saved many bookmarks for Internet pages that were useful ("TMTC" – "too many to count", as we say in microbiology!), and also have a binder with a great deal of printed materials. One of the instructors stressed the idea of setting aside time each week just to locate and curate resources for online classes, so I have been trying to work that into my schedule each week. I have been creating quite a collection of content resources for my BIO 342 course, and plan on doing the same for BIO 350. Also, during the OESP course references were often made to various books. I read two of the books and skimmed through various sections of other books. One of the books I read was What the Best College Teachers Do by Ken Bain. I also completed the Brigham Young University Copyright Tutorial earning a certificate of completion.



My spring 2018 type B sabbatical was instrumental in changing the trajectory of my teaching career. Becoming an online instructor was never a thought in my mind because quite honestly I could not imagine it being an effective way to teach science. But I took a chance on trying something new, and I am now convinced that with the appropriate training it is possible to create an amazing learning experience for students in an online format. Not only do I feel like I have successfully climbed a ridiculously steep learning curve in learning about online technology and pedagogy, but I also feel a rejuvenation for teaching...a new excitement for something new! I look forward to the continued development of BIO 342, and I do mean continued because there are always new things to try, new content to add, and improvements to be made. Also, looking forward to the development of BIO 350 and joining my colleague in teaching BIO 300 online. This type B sabbatical has turned to be so much more than I anticipated both in the heavy workload and in the unexpected rejuvenation. My sincere thanks to all the members of the Professional Standards Committee for recommending me for this opportunity, and in general a huge thanks for all the dedicated work you all do every semester in supporting the CRC sabbatical program!