



## OCDE 10003 Online Teaching Orientation and Refresher

Section 001

Spring 2024

January 16 – May 12, 2024

100% Online, No Set Meeting Times

### Instructor Name and Contact Information

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**Lydia Rogouski, M.S. Ed.** (she/her/hers)

**Kent State Online**

**Office Phone:** 330-672-4284

**Email:** lrogousk@kent.edu

**Student Hours:** Tuesdays 10-11 AM - ***Follow this link to join!***

Weekly student hours are a dedicated session where I am available to answer your questions, discuss course content, and offer support. Please join me for Student Hours via the Microsoft Teams link above or from our course homepage. If you have a scheduling conflict that prevents you from attending regular student hours, please email me to schedule an alternate time. Talking with students is a highlight of my job, and I look forward to speaking with you!

### Welcome

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Greetings! My name is Lydia Rogouski, and you can feel free to call me Lydia. I have been teaching online for 12 years, and I look forward to teaching this course! It allows me to connect with other online instructors and build a community of support at the University.

I look forward to drawing from my experience in the field as an online instructor and instructional designer. I started out as an 8<sup>th</sup> grade language arts teacher before moving into higher education where I have taught introductory English and writing courses, both in person and online. During my time at Kent State, I spent 7 years as an instructional designer, partnering with faculty to design and support online courses before transitioning into my current role, where I focus on professional development for online teachers.

In my spare time, I spend time with my husband and our two young children. We love to travel and go on adventures as our time allows. We also have two cavapoos who complete our family.

I hope we will find some connection points and get to know each other better over the next several weeks!

## Course Information

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This course is designed around essential online teaching topics and practices and supports faculty from all levels of teaching experience and environments. Participants will negotiate online learning from the learner's perspective while exploring pertinent topics such as teaching presence, student accessibility, classroom management, collaborative group learning, assessment, using Canvas, incorporating videos and screencasts, using web-based video conferencing, and more. The orientation features meaningful, practical, and engaging content as well as opportunities for Applied Practice. It is designed to promote hands-on learning with experimentation, participation, and the creation of takeaways for use in the online classroom. The intended audience of this course is faculty, instructors, graduate assistants, or anyone who may teach online.

### Prerequisites

There are no prerequisites for completing this course.

### Registration Deadlines

Please refer to the [Registrar Dates by Term](#) website with important information for our Section Start Date, Section End Date, Last Day to Add, Last Day to Drop, and Last Day to Withdraw.

## Learning Goals

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The main goal of this course is to introduce you to the fundamentals of online teaching, point out differences from the traditional in-person experience, and help you prepare to engage students in the online environment.

As you begin or continue teaching at Kent State, we hope that you will find this information helpful and find small ways that you can apply these lessons to your teaching practice.

If you find a topic particularly challenging or thought-provoking, please don't hesitate to reach out! I am here to support you along the way, and we will tackle each challenge together!

### Course Learning Outcomes:

By the end of this course, you will be able to:

1. Identify opportunities and strategies that support online learners.
2. Describe how the online environment impacts the instructor experience.
3. Prepare to successfully facilitate an online course.
4. Plan for the unique challenges of teaching in the online classroom.

5. Facilitate the creation of an online learning community.
6. Create and maintain presence in the online classroom.
7. Identify multiple ways to provide timely, quality feedback to students.
8. Utilize tools and technologies to develop presence, foster engagement, and enhance learning.

## Course Materials

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### Required Text

There are no required texts or materials for this course. However, each module topic contains a section labeled “A Deeper Dive” that provides supplemental materials, such as scholarly articles, web articles, and relevant videos, for those who desire enhanced exploration of module concepts. There is also a list of “Reference Texts” located on the Start Here page for those who would like to explore topics in greater depth.

## Canvas

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Our course will take place entirely online, and all course materials and activities will be available to you in Canvas, the official learning management system of Kent State University. You can access Canvas by clicking the icon in the top right corner of FlashLine or via the direct URL: <https://canvas.kent.edu>. When using the URL, you will be prompted to enter your FlashLine username and password.

If this is your first experience taking a course in Canvas or if you want to learn more about a particular feature of Canvas, you might consider exploring the following options:

- **[Canvas in a Flash for Students](#)**. A self-paced training course that you can review as often as needed and is a convenient way to learn more about general topics in Canvas.
- **Canvas Help**. The Help option in the bottom left corner of Canvas provides links to the Canvas Guides where you can search by topic.
- **IT (Information Technology) Support**. For live 24/7 Canvas assistance, choose Chat with Canvas Support (Student) from the Canvas Help menu.

## Other Technology Considerations

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As you work on our course this semester, there are a few additional technology recommendations that will help you have the most successful experience. Full details and links

for obtaining software mentioned below are available on the [Getting Started Website Technology page](#).

## Recommendations

- A laptop or desktop computer with a current operating system such as Windows 11 or macOS 12 or later
- An up-to-date web browser that is compatible with Canvas: Mozilla Firefox, Google Chrome, Safari, or Microsoft Edge
- Antivirus protection such as Windows Defender or Sophos
- Adobe Acrobat Reader

Please note that many aspects of our course are mobile and Chromebook-friendly. However, there may be times when you will need to download software, in which case you will need access to a laptop or desktop computer.

## Useful Software

It is recommended that you obtain or have access to the following software for use while completing course activities:

- Microsoft Office 365, specifically Word and PowerPoint. As a student at Kent State University, [you can obtain Office 365 at no charge to you](#).
- [Kaltura](#) is a video hosting platform available to all students at Kent State. We will use Kaltura to record videos for a group project in this course.

## Technology Challenges

It is common to experience technology mishaps while taking an online course. When you find yourself facing a challenge with technology, here are a few suggestions that may help:

- Take 30 minutes to explore, search for resources, ask a friend, step away, reboot, etc.
- Contact the [IT Help Desk](#) by submitting a ticket, chatting online, or calling.
- You are always welcome to reach out to me. Please know that I will do my best, but I may need to refer you to other resources if I am unfamiliar with the issue.

## Communication

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Communication in online courses is especially important, and I welcome you to reach out to me anytime. Below are several options for communicating with me and other students in this course.

### Student Hours

Weekly student hours are a dedicated time that I am available to answer your questions, discuss course content, and offer support. Please join me for Student Hours via the Microsoft Teams link found in our syllabus and on the course homepage. If you would like to meet with me but have a scheduling conflict that prevents you from attending regular student hours, please email me to schedule an alternate time. Talking with students is a highlight of my job, and I look forward to speaking with you!

### Course Announcements

Often there will be information that I will need to share with everyone in our class. Most commonly, I will send this information out through Announcements. You can view announcements from the link in our course navigation, and the three most recent ones will appear at the top of our course homepage. If you have [enabled personal notifications for Announcements](#), you will receive an email copy as well.

### General Course Questions

Course discussion forums may be helpful with basic questions about course materials/assignments or technology snafus.

- **Open Question Forum.** A space where you can pose general questions that apply to the whole class or that someone else in the class might be able to answer. For example, “Does anyone have the link where I download Kaltura Capture?”
- **Fix This Please Forum.** A space where you can let me know that a link is broken, a document will not load, there is a spelling error, or otherwise silly mistake that we can expect to pop up in an online course.

As you communicate with me and your fellow classmates, remember that written communication can be easily misinterpreted. Be mindful of tone, thoughtful about word choice, and avoid all caps, bold type, and underlining, which may be misinterpreted as yelling. When in doubt, a smiley face can provide helpful reassurance. :-)

## Individual Questions

For personal matters or questions that you prefer to talk about individually, I invite you to send me a message through the Canvas Inbox. This allows us to keep our messages organized inside of Canvas, separate from the multitude of emails that we all receive.

The Inbox is in the left global navigation of Canvas, and you can send and receive messages directly from there. You may also choose to [receive notifications to your KSU email account](#) and reply directly from there.

## Response Times

In general, you can expect to receive a response from me within 24 hours. I check messages twice daily throughout the work week (Monday – Friday). On the weekends, I check messages once per day. Please note that there may be times when circumstances prevent me from responding quickly, and I will do my best to communicate with the whole class when response times may be delayed.

## Urgent Questions

If you have an urgent matter or question, feel free to call or send a text message to (phone number), and I will answer or respond as soon as possible.

## Use of University Email

Please note that while we have several options for communication available in our course, you may receive emails from other departments at the University, and you are responsible for all information sent to you via your University-assigned email account. See the [Administrative Policy Regarding Electronic Communications for Students](#) for more information.

## Course Activities and Assessments

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In this course, you will be presented with a few different types of assignments: an introductory discussion, module quizzes, and applied practice activities. Below I have included basic descriptions of each assignment. Specific guidelines and rubrics will be included in our course, and due dates for each assignment are available in the separate course schedule document.

### Introductory Discussion

There is only one required discussion forum in this course, and it will take place during Module 1. This forum gives you the opportunity to introduce yourself and begin making connections with your peers around course topics. This discussion is worth 5 points.

## Module Quizzes

At the end of each module, a “Show You Know” quiz will give you the opportunity to check your knowledge on that module’s topic. Each quiz contains four or five multiple choice questions that are taken from the module presentations. There are a total of 7 module quizzes, worth 10 points each.

## Applied Practice Activities

Each module includes an applied practice that will allow you to take the topic of that module and apply it in a practical way. Often, these activities can be used in current or future courses that you are teaching. All activities are submitted through the Canvas assignment tool. There are a total of 7 activities, worth 25 points each.

## Grading and Feedback

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### Calculating Your Grade

In this course, grades will be calculated by the total number of points earned out of the total number of points possible.

The table below presents an overview of points per assessment and total points by type in our course.

Activity/Assessment Type & Quantity	Points Per Activity/Assessment	Total Points Per Category
Introductory Discussion (1)	5	5
Module Quizzes (7)	10	70
Applied Practice Activities (7)	25	175
		Total Points Available = 250

### Grading Scale

Letter grades will be assigned based on the following grading scale.

Percentage of Earned Points	Earned Points	Grade
94% - 100%	235-250	A
90% - less than 94%	225-234	A-
87% - less than 90%	217-224	B+
84% - less than 87%	210-216	B
80% - less than 84%	200-209	B-
77% - less than 80%	192-199	C+
74% - less than 77%	185-191	C
70% - less than 74%	175-184	C-
67% - less than 70%	167-174	D+
64% - less than 67%	160-166	D
Under 64%	159 and under	F

## Feedback

I will do my best to provide feedback that is timely and constructive, allowing you to celebrate successes, continue learning, and improve when necessary. I will offer feedback in a few different ways:

- **Canvas Grades.** In Grades, I will share individualized comments, rubric scores, and annotations (on documents) that you can review. From here, you can add comments to ask questions or demonstrate new learning.
- **Discussion Posts.** I plan to participate in course discussions by asking guiding questions, sharing resources, and summarizing the conversation at the end of the module.
- **Announcements.** Sometimes it may be helpful for me to share additional information with the whole class, provide examples, further readings, clarifications, and celebrate successes.



## Late Work

I acknowledge that challenges may arise that impact our ability to submit assignments on time or prevent us from fully committing our bandwidth to an assignment. As such, all deadlines are accompanied by a 24-hour grace period, no questions asked.

If you are going to miss a deadline by more than 24 hours, contact me via email or the Canvas Inbox prior to the due date of the assignment. If I hear from you ahead of the assignment deadline, we can work together on a reasonable solution based on your situation.

If I haven't heard from you before the due date, assignments submitted up to 3 days late may receive a 10% grade deduction. Work submitted after that may not be accepted.

Staying in touch helps ensure you don't fall behind and can make the most of the course.

## University Support

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It is common to face various academic and personal challenges as you complete your courses. The following are helpful support resources provided by Kent State.

To learn more and access any of the resources below, visit the **Support Services** section of our [Getting Started Website](#). As always, be sure to consult your instructor for course-specific guidance.

### Academic Support

Kent State recognizes that many students face challenges, and we are committed to supporting your academic journey when you need help. Available support resources include Technology, Tutoring, Academic Coaching, Writing Commons, Academic Advising, University Libraries, Bookstore, Career Services, and more!

### Student Accessibility Services

Kent State University is committed to inclusive and accessible education experiences for all students. University Policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure equal access to course content. Students with disabilities are encouraged to connect with Student Accessibility Services as early as possible to establish accommodations. If you anticipate or experience academic barriers based on a disability (including mental health, chronic medical conditions, or injuries), please let me know immediately.

### Basic Needs Support & Mental Well-Being

Kent State University is committed to supporting the overall well-being of our students. This support may take the form of assisting students with basic needs such as food and housing. We

recognize that the absence of secure housing and access to food makes it difficult for students to achieve their best in and out of the classroom. If you, or someone you know, are unable to afford groceries or lack a safe, secure, and reliable place to live, please visit the CARES Center basic needs resource website.

Mental health challenges may also make it difficult for students to reach their full potential. KSU's mental health and wellness resource page provides information on education and awareness, mental health services, and advocacy intervention. To learn more, please visit Kent State's mental health resources and support website.

## University Policies

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The following are policies that apply to students at Kent State. For more information on any of the policies below, visit the **University Policies** of the [Getting Started Website](#).

### Course Enrollment and Withdrawal

University policy requires all students to be officially registered in each class they are attending. If you are not officially registered for a course by published deadlines, you should not be attending classes and will not receive credit or a grade for the course. Confirm your enrollment by checking your class schedule (using Student Tools in FlashLine) prior to the deadline indicated.

If registration errors are not corrected by this date and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you will not receive a grade at the conclusion of the semester for any class in which you are not properly registered. Also, it is your responsibility to check the withdrawal dates for each semester.

Every class has its own schedule of deadlines and considerations. To view the add/drop schedule and other important dates for this class, go to Student > Resources > Courses and Registration in FlashLine. Choose View or Print Course Schedule and Purchase Textbooks. To see the deadlines for this course, click on the CRN. The add/drop schedule and important dates may also be found on the Drop or Add a Course link. Click on the green clock next to the course under Registration Deadlines.

### Plagiarism and Academic Integrity

Students enrolled in the university, at all its campuses, are to perform their academic work according to standards set by faculty members, departments, schools, and colleges of the university; and cheating and plagiarism constitute fraudulent misrepresentation for which no credit can be given and for which appropriate sanctions are warranted and will be applied.

## Request for Religious Accommodations

The University welcomes individuals from all different faiths, philosophies, religious traditions, and other systems of belief, and supports their respective practices. In compliance with University policy and the Ohio Revised Code, the University permits students to request class absences for up to three (3) days, per term, in order to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization. Students will not be penalized as a result of any of these excused absences.

The request for excusal must be made, in writing, no later than fourteen (14) days after the first day of instruction in a particular course and include the date(s) of each proposed absence or request for alternative religious accommodation. The request must clearly state that the proposed absence is to participate in religious activities. The request must also provide the particular accommodation(s) you desire.

You will be notified by me if your request for accommodation is approved, or, if it is approved with modification. I will work with you in an effort to arrange a mutually agreeable alternative arrangement. For more information regarding this Policy you may contact the Student Ombuds.

## Title IX

Kent State is committed to fostering a safe, productive learning environment. As an instructor, one of my responsibilities is to help create a safe learning environment in our class. Kent State's (and federal law Title IX) policy prohibit discrimination based on sex, which includes sexual misconduct — (sexual harassment, domestic and dating violence, sexual assault, and stalking). We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, I also have a responsibility to notify the Title IX Coordinator when I become aware of incidents of sexual misconduct. Students may speak privately (without disclosing name) to the Sexual and Relationship Violence Support Services (SRVSS) 330-672-8016 or [www.kent.edu/srvss](http://www.kent.edu/srvss). Students may speak confidentially to Psychological Services 330-672-2487.

## Subject to Change Statement

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The syllabus and course schedule may be subject to change, and any changes will be communicated via email or the course announcement tool. Be sure to check your email and course announcements regularly for the most up-to-date course information.