



DREXEL UNIVERSITY

School of

Public Health

eLearning Workshop Series 2016-2017

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DSPH eLearning Workshop Calendar 2016-2017

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
12	13	14	15	16	17	18
<i>Welcome Week</i>						
19	20	21	22	23	24	25
Fall Quarter Begins						
26	27	28	29	30	OCT 1	2
	DSPH Status Update	Blackboard Learn Beginner Tools				
3	4	5	6	7	8	9
	Creating Accessible Course Material Intermediate		Tech Lending Library Info Session			
10	11	12	13	14	15	16
Columbus Day Holiday			Blackboard Learn Intermediate Tools	Creating Measurable Learning Objectives		
17	18	19	20	21	22	23
		*Converting F2F to Hybrid 12:30- 1:30	Instructional Materials for Online Learning			
24	25	26	27	28	29	30
	Creating Accessible Course Material	Creating an Active Learning Environment in Online Courses	Assessing the DSLP's in Your Courses			
31	NOV 1	2	3	4	5	6
			Course Mapping and Alignment			
7	8	9	10	11	12	13
		DSPH Course Template	Creating Direct Assessment			
14	15	16	17	18	19	20
			Converting F2F to Hybrid			
21	22	23	24	25	26	27
			Thanksgiving Holiday	Thanksgiving Holiday		
28	29	30	DEC 1	2	3	4
					Fall Classes	
5	6	7	8	9	10	11
Final Exams Begin					Final Exams End	
12	13	14	15	16	17	18
19	20	21	22	23	24	25
					Winter Break Begins	

26	27	28	29	30	31	JAN 1
						Winter Break Ends
2	3	4	5	6	7	8
		Grade Center Grading Rubric	Development and Use of Rubrics			
9	10	11	12	13	14	15
Winter Quarter Begins	Flip Classroom					
16	17	18	19	20	21	22
MLK Day			Blackboard Learn Beginner Tools			
23	24	25	26	27	28	29
		Competency Based Design				
30	31	FEB 1	2	3	4	5
	Creating Accessible Course Material					
6	7	8	9	10	11	12
			Course Design less than 3 Credits			
13	14	15	16	17	18	19
		Grade Center Grading Rubric	Converting F2F to Online			
20	21	22	23	24	25	26
	Understanding Seat Time in Online and Hybrid Learning					
27	28	MAR 1	2	3	4	5
	Developing and refining course level outcomes		DSPH Course Template Design			
6	7	8	9	10	11	12
		Assignment Design from the Faculty Side				
13	14	15	16	17	18	19
	Blackboard Learn Beginner Tools				Winter Classes End	
20	21	22	23	24	25	26
Final Exams Begin					Final Exams End	
27	28	29	30	31	APR 1	2
3	4	5	6	7	8	9
Spring Classes Begin			Course Design for Team Teaching			
10	11	12	13	14	15	16
		Creating Direct Assessment				

17	18	19	20	21	22	23
	Course Design for Developing Skill Sets (Closing the Skill Gap)	Blackboard Learn Intermediate Tools				
24	25	26	27	28	29	30
			Creating Accessible Course Material			
MAY 1	2	3	4	5	6	7
		Design and Managing of Cross-Listed Courses				
8	9	10	11	12	13	14
	Grade Center Grading Rubric		Assessing the DSLP's in Your Courses			
15	16	17	18	19	20	21
			Brain Based Learning Theory			
22	23	24	25	26	27	28
29	30	31	JUN 1	2	3	4
Memorial Day						
5	6	7	8	9	10	11
Final Exams Begin					Spring Classes End	
12	13	14	15	16	17	18
Final Exams Begin			Individual College Graduation Ceremonies	Individual College Graduation Ceremonies Final Exams End	University Commencement	

Training Level
ALL
Beginner
Intermediate
Assessment
Quality Matters: Online Teaching

** All workshops are from 11am - 12pm unless otherwise noted

* Please note: This workshop is being held from 12:30pm - 1:30pm

Date	Trainings offered	Registration Link	Location
Tuesday, September 27, 2016	DSPH Status Update	https://drexel.qualtrics.com/jfe/form/SV1234567890	7th Floor Seminar Room
Wednesday, September 28, 2016	Blackboard Learn Beginner Tools	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Tuesday, October 04, 2016	Creating Accessible Course Materials Intermediate	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Thursday, October 6, 2016	Tech Lending Library Info Session	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Thursday, October 13, 2016	Blackboard Learn Intermediate Tools	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Friday, October 14, 2016	Creating Measurable Learning Objectives	https://drexel.qualtrics.com/jfe/form/SV1234567890	3rd Floor Conference Room
Wednesday, October 19, 2016	* Converting F2F to Hybrid	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Thursday, October 20, 2016	Instructional Materials for Online Learning	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Tuesday, October 25, 2016	Creating Accessible Course Material	https://drexel.qualtrics.com/jfe/form/SV1234567890	3rd Floor Conference Room
Wednesday, October 26, 2016	Creating an Active Learning Environment in Online Courses	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Thursday, October 27, 2016	Assessing the DSLP's in Your Courses	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Thursday, November 03, 2016	Course Mapping and Alignment	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Wednesday, November 09, 2016	DSPH Course Template Design	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Thursday, November 10, 2016	Creating Direct Assessment	https://drexel.qualtrics.com/jfe/form/SV1234567890	2nd Floor Conference Room
Thursday, November 17, 2016	Converting F2F to Hybrid	https://drexel.qualtrics.com/jfe/form/SV1234567890	6th Floor Conference Room
Wednesday, January 04, 2017	Grade Center Grading Rubric	TBA	2nd Floor Conference Room
Thursday, January 05, 2017	Development and Use of Rubrics	TBA	2nd Floor Conference Room
Tuesday, January 10, 2017	Flip Classroom	TBA	6th Floor Conference Room
Thursday, January 19, 2017	Blackboard Learn Beginner Tools	TBA	2nd Floor Conference Room
Wednesday, January 25, 2017	Competency Based Design	TBA	2nd Floor Conference Room
Tuesday, January 31, 2017	Creating Accessible Course Material	TBA	6th Floor Conference Room
Thursday, February 09, 2017	Course Design less than 3 Credits	TBA	2nd Floor Conference Room
Wednesday, February 15, 2017	Grade Center Grading Rubric	TBA	2nd Floor Conference Room
Thursday, February 16, 2017	Converting F2F to Online	TBA	2nd Floor Conference Room
Tuesday, February 21, 2017	Understanding Seat Time in Online and Hybrid Learning	TBA	2nd Floor Conference Room
Tuesday, February 28, 2017	Developing and refining course level outcomes	TBA	2nd Floor Conference Room
Thursday, March 02, 2017	DSPH Course Template Design	TBA	2nd Floor Conference Room
Wednesday, March 08, 2017	Assignment Design from the Faculty Side	TBA	2nd Floor Conference Room
Tuesday, March 14, 2017	Blackboard Learn Beginner Tools	TBA	6th Floor Conference Room
Thursday, April 06, 2017	Course Design for Team Teaching	TBA	TBD
Wednesday, April 12, 2017	Creating Direct Assessment	TBA	TBD
Tuesday, April 18, 2017	Course Design for Developing Skill Sets (Closing the Skill Gap)	TBA	TBD
Wednesday, April 19, 2017	Blackboard Learn Intermediate Tools	TBA	TBD
Thursday, April 27, 2017	Creating Accessible Course Material	TBA	TBD
Wednesday, May 03, 2017	Design and Managing of Cross-Listed Courses	TBA	TBD
Tuesday, May 09, 2017	Grade Center Grading Rubric	TBA	TBD
Thursday, May 11, 2017	Assessing the DSLP's in Your Courses	TBA	TBD
Thursday, May 18, 2017	Brain Based Learning Theory	TBA	TBD

** All workshops are from 11am - 12pm unless otherwise noted

Training	Description	Category
DSPH Status Update	The DSPH Online Activity Update provides a recap of activities in the past academic year and initiatives and metrics for the coming academic year. These activities are categorized in the following categories: (1) New online course development, (2) New Online Certificate Development, (3) Support for online components of in person classes, (4) Faculty training to support development of online, hybrid and web-enhanced face-to-face classes and (5) Assessment of Learning Outcomes of Courses and Programs (including evaluations of current online certificates).	All
Tech Lending Library Info Session	staff. The Technology Lending Library supports Drexel University's mission and vision by promoting the inclusion of emerging technologies into Drexel's coursework. This initiative is a partnership between Drexel University Libraries and Drexel University Online. Learn more at: http://libguides.library.drexel.edu/techlending .	All
Blackboard Learn Beginner Tools	<p>This session is an introduction to Blackboard for those who have not used it, or have used it very infrequently. It will cover the basic navigation structure of Blackboard and introduce participants to the tools needed to build course content.</p> <p>At the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> — Create new content areas and modules in Blackboard — Create tool, web, and course links — Locate the list of users and add TAs to the course 	Beginner
Blackboard Learn Intermediate Tools	<p>This session will cover the broad strokes of managing courses and content in Blackboard Learn. The most frequently-used tools, including Discussion Boards, Assignments and the Grade Center will be the primary focus. The training will also review basic vocabulary, layout, and introductory concepts of Blackboard Learn. This session is designed for faculty with previous beginner level Blackboard experiences, such as creating announcements.</p> <p>At the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> — create discussion board forums and threads — create tests and assignments — navigate basic grade center functionality 	Beginner
Creating Accessible Course Material	<p>This workshop will serve as an introduction to Creating Accessible Online Content, Drexel University's course on accessibility in Blackboard Learn. The issue of accessibility in higher education has gotten a lot of attention lately, especially with the escalation in the number of lawsuits against institutions whose online content does not meet accessibility standards. The good news is that most of what we need to do ensure that our content is accessible is easily achievable. We will discuss a number of basic best practices, and learn where to find additional resources to grow our knowledge.</p> <p>At the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> — create a syllabus that is ADA compliant — explain how to make visual content (images and graphics) accessible — explain how to make video content accessible 	Beginner
Creating Direct Assessment	This training will describe the major assessment methods by which faculty and programs can collect data on student performance and curriculum effectiveness. Each method will be briefly described and potential applications will be discussed. Assessment methods will be placed in the greater context of curriculum design and mapping.	Beginner

DSPH Course Template Design	<p>This training will demonstrate how a universal course design template can jump-start faculty course development work, improve the overall course offering, as well as, enhance learner success by implementing best practices in instructional design via the adoption of Quality Matters metrics and accessibility standards to support learner success.</p> <p>At the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> — navigate the new course template — explain why a universal course template is important for learner success — explain why course level and module level learning objectives are important and where to put those in Blackboard 	Beginner
Grade Center Grading Rubric	<p>This training will cover how to use the grade center in blackboard including how to add, remove, and hide columns, how to created weighted columns, and how to create calculated columns. It will also go over how to create and apply rubrics within Blackboard.</p> <p>At the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> — add, remove, and hid columns from the grade center — add, edit, and modify grades from the grade center — set up assignments to display grades in the desired manner (i.e. by score, percentage, etc) — set up a rubric in the grade center and apply it to an assignment 	Beginner
Assignment Design from the Faculty Side	<p>There are numerous activities you can leverage in an online course structure. For example, discussion boards, video conferencing, and peer review are a few. Often times activities are designed only thinking about student satisfaction. This session focuses on designing activities around faculty and student</p>	Intermediate
Brain Based Learning Theory	<p>This training will describe and discuss the latest scientific research about how the brain learns and what are the implications on the design and delivery of coursework.</p>	Intermediate
Competency Based Design	<p>Through a collaboration between faculty, instructional designers and assessment staff, a template has been created in BbLearn to help connect the course to the overall program and to make integrating assessment simpler. The template will also be ADA compliant for accessibility based on the latest standards, thus making it easier for faculty members to make sure that all students will be able to access the information.</p> <p>In this workshop, attendees will learn how to:</p> <ul style="list-style-type: none"> Set up template in BbLearn that focuses on assessment Tie the course level outcomes/assessments into the curriculum 	Intermediate
Converting F2F to Hybrid	<p>Today's students are wanting more and more online learning available. However, no one wants to scrap all materials from a face-to-face course and start from scratch to create an online course. In this workshop, participants will be introduced to a hybrid course template that can be used to facilitated the development of a 3 credit hybrid course.</p>	Intermediate
Converting F2F to Online	<p>Today's students are wanting more and more online learning available. However, no one wants to scrap all materials from a face-to-face course and start from scratch to create an online course. In this workshop, participants will be introduced to an online course and best practices for online teaching will be briefly introduced. Then, methods for converting their traditional face-to-face course to a blended or</p>	Intermediate
Course Design for Developing Skill Sets (Closing the Skill Gap)	<p>Employers are reporting the workforce does not have the appropriate skills to fill entry and mid-level positions. This workshop will present ideas on how to close this skills gap between what employers need and the workforce can provide.</p>	Intermediate

Course Design for Team Teaching	This presentation will provide an overview of strategies that support successful collaborative teaching within a single course or across multiple sections of a given course to leverage the strengths of multiple viewpoints, ensure quality and consistency while accommodating and integrating various teaching styles and student learning preferences to achieve desired learning outcomes.	Intermediate
Course Design less than 3 Credits	Traditionally we are faced with developing three credit courses, but every once in a while a one-credit course is needed. This workshop will present ideas for keeping the scope of your course to one credit.	Intermediate
Course Mapping and Alignment	Best practices in Instructional Design, especially with online and hybrid courses is to have a clear link from the course and module level learning objectives to the course activities. This workshop will help participants create course maps for their courses between learning objectives and activities.	
Creating Accessible Course Material Intermediate	This workshop will serve as an introduction to <i>Creating Accessible Online Content</i> , Drexel University's course on accessibility in Blackboard Learn. The issue of accessibility in higher education has gotten a lot of attention lately, especially with the escalation in the number of lawsuits against institutions whose online content does not meet accessibility standards. The good news is that most of what we need to do ensure that our content is accessible is easily achievable. We will discuss a number of basic best practices, and learn where to find additional resources to grow our knowledge.	Intermediate
Design and Managing of Cross-Listed Courses	A course that is cross-listed is actually a single course with multiple course numbers. These numbers can often times represent significant differences in the student population, such as undergraduates, graduate students, online students, and face-to-face students. This workshop discusses some methods for dealing with the challenges faces cross-listed courses.	Intermediate
Flip Classroom	In this workshop, you'll develop a plan to flip a class in one of your courses. You'll explore ways to make material available outside of class, brainstorm activities you can do during class time, and design processes to connect in- and out-of-class materials to ensure students are learning.	Intermediate
Understanding Seat Time in Online and Hybrid Learning	The traditional model of credit accumulation adopted by states across the United States is based upon a seat-time requirement known as the Carnegie Unit. Using this model, students must be seated in a class for specific number of hours in order to receive credit for the course. This session will discuss Drexel's movement to define new university metrics for seat time.	Intermediate
Assessing the DSLP's in Your Courses	The Drexel Student Learning Priorities (DSLSP) include six core intellectual and practical skill areas and 6 experiential and applied learning areas of competency. While these are program-specific learning outcomes, are these competencies in your course? Should they be? Join us for a discussion on when and how to integrate the DSLSPs into your course. At the end of the workshop, participants will be able to: — Revisit the DSLSP definitions and frameworks — Identify which DSLSPs are appropriate learning outcomes for their course(s) — Create ways to assess these competencies in their course(s)	Assessment
Developing and refining course level outcomes	At Drexel University we believe that a well-formulated set of Program Level Outcomes [PLO] that support and are consistent with the institutional mission and goals are the building blocks of an effective assessment program. This workshop will focus on how to write clear course level learning outcomes as well as briefly explore methods on how to assess them. At the end of the workshop, participants will be able to: — Develop effective outcomes for their courses — Connect the course level outcomes to the program level outcomes and Drexel Student Learning	Assessment

<p>Development and Use of Rubrics</p>	<p>Rubrics can be used as an assessment tool to provide students with feedback about specific areas of strengths and weaknesses in their performance, and what is expected prior to the assignment completion. This workshop focuses on the creation and use of rubrics in an academic setting.</p> <p>At the end of the workshop, participants will be able to:</p> <ul style="list-style-type: none"> — Apply rubrics effectively in courses and departments — Create rubrics that are applicable to a single course and both its course and program level outcomes — Create general rubric levels, performance indicators, performance level indicators and performance level expectations 	<p>Assessment</p>
<p>Creating Measurable Learning Objectives</p>	<p>course. It is important to include measurable learning objectives at both the course level and at the module/ week level. These objectives should align with the instructional techniques, activities, and assessments in the course.</p> <p>At the end of the workshop, participants will be able to:</p> <ul style="list-style-type: none"> — Create course level learning objectives which are measurable — Create module/week level learning objectives that tie into the course level objectives. — Create a course map that shows the alignment between the objectives, instructional techniques, activities and assessments in the course. 	<p>Quality Matters: Online Teaching Best Practices</p>
<p>Instructional Materials for Online Learning</p>	<p>The instructional materials for a course should align with the learning objectives as well as the activities and assessments for the course and should enable the learner to achieve the learning objectives. When teaching online it is recommended to use a variety of instructional techniques that include audio and visual components.</p> <p>At the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> — Align their instructional materials with the learning objectives, activities, and assessments for the course. 	<p>Quality Matters: Online Teaching Best Practices</p>
<p>Creating an Active Learning Environment in Online Courses</p>	<p>Online courses should include activities that facilitate and support learn interaction and engagement. In particular, course design should try to achieve three types of interactions: Learner to Content, Learner to Learner, and Learner to Instructor. All course activities should align with the course level and module/week level learning objectives and with the instructional techniques and assessments.</p> <p>At the end of this workshop, participants will be able to:</p> <ul style="list-style-type: none"> — Create activities that promote learner to content, learner to learner, and learner to instructor interactions. — Create activities that align with the course and module level objectives, instructional techniques, and 	<p>Quality Matters: Online Teaching Best Practices</p>