Online University Teaching Skills Certificate

Effective Teaching Credit Requirements Distribution

A minimum of **8 Effective Teaching Credits** <u>and</u> at least <u>two semesters</u> must be completed to earn this Certificate.

Requirements	Electives
Requirements comprise **seven (7)** Effective Teaching Credits.	Choose **one (1)** of the following electives to fulfill the remaining Effective Teaching Credits.
Introduction to Distance Teaching (two credits) An intensive, two-week asynchronous course that provides a pedagogical foundation for instructors who are new to the online teaching environment.	**Distance Learning Workshops** (one half (1/2) credit for each workshop) Topics vary each semester, approximately 3-4 workshops offered each semester.
Online Courses in Distance Teaching (one credit each, for a total of three credits) Choose a <u>minimum</u> of three online courses; **an additional online course counts toward elective credit**. Topics vary each semester, approximately 2-3 online courses offered each semester. *Must complete Introduction to Distance Teaching as a prerequisite for taking any online courses. **Some online courses require additional prerequisites, which will be posted at the time of registration.	**Additional Online Course in Distance Teaching** (one credit) Topics vary each semester, approximately 2-3 online courses offered each semester.
Capstone Guided Self-Assessment and Reflection on Online Teaching Development (two credits) • Completing the design of an online course and self-assessment. • Reviewing the online course with Reinert Center staff. • Completing the Reflection on Online Teaching Development. For a full explanation of the required contents of the capstone, please see below or visit our Reinert Center website (http://slu.edu/cttl).	**Asynchronous Small Group Instructional Feedback (ASGIF) Session + Consultation** (one credit) Conducted by Reinert Center Staff at the <u>midpoint of the term</u>.
	NB: At this time only Reinert Center offerings will count for credit toward this certificate. Credits from other Reinert Center certificates cannot be used for or transferred to this certificate.

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Capstone Guided Self-Assessment and Reflection on Online Teaching Development

Capstone Guided Self-Assessment Requirement

Saint Louis University has developed a Distance Course Design Rubric, drawn from research based effective practices in online teaching. While the Reinert Center is not part of the peer review process courses must undergo before they can be offered online, we do believe the rubric is a valuable tool for self-assessment and reflection.

For the Capstone, participants will complete the following steps:
1. The certificate participant will complete the **Capstone Readiness Form** and notify the Reinert Center that they are ready to begin the Capstone. If needed, the Reinert Center will create a Canvas course shell for the participant to use.
2. The certificate participant will complete the development and construction of an online course. Ideally, this would be an upcoming course that the participant is scheduled to teach and is already preparing. Unless granted an exception, the course will be constructed in Canvas.
3. When the course is completed (or nearly complete), the certificate participant will conduct a **self-assessment** of the course using SLU's Distance Course Design Rubric.
4. The certificate participant will schedule a meeting to discuss their course and self-assessment with staff from the Reinert Center, highlighting key attributes of the course, as well as any features that were revised or created as a result of Certificate programming.
5. The certificate participant will use this experience to inform the **Reflection on Online Teaching Development Requirement**.

Reflection on Online Teaching Development Requirement

Reflection is essential to one's development as a teacher, and it is integral in the context of Jesuit education. Therefore, as the culminating act of your participation in the Online Certificate, you are asked to reflect critically on what you have learned about online teaching, what you have learned about yourself as an online teacher, and how you have developed through the overall experience of participating in this online certificate.

The Reflection on Teaching Development is a narrative-type essay (at least one page long) in which you **reflect critically** on two overarching areas of your teaching development: how the specific experiences you have had during the Certificate Program have changed (or not) your thinking about online teaching and learning, and how you hope to continue your development as an online teacher in the future.

The reflection should include discussion of the following points:
1. **A description** of your overall development as an online teacher during your time in the program;
2. **Examples** from some of the online courses and other requirements completed for Effective Teaching Credit, pointing to lessons or ideas that have changed the way you think about online teaching and/or learning;
3. **Examples** of any online teaching experience you may have had during this period, focusing on how you applied lessons learned in the program;
4. **Personal learning goals** for the future based on how you have grown through the program and where you are now in your online teaching development.

One last thing to keep in mind: while you must include the components described above, the essay should stem from your own individualized reflection and consideration of your particular experience. This means the essay will look different (in terms of formatting, emphasis, etc.) for everyone.

Questions for Reflection

To stimulate your thinking, you might consider some or all of the following questions as you reflect on your development (you are not required to respond to these questions; they are simply to help you get started with your reflection):

1. Where were you in your thinking about online teaching when you began the Certificate Program?
2. What did you know, believe, or assume about how students learn in a distance format when you began the program?
3. How has your understanding of online teaching and/or learning changed?
4. What lessons will stay with you from the online courses you completed? How have they informed your views about online teaching/learning?
5. What actions may you take next in light of your learning to continue to develop yourself as an online teacher?