

Principles in Online University Teaching Skills Certificate

The purpose of the Principles in Online University Teaching Skills certificate is to promote the development of instructors in their journey toward transformative teaching by expanding their ability to offer pedagogically sound instruction in virtual classroom environments. This certificate is designed for instructors seeking a more in-depth exploration of online teaching and supports participants in designing a complete online course they plan to teach. The certificate can be earned by completing **ten (10) Effective Teaching Credits**, which include a variety of pedagogically-focused activities in online teaching, including completing a **guided capstone self-assessment** and **writing a reflection essay**. Because the certificate is the result of an ongoing process of learning and reflection, participants are required to allow a minimum of two semesters to complete it. Below is the breakdown of the requirements and electives that comprise the Effective Teaching Credits. Additional information about this certificate is available at <http://slu.edu/ctl>.

<p>Requirements Requirements comprise nine (9) Effective Teaching Credits.</p>	<p>Electives Choose one (1) of the following electives to fulfill the remaining Effective Teaching Credit.</p>
<p>Introduction to Distance Teaching (two credits)</p> <p>An intensive, two-week asynchronous course that provides a pedagogical foundation for instructors who are new to the online teaching environment.</p>	<p>Distance Learning Workshops (one half (1/2) credit for each workshop)</p> <p>Topics vary each semester, approximately three-four workshops offered each semester.</p>
<p>Online Courses in Distance Teaching (one credit each, for a total of three credits)</p> <p>Choose a <u>minimum</u> of three online courses; an additional online course counts toward elective credit.</p> <p>Topics vary each semester, approximately two-three online courses offered each semester.</p> <p>*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.</p>	<p>Additional Online Course in Distance Teaching (one credit)</p> <p>Topics vary each semester, approximately two-three online courses offered each semester.</p>
<p>Capstone Guided Self-Assessment and Reflection on Online Teaching Development (three credits for capstone and one credit for reflection)</p> <ul style="list-style-type: none"> • Completing the design of an online course and self-assessment. • Completing the Reflection on Online Teaching Development. • Reviewing the online capstone course with Reinert Center staff. <p>For a full explanation of the required contents of the capstone, please see below or visit our Reinert Center website (http://slu.edu/ctl).</p>	<p>Asynchronous Small Group Instructional Feedback (ASGIF) Session + Consultation (one credit)</p> <p>Conducted by Reinert Center Staff at the <u>midpoint of the term</u>.</p> <p>NB: Credits from other Reinert Center certificates cannot be used for or transferred to this certificate.</p> <p>It is <u>recommended</u> that participants complete required coursework and the elective credit in four (4) semesters and submit the capstone guided self-assessment and reflection within two (2) years of completing these credits.</p>

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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.

Capstone steps:

1. Submit the **Capstone Readiness Form** and notify the Reinert Center to begin. If needed, the Reinert Center will create a Canvas course shell for the participant to use.
2. The certificate participant will engage in the **development and construction** of an online course in Canvas, which may involve creating a new course or refining an existing one. Ideally this course will be a current or upcoming course they are scheduled to teach.
3. When the course is complete or nearly complete, conduct a **self-assessment** using the Distance Course Design Rubric and complete the **Reflection on Online Teaching Development**. Submit both to the Reinert Center.
4. Meet with Reinert Center staff to discuss your course, self-assessment, and reflection, including key features and revisions informed by the certificate experience.

Reflection on Online Teaching Development Requirement

The Reflection on Online Teaching Development is a narrative-type essay (at least one page long) in which you **reflect critically** on what you have learned about online teaching, yourself as an online teacher, and your approach to designing and facilitating an online course. In this reflection, you have the opportunity to examine 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?