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INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

Creating a Virtual Student Orientation Course for Online Success

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This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

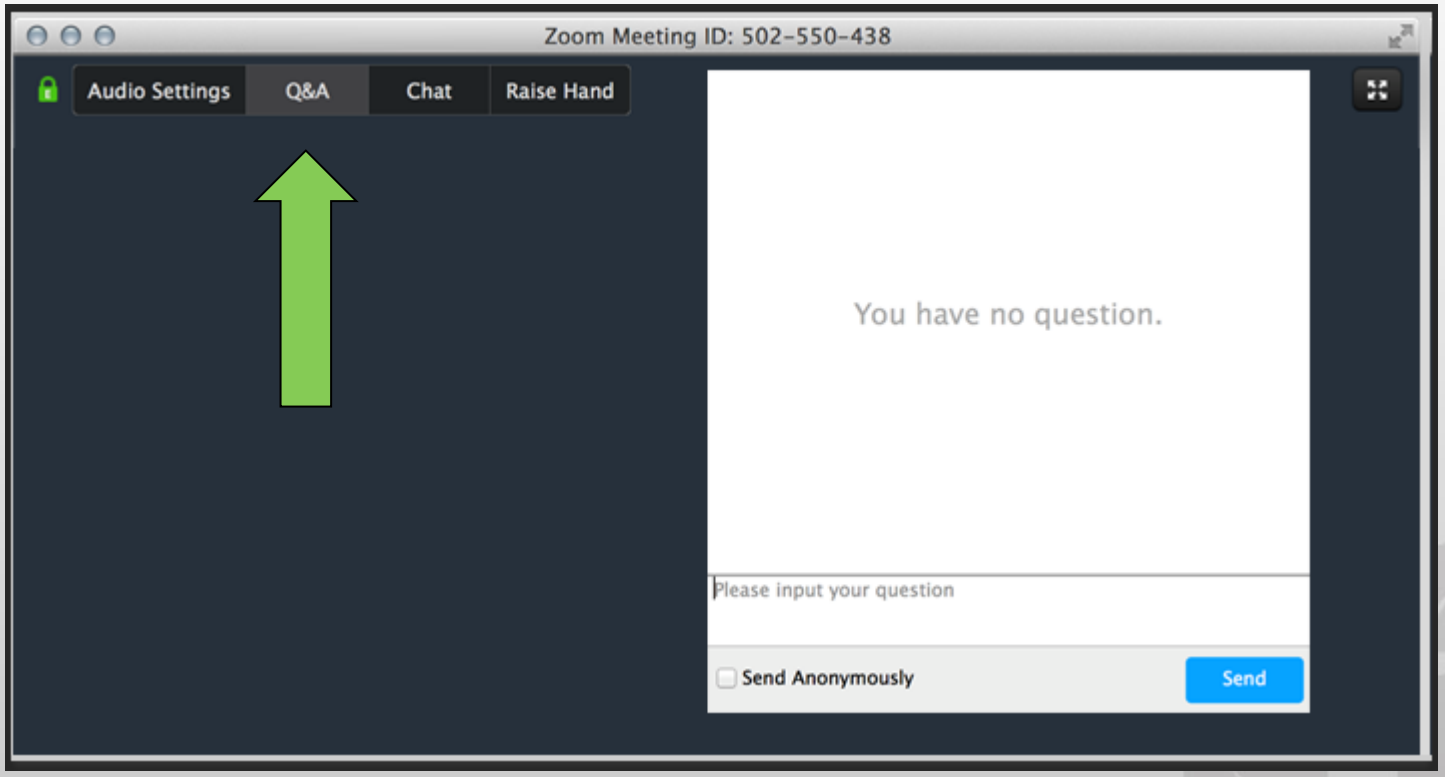
Welcome!

Maria Gutierrez
Miami-Dade County Public Schools, Administrator

2017 The Institute for the Professional Development of Adult Educators

Things to Remember

- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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Creating a Virtual Student Orientation Course FOR ONLINE SUCCESS!

Let's get started!

Guiding Questions

As adult educators, most of us are new to delivering online instruction. Together, we share similar questions when we consider what should be included in a virtual student orientation course:

- ***How can we orient students to online learning?***
- ***What should be included in a virtual orientation course, and how should it be delivered?***
- ***How can we encourage students to complete the experience?***
- ***How will we know if the orientation course was successful?***

Training Objectives:

We will explore a 4-part process for developing a Virtual Student Orientation Course to prepare students for success in their virtual classes.

- ***Boost students' confidence for online success***
- ***Foster a sense of community among students and faculty***
- ***Equip students with the essential tools to be positive online community members***
- ***Facilitate academic preparedness and skill-building***
- ***Provide support and engagement resources, and***
- ***Give students the opportunity to use the technology they will encounter in their online courses***

Creating a Virtual Student Orientation (VSO) Course ... for Online Success!

- **PART 1** — Virtual Student Orientation (VSO) Course Content & Learning
- **PART 2** — Course Design/Framework & Facilitated Instructional Approach
- **PART 3** — Course Completion Requirements & Virtual Course Assessment
- **PART 4** — Sharing Resources

VIRTUAL STUDENT ORIENTATION COURSE CONTENT & LEARNING

PART 1

1 VSO Course Content & Learning

Part 1 Objectives:

A. Identify student learning objectives upon course completion.
   - *What will students be expected to learn in the VSO Course?*

B. List specific content to be included in VSO Course.
   - *What specific content will you include in your VSO Course?*

1

VSO Course Content & Learning

Part 1 Objective A: Identify student learning objectives upon course completion.

- *What will students be expected to learn in the VSO Course?*

1. Technology Requirements (Hardware/Software)
2. Program Enrollment and Program Access
3. Student Assessment and Placement
4. Opportunities for Student Engagement (Navigating the Online Classroom)
5. Ongoing Student Support

1

VSO Course Content & Learning

Part 1 Objective B: List specific content to be included in VSO Course.

- *What specific content will you include in your VSO Course?*

Technology Requirements

Hardware Requirements

*

Software Requirements

1

Enrollment & Pgrm. Access

Enrollment Process

*

VSO Course Access

2

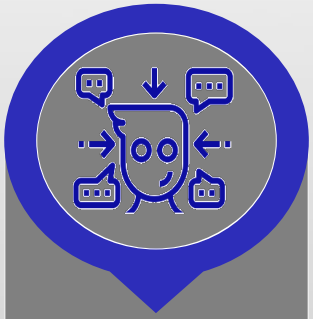
Assessment & Placement

Student Assesment Process

*

Student Placement

3



Student Engagement

Navigating the Platform(s)

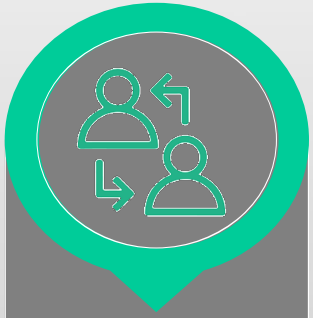
*

"Hands-on" Applications

*

Internet Safety

4



Student Support

"Ongoing"

*

Tech Support Hours

5

COURSE DESIGN/FRAMEWORK & FACILITATED INSTRUCTIONAL APPROACH

PART 2

2 Course Design/Framework & Facilitated Instructional Approach

Part 2 Objectives:

A. Identify course location and modality.
   - *What will be the course location? Virtual?*
   - *Will the modality mirror that of the AGE course (synchronous/ asynchronous)?*

B. Outline the components of a facilitated instructional approach.
   - *What will the facilitated instructional approach look like?*

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective A: Identify course location and modality.

- *What will be the course location? Virtual?*
- *Will the modality mirror that of the AGE course (synchronous/ asynchronous)?*

Course Location:

1. Face-to-face VSO Course
2. Virtual VSO Course
3. Hybrid Model
4. Transition Model (Start Face-to-Face and Move to Virtual)

Course Modality:

1. Synchronous Components
2. Asynchronous Components

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective A: ***...continued***

SYNCHRONOUS INSTRUCTION

Definition	Examples	Pros	Cons
• Takes place in real-time with groups of learners • Can be done online via live webinars, IM, & virtual classrooms • Collaborative & feedback friendly	• Live webinars • Video conferencing • Virtual classrooms • IM	• High interaction with instructors & other learners • Immediate feedback	• Strict schedule • Limited access to content • Insufficient individualized attention • Quality depends on instructor
• More learner-centered approach • Can be completed via online courses, email, blogs, pre-recorded videos or webinars, online discussion boards • Learners complete courses in their own time, regardless of location	• Online courses • Email • Blogs • Pre-recorded video lessons or webinars • Online forums and discussion boards.	• Learners pace themselves • Cost-effective: no travel, venue, or instructor costs • Can train many more learners at once	• Limited contact • Learners may feel isolated • Learners need to be self-disciplined and motivated to complete course & assignments

ASYNCHRONOUS INSTRUCTION

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective B: Outline the components of a facilitated instructional approach.

- *What will the facilitated instructional approach look like?*

Facilitated Instructional Approach:

1. General Considerations
2. Course Considerations
3. VSO Course Content
4. VSO Course Access
5. Ongoing Support
6. Additional Resources

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective B: ***…continued***

Facilitated Instructional Approach: Let's Get Specific!

1 General Considerations

TECHNOLOGY REQUIREMENTS	ENROLLMENT & PROGRAM ACCESS	STUDENT ASSESSMENT	STUDENT PLACEMENT	INTERNET SAFETY
• Hardware Requirements • Software Requirements	• Enrollment Process • Cost/Payment • VSO Course Access (cheat note)	• Oral Screening • Standardized Testing (CASAS/TABE) • Publisher Placement Tests	• Determinants for placing student in most appropriate course and functional level	• Review of district internet use policy & procedures

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective B: *...continued*

Facilitated Instructional Approach: Let's Get Specific!

2 Course Considerations

VSO COURSE LOCATION	COURSE MODALITY COMPONENTS	INSTRUCTIONAL PLATFORM	CONCURRENT COMMUNICATION PLAN

• Face-to-Face
• Virtual
• Hybrid
• Transition (FTF to Virtual
	• Synchronous Components
	  • Links to conferences/ live webinars, IM, live chat
	  • Breakout rooms
	• Asynchronous Components
	  • Pre-recorded lessons, emails, discussion posts, assignments, quizzes
		• Primary Platform
		  • Canvas, Zoom, Teams
		• Plan B
		  • Canvas, Zoom, Teams
			• Cell
			• Facetime
			• WhatsApp
			• Email
			  • School email, personal email

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective B: *...continued*

Facilitated Instructional Approach: Let's Get Specific!

3 VSO Course Content *(Continues on next slide.)*

(1) HARDWARE & SOFTWARE REQUIREMENTS	(2) CONCURRENT COMMUNICATION PLAN	(3) OVERVIEW OF PRIMARY LMS	(4) ESTABLISHING ALL ONLINE ACCOUNTS

• Hardware Requirements:
  • Desktop/laptop
  • Tablet
  • Smart Phone
• Software Requirements:
  • Canvas, Zoom, Teams, WhatsApp, Facetime, cell apps
	• Links to all platforms on main LMS homepage
	• Contact info. & procedures outlined on course syllabus
		• Required synchronous components
		  • Live conference, chat, poll, breakout rooms
		• Required asynchronous components
		  • Posts, assignments, quizzes, gradebook
			• Additional required accounts
			  • Cell phone app versions
			  • CAI programs
			  • Microsoft programs?

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective B: *...continued*

Facilitated Instructional Approach: Let's Get Specific!

3 VSO Course Content *(...continued.)*

(5) NAVIGATING COURSE COMPONENTS	(6) STUDENT ASSESSMENT	(7) STUDENT COURSE PLACEMENT & ENROLLMENT	(8) ADD'L RESOURCES & ONGOING SUPPORT

• Synchronous Components
  • Accessing links
  • Chatting, breakout rooms
• Asynchronous Components
  • Posting, submitting assignments
  • Taking quizzes, etc.
	• How will students be assessed for their virtual courses?
	  • Oral screening, physical CASAS/TABE, virtual testing, publisher's placement test, etc.
		• What data will be used to place students at appropriate functional level?
		• Once placement is identified, how will students register for their online course?
		  • Virtually?
		  • Physically?
			• Additional resources:
			  • Enrichment activities
			  • Project-based activities
			  • Learning links/CAI (Burlington English, TABE Academy, etc.)
			• Ongoing support:
			  • Technical support
			  • Academic Support (tutoring, "ask an expert", chat, breakout room, etc.

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective B: ***…continued***

Facilitated Instructional Approach: Let's Get Specific!

4 VSO Course Access

VSO COURSE ENROLLMENT	INITIAL COURSE ACCESS

• Registration Requirements:
  • Required documentation
  • Virtual or physical registration?
  • Course cost
  • Payment method
	• Provided instruction cheat note
	• Initial contact with student made via phone
	• Email follow-up with access link to VSO course

2

Course Design/Framework & Facilitated Instructional Approach

Part 2 Objective B: ***…continued***

Facilitated Instructional Approach: Let's Get Specific!

5 Ongoing Support

ONGOING TECH SUPPORT

- Scheduled tech support hours
- Assigned tech support person
- Open access to VSO Course
- Breakout room for tech support

ONGOING ACADEMIC SUPPORT

- Tutoring hours
- Scheduled weekly reviews
- Onsite lab hours
- Virtual lab hours
- CAI Programs
  - Burlington English, TABE/GED Academy, digital workbooks, etc.

6 Additional Resources

DIGITAL & TRADITIONAL RESOURCES

- Digital resources for enrichment activities, project-based activities, etc.
- Traditional resources
  - Downloadable
  - Available for pickup

COURSE COMPLETION REQUIREMENTS & VIRTUAL COURSE ASSESSMENT

PART 3

3 Course Completion Requirement & Virtual Course Assessment

Part 3 Objectives:

A. Define successful course completion.
   - *How will successful VSO Course completion be determined?*

B. Identify the impact of the VSO Course on overall students' success in their virtual classes.
   - *How did the VSO Course affect overall student success in their virtual classes?*

3

Course Completion Requirement & Virtual Course Assessment

Part 3 Objective A: Define successful course completion.

- *How will successful VSO Course completion be determined?*

Check all VSO Course-required activities that have been completed:

- ❑ Hardware requirements met
- ❑ All required virtual accounts set up
- ❑ Student assessment
- ❑ Student placement & registration in virtual course
- ❑ Navigation and sample activities for synchronous learning
- ❑ Navigation and sample activities for asynchronous learning
- ❑ Concurrent communication plan requirements met
- ❑ Review of course syllabus and course requirements/expectations
- ❑ Access to additional resources
- ❑ Access to ongoing tech support
- ❑ Access to ongoing academic support

3

Course Completion Requirement & Virtual Course Assessment

Part 3 Objective B: Identify the impact of the VSO Course on overall students' success in their virtual classes.

- *How did the VSO Course affect overall student success in their virtual classes?*

Identify data parameters for evaluating VSO Course success:

- ❑ Number of students completing the VSO Course
- ❑ Number of students enrolling in a virtual course following VSO Course completion
- ❑ Number of students completing the virtual course successfully
- ❑ Number of students participating in ongoing tech support
- ❑ Number of students participating in ongoing academic support
- ❑ VSO Course evaluation
- ❑ Virtual course evaluation
- ❑ Suggested improvement points
- ❑ Etc.

SHARING RESOURCES

PART 4

4 Sharing Resources

Part 4: Resources to Get You Started!

1. VSO Course Overview Checklist
2. Main LMS Template: Teacher View vs. Student View
3. Sample Syllabus
4. Sample Instructional Framework
5. Evaluating VSO Course Success

4

Sharing Resources

1. VSO Course Checklist

Setting up your VSO Course: Basic Information to Consider

COMPONENTS OF A FACILITATED INSTRUCTIONAL APPROACH:
DISCUSSION POINTS FOR VSO COURSE DEVELOPMENT

GENERAL CONSIDERATIONS	COURSE CONSIDERATIONS	VSO COURSE CONTENT		VSO COURSE ACCESS	ONGOING SUPPORT	ADDITIONAL RESOURCES
TECHNOLOGY REQUIREMENTS ☐ Hardware Requirements ☐ Software Requirements **ENROLLMENT & PROGRAM ACCESS** ☐ Enrollment Process ☐ Cost/Payment ☐ VSO Course Access (Cheat Note) **STUDENT ASSESSMENT** ☐ Oral Screening ☐ Standardized Testing (CASAS/TABE) ☐ Publisher Placement Test(s) **STUDENT PLACEMENT** ☐ Determinants for placing student in appropriate course and functional level **INTERNET SAFETY** ☐ Guidelines & Procedures ☐ Monitoring Safety	**VSO COURSE LOCATION** ☐ Face-to-face ☐ Virtual ☐ Hybrid ☐ Transition (F-T-F to Virtual) **COURSE MODALITY** ☐ Synchronous Components ☐ Asynchronous Components **INSTRUCTIONAL PLATFORM** ☐ Primary Platform (Canvas, Teams, etc.?) ☐ Plan B (Zoom?) **CONCURRENT COMMUNICATION PLAN** ☐ Identify concurrent methods of communication in case of technical issues	**HARDWARE REQUIREMENTS:** ☐ Laptop, desktop ☐ Tablet ☐ Cell phone **SOFTWARE REQUIREMENTS:** ☐ Main LMS ☐ Plan B, C, ...Platforms (cell apps, etc.) ☐ CAI (Digital workbooks, etc.) **CONCURRENT COMMUNICATION PLAN** ☐ Cell, text, WhatsApp, Facetime, School/personal email, etc. ☐ Links to Plan B LMS **OVERVIEW OF PRIMARY LMS** ☐ Synchronous Components ☐ Asynchronous components **REQUIRED VIRTUAL ACCOUNTS** ☐ Create all additional virtual accounts for online course ☐ Ensure access	**NAVIGATING ALL ONLINE COURSE COMPONENTS** ☐ Identify all synchronous components ☐ Identify all asynchronous components ☐ Practice navigating through all synchronous/ asynchronous components ☐ Include multiple synchronous/ asynchronous practice activities **STUDENT ASSESSMENT** ☐ Oral Screening ☐ Standardized Testing (CASAS/TABE) ☐ Publisher Placement Test(s) **PLACEMENT & ENROLLMENT IN ONLINE COURSE** ☐ Data chat ☐ Identify and register in appropriate course & functional level ☐ Registration process (streamline to avoid frustration) ☐ Course reporting date (start/end dates) ☐ Online course syllabus (course outline, requirements, etc. ☐ Instructional Framework for online course (greater structure = greater level of student success)	**ENROLLMENT** ☐ Registration requirements/ process (virtual or physical, cost, payment method, required documentation) **INITIAL VSO COURSE ACCESS** ☐ Contact via phone, email, text? ☐ Provided instruction cheat note? ☐ Provided link(s)?	**ONGOING TECH SUPPORT** ☐ Scheduled tech support hours ☐ Assigned tech support personnel ☐ Open access to VSO Course **ONGOING ACADEMIC SUPPORT** ☐ Tutoring hours ☐ Scheduled weekly reviews ☐ CAI programs (Burlington English, TABE/GED Academy, digital workbooks, etc.) ☐ On-site lab hours ☐ Virtual lab hours	**INSTRUCTIONAL RESOURCES** ☐ Topic notes ☐ Charts ☐ Additional resources section on LMS **ACTIVITIES RESOURCES** ☐ Enrichment activities ☐ Project-based activities

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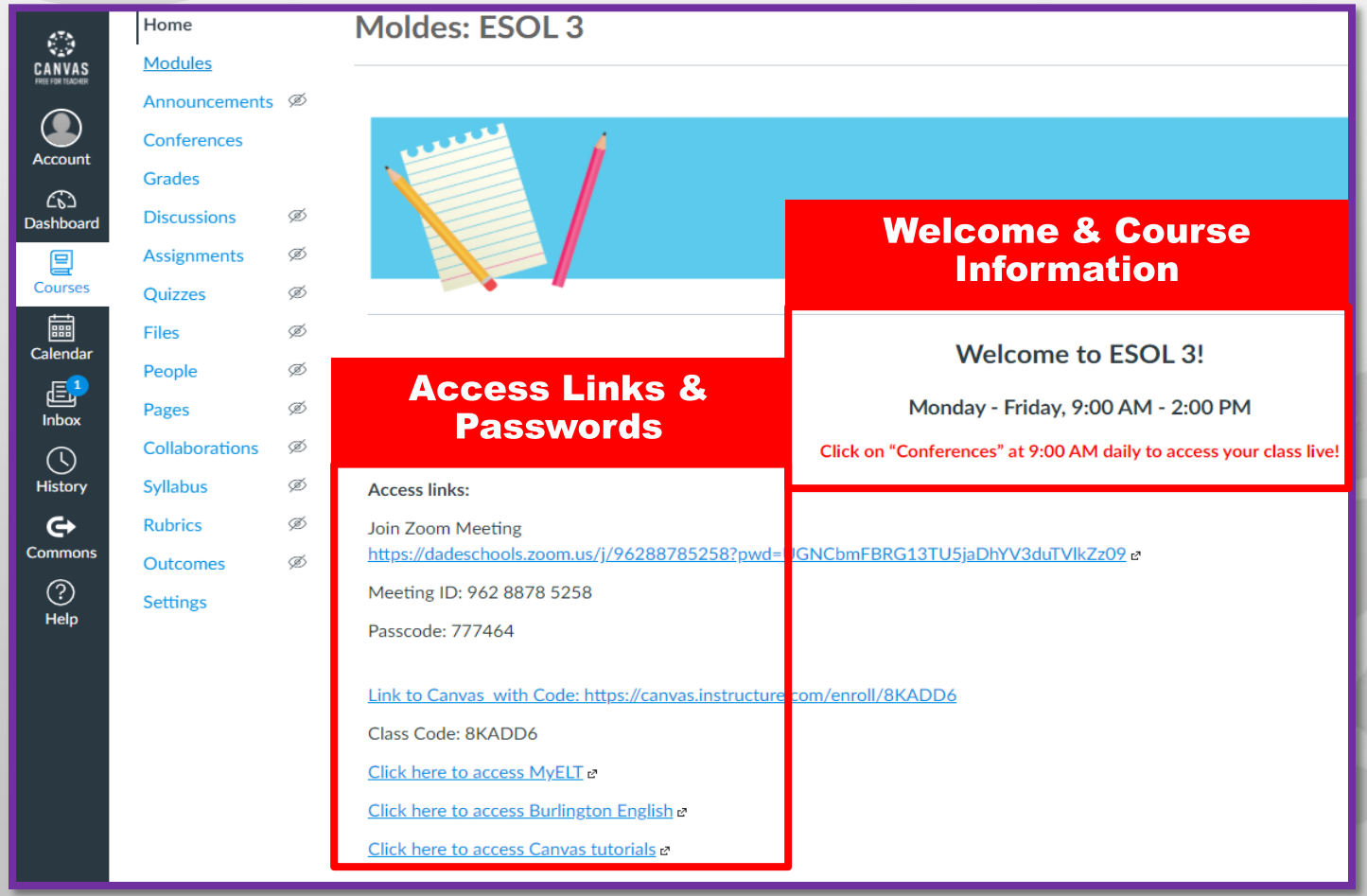
Sharing Resources

2. Main LMS Template: Easy-to-Navigate Home Page

Creating an Easy-to-Navigate Wireframe



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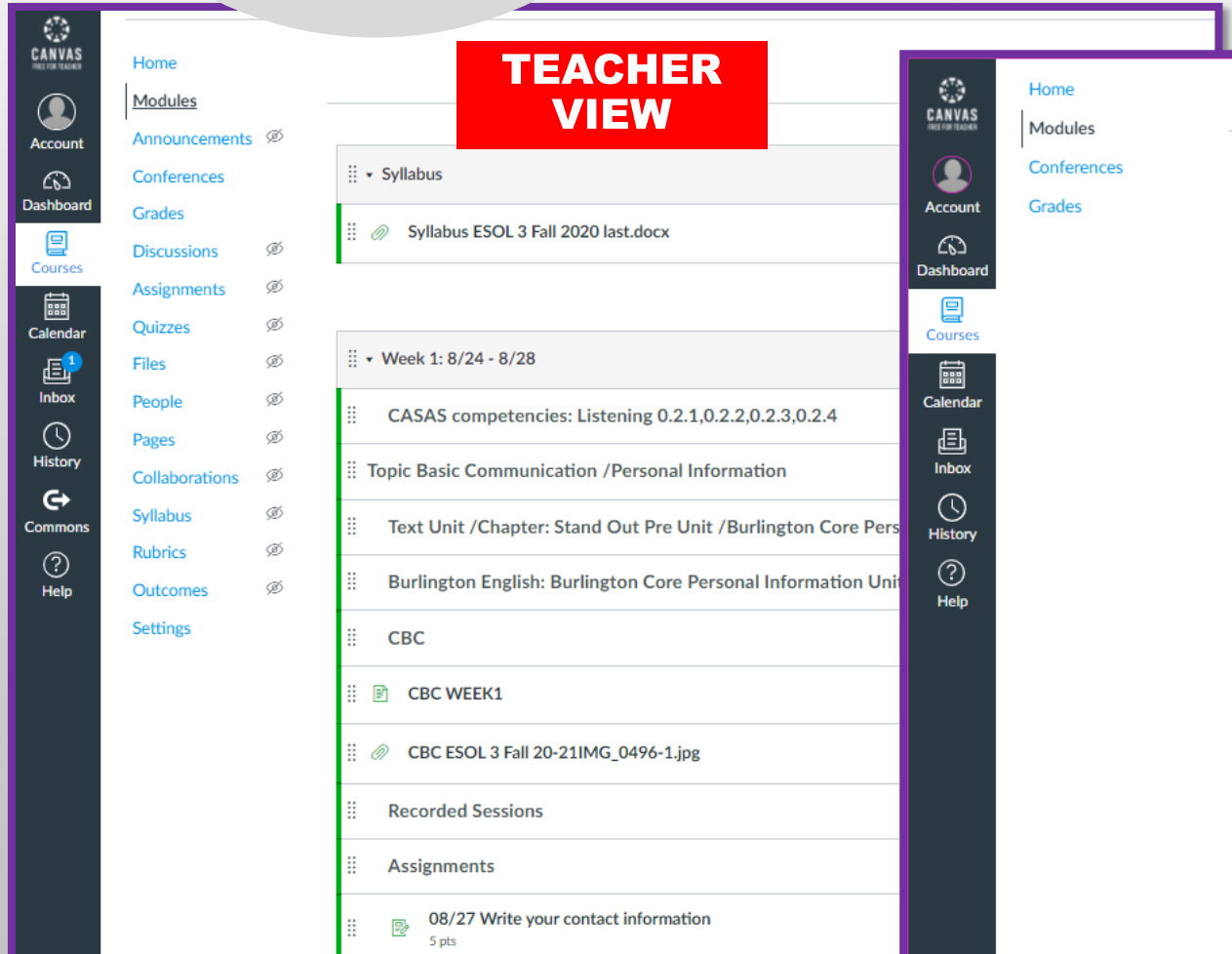
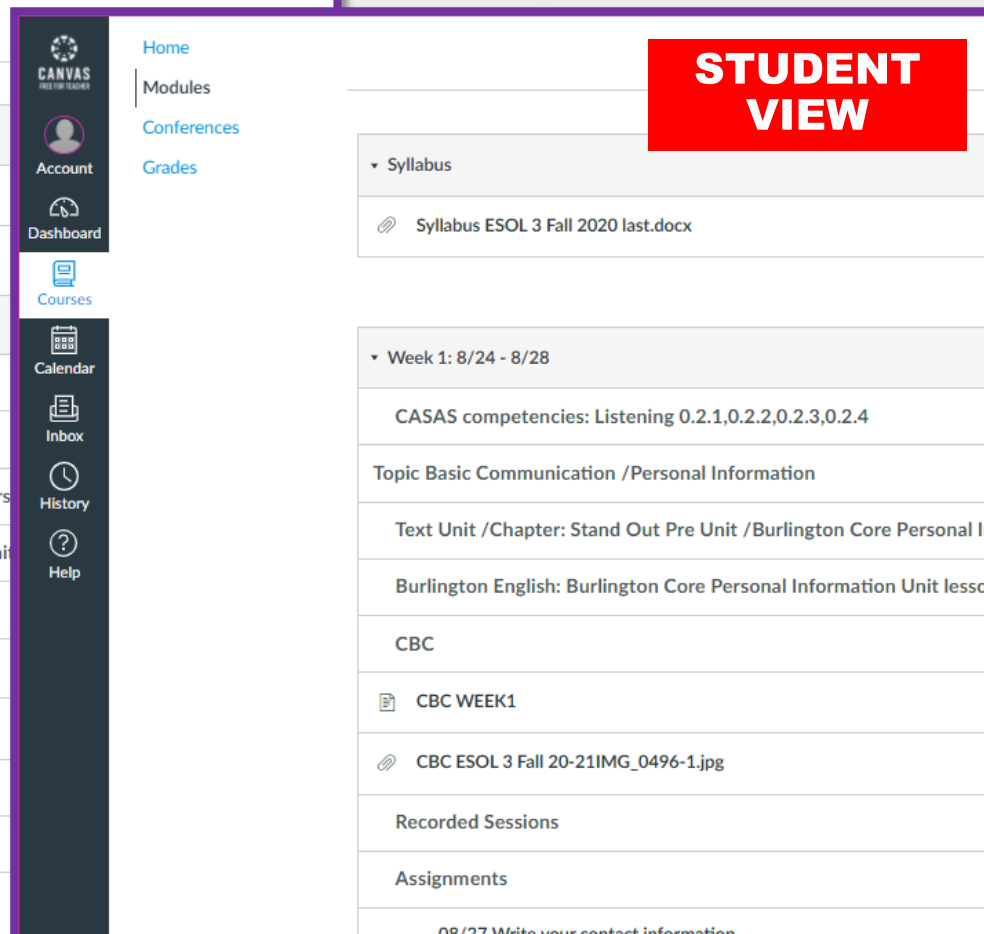
Sharing Resources

2. Main LMS Template: Teacher View vs. Student View

Creating an Easy-to-Navigate Wireframe (...continued)





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Sharing Resources

3. Sample Syllabus: Sharing Essential Course Information

ABE E & M Course Syllabus

Instructor Information:

Instructor: Andres Novo
Email: 319195@dadeschools.net
WhatsApp: 786-716-9254
Office Hours: Fridays, 1:00 PM – 2:00 PM

Online Access Links:

Canvas: https://canvas.instructure.com/login/canvas
Zoom: https://dadeschools.zoom.us/j/93124087297?pwd=NmZMQWExdTZmVUYxM21CSFkyZXdQQT09

Required Materials:

Text: *TABE Language Essentials. TABE Reading Essentials*
Software: *TABE 11/12 Academy* (provided by Miami Sunset)

Instructional Framework:

Monday – Thursday Activities:	Friday Activities:
Coffee Chat	TABE Competency Instruction
Close Reading	Dictation
Breakout Rooms	Pronunciation Focus
TABE Competency Instruction	Confusing Words in English
Peer Review	In America: All About Idiomatic Expressions
Pronunciation Practice	Student Presentations
TABE Academy – BluAppl DI Rotations	English Games / Student Competitions

4

Sharing Resources

3. Sample Syllabus: Sharing Essential Course Information

Minimum Requirements for Course Completion:

Virtual Class Attendance: Minimum of 5 hours of attendance per week during scheduled class times
BluAppl: Minimum 70% Mastery of Competencies Listed on BluAppl Individualized Plan
TABE Academy: Minimum of 3 hours on TABE Academy outside of scheduled class times
Assignments: Minimum 70% completion of all assignments

Calendar & Instructional Focus:

Notes:

1. The TABE competencies listed on this syllabus and BluAppl are those which are tested and will be emphasized during instruction. Be sure that you have mastered these listed competencies. Refer to your BluAppl IISP for Reading and Language in order to determine which competencies to emphasize.
2. Fridays are reserved for the following topics: Grammar, Pronunciation, Confusing Words, Idiomatic Expression, Video Activity, Student Presentation, Games/Competitions. More detailed information will be posted in Canvas under weekly activities.

Week 1: Aug. 26-27 (2 days)
TABE Competencies

- Language: Capitalization (E: 2.L.2.a/ 3.L.2.a) (M: 4.L.2.a). Italics (M: 5.L.2.d)
- Reading: Phonics and Word Recognition (E: 2.RF.3/ 2.RF.3.a/ 2.RF.3.b/ 2.RF.3.e/ 2.RF.3.f)

Week 2: Aug. 31 – Sept. 4 (5 days)
TABE Competencies

- Language: Apostrophes (E: 2.L.2.c/ 3.L.2.d). Commas (E: 2.L.2.b/ 3.L.2.b/ 3.L.2.c) (M: 4.L.2.b 5.L.2.a/5.L.2.b/ 5.L.2.c). Quotation Marks (E: 3.L.2.c) (M: 4.L.2.b)

4

Sharing Resources

4. Sample Instructional Framework: Creating Structure

Instructional Framework:

Monday – Thursday Activities:

- Coffee Chat
- Close Reading
- Breakout Rooms
- TABE Competency Instruction
- Peer Review
- Pronunciation Practice
- TABE Academy – BluAppl DI Rotations

Friday Activities:

- TABE Competency Instruction
- Dictation
- Pronunciation Focus
- Confusing Words in English
- In America: All About Idiomatic Expressions
- Student Presentations
- English Games / Student Competitions

4

Sharing Resources

5. Evaluating VSO Course Success

Online Course Evaluation Rubric (OCER) For Online Courses

Course Overview and Introduction					
Criteria	Emerging (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Best Practices
Course Overview	The instructor provides an overview of the course which includes 2 or less of the following: 1. Instructor's introduction is present. 2. Provides an overview of the course. 3. A syllabus is posted for students. 4. Provides clear instructions for getting started. 5. Initiates a positive learning environment by having students introduce	The instructor provides an overview of the course which includes some (3-4) of the following: 1. Instructor's introduction is present. 2. Provides an overview of the course. 3. A syllabus is posted for students. 4. Provides clear instructions for getting started. 5. Initiates a positive learning environment by having students. Introduce themselves. 6. Interacts with students as they	The instructor provides an overview of the course which includes most (5-6) of the following: 1. Instructor's introduction is present. 2. Provides an overview of the course. 3. A syllabus is posted for students. 4. Provides clear instructions for getting started. 5. Initiates a positive learning environment by having students introduce themselves. 6. Interacts with students as they introduce themselves.	The instructor provides an overview of the course which includes all (7) of the following: 1. Instructor's introduction is present. 2. Provides an overview of the course. 3. A syllabus is posted for students. 4. Provides clear instructions for getting started. 5. Initiates a positive learning environment by having students introduce themselves. 6. Interacts with students as they introduce themselves. 7. Instructor's contact information is available.	The course introduction meets all of the following: 1. Instructor's introduction is present. 2. Provides an overview of the course. 3. A printable syllabus is posted for students under the Syllabus tab. 4. Provides clear instructions to students on how to get started. 5. Initiates a positive learning environment by having students introduce themselves. 6. Interacts with students as they introduce themselves. 7. Instructor's contact information is available. *Grading scale, grading policies (including late-work policy), and response time to students are included in syllabus.

4

Sharing Resources

5. **Evaluating VSO Course Success *...continued***

Online Course Evaluation Rubric (OCER) for Online Courses

1. Course Overview & Introduction
- Course Overview
- Learning Objectives/Competencies
- Instructions

2. Communication Tools & Interaction
- Student-to-Student Interaction
- Student-to-Instructor Interaction
- Instructor Involvement
- Group Work

3. Course Content & Resources
- Instructor to Content
- Student to Content
- Connection Between Past & Prior Learning
- Content and Its Delivery is Multi-Modal
- Content Complies with Copyright Laws

4. Assessment & Feedback
- Multiple & Varied Types of Assessment Activities
- Assessment Methods Align with Learning Outcomes, Activities, and Occur Frequently
- Feedback

5. Instructional Design & Delivery
- Design Consistency & Functionality
- Course Organization
- Organization of Units, Topics, etc.
- Accessibility

CONCLUSION & REFLECTION

Time to Reflect

Growth Mindset: Taking It One Step Further

Change how you look at virtual instruction. Look beyond the constraints of a physical classroom. Be sure to set up a Virtual Student Orientation Course that mirrors your online courses.

Redesign your virtual intake/registration process to include a VSO Course that will familiarize students with the online tools they will need for successful completion of their online courses. Make sure that you provide plenty of opportunities for students to practice navigating through different platforms, downloading and uploading assignments, taking quizzes, participating in breakout room activities and conversation posts, and engaging in meaningful virtual activities that support an active learning community online.

Review all of the identified data parameters for your VSO Course. Share this information with teachers, administrators and district personnel and become an expert on what works and doesn't work in your virtual classes. Have round-table discussions with your administrative team and share the placement, instructional, and promotional options for online classes provided in this training.

Reflect and Make a Change. Finally, ask yourself, "What is working especially well in my virtual classroom, and what is not?" Hold virtual data chats with your students regularly and be sure to continuously re-evaluate the effectiveness of your VSO Course. Share your students' success with other teachers so that they too can contribute to the continued improvement of this course and be proactive in implementing changes to constantly improve its quality as well as the level of online success experienced by your students.

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Questions and Answers

2017 The Institute for the Professional Development of Adult Educators

"The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students."

Edutopia 2014

Always here to assist!

The IPDAE Team

2017 The Institute for the Professional Development of Adult Educators

Give Us Your Feedback!

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Source Documents

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