

**From Face to Face to Online Space
Instructor Guide**



Instructional Technology Foundations and Theories of learning – Spring 2015
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Background and Introduction

The Islamic Center in Northern Virginia ICNV plans to integrate LMS for its school. The main goal of this integration is to improve the quality of education, and to expand education to other students who are not able to attend regular classes. The School emphasizes on reading of Al-Quran, Islamic studies, Information Technology, and Arabic language. The school has five levels and students are categorized based on their ages. Instructors of the school are volunteers and have little experience with online teaching practices. Therefore, an instructor guide will be designed to develop instructors' knowledge and skills for using online teaching tools.

The complete training program involves the following three models. The instructor guide will focus on the model "Create an online Course" while applying the behavior modeling methodology. However, to expand the effectiveness of this resource, the two others modules will be briefly introduced through two short YouTube videos.

The instructor guide is exploring the use of "Course Sites" by Blackboard. This free online service allows individual instructors to add a web-based component to their courses, or host entire courses on the Internet.

ICNV instructor improvement program modules

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|-----------------------------------|--|
| 1- Singing Up | Press the button to view the video  |
| 2- Create an online course | Topic of Methodology Analysis and Instructor guide |
| 3- Students Invitations | Press the button to view the video  |

Learning Theory Outline

The goal of any instructional guide is to promote learning. Thus, before developing any learning materials, designers must know the appropriate principles of learning. The development of effective instructor guide must be based on proven learning theories. Therefore, instructional designers must know the different approaches of learning in order to select the most appropriate school of learning and theories.

Ertmer and Newby (2013) highlighted that behaviorist approach is appropriate for building instructional strategies that are associated with stimulus and response, practice, and reinforcement. They also stressed that behaviorist instructions have proven effective and reliable in assisting learning that includes

recalling facts, defining concepts, applying explanations, and chaining and performing a particular procedure. In addition, the theory of Skinner clearly illustrated that learning is a function of change in observable behavior. This change of behavior is the result of learner's response to events that occur in the learning environment.

Therefore, the behavior approach is very useful as an educational model for this instructor guide for many reasons:

- Expected outcomes should be clearly explained and given to participants at the beginning of the course.
- Reinforcements will be used to encourage participants to do their best work.
- Tasks will be broken down into small steps.
- Participants will be given an immediate feedback.
- Directions will be repeated as many times as possible.
- Assignments is given form the most simple to the most complex tasks.
- Guidance and clear directions will be given to perform assignments.

Application of Behavior Modeling Methodology Components Table

Behavior Modeling Methodology Components	Model Description	Application and Appropriateness of Strategies
Prescribed Critical Steps/Behavior	In order to achieve desired outcomes, tasks will be broken down into small steps in order to be learnt.	In this step the instructor provides an overview of the training session. Trainees also will be introduced to the expected learning outcomes and in what sequence.
Credible Model	The training instructor is a SME on integrating new technologies for education.	After presenting the video tutorials for trainees, the instructor will apply the presented skills to create online course using COURSE SITE by BlackBoard as a platform.
Skill Practice Exercises	Practicing the learned skills is essential to improve and master the	Trainees will apply what have been covered in the tutorial videos to build

	desired knowledge as in the phrase “ practice makes perfect”.	online course on their own field of study in the Computer lab at ICNV. In addition, answering the learning assessment questionnaire will emphasize the important pointed learned.
Specific Feedback and Social Reinforcement	Incorporating feedback during the practicing activities will ensure learners applying proper procedure.	<ul style="list-style-type: none"> -Instructor will apply and summarize what have been covered in the tutorial videos. -Instructor will provide feedback for the tasks undertaken by trainees. -Instructor will provide a detailed feedback for a draft framework of trainees’ course plans.
Transfer Strategies	The transfer strategies refer to acquiring skills in one step (basic skill) that enhances a learner’s performance in the next step or in advance skills.	This step involves observing trainees during the practical exercises. Observing and providing immediate feedback remove the performance pressure and allows the desired skills to be observed and repeated mentally. It also involves writing a draft framework of trainees’ course plans during the first month after the completing the training.
On-The-Job Reinforcement	On-The-Job Reinforcement is the practice of rewarding a desirable skill in order to strengthen it. This reinforcement	During the training session, trainees will start creating their own course while observed by the instructor. This allows

	takes the learned skill to be applied in proper environment	trainees to practice the desired skills and receive immediate feedback and reinforcement on their performance.
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Instructor Guide

Purpose

This instructor guide contains the step-by-step instructions to prepare instructors of Islamic Center at Northern Virginia for building their online courses.

Learning Challenge

The administration of ICNV believes that adding a web-based component to the provided courses at their school will engage students and allow them to access the material anywhere and anytime. In addition, having an interactive online platform allows instructors to post and update their courses materials, interact with students, encourage collaboration, and improve performance. However, integrating a customized LMS and provide users training for non-profit organization will have a high cost on the ICNV. Therefore, using a free platform and training instructors on site will achieve their goal of integrating a LMS to improve their education.

Pedagogical Model

Instructions for building on-line course through **Course Site by BlackBoard** justify the application of behavior modeling methodology. Ertmer and Newby (2013) highlighted that behaviorist approach is appropriate for building instructional strategies that are associated with stimulus and response, practice, and reinforcement. They also stressed that behaviorist instructions have proven effective and reliable in assisting learning that includes recalling facts, defining concepts, applying explanations, and chaining and performing a particular procedure

Target Audience

The target audience of building on-line courses through COURSE SITE is current instructors at ICNV. Instructors are volunteering to teach Islamic studies, Arabic Language, Al-Qur'an, and Information Technology. The current number of instructors in ICNV is ten.

Trainees Characteristics

- They have knowledge of basic computer skills as follow:
 - o Word-processing.
 - o Using emails
 - o Using and browsing the Internet
- They are educated, holding at least MA degree in their field of study.
- They are motivated to add on-line components to their course because more students will have access to the courses anywhere and anytime.

Learning Outcomes

By the end of this training session, trainees will be able to:

- Identify the characteristics of hybrid and traditional course teaching.
- Proficient using the basic features of COURSE SITE by BlackCoard learning management system: navigate the course site, email, discussion board, upload documents, create content, and create assignments.
- Identify the required skills instructors need to be a successful online instructor.
- Apply a variety of assessment models to their own courses.
- Apply some of the Web 2.0 tools to their own courses

Materials and Recourses

- The training will be conducted at ICNV computer lab. This lab is equipped with fifteen (15) Personal Computers.
- All computers have access to the Internet.
- The lab has a smart board, projector, and sound system.
- PowerPoint presentations with YouTube videos will be used during the training.

Online Resources

- COURSE SITE BlackBoard : <https://www.coursesites.com/webapps/Bb-sites-course-creation-BBLEARN/pages/index.html>
- Islamic Center at Northern Virginia: <http://icnvt.com>

Activity instructions

The activity instructions for creating online courses must take into the consecration the three modules listed below. Before embarking on creating online course, trainees must complete module one in order to create their own accounts within COURSE SITE BlackBoard.

1- Singing Up

Press the button to view the video 

2- Create an online course Topic of Methodology Analysis and Instructor guide

3- Students Invitations

Press the button to view the video 

Instructor Guidelines

<p>Learners: Instructors of Islamic Center at Northern Virginia Class: Computer lab at ICNV Format: Lecturing using PowerPoint presentation and YouTube videos tutorials</p>		
Procedure	Strategies	Time
1- Preparation and welcoming trainees (ICNV instructors)	<ul style="list-style-type: none"> - Make sure all computers are connected to the Internet - Run Instructor PowerPoint's presentation witch includes: <ul style="list-style-type: none"> - Training overview. - Expected outcomes upon completion - YouTube Tutorials <p>Activity: Ice Breaker Trainees will introduce themselves and share their experience with online courses.</p>	30 Minutes
2- Start to show the following tutorials using the projector.	<ul style="list-style-type: none"> - Make sure that all trainees have created their own accounts with COURSE SITE. 	

	- After watching the tutorials, apply each tutorial with the entire class in order to create a new course using a COURSE SITE by BlackBoard.	
<ul style="list-style-type: none"> • How to build your online course 	 Note: Trainees will learn how to access the create a new course page, choose a theme and structure for their course	3.05 Minutes
<ul style="list-style-type: none"> • Change a course theme 	 Note: Trainee will learn how to select course menu theme or the control pane	1.46 Minutes
<ul style="list-style-type: none"> • Select course structure 	 Note: Trainee will be introduced to 42 pedagogically structures which can align with their teaching style.	2.00 Minutes
<ul style="list-style-type: none"> • Create an assignment and upload documents 	 Note: Trainees will learn how to create assignments and upload associated files for their students	2.31 Minutes
<ul style="list-style-type: none"> • Modify the course menu 	 Note: Trainees will learn how to add a new content area to the course menu, reorder menu items, and show menu items to their students	2.14 Minutes

<ul style="list-style-type: none"> Navigate COURSE SITE as an instructor 	 Note: Trainees will learn how to navigate their courses as an instructor	3.31 Minutes
<ul style="list-style-type: none"> Create a discussion board 	 Note: trainees will learn how to create a discussion board, modify it to support their own objectives	1.19 Minutes
<ul style="list-style-type: none"> Organize grade center 	 Note: Trainees will learn how to freeze, hide, and reorder grade center columns	3.03 Minutes
<ul style="list-style-type: none"> Grade an assignment 	 Note: Trainees will learn how to locate an assignment grade center, review and grade it, and provide feedback for their students	3.09 Minutes
3- Training instructor will apply the previous skills	Create a complete an online course form the beginning to the end	
Break		30 Minutes
4- Trainees will start to apply what the have seen in tutorials using their own course materials.	Observe trainees' works and provide immediate feedback.	60 Minutes
5- Distribute the learning assessment	See Appendix section	20 Minutes
6- Wrap up the training session	<ul style="list-style-type: none"> -Review the objectives -Highlight the tutorials topics -Answer Questions -Thank trainees for participation 	15 Minutes

Instructor Script

Instructing this training session will be assigned by the administration of ICNV to one of their IT professional. All IT team members in the center are considered SME in the field of technology and online learning tools. Thus, the attached PowerPoint presentation will guide their directions but will not provide them with word-by-word scripts.



Learning Assessment

Learning will be assessed using different methods:

- 1- A questionnaire which constitutes the post-training learning assessment in written format. It consists of four questions that the trainees must answer on their own.
(See appendix)
- 2- Direct observation during the training session.
- 3- One month after the training session, trainees are required to submit a draft framework of their course plans to the administration office at ICNV to be discussed.

Summary

This instructor guide document is prepared to guide the instructors of the Islamic Center at Northern Virginia to add online component to their courses. The main goal for this transition from face to face to hybrid classes is to expand the learning and knowledge to many learners and to give access to them anytime and anywhere.

References

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