Online Teaching Strategies
Module 2

Establish an Online Presence

Paul Huckett
Learning Objectives

• Implement effective strategies to establish an online presence.

• Assess tools that can help facilitate effective techniques of establishing an online presence.

• Discuss effective pedagogical methods of establishing a presence in a face-to-face class and describe how these techniques can be implemented in an online environment.
Five Effective Strategies

1. Welcome Email
2. Instructor Bio images
3. Multimedia introduction to Module
4. Regular synchronous office hours.
5. Personalized language
Welcome Email

“Hello”

Prepared

Looking forward to engaging with students

Alleviate student concerns
Welcome Email

Subject Line: Spring 2013 Academic Term Begins Today

Greetings,

Welcome to the Spring 2013 semester. The spring academic term officially starts today, January 28th and ends on May 11th.

Effective this semester, all online courses and courses with an online component will be hosted on the JHU-supported Blackboard platform.

To access your course site, go to http://blackboard.jhu.edu and log in using your JHED ID and password. Links to your course(s) can be found by clicking on the "Courses" tab.

If you have any problem logging in with your JHED ID, please contact the JHU Help Desk at 410.516.HELP (4357).

General technical support for Blackboard and other learning technologies is available at http://ep.jhu.edu/helpdesk. The site includes helpful resources, guides and information on many of the learning technologies used to support your courses. Additional support can be found under "Help and Support" in each of your course sites. This resource includes a general orientation course and other helpful Blackboard related resources.

If you have previously taken a course(s) in the EP Sakai course management system, http://sakai.jhu.edu, it is important to note that access to the Sakai server will end on June 30, 2013. If you would like to retrieve any previously submitted documents, or review course content, we recommend that you do so before June 30th. If you have questions or concerns, please send an email to ep-help-desk@jhu.edu and a support staff member will contact you.

If you experience any technical problems, please contact our support staff, Monday-Friday, 8:00a.m.-4:00p.m., at the toll free number, 1.855.754.8409 or by emailing us at ep-help-desk@jhu.edu.

We wish you much success in this academic term.

Regards,
Robert Armstrong
Student and Faculty Support

How to log in to course

Help Desk assistance

Previous courses

Technical assistance
Welcome Email

Dear Students,

As your instructor, let me welcome you to [Insert Course, i.e. 575.721 Air Quality Control Technology] for [Insert Term].

I'm looking forward to engaging in this topic with you over the coming months. Please check your Blackboard course site daily for new announcements, keep careful track of deadlines, and follow the course schedule closely as you conduct your work in this course. If you have any questions about the course, please [insert preferred method of communication in the course].

I hope everyone is able to navigate the course in this first week. For those of you who haven't taken an online course before, it's worth taking the time to go over the various parts of the course. Every module week there will be [insert module items such as readings, recorded lectures, discussions, and assignments]. Each new module will be released to you exactly seven days following the first day (Day 1) of the preceding module. Since Module 1 begins on [insert day of week], then Module 2 will be released exactly seven days later.

The course will begin on [Insert Start Date]. You will not have access to your online course until this date. Please note that classes are NOT SELF-PACED (i.e., there are scheduled due dates for assignments, discussions, and quizzes). It is very important that you set aside time each week to work on your course to keep up. It can be extremely difficult to catch up once you fall behind. Please start the course by going to the Getting Started section within Blackboard.

Again, welcome to [Insert Course Name] and have a great semester!

[Insert Name]
[Insert email Signature]
Instructor Bio Images

“An image can speak a thousand words”
Instructor Biography

Michael A. Robert

Michael holds a Ph.D. in Civil and Environmental Engineering from the University of California, Davis where his dissertation focused on the source apportionment of ultrafine particulate matter. He also holds a Master of Business Administration from the Massachusetts Institute of Technology, a Master of Engineering in Environmental Engineering and Science from Johns Hopkins University and a Bachelor of Science in Mechanical Engineering from the University of Tennessee at Knoxville.

Michael is the instructor of the ‘Air Pollution Control Technologies’ and ‘Climate Change and Global Environmental Sustainability’ graduate courses at Johns Hopkins University, as well as a co-instructor for the ‘Air Resources Modeling and Management’ and ‘Modeling Contaminant Migration through Multimedia Systems’ graduate courses. He is also a guest instructor at Ecole d’Ingénieurs Generalistes, Master’s Program in Environmental and Innovative Engineering, Scieux, France.

Michael is currently employed by the Department of Defense in Washington, D.C. as a Branch Head. Michael previously worked for the California Air Resources Board’s Research Division as the supervisor of a Greenhouse Gas Reduction Strategy Section, as an Air Resources Engineer within the Climate Change Mitigation and Emissions Research Section and as an Air Pollution Specialist within the Indoor Air Quality Section. He has also been employed by the Tennessee General Assembly House of Representatives.

Michael is an avid outdoorsman and enjoys mountaineering, rock climbing, mountain biking, backpacking and snowboarding. He recently completed a quest to summit the highest peak in each of the 50 United States including Denali (Mt. McKinley), the highest peak in North America. He is a die-hard Tennessee Volunteers college football fan and brews his own beer. He is the proud father of his toddler son Walker and daughter Piper. His girlfriend Jennifer works in IT and lives in Boston.
Multimedia introduction to Module

Face-to-Face vs. Online

Podcasts and/or Video

Easy to do

Reaching all learners

Connected to students
Multimedia introduction to Module

Content & Lectures

Introduction to Module 2

Please listen to the following audio podcast which provides a brief introduction to the module.

Listen: Introduction to Module 2: Water Basics
Regular synchronous office hours

Question: When teaching face-to-face, how many students stayed after the class was over to ask questions?

- Live interaction and collaboration
- Clarification on assessments
- Answer general questions
Personalized language

Example 1

**Learning Guide**

To complete this module, students should follow these steps:

Students will begin this module by completing reading assignment from the textbook. After completing the assigned reading students should view the module Content & Lectures and prepare to participate in the online discussion. Complete this module by submitting the module assignments. Please post any questions to the Q & A section of the Discussion Board located under 'Discussions' on the left navigation menu of the course.

Example 2

**Learning Guide**

To ensure your success in this module please follow these steps:

Begin this module by completing reading assignment from the textbook. After you complete the assigned reading view the module Content & Lectures and prepare to participate in the online discussion. Complete this module by submitting the module assignments. Please post any questions to the Q & A section of the Discussion Board located under 'Discussions' on the left navigation menu of the course.
Summary

Five Effective Strategies:

1. Welcome Email
2. Instructor Bio images
3. Multimedia introduction to Module
4. Regular synchronous office hours.
5. Personalized language
References

