

**ONLN** - Fully online instructions requires iTeach Certification

**LRON** – Live Remote w/Online Component requires a functional level of technical skills with Blackboard tools.

- Basic technical skills resources are offered through the GCC website
- Basic Blackboard skills can be achieved through training and resources:
  - [CSCU Training Calendar](#)
  - [CSCU Coronavirus YouTube Playlist](#)
  - [Here we can include the CE resource website](#)
  - [My Help/Training](#) tab on the Blackboard home page
  - Blackboard Learn Faculty Resource Center course (on Blackboard course list)

**FAC-OR-118: Blackboard Learn Faculty Resource Center**

- Live remote support can be found: [WebEx/Microsoft Teams](#) tab on the Blackboard Home page

## iTeach Certification Process

The process of becoming iTeach Certified requires the completion of two component: Best Practices of Pedagogy and Best Practices of Course Design and Development. These courses are independent of each other and can be completed in any order. Please review each section below that will outline prerequisite and expectations of participation.

### Best Practices of Online Pedagogy

#### Who should take the Pedagogy course?

This course is targeted at instructors would like to teach fully-online courses. Participants have included those who have already been using Blackboard in their on-ground or hybrid courses, as well as instructors who have been teaching online but have never really had the opportunity to explore best practices of online teaching. It is **not** an introductory course in how to use the Blackboard learning management system.

#### What are the goals of the Pedagogy course?

- Provide faculty with the opportunity to experience online learning as a **student**, rather than as an instructor, so they have a personal perspective of online learning.
- Introduce faculty to theory, as well as many practical strategies, related to online teaching and learning, and to share their experiences, ideas, and insights with fellow course participants in a fully online setting.
- Model best practices of online teaching, course design, classroom management, and online communication and interaction, for participating faculty.

### Best Practices of Course Design and Development

This course is currently under development by the CCC Ed Tech/DL Council. In the meantime a resource list has been developed by Gateway Distance Learning to provide instructor with the instructions needed to complete the technical skills of the iTeach process. This document includes a detailed description of the competency process. The document is posted in the Best Practices of Online Pedagogy course and will be distributed to instructors on the BPOP waitlist.

Earning the required competency of the specific Blackboard tools is accomplished through an **unassisted live demonstration** with a local Blackboard Administrator.

## Participant Expectations

- Anyone who is considering taking, or teaching, a fully-online course should **already possess** a fundamental set of technological competencies, such as the ability to upload/download documents, organize their computer's files and folders, attach content to emails, do effective Internet searches, understand how to use a web browser, navigate to specific URLs, etc.
- You have a basic familiarity with **how to use and navigate the Bb Learn** interface, either by having used it to "web-enhance" an on-ground classroom based course, **OR** by having a solid technical foundation in a comparable learning management system.
- If you are not certain if you have the fundamental skillset, we recommend you attend training through the [CSCU Training Calendar](#):
  - Trainings should include:
    - Blackboard - Getting Started with Basics
    - Blackboard – Using the Discussion Tool
    - Blackboard – Creating/Managing Tests
    - Blackboard – Creating/Grading Assignments
- The course was intended for college professors, most of whom hold graduate degrees, and so our expectations for standards for reflective writing were based on that level of education. As college level instructors, the definition of a "substantive post" should meet the criteria of Proficient on a discussion rubric.

### Participant Questions

- How do you use Blackboard to support your courses?
- What features of Blackboard do you use?
- How long have you been using Blackboard?