

ZERD 011: Preparation for Online Teaching

1/29-5/13/2018

Facilitator: Toshiba Adams

Format: Online

Description: *This course is open for faculty needing Recertification credits or FQAS hours.*

Prerequisite: *COMPSW-197 Introduction to Blackboard*

This course will provide participants with an introduction to designing and delivering an online course. The course will provide a theoretical framework for course design and delivery; demonstrate the importance of engaging students' interactive experience; emphasize the importance of building an online learning community; promote strategies for integrating educational technologies into online teaching; review best practices related to course design; and model approaches for incorporating a variety of online assessments. After completing this course, participants will be able to understand the pedagogical concepts, trends and mechanics of online course design and delivery; recognize the types of learning tools and resources available in an online environment; conduct a self and peer assessment of an online course design; and apply the principles learned in this course to begin designing or enhancing an online course. Blackboard will be utilized as the content management system. Online hours are incorporated for completion of assignments and the final project. **(2 crs/80 FQAS hrs)**

ZERD 100: Peer Support

2/5-5/07/2018

F2F: 2/05,2/12,3/05,3/12,04/09,04/16 and 5/07; 5:00p.m. - 7:00p.m. Plus online hours.

Facilitator: Patricia McFarland

Format: Blended

Location: MKE

Description: *Peer Support is one of the required classes for the Faculty Development Program for New Teachers in FQAS. Peer Support is also open to teachers earning their Recertification credits or Renewal hours. Peer Support can substitute for certification course #52: Teaching Methods.*

Peer Support introduces and models research-based teaching best practices and prepares participants for teaching at MATC. Participants learn the basics of navigating MATC systems, digital communication, classroom management, teaching methods and assessments, and the basic neuroscience of teaching and learning. Participants are paired with an experienced instructor who has been trained in peer mentoring. This relationship and the course offer new instructors a safe place in which to learn about MATC, to ask questions about the college and about teaching, as well as to share successes and challenges from the classroom. Participants will begin developing their Faculty Development for New Teachers' portfolios. **(2c/80 FQAS hrs.)**

ZERD 101: Understanding Classroom Environments

1/29-5/13/2018

Facilitator: Kathleen Briar

Format: Online

Description: This course is one of the required classes for the Faculty Development Program for New Teachers in FQAS. This course is also open to teachers earning their Recertification credits or Renewal hours.

This course examines several factors that contribute to an effective classroom environment at MATC. These include understanding theories of learning, motivation, and the impacts on the adult learner, promoting a culture of student success with classroom behavior exploration, and exploring teaching strategies. In addition, participants examine how their own professional behaviors and mindset impact the classroom environment. Participants continue to add to their Faculty Development for New Teachers' portfolios. **(2 crs/80 FQAS hrs)**

ZERD 102: Instructional Planning

1/29-5/13/2018

Facilitator: Saron Wilson

Format: Online

Description: This course is one of the required classes for the Faculty Development Program for New Teachers in FQAS. This course is also open to teachers earning their Recertification credits or Renewal hours.

This course guides participants through creation and implementation of complete learning plans. These learning plans include course calendar planning, instructional activities, and assessments. These instructional elements are also aligned with classroom management strategies. Participants will identify competencies and learning objectives. Based on these, they will develop lesson plans, teaching methodologies, rubrics, and formative and summative assessment strategies. Participants continue to add to their Faculty Development for New Teachers' portfolios. **(2 crs/80 FQAS hrs)**

ZERD 103: Course Design

1/29-5/13/2018

Facilitator: Saron Wilson

Format: Online

Description: This course is one of the required classes for the Faculty Development Program for New Teachers in FQAS. This course is also open to teachers earning their Recertification credits or Renewal hours.

Prerequisite: ZERD 102 Instructional Planning

In this course, participants will develop a Course Outcome Summary (COS) in the Worldwide Instructional Design System (WIDS) using the knowledge they gained from ZERD 102: Instructional Planning. Participants continue to add to their Faculty Development for New Teachers' portfolios. **(2 crs/80 FQAS hrs)**

ZERD 106: Integrate Reading Strategies

2/1-5/07/2018

F2F: 201 (8am to 12pm), 205 (8am to 12pm), and 2/22 (8am to 12pm & 1-5pm.) Plus online hours.

Facilitator: Meredith Reeves

Format: Blended

Location: MKE

Description: This course provides instructors with strategies and best practices to enhance students' study skills and expand students' reading skills including comprehension, fluency, and vocabulary skills. Instructors will revise their current curriculum to facilitate students' application of reading skills to academic tasks as they read to acquire and retain content-based information.
(1 cr/40 FQAS hrs)

ZERD 201: Cultural Competence

4/13-6/01/2018

F2F: 4/13&4/20(8am to 12pm); Online 04/21-05/31;

F2F: 601 (8am-12noon, lunch 12-1 p.m., 1-5pm.)

Facilitator: Meredith Reeves

Format: Blended

Location: MKE

Description: This course is designed to provide participants with the necessary tools to embed diversity concepts throughout their teaching and college-specific practices.
(1 cr/40 FQAS hrs)

ZERD 203: Teaching Direct from High School

03/03-05/06/2018

Facilitator: Kathleen Briar

Format: Online

This course will focus on new teaching methodologies to address learning styles, cultural and socio-economic differences, as well as past educational experiences, special needs and motivational skill set of students who come to MATC directly from high school. Creating a culture of success, teachers will explore current learning activities, including use of social media, varied technology, and flipped classrooms. **(1 cr/40 FQAS hrs)**

For more information, please contact:
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