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What is teaching online?

Principles of Effective Online Teaching

Be Present & Teach: Online teaching takes as much nurturing as face to face requires, but in another way. Being present on discussion forums, posting updates, checking-in and utilizing pedagogies specifically for online is essential to a good experience for your students.

Proactive Course Management: Once your course is up and running the fun really begins. Actively managing the communications between yourself and the students and the students between each other right off the bat will help in the long run. You will set the tone for the course, and determine the expectations, sharing those frequently will make the experience positive.

Create A Schedule For The Course: Although online learning affords all a certain level of flexibility, a schedule will bring a level of stability to the learners. Be specific on due date, when assessment items are expected, when discussion are expected and how many. These patterns will help learners keep on task and provide you with clear check-in points.

Communications: Communicate often with short and encouraging messages. This will provide the course with your own feel, and bring a sense of ‘soul’ to the course. Clear

expectations on your response time to student is also crucial, a typical response time would be within 24 hours or sooner – ensure that is communicated early on and clearly.

Keep The Course Moving: Always give a sense of moving forward, with providing feedback continually and graded assessments in a timely fashion. This will help students keep on task and focused.

Quality Content: Provide students with a variety of content, although PowerPoints may be your go-to for face to face, online allows you to embed rich media and interactivity. Make sure you explain all the assignment expectations very thoroughly to ensure students fully understand what you want.

Learner Perspective: Try flipping your perspective when developing your course. Would you find this interestingnT-veo e34dt(o)]TJ 0 Tc 0 Tw113.08 0 Td ( )Tj[(us)-1 (e)4 , do(e)4 (s)-1 (i)-2 (t)-2 (f)3

♦ Emphasis on structuring, organizing, and sequencing information to facilitate optimal processing [use of cognitive strategies such as outlining, summaries, synthesizers, advance organizers, etc.]

♦ Creation of learning environments that allow and encourage students to make connections with previously learned material [recall of prerequisite skills; use of relevant examples, analogies]

Constructivism:

Constructivism is a theory that equates learning with creating meaning from experience (Bednar et al., 1991). Even though constructivism is considered to be a branch of cognitivism (both conceive of learning as a mental activity), it distinguishes itself from traditional cognitive theories in a number of ways. Most cognitive psychologists think of the mind as a reference tool to the real world; constructivists believe that the mind filters input from the world to produce its own unique reality (Jonassen, 1991a).

The following are several specific assumptions or principles from the constructivist position that have direct relevance for the instructional designer (possible ID applications are listed in brackets [ ] following the listed principles):

♦ An emphasis on the identifi cation of the context in which the skills will be learned and subsequently applied [anchoring learning in meaningful contexts].

♦ An emphasis on learner control and the capability of the learner to manipulate information [actively using what is learned].

♦ The need for information to be presented in a variety of different ways [revisiting content at different times, in rearranged contexts, for different purposes, and from different conceptual perspectives].

♦ Supporting the use of problem solving skills that allow learners to go “beyond the information given” [developing pattern-recognition skills, presenting alternative ways of representing problems].

Teacher as an expert model	Teacher as a facilitator/guide
Textbook as primary source	Variety of sources/media
Facts as primary	Questions as primary
Information is packaged	Information is discovered
Emphasis on product	Emphasis on process
Assessment is quantitative	Assessment is qualitative/quantitative

Comparing Objectivism and Constructivism

	Objectivism	Constructivism
Main benefit		

Sample Learning Outcomes, Rationales, and Activities. The following table provides examples of learning outcomes, the kinds of learning activities that promote those outcomes, and how the activities could be supported by learning technologies. Retrieved from

Preparation for success	resources	Check for plagiarism
	techniques and approaches	Media making/mashups
	Appropriate referencing	Digital storytelling
	Appropriately equip the 21st Century graduate	Copyright/Creative Commons discussions
	Managing information load	Activities relevant and authentic to discipline
		Embedded activities for generic attributes
		Contextual prompts to evaluate sources
		Problem/case-based learning
		Flexible access to material
Self-directed learning	Negotiate understanding	Project planning and management
Reflective practice	Feedback on the course	
		Student self-tests
Engaged learning	Reflection on learning	
		Teacher (& technology) as facilitator of learning
Co-learning	Global practice	
Quality learning environment & experience	Consistency of experience (equity)	Choice of modes and activities
		Access to technology (eg mobile devices)
		Agreed code of conduct
	Multiple perspectives	Collaborative writing
Giving & receiving feedback		
	Feedback on performance	Group negotiation and planning

Assessment of team work

Review (eg groupwork)

Publishing

Reflection

Working in teams

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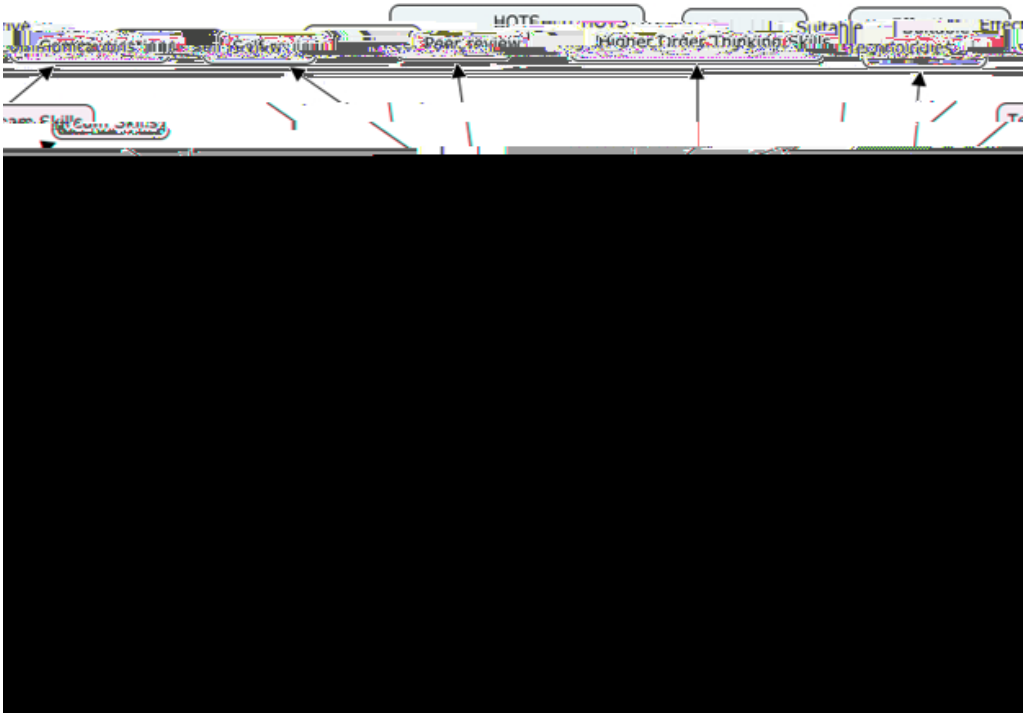
	activity	Reviewing
	conversations	Publishing
	resources	Check for plagiarism
	Appropriate referencing	
		Sharing audio/video material
Oral communication		Presenting
Presentation skills		Digital storytelling
Language proficiency		Audio/video discussion and feedback

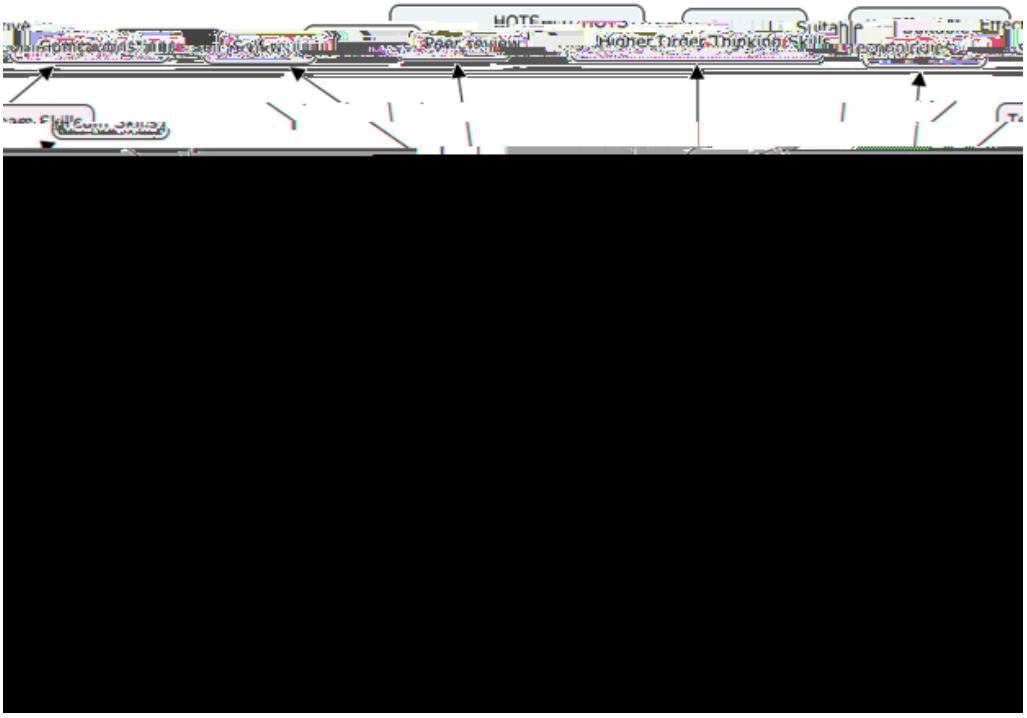
21st Century Learners

In 21st Century Learning, students use educational technologies to apply knowledge to new situations, analyze information, collaborate, solve problems, and make decisions. Utilizing emerging technologies to provide expanded learning opportunities is critical to the success of future generations. Improved options and choice for students will help improve student completion and achievement. (British Columbia Ministry of Education, 2010)

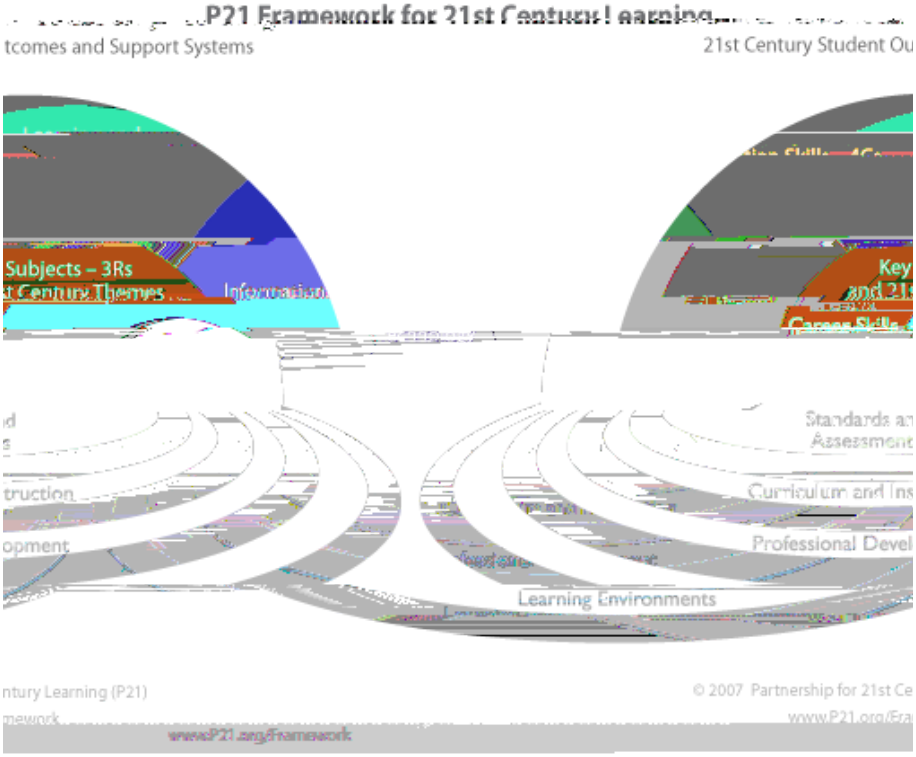
What is pedagogy for the 21st Century Learner?

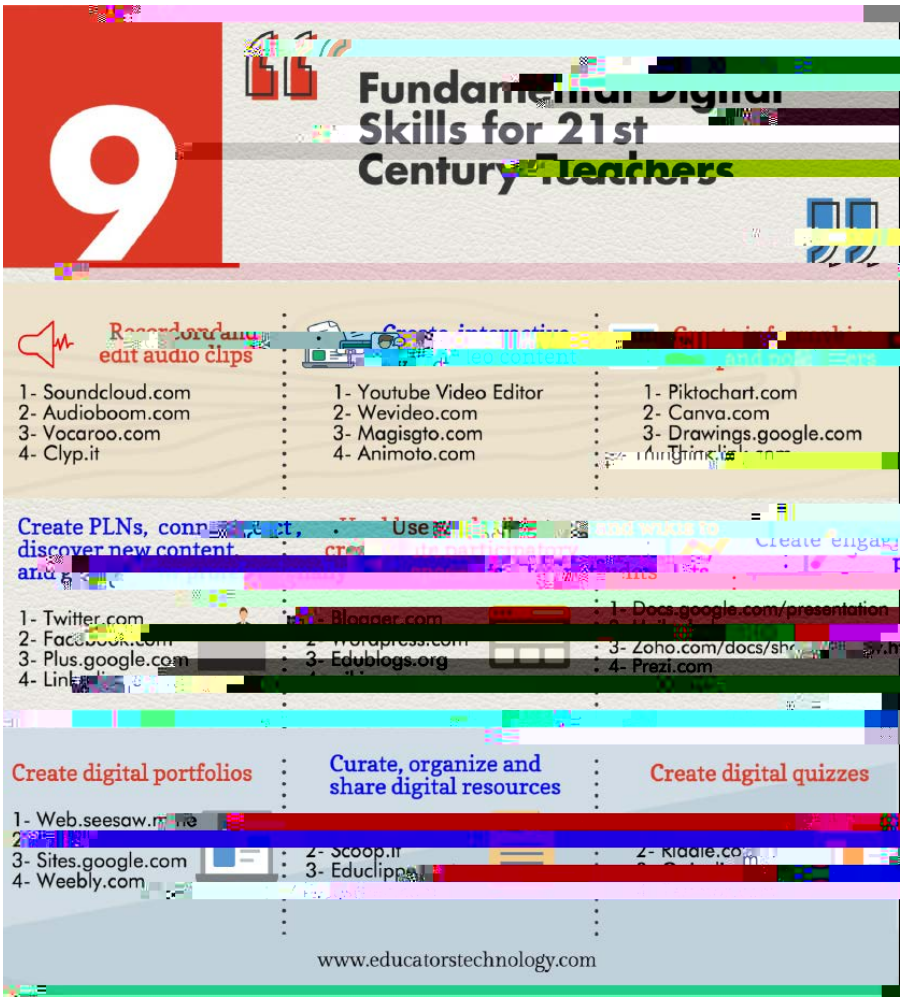
Pedagogy for a 21st Century learner entails a different set of values and hierarchy, one in which the value of self-learning and discovery are prominent. The need for self-directed study, which is contextually based and incorporates peer-to-peer interactively is needed.


Higher Order Thinking Skills


Higher Order Thinking Skills

http://www.p21.org/our-work/p21-framework





Salmons Five-Stage Model of Teaching and Learning Online

his model implores that the course moderator take the students through five steps during the training process, supporting the learner on the journey through different e-moderating skills.

The five-steps that Salmon describes are Stage

Step 1: Access and Motivation,

Step 2: Online Socialisation,

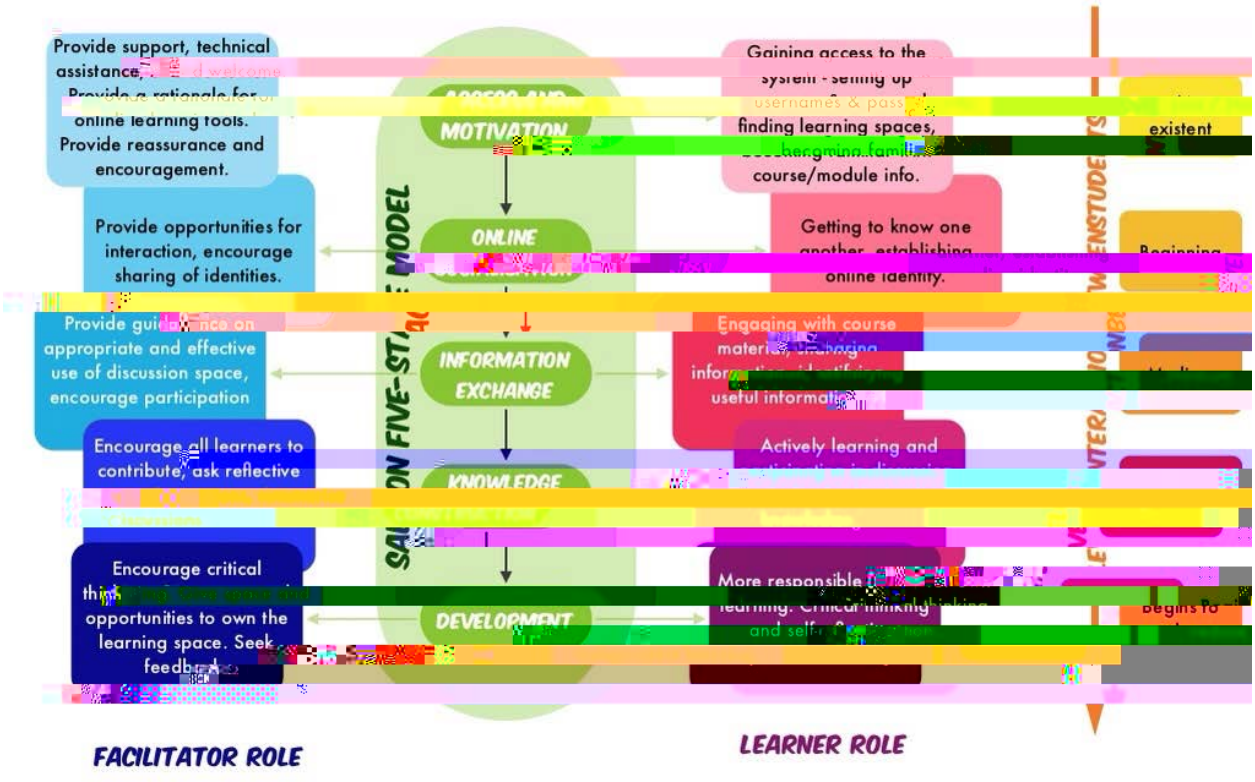
Step 3: Information Exchange,

Step 4: Knowledge Construction, and

Step 5: Development.

This allowed the participants to take the responsibility for their learning, provide an opportunity to think critically about the context and put the weeks learning into something meaningful for them.

https://octel.alt.ac.uk/2013/models-for-supporting-learning-salmon-octel-7-1/



Teacher Centered vs. Learning Centered

Comparison of Teacher-centered and Learner-centered paradigms (Learner-Centered Assessment on College Campuses by Huba and Freed 2000)	
Teacher-Centered Paradigm	Learner-Centered Paradigm
Knowledge is transmitted from professor to students	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem solving and so on
Students passively receive information	Students are actively involved
Emphasis is on acquisition of knowledge outside the context in which it will be used	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts
Professor's role is to be primary information giver and primary evaluator	Professor's role is to coach and facilitate Professor and students evaluate learningtogether

TEACHING-CENTERED versus LEARNING -CENTERED instruction

(Assessing Academic Programs in Higher Education by Allen 2004)

Concept	Teacher-Centered	Learner-Centered
Teaching goals	x Cover the discipline	x Students learn: o How to use the discipline o How to integrate disciplines to solve complex problems o An array of core learning objectives, such as communication and information literacy skills
Organization of the curriculum	x Courses in catalog	x Cohesive program with systematically created opportunities to synthesize, practice, and develop increasingly complex ideas, skills, and values
Course structure	x Faculty cover topics	x Students master learning objectives
How students learn	x Listening x Reading x Independent learning, often in competition for grades	x Students construct knowledge by integrating new learning into what they already know x Learning is viewed as a cognitive and social activation
Pedagogy	x Based on delivery of information	x