LEARNING CAN BE DESCRIBED IN THE FOLLOWING CHINESE PROVERB:

TELL ME AND I WILL FORGET!

SHOW ME AND I WILL REMEMBER!!

INVOLVE ME AND I WILL LEARN!!!
EFFECTIVE ONLINE TEACHING

or

DESIGNING, DEVELOPING & DELIVERING AN EFFECTIVE ONLINE COURSE
EFFECTIVE ONLINE TEACHING CAN ONLY BE ACHIEVED WHEN APPROPRIATELY FACILITATED BY WELL INFORMED AND WELL PREPARED INSTRUCTORS
OBJECTIVES
1. Outline steps to designing, developing, and delivering an online course.

2. Compare and contrast course outcomes and course activities.

3. Differentiate content delivery, content learning and learning assessment.

4. Discuss legal issues related to online courses.

5. List different types of technologies you might use to facilitate learning online.

6. List resources for finding “open” materials to use in online courses.
Effective Online Teaching

JANUARY 17, 2011
3:00 – 4:00 pm

Presenter: Juan J. DeNoriega-Balaez
Panelists

- Susan Miller-Cochran
  - Director, First-Year Composition
  - North Carolina State University
  - susan_miller@ncsu.edu

- Shelley Rodrigo
  - English Faculty & Faculty Professional Development
  - Mesa Community College, AZ
  - rrodrigo@mesacc.edu

Resource Website:
http://tinyurl.com/paperclip-online-teaching
Going to Teach Online?
Consider these Steps:
Design/Revise
Develop/Rebuild
Deliver/ Resume

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SO YOU ARE GOING TO TEACH ONLINE...

• AT FIRST YOU MUST DESIGN YOUR CLASS, THEN DEVELOP IT AND FINALLY DELIVER ITS CONTENT.

• THEN, YOU MUST REVISE YOUR WORK AND IF YOU NEED TO...REBUILD WHAT YOU HAVE DEVELOPED AND RESUME WHAT YOU HAVE DELIVERED.
It is a fact that online teaching requires more time in preparation and planning than classroom teaching...but once it is done, it requires less time in actual delivery. While at first you will consider design, develop and deliver...later you might consider revising, rebuilding and resuming.
When talking about planning...

we first must consider five steps:
Design/Revise

1. Focus on Learning Outcomes First
2. Think Modularly
3. Design Content Delivery Activities
4. Design Content Learning Activities
5. Design Learning Assessment Activities

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Focusing on Learning Outcomes First is not exclusive of online teaching.

At first, you must consider working with “pre-set outcomes” or writing your own.

Whichever you consider working with, these outcomes need to be specific, observable and accessible, so that the students will not be misinformed.
Focus on Outcomes First

Learning Outcomes

Observable & Measurable
Focus on Outcomes First

Learning Outcomes

Think about the student’s learning environment and consider the fact that they are going to have less face-to-face contact with the teacher. Therefore, the organization of the course becomes of the outmost importance. Be specific and clear!

You cannot have students who do not understand what it is that they have to do. They have to know how to “navigate” the course. They not only have to know what it is going to happen but also how it is going to happen and when it is happening.

At this point, the feedback from the students could be very helpful in revising your outcomes.
Think Modularly

- Weekly
- Unit
  - Content Delivery
  - Content Learning
  - Learning Assessment

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Think Modularly

The organization of the course must be done in function of how and when the work is going to be done. The students must be made aware of what is expected of them.

The basis for the module should be the weekly assignment contained in chapters or units and should contain three integral sections: content delivery, content learning and learning assessment.
Design Content Delivery Activities

- Learning Styles
- Multiple Media & Modalities
  - Text
  - Images
  - Video
  - Audio
- Accessibility

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Modality of Teaching VS Modality of Learning

1) When you begin adding documents, lectures, videos, images, audio, etc. be careful of providing too much information.

2) Try to provide all of this information gradually. Organize it according to the syllabus or to the established program.

3) Make sure that the students are aware of what is the core of the course.
Design Content Learning Activities

• Play
• Practice
• For Credit

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Organizing your activities

Organize your activities for three different purposes: for play, for practice and for credit.

1) The activities for play are those that help the student to associate themselves and develop interest in the class. For example: a forum.

2) The activities for practice are those which help the student internalize the content of the course. For example: homework.

3) The activities for credit are those which give the student an incentive. For example: extra credits.
Design Learning Assessment
Activities

Alignment is Key!

• Clear Instructions
• Clear Expectations
  (Grading Rubrics)
Hold the students accountable for their work.

- The instructions provided must be detailed in its content.

- Instructions stated very clearly.

- Remember it is not a face-to-face class.

The questions must be specific.
Develop/Rebuild

1. Select Appropriate Technologies
2. Make Arrangement Transparent
3. Recycle & Reuse
4. Make Everything Accessible to All
5. Follow Laws

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Select Appropriate Technologies

Choose a technology based on whether or not it will better facilitate learning

- Content Delivery
- Content Learning
- Learning Assessment

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Make Arrangement Transparent

Build Using:

• Repeating Modules
• Providing Detailed Instructions and Directions

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Recycle & Reuse

• Open Content
• Copyright
• Fair Use
  – Purpose and Character of Use
  – Nature of Copyrighted Work
  – Amount and Substantiality of Work Used
  – Effect of Use on Market for Work

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Make Everything Accessible to All

- Plan from the Beginning
- Work with Disability Resources
Follow Laws

- Copyright & Fair Use
- Accessibility
- FERPA (Family Education Right to Privacy Act)
Deliver/Resume

1. Introduce the Course
2. Introduce the Technologies
3. Be Present
4. Keep Separate
5. Have Fun

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Introduce the Course

- Clearly Marked Getting Started Instructions
- Overview Video (JingProject.com)
- Introductions Assignment (Animoto.com)
Introduce the Technologies

- Construct a Shared “Q&A, Help” Area
- Provide Low Stakes “Learn the Technology” Assignments
- Develop Minimal Help Documents
Be Present

Make Contact at Least 3 Times Per Week

• Instructor → Group
• Instructor → Individual Student
• Student → Student
• Technology → Student

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Keep Separate

Develop a “Communications” Section in the Syllabus

• Methods of Communication
• Announcements
• Instructor Response Time

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Have Fun!

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