Strategies for Effective Online Teaching

NC-AAAE Professional Development

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Why Online Instruction?

- Cost Effective
- Greater Accessibility/Flexibility
- Higher Performance
- Widely Effective

Overall Cost Efficiency

A cost benefit analysis reported by Taplin, Kerr, and Brown (2012) showed Fully Online Instruction may significantly reduce cost by providing a highly efficient means for delivery of course materials.

Students, Instructors, and the Universities are shown to reap high returns on investments in three areas: increased efficiency, instructional quality and knowledge management.

Greater Accessibility/Flexibility

Creates opportunities for more high quality learning time

Allows access to students who might not otherwise be able to participate in a learning environment

- Physical Challenges
- Geographical Challenges
- Time/Scheduling Constraints

Higher Performance

Students in online courses moderately outperform those in traditional classroom settings.

Contributing factors include:

Provides connection with external resources and communities of practice that support the assimilation of complex knowledge

Asynchronous format encourages higher levels of reflection conducive to deep learning

Customizable learning schedules with more time allotted as needed

Wide Range of Effectiveness

- Equally as effective for graduate as for undergraduate students
- Few available studies done involving K-12 students suggest online instruction is highly effective with these age groups, however, more research must be done

Challenges of Online Instruction

- Course redesign
- Labor intensive initial set-up phase
- Building a safe and effective learning environment
- Technology glitches
- Transition period for students used to face-to-face instruction

Who are Online Students?

57,000 student increase from 2012-2013

67 million total = 32% of all students (Allen and Seaman, 2013)

Working Professionals (Adult Learners)

Working Students

Remote Students

Situationally Challenged Students

Others

Create Your Learning Community

Video Introduction/Welcome - Students will be able to see and hear you

Welcome Announcement -

- Posted to your Online course page and sent by email.
- Reiterates key information.
- Touches on other learning styles

Post Class Profile -

- Helps students get to know one another & feel part of a community.
  - Ex: Here's what we look like as a group:

Please allow me to introduce the

ALEC 102 Sec 700 Leadership Community...

Interesting, isn't it?

Surprisingly equal division of males and females

Female -12
Male - 13

MAJORS

Ag Business 1
Ag Engineering 1
Agronomy 1
Animal Science 1
Chemical Engineering 5
Food Science & Tech 1
Fisheries and Wildlife 1
Global Studies 1
Hosp, Rest & Tourism Mgmt 2

A wide array of majors - with Chem Engineers outnumbering the others

More MAJORS

Marketing 1
Mathematics 1
Nutrition & Health Sciences 2
Physics 1
Elem Ed 1
Health 2
Special Ed 1
Speech & Lang. Pathology 1
Psychology 1

YEAR

Freshman 1
Juniors 7
Post Undergrad 0
Seniors 7
Sophomores 10

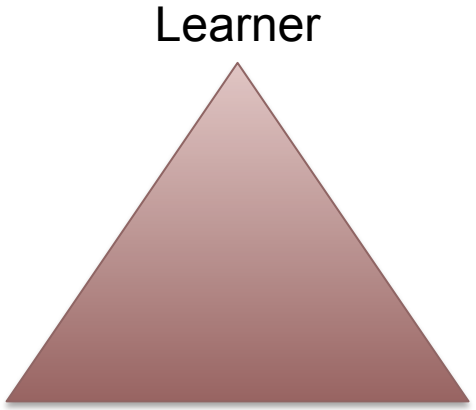
Sophomores are the most highly represented grade level

Syllabus

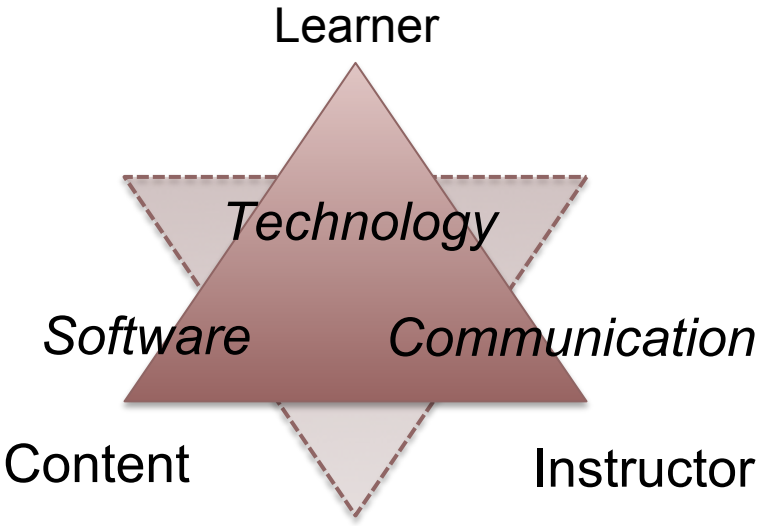
- Critically important for communication and community building
- Significantly reduces confusion
- Key reference tool for students
- Establishes expectations of students by instructor and expectations of instructor by students

The Bottom Line

F2F Classroom

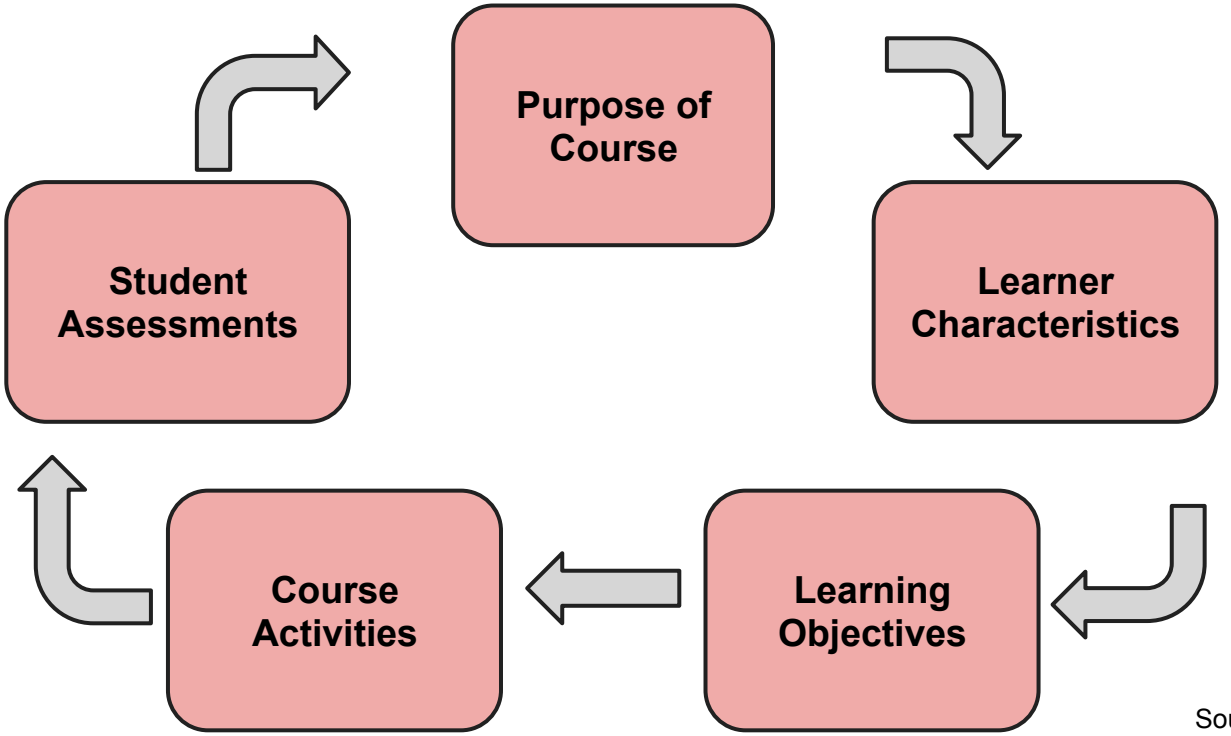


Online Classroom



Source: Hanna, Glowacki-Dudka, & Conceicao-Runlee

Cycle of Course Design



Source: Palloff and Pratt, 2009

Purpose of Course

GOAL

Competencies ∞ Outcomes ∞ Objectives

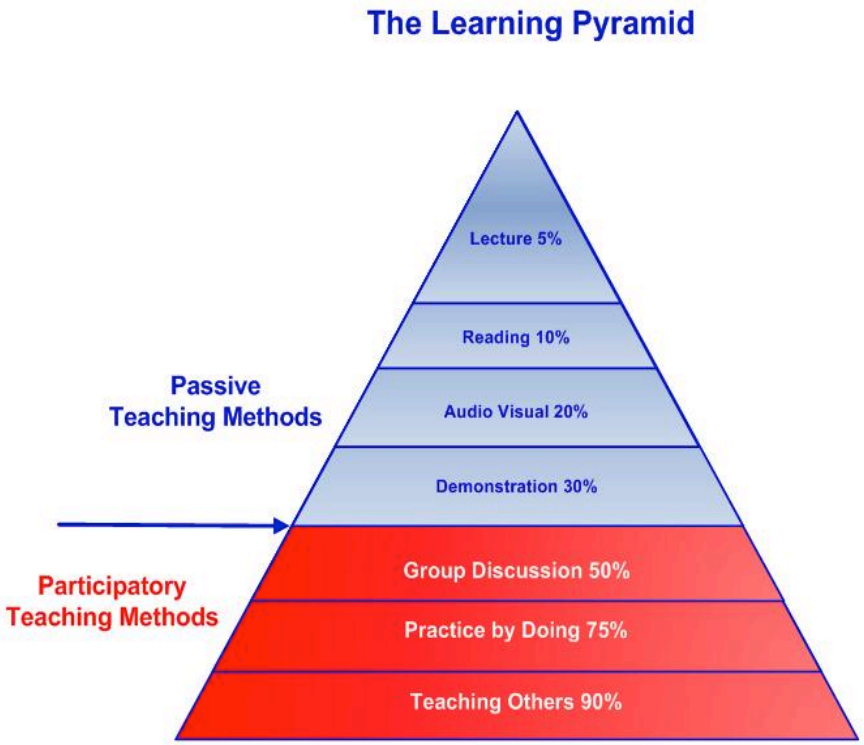
Learner Characteristics

- Level of learners
- Prior experience taking online courses
- Computer access
- Who are they academically, professionally and personally?

Learning Objectives

- Engaging online learners requires targeting higher-order skills (e.g. Bloom's application and higher levels)
- Verb choice is critical to determining student assessments
- Must drive online activities and assessment

Course Activities



Adapted from National Training Laboratories, Bethel, ME

Course Activities (cont.)

Phases of Engagement				
Phase	**Learner Role**	**Instructor Role**	**Weeks**	**Process**
1	Newcomer	Social negotiator	1-2	Provide interactive activities that help learners get to know each other. *Example*: Introductions
2	Cooperator	Structural engineer	3-4	Form dyads for activities requiring critical thinking, reflection and sharing of ideas. *Example*: Peer reviews
3	Collaborator	Facilitator	5-6	Small group activities for collaboration and problem solving w/reflection. *Example*: Content discussions
4	Initiator/partner	Community member/challenger	7-16	Learner-designed or learner-led activities. *Example*: Group presentations or projects

Conrad & Donaldson, 2011

Activity Possibilities

- Computer-generated and -scored tests and quizzes
- Internet-based research projects (WebQuests)
- Internet-based case studies
- Peer review and assessment technologies
- Synchronous and asynchronous technologies to facilitate collaboration

Palloff & Pratt, 2009, p. 45

Synchronous and Asynchronous Learning

Examples of *synchronous*

- Brainstorming
- Live chats/webcasting

Examples of *asynchronous*

- Discussion Forums – posting/non-posting behaviors (Xie, 2013)
- Group wikis

Palloff & Pratt, 2009, p. 45

Student Assessments

- Include self-reflection
- Develop rubrics for assessment of discussion contributions
- Include collaborative assessments, allowing for student to student feedback
  - ✓ Provide good feedback guidelines and model what is expected

Student Assessments (cont.)

- Use assessment techniques that fit the context and align with learning objectives
- Create clear, easy to understand assessments that can work in an online environment
- Coordinate student input into how assessment is conducted

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