

# HOW DO WE CREATE MORE EFFECTIVE ONLINE INSTRUCTORS?

An Example of Skills Development with the Instructional Skills Workshop Online. Navigating for successful technology integration!

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Teaching Support Centre

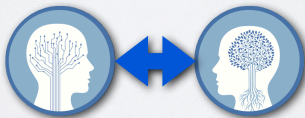


Image: <http://cohere.ca>

Image modified from: Tom VanderArk and Carri Schneider How Digital Learning Contributes to Deeper Learning, GettingSmart.com

## BUT FIRST

- If you have questions I will be happy to provide an answer.

## OUTLINE/OBJECTIVES

- The problem(s) with teaching online
- to provide some answers to these problems

Problem: I'm to teach an online course. This is something that I have no experience doing.

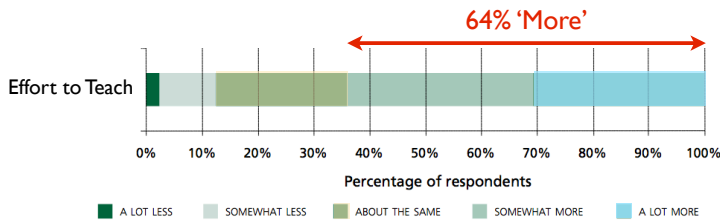
Where do I begin?



Image: <http://dancetrology.wordpress.com/2011/12/07/transiting-sagittarius-sun-conjoins-the-north-node/>

### EFFORT TO TEACH AN ONLINE COURSE COMPARED TO FACE-TO-FACE

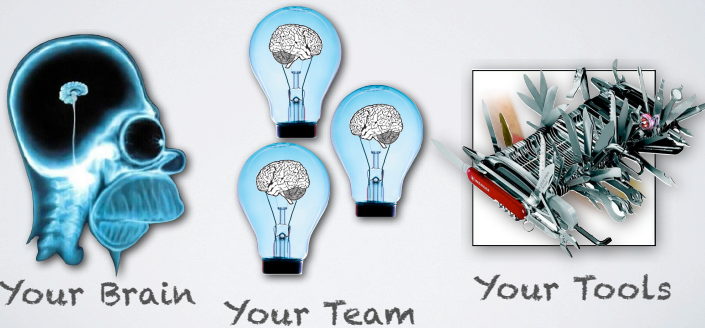
I view this is not the correct question to ask.



**Source:** Online Learning as a Strategic Asset, Volume II: *The Paradox of Faculty Voices: Views and Experiences with Online Learning*, results from a national faculty survey part of the online education benchmarking study conducted by the, A♦P♦L♦U- (Association of Public Land-grant Universities), and Sloan National Commission On Online Learning, August 2009.  
-more than 10,700 faculty surveyed

## TEACHING Your Online Course

- Designing for online instruction.



Source: <http://www.davidairey.com/top-3-most-important-design-tools-known-to-man-and-woman/>

Image source: <http://www.the-ark.org/website-designing-2/>  
Source: <http://marketingenergie.com/wp-content/gallery/pages/marketing-tools.jpg>

## Tips for success in online teaching

- The instructor should consider these 3 functions:
- **The teaching function**
- **The management function**
- **The support function**

### The Teaching Function

- Being comfortable with allowing control not vested in only the instructor, and with some level of ambiguity.
  - instructor position in a class moves from being a center of all knowledge to being a facilitator of the shared construction of knowledge
- Being innovative, creative and adaptable to change.
  - 'lecture at them' to 'participate with them' mode
- Watch for teachable moments
  - resist the temptation to respond to quickly, let the community develop

### The Management Function

- Being (super) organized.
  - online courses must be accurate and explicit with all assignments dates and instructions
- Being present and prompt.
  - maintain a sense of instructor presence with your class
  - a major problem with students' successful completion of online courses, -uninvolved students and instructors
  - instructor and students should have a sense of online time expectations
- Being knowledgeable with both content and technology & pedagogy
  - ITRC (Instructional Resource Centre), the TSC (Teaching Support Centre) & programs (ISWO)

# The Support Function

- Being respectful and encouraging.
  - one of the best preparations for teaching online is being an online student
  - online students feel isolated and since communication is most often in written form there are multiple ways misunderstanding can be generated
- Being tolerant with an empathic understanding of the needs of the learner.
  - Many students will have additional demands on their time, be it work outside their studies, or child care
  - instructor and students should have a sense of online time expectations
- Being sensitive with your responses to students' questions, addressing students by name

# What can I do on a Practical Note?

- Take an online course - switch roles be a student
- Reflect on that experience
- Get feedback from your peers on your online teaching
- Sounds great - but where can I experience this?
- How much will this cost me?

The screenshot shows the ISWO website interface. At the top, there is a navigation bar with links for 'My Workspace', 'OWL Documentation', 'Sandbox - kholland', 'GEOGRAPH 2131A 650 SU12', and 'GEO...'. Below this is a 'Site Information Display' header. The main content area features a large banner with the text 'Welcome to Instructional Skills Workshop Online (ISWO)'. The banner includes several images: a laptop, a person at a computer, a stack of books, and a sign that says 'Students Improve through online forums'. A quote on the banner reads: 'I 5 W O will make me be a better online instructor! Will make me be a better online instructor! Will make me be a better online instructor!'. Below the banner, there is a quote: 'An instructor that can be replaced by a machine should be...'. At the bottom of the page, contact information for the facilitator, Kim Holland, is provided: 'Facilitator: Kim Holland', 'Email: kholland@uwo.ca', 'Office: 122a D. B. Weldon Library', 'Teaching Support Centre', 'Western University'.

The next session of ISWO will run from May 27th to June 28th

# Seven Principles for Good Teaching Practice

1. encourage contacts between students and faculty,
2. develop reciprocity and cooperation among students,
3. use active learning techniques,
4. give prompt feedback,
5. emphasize time on task,
6. communicate high expectations, and
7. respect diverse talents and ways of learning.

8. **for online learning**, a well-organized course, the structure is clearly communicated to learners (clarity & repetition)

Chickering, A. and Gamson, Z., *Seven Principles For Good Practice in Undergraduate Education*, March 1987 AAHE Bulletin.

## What would good online pedagogy look like?

If we embed the 7 principles of Gamson and Chickering, plus the 8<sup>th</sup> for online learning we will have a successful online course. The task at hand, when constructing our educational materials becomes one of taking the 8 principles and translating them into an online learning experience for the student.



Image source: <http://www.thedomesticpagan.com/2011/06/pagan-values-building-community.html>

## Quality Framework for Incorporating Technology



Source: The Sloan Consortium Quality Framework

# MUDDIEST POINT\*



- What was the "muddiest" point in this session?  
(In other words, what was least clear to you?  
Or, what questions do you still have about  
today's session?)

\* Source: Angelo, T., & Cross, K. (1993). *Classroom assessment techniques: A handbook for college teachers*. (2nd Ed.). San Francisco, CA: Jossey-Bass.

Photo: [http://upload.wikimedia.org/wikipedia/commons/3/34/Yellowstone\\_mud\\_pot\\_p109](http://upload.wikimedia.org/wikipedia/commons/3/34/Yellowstone_mud_pot_p109)