What to Expect When Teaching Online…
Helping faculty plan for, succeed, and survive teaching online.

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Introductions

Today

By successfully completing this workshop you will be able to:

• describe common challenges that faculty experience when teaching online
• suggest essential attributes of an online course
• propose strategies for effective online instructor-student interaction
• recommend strategies for sustainable online course revision

What do students want / need in an online course…

What do you do?

“Make these into online courses!”

Three Areas of Focus

design
deliver
revise

What does ‘done’ look like?
pre-design

- You / Chair-Dean / Faculty:
  - Priority courses
    - High enrolment
    - Low churn re: content
  - Course / Program Design Standards? (Course Template?)*

- You / Chair-Dean / Faculty:
  - Time / support required:
    - Team availability
    - Faculty training
    - How complex do course assets need to be? (text >>>> simulations)
  - Team collaboration protocols
    - Roles & responsibilities
    - Project management tools (Redbooth, Asana, Microsoft Project, etc.)
    - Collaboration tools (Dropbox, Google Drive, OneDrive, iCloud)

Send faculty to Teaching & Learning for support on:

- Sample courses
- Development process / timelines
- Roles & responsibilities
- Design models: Backwards Design, ADDIE, Gagne’s Nine Events of Instruction, etc.
- Common pedagogical design challenges (e.g. relationships between learning outcomes and learning objectives, measuring vs. verifying, etc.)

Send faculty to Teaching & Learning for support on:

- Online assessment strategies (& opportunities!)
- UDL (multiple means of representation, expression & engagement)
- Technologies (AODA compliant? Supported?)
- Writing tips for online courses*
- Development checklists

Assuming the LO’s are complete…
three key **design** considerations

1. clarity

- clear statements of expectations
- beta-test w. new participant to ensure all is clear
- pays dividends: taking care now reduces need to provide in-process support to students

2. sustainability

- how easy will assessments be to manage, provide feedback & grade? (ex. rubrics, inline commenting vs. download-comment-upload? etc)
- how will you manage communications? (e.g. manage expectations for response times, use FAQ pages & general forums vs. email, etc)
- how will you engage students? (e.g. varied/relevant options for content / assessments)
- how easy will it be to revise? (e.g. can you revise the materials or is special expertise/app purchase required? what can be done on the fly vs. what needs to be done at team level?)

3. design process

- map out timeline with interim deliverables
- weekly meetings to start
- follow-through / follow-up with your faculty
- pep talk: “it’s slow to start,… but it gets faster!”
- build on paper first…
- … next gather assets…
- … and then build in LMS
Activity
Go to menti.com and use the code 73 50 0

changing role of the instructor

traditional / F2F
“Sage on the Stage”

now / online
“Guide on the Side”

What do we mean by “Guide on the Side?”
Attributes of a good “guide.”

Leads but… lets learners explore, curate, collaborate and co-create.
Supports learners so they go farther.
Gets learners back on track if they stray too far.

“instructor presence” communications

**Tone**
- Personal, and supportive > reduces learner stress
- Professional > model good behaviour

“instructor presence” communications

**Frequency**
- Weekly announcements tailored to current iteration of the course
- Wait 24-48 hours to reply to…
- Email: manages unrealistic expectations
- Discussion Boards: helps foster CoI & doesn’t stifle DB activity
“instructor presence” communications

Frequency

• Communicate EARLY
• Communication can be tied to the ebbs and flows of the course (minor versus major assignments)
• Don’t be scared to bring in new content - Trump provides us all with new content every day!

Tools

• Drive to FAQ / General Discussion Board Forum rather than email except for personal matters (e.g. course instructions, announcement reminders, when replying to initial emails, etc)
• Use institution-supported tools whenever viable > avoid “cool” new tools.
• Synchronous versus asynchronous opportunities
• One-to-one (email, chat) vs. One-to-many (announcements) vs. Many-to-many (web conference, open discussion boards)

Activity

How to solve this…

“Communication Breakdown”

Scenario #1

• At least a half a dozen students have emailed you pointing out errors in the latest assignment. What is the best way to communicate with these individuals?

Scenario #2

• A major assessment is to be handed in by your students in the coming days, and "tension" and "nervousness" amongst the students is at an all-time high. What are some methods of communication that could be used to "calm the masses"?

Scenario #3

• It has become apparent that the course readings are not being read. What is your best course of action in communicating your concerns?
Quick-tips to aid Online Course Revision

1. Keep a running document & make notes as the course progresses
   • What worked / didn’t work
   • Ideas for new activities
   • Interstitial student feedback (email, DB, etc)

2. Use analytics:
   • Where did they bail?
   • What content / practice activities caused them difficulties? (materials selection, time required, etc. may need revision.)
   • Support centre tracking (Teaching & Learning / IT) re: specific courses

3. Course Evaluations
   • In-process (e.g. Start-Stop-Continue survey)
   • End of course Build in-course (don’t rely on institution’s evals)
Examples

What will you tell your faculty?

- Get your ducks in a row!
  (Make time, prioritize, quality controls / checklists, templates to unify nav / elements, etc.)
- Leverage institutional experts / resources
- Design with 3 key principles in mind:
  1. Clarity,
  2. Sustainability,
  3. Revision
- Importance of communication and instructor presence strategies
- Courses are never “done.”

Summary

Select Additional Resources

- “Learning To Teach Online”: UNSW’s series includes an extensive collection of “how to” video / PDF resources for faculty: [http://online.cofa.unsw.edu.au/learning-to-teach-online/](http://online.cofa.unsw.edu.au/learning-to-teach-online/)
- “Learning to Teach Online”: e-campus Ontario’s short course is designed to “help instructors gain an understanding of successful online teaching pedagogies that they can apply in their own classrooms.” [https://www.ecampusontario.ca/Learning-Resources/Teachers/resource/learning-to-teach-online?k=learning%20online](https://www.ecampusontario.ca/Learning-Resources/Teachers/resource/learning-to-teach-online?k=learning%20online)
- How well does your institution support faculty? “A Glance at Institutional Support for Faculty Teaching in an Online Learning Environment” provides an overview of how some institutions are supporting their faculty. Is there something you see that you or institution could be doing better? [http://er.educause.edu/articles/2010/9/a-glance-at-institutional-support-for-faculty-teaching-in-an-online-learning-environment](http://er.educause.edu/articles/2010/9/a-glance-at-institutional-support-for-faculty-teaching-in-an-online-learning-environment)
- As noted on Seneca’s Teaching & Learning website, “Magna’s Online Classroom” newsletter brings advice and inspiration to educators making the transition into online or hybrid education.”
Image sources

- Man w. magnifying glass: http://i1.stat.in владельцем домена/2016/07/2f_expe20150729ga_57_8bmdq_Y.png
- Dragon Dean: http://bliposity.com/wp-content/uploads/2013/05/dean龙_2_2.jpg
- Group hiking: http://2.bp.blogspot.com/-q4aazawSjMA/VGCh-zocaPI/AAAAAAAAF-U/kiJPuovelWI/s1600/bcc010_ebe9871793204172bac3f6598d1105e7.jpg_srz_750_563_85_22_0.50_1.20_0.00_jpg_srz.jpeg
- Discussion bubbles: created by Mohamed Mbeke from Noun Project: https://d30y9cdsu7xlg0.cloudfront.net/attribution/902333-600.png?response-content-disposition=attachment%3B%20filename%3Dnoun_902333_cc.png
- Padlet logo: https://sheaegan.files.wordpress.com/2015/09/padlet_logo_jit.png
- Cogs: created by Gregor Cresnar from Noun Project: https://thenounproject.com/search/?q=gears%20integration&i=429913