



TEACHING & LEARNING ONLINE
FOUNDATION MODULE

**Online teaching &
learning in action**

#326 v 1.0 online_tl_in_action_present 29/11/2007

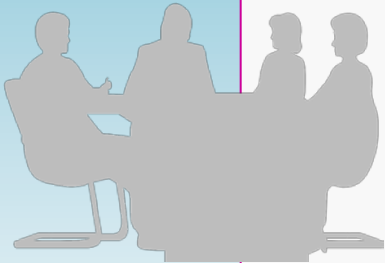
Learning outcomes

By the end of this session you should be able to:

1. Reflect on your experience so far
2. Have an awareness of the strengths, limitations and pitfalls of teaching online
3. Outline the skills required of the effective online designer/teacher
4. Explore options for the effective use of online teaching in your context
5. Identify issues and questions relevant to your future practice
6. Identify ways to further develop your skills

Group discussion

- Which aspects of designing/teaching online:
 - Have you enjoyed using?
 - Frustrated you?
 - Worked well?
 - Concerned you?



Key strengths of online teaching

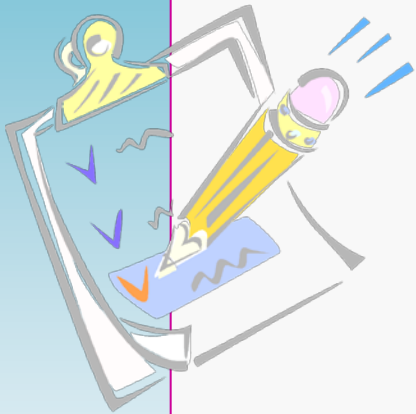
- Supports **collaboration**
- Enables **interaction**
- Is **learner centered**
- Creates **social presence**
- Provides **immediate feedback**
- Delivers **rich information/media**
- Promotes **flexible learning**



Where it doesn't work so well

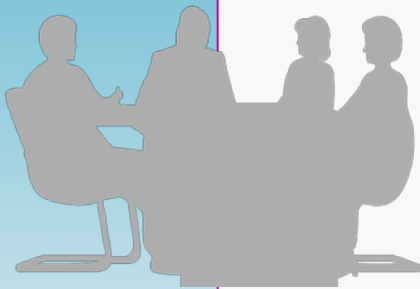
- For delivering masses of content
- As an electronic replica of a print-based resource
- Where the 'teacher's voice' is seldom heard
- As a cost/time saving strategy

Checkpoint – worksheet activities



- 1. Use the worksheet to indicate your online teaching preferences**
- 2. Jot down ways that you may be able to use online teaching**
- 3. Indicate how you might blend online teaching with other modes**

Group discussion



Share your findings and thoughts from the previous activities

Some pitfalls to be aware of

... for first-time designers/teachers:

- **Taking on too much design and/or facilitation work**
- **Doing too much too soon**
- **Working alone (i.e. not in teams)**
- **Not using available support staff / resources**
- **Not using the strengths of online teaching**
- **Forgetting good teaching practice**
- **Not providing support for learners**

Some technical pitfalls



- **For your learners:**
 - Files that are too large
 - File formats that learners can't use
 - Resources that are not accessible
- **For you:**
 - Not being familiar enough with the software
 - Doing too much resource development – without getting the right advice/assistance
 - Not having backup strategies in place (just in case the technology fails!)

Survival skills for the designer

- A basic “feel” for learning design:
Outcomes, sequencing, pace, activities ...
- An appreciation of:
 - Tools available
 - Resource/media formats available
 - Quality issues
- Technical skills (or access to support):
 - Production of electronic resources
 - Construction of the online environment
- Time to plan and do the work

Survival skills for online teaching

- **Managing communications**
 - Moderating discussion
 - Managing group dynamics & conflict
 - Handling potentially high-volumes of text-based communication
 - Motivating inactive learners
- **Managing student expectations**
 - Responding regularly & promptly
 - Turn around times for student work
- **Managing the environment**
 - Maintaining a real “presence” in the environment
 - Keeping the environment dynamic and interesting

Next steps



'Teaching online has almost nothing to do with computers and everything to do with time, motivation, knowledge and the new agency of cyber-experience, as well as good, appropriate teaching'

Gilly Salmon, 2005

In 'Flying not flapping: a strategic framework for e-learning and pedagogical innovation in higher education institutions. *Research in Learning Technology* Vol 13 (3) [Sept] pp.214-215. ALT

Next steps



Given where you are now and where you'd like to go in online teaching:

- **In the short-term:**
 - Pick an achievable goal for your first go
 - Consider the skills you will need to work on
 - Consider the support you will need
- **For the longer-term:**
 - Are there any more advanced aspects you want to tackle? Check out further staff development opportunities ... (ask us)