

## Online Tips

Palloff & Pratt, 2001 – “It is pedagogy and not technology that is critical to the success of an online course.”

Palloff & Pratt, 2003 – Online Advise

- Regardless of what draws virtual students to the online classroom, they are for the most part unaware of the demands that online learning will place on them.
- Explain not just how to use the hardware and the software, but also what the differences in teaching and learning are and how to be an effective student.
- Students need to understand their responsibility in the creation of a learning community and the importance of their interaction within it.
- Overload can be significant online. Don't include too much material for the time allotted to the course. The pace of an online course is slower; it takes longer to explore topics than it might face-to-face.
- Online students are expected to discover/seek out information related to the course content and bring/share that with the group. Instructors should provide enough material to set the stage – not shovel content at.
- Advisable to consider multiple ways to learn/deliver information and provide that in the course. Give options.

## Tools – Teaching Resources

Universal Design for Learning - <http://www.udlresource.com/udl.html>

## Needs of the Virtual Student

- Course meets the identified needs (COS) of the course.
- Learner focused vs. teacher focused – like learner focused – engaging.
- Technology is reliable and easy to navigate. Don't assume they know how.
- Contain appropriate amounts of interaction. Don't just chat/post to chat/post.
- Students are kept informed of what they need to know to be successful.
- Online tutorials and Frequently Asked Questions (FAQ List) are provided.
- Access to technical support staff (evenings/weekend).
- Know privacy rights/options if additional software is used in course.  
\*For HLC, external software doesn't teach more than 25% of the course content. Not a correspondence course in feel – teacher presence is mandatory for awarding college credit.

## Managing Tasks & Prioritizing Time – New Online Course

### Before Course Starts – Design Tasks – 100 hours

- Set up syllabus/schedule and readings
- Establish a course timeline
- Evaluate options for and set-up virtual lab environment
- Create Power Points/presentation/captioned videos
- Upload materials to Learning Management System
- Assign learners to teams
- Activate the course lessons (pace out the weeks to open, etc.)
- Send a welcome letter to students

### During/End of Course – Implementation Tasks

#### ***Administrative Tasks – Daily 1.5 hours – Avg. 11 hours per week for the course***

- Communicate with learners through announcements
- Manage the technology features within course
- Check learner participation and interactions
- Provide technical and instructional support
- Respond to individual emails/phone calls

#### ***Facilitative Tasks – Daily***

- Encourage participation and solicit comments
- Read learner posts and provide insight
- Guide lab activities

#### ***Evaluative Tasks – Depends on Course Layout***

*(Ex: 4 weeks – 2 days/8 weeks - weekly/16 weeks - biweekly)*

- Give individual/group feedback
- Score quizzes/tests
- Grade assignments
- Grade discussion posts (set-up to give overall score for week rather than per post)

## The Learning Pyramid\* Adapted from National Training Laboratories. Bethel, Maine

### ***Passive Teaching Methods***

5% Lecture

10% Reading

20% Audio-Visual

30% Demonstration

### ***Participatory Teaching Methods***

50% Group Discussion

75% Practice

90% Teaching Others