The Online Advantage: Five Focus Points for Great Online Learning

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#1: Create Presence
Community of Inquiry

Social Presence

Cognitive Presence

Educational Experience

Teaching Presence
Teaching Presence

Be present in some way every few days:

- Announcements
- Emails
- Feedback
- Short webcam videos
- Live Office Hours
- Instructor Blog
Social Presence

- Allow students to establish Social Presence
- Reduce the “distance” with communication & interaction
- Set the stage for a learning community
Have Successful Discussions

- Make them purposeful
- Provide guidelines and instructions
- Model Socratic-type probing
- Consider a midpoint summary and/or end summary
- Consider scenario, case study, role play, debate, small group
Cognitive Presence

- Critical thinking prompted by issues and problems posed by the instructor and explored by students.
- Focus on exploration, integration, and action.
- Focus on: application, reflection.
#2: Focus on Alignment and Active Learning when Designing your Course
Backward Design: Focus on Alignment

Encourage Active Learning

✦ Focus on application and authentic assessments.
✦ Prepare students to be active learners.
Online Courses require Agile, Iterative Design

Continuous Quality Improvement
#3: Rethink your Content
Purposeful Content

- **Narrated presentation**
  - Kaltura or KSUPresenter are recommended
  - Good for: instructional content from you, course/module overviews

- **Screencast**
  - Good for: course orientation, demonstration, feedback, assignment information

- **Webcam video**
  - Good for: short videos (“clarification point”, announcements, group feedback, instructor intros, short module intros/summaries)

- **Audio only**
  - Module intros/summaries, feedback, announcements
Instructional Content

- Lectures are even less effective online
- Chunk instruction up and organize around key points
- Create a transcript for accessibility
- Add visuals to reinforce
- Record and upload
Create Engaging Content

• **Tell a story**... *bedtime stories were a good foundation for us all.*
• **Stop and ask a question**... *RAR (recall, apply, or reflect)*
• **Create an intentional error**... *students become Sherlock.*
• **Make a statement**... *ask students for support.*
• **Provide examples**... *especially from their perspective.*
• **Re-order steps**... *mix it up!*
• **Screencast**... *demonstrate, solve, show.*
Copyright, Exceptions, and Fair Use video

This video will present the many ways everyone commits theoretical copyright infringement on a daily basis. As you watch, consider the ways you violate copyright and also what exceptions to copyright law protect your use. This video will provide you with the knowledge necessary to successfully complete the group discussion assignment on the Google Books Copyright Case.
#4: Have Clear Policies and Expectations
- Work load
- Time management
- Communication & Interaction
- Late work
- Turnaround time
- Grading & Feedback
- Tech skills and requirements
Clarify and Connect

- Provide a course overview and/or orientation
- Include module intros and summaries
- Provide the same clarity of instructions and expectations as you do in class.

http://www.kent.edu/onlineteaching/resources
#5: Focus on Feedback
Give Prompt, Useful Feedback

- Acknowledgement feedback
- Informational feedback
- Inform students how to view
- Use Crocodoc or Kaltura for screencasting or audio
- Scaffold practice learning so you can give feedback when it matters most
Ask for feedback.

- Early, informal feedback
- Continuous feedback in end-of-module surveys
- Summative through reflection or survey
- Use the information
Additional Resources

- **Online Teaching website:** [www.kent.edu/onlineteaching](http://www.kent.edu/onlineteaching)
- Training.kent.edu
- Video.kent.edu
- Dedicated training