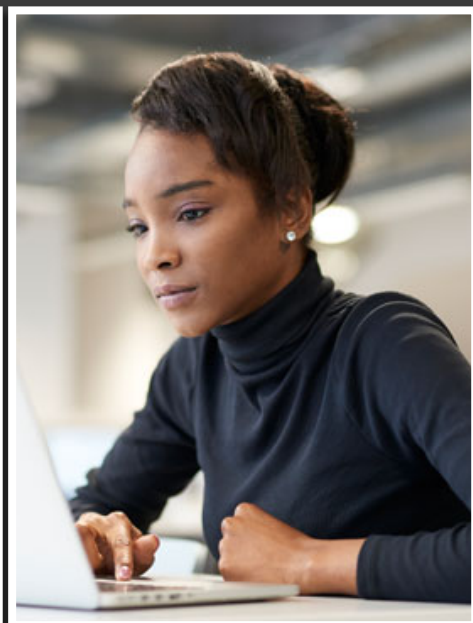


# Online Course Delivery: Best Practices



# Today's Objectives:

- Discuss the differences between teaching Online vs. F2f
- Discover ways to engage, support, and communicate with online students
- Identify strategies to efficiently manage your online classroom



How does teaching online differ from the traditional classroom?

# CHANGING ROLES

## Changing Instructor and Student Roles

| Changing Instructor Roles   | Changing Student Roles  |
|---|---|
| From oracle and lecturer to consultant, guide, and resource provider.   | From passive receptacles for hand-me-down knowledge to constructors of their own knowledge.                                     |
| Teachers become expert questioners, rather than providers of answers.   | Students become complex problem-solvers rather than just memorizers of facts.   |
| Teachers become designers of student learning experiences rather than just providers of content.              | Students see topics from multiple perspectives.   |
| Teachers provide only the initial structure to student work, encouraging increasing self-direction.           | Students refine their own questions and search for their own answers.   |
| Teacher presents multiple perspectives on topics, emphasizing the salient points.                             | Students work as group members on more collaborative/cooperative assignments; group interaction significantly increases.        |
| From a solitary teacher to a member of a learning team (reduces isolation sometimes experienced by teachers). | Increases multi-cultural awareness.   |
| From teacher having total autonomy to activities that can be broadly assessed.                                | Students work toward fluency with the same tools as professionals in their field.   |
| From total control of the teaching environment to sharing with the student as fellow learner.                 | More emphasis on students as autonomous, independent, self-motivated managers of their own time and learning process.           |
| More emphasis on sensitivity to student learning styles.  | Discussion of student's own work in the classroom.  |
| Teacher-learner power structures erode.   | Emphasis on knowledge use rather than only observation of the teacher's expert performance or just learning to "pass the test". |





What are the various factors that affect online course quality?

# WHAT DO 'BEST PRACTICES' MEAN TO YOU?

- Course Design
- Course Delivery
- Course Content
- LMS
- Faculty Readiness
- Student Readiness

# Course Delivery

“It’s not a lecture classroom online....It’s an active learning classroom online.” Even the most dynamic lecturers, have to create an active learning environment online.....very different from the face-to-face classrooms.

~ Inside HigherEd, 2017

# WHAT IS ACTIVE LEARNING?

- Discussions
- Collaboration
- Video/Audio Clips
- Hands on Exercises
- Live or Recorded Lectures

# OPPORTUNITIES FOR INTERACTION



- **Student-Student** Interaction: synchronous and asynchronous
- **Student-Content** Interaction:
  - Beyond reading a textbook and writing a paper
  - Audio/Video files, journal articles, YouTube videos, Publisher interactive content
- **Student-Instructor** Interaction:
  - Email, Telephone, Virtual office hours, Text via Remind.com



# INTERACTION TIPS!

- Repurpose the wheel. Instructional strategies can be used multiple ways!
- Recorded lecture tips: Keep them short and sweet!
- Engage in one to many interaction more often than one to one

# OPPORTUNITIES FOR FEEDBACK



- Giving and receiving feedback helps to compensate for the lack of physical cues in the online environment
- Faculty can:
  - Provide clear feedback using assignment feedback, announcements, discussion boards, and even email
  - Inform students ahead of time the methods of receiving feedback





# FEEDBACK TIPS!

- **Save common feedback phrases....and customize!**

“Please remember to use proper APA citations. You may schedule an appointment with the writing center for assistance with the final draft of your research paper.”

“This is a pretty difficult unit to grasp. Remember, our lectures are recorded so that you may go back and review the lesson at your own pace.”



## FEEDBACK TIPS CONT....

- **Positive feedback first, then Constructive feedback**

“Your work is an excellent example of the lesson. Your writing has made great strides over the past several weeks. But I noticed that you were unable to answer all of the questions in the assignment. Please don’t hesitate to ask for assistance.”

“Great job on meeting the objectives of this assignment. I noticed quite a few grammatical errors and typos, which caused your grade to suffer a bit. Don’t forget to edit your work before submitting.”

# COMMUNICATION



- Set very clear expectations for your students and yourself
- Set the tone for a supportive online learning community
- Track student progress and reach out to students who may be flagged (i.e., Retention Center, GSU Star)

# GRADING



- Use rubrics
  - Pace yourself! Set your due dates around a grading schedule that works for you
  - Organize your activities to allow both you and your students to breathe!
- ex. Large midterm paper that will take a while to grade, keep the following week somewhat light. Balance out formative & summative assessments.

# DISCUSSIONS



- Prepare discussion posts that invite inquiry, dialogue, reflections and meaningful responses
- Encourage critical or creative thinking
- Achieve social interaction and community building
- Open ended questions; provide guidelines and instructions on how to respond to other students



# DISCUSSIONS CONTINUED...

- Build a sense of community and encourage students to interact with each other
- Respond, without taking over!
- The goal is for students to post/respond to one another, not stage the discussion posts for the instructor

# COURSE DELIVERY STARTS WITH QUALITY COURSE DESIGN!

- Content Organization
  - Easy to navigate
- Course Schedule
  - Clear expectations
- Rubrics
  - Objectives and Assessments are clear

# HOW IMPORTANT ARE AESTHETICS?

- File naming systems should be consistent and recognizable
- Font colors and styles should be consistent
- White space is important (reduce using lines and lines of text)
- Use of images can help students visualize concepts
- ADA compliant (bright colors can be distracting and difficult for assistive devices to read)

Reference: <https://inside.sou.edu/assets/cis/distancelearning/SOU%20DEC%20Best%20Practices.pdf>





- Chunk the Lessons
- Develop online course or course materials in advance
- Think beyond standard assignments
- Keep Group sizes small



- Be present, Show up and Teach
- Parse your time; balance instructor workload and learner needs
- Be Consistent
- Assess the quality of your course (ask for informal feedback from students; evaluate course against rubric)



- Hesitate to admit your own mistakes
- Be afraid to be personable (within reason) with your students
- Use email for assignment submission

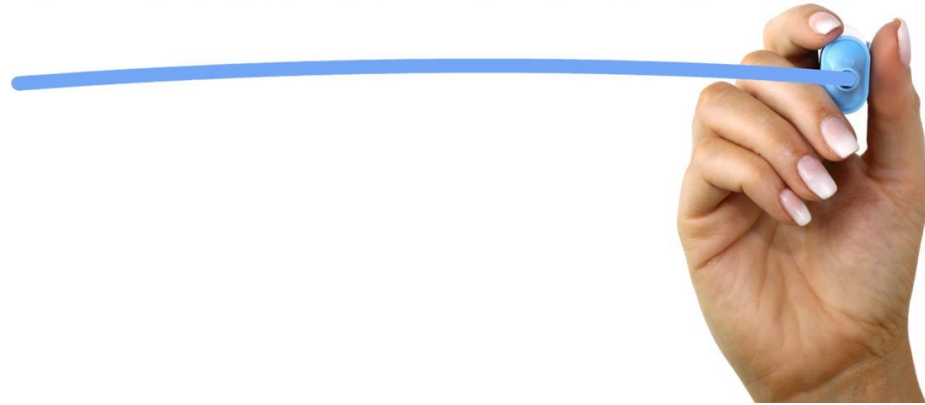


- Don't turn your class into a one-on-one interaction with 30 students
- Be unprepared!
- Forget about accessibility guidelines!

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# QUESTIONS



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