



Best Practices in Online Teaching

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Today's agenda

- Define online learning
- Describe 5 best practices for online teaching
- Discuss High Impact Practices (HIPs) – online internships



Face-to-Face → Online

LEARNING DELIVERY MODELS

FACE-TO-FACE
LEARNING



BLENDED
LEARNING



DISTANCE
LEARNING



CRISIS
DISTANCE
LEARNING



% of US Higher Ed Enrollment, Fall 2012 - 2021 of Students Taking At Least One (ALO) Online Course

Source: IPEDS database

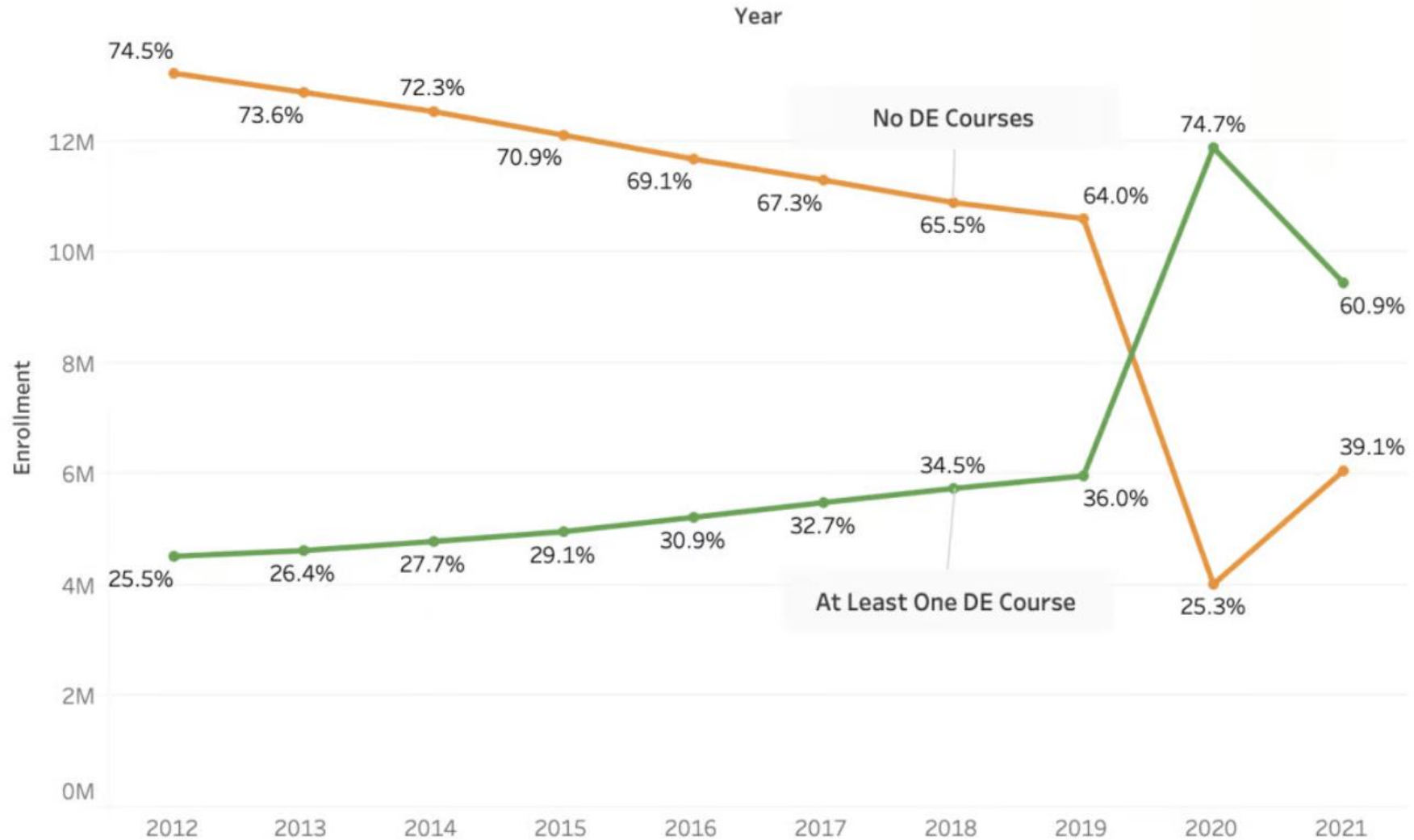
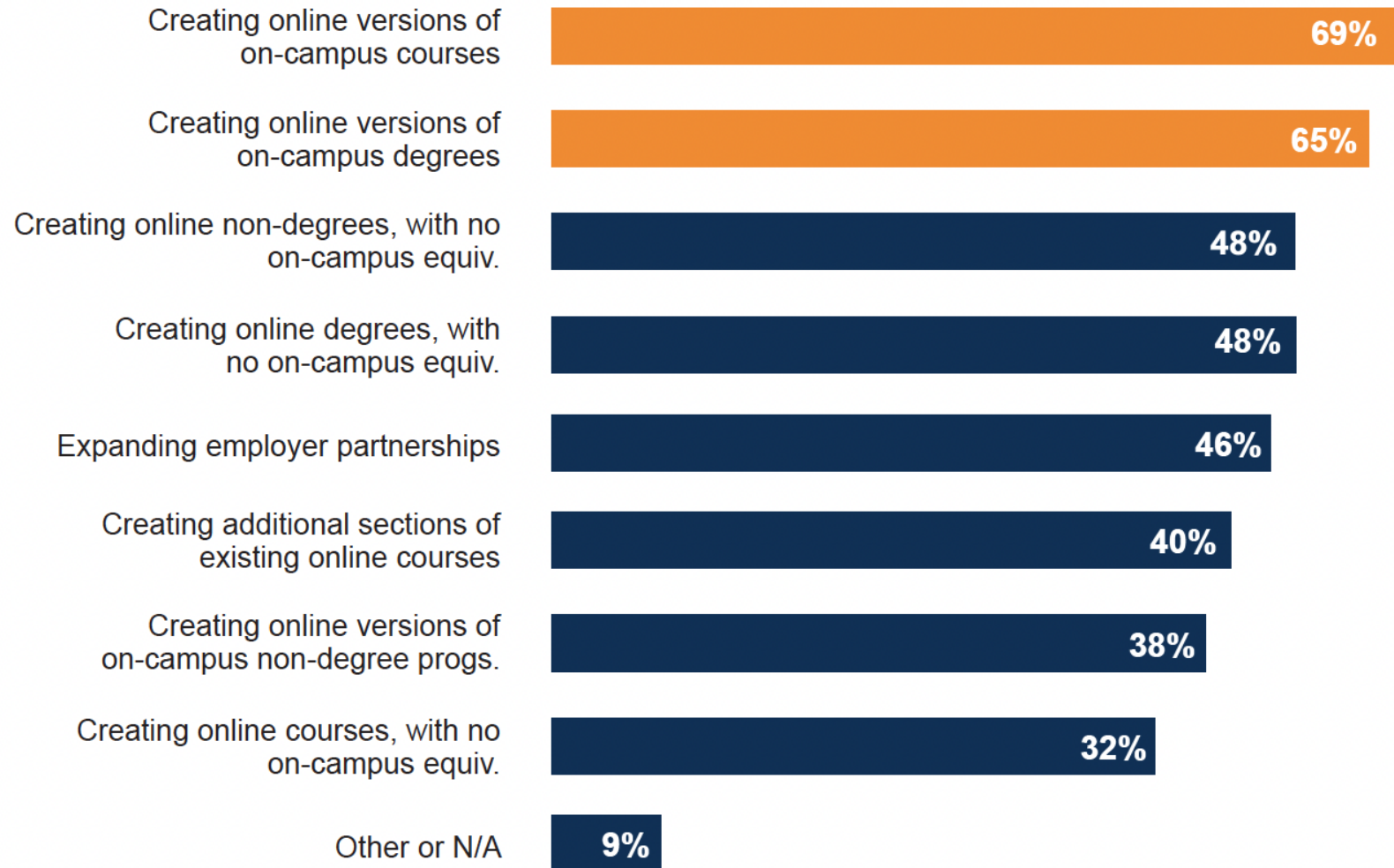




Figure 3. Top Priority Goes to Offering Online Versions of Campus Courses and Degrees (Sample = 304)





What are the challenges in
online teaching?



Course Design and Delivery

1. Building relationships with students/ creating community
2. Fostering engagement
3. Facilitating online discussions
4. Managing student isolation
5. Finding effective assessment techniques
6. Maintaining academic integrity
7. Difficulties replicating hands-on learning

Faculty Development

1. Necessity to learn changing technologies
2. Determining when online students need more assistance
3. Establishing presence in the online course
4. Significant time commitment

Institutional Concerns

1. Uncertainty about administrative commitment
2. Unclear vision and communication from the institution
3. Insufficient compensation
4. Lack of recognition of the unique demands of online teaching in the tenure and promotion processes



5 Best Practices in Online Teaching



Online Learning Modalities



asynchronous:

Discussion boards, quizzes, polls, email, digital documents, recorded audio or video, recorded slides with narration, self-paced courses.

synchronous:

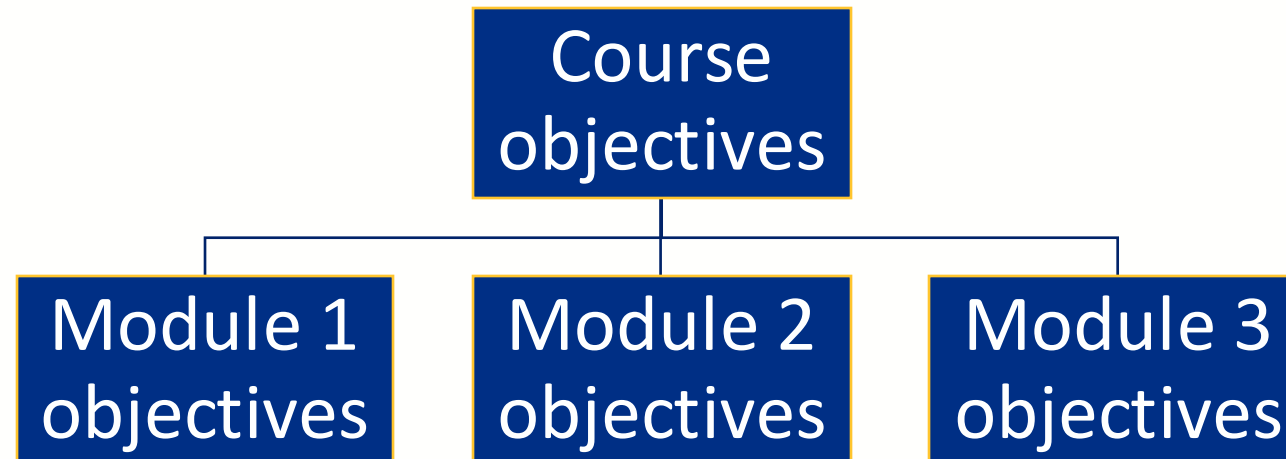
Virtual classroom, live presentations, live text chat, instant messaging, live audio or video chat, live quizzes, live polling



1. Start with Learning Objectives

Backward design:

- What do you want your students to achieve?
 - at the end of this course
 - at the end of each module/unit





Writing learning objectives

Time (by the end of this course/unit/module)

+

students will be able to (measurable verb)

+

(what knowledge or skill)

Example:

By the end of this course, students should be able to identify different rhetorical strategies in the writings of others.



Writing learning objectives



- Students will appreciate literature
- Students will explore American literary, historical, and cultural experiences
- Students will read novels from American Literature
- Students will have a better understanding of the essay structure



- Students will be able to **identify** the metaphors in 19th century American novels
- Students should be able to **discuss** how American literature reflects historical and cultural experiences
- Students will **analyze** character development in 19th century American novels
- Students will be able to **write** a research paper with a clear research question, a well-developed argument, and appropriate scholarly citations according to a specific style guide



Writing learning objectives

CO: Writing an
essay

MO1 : Writing a
topic sentence

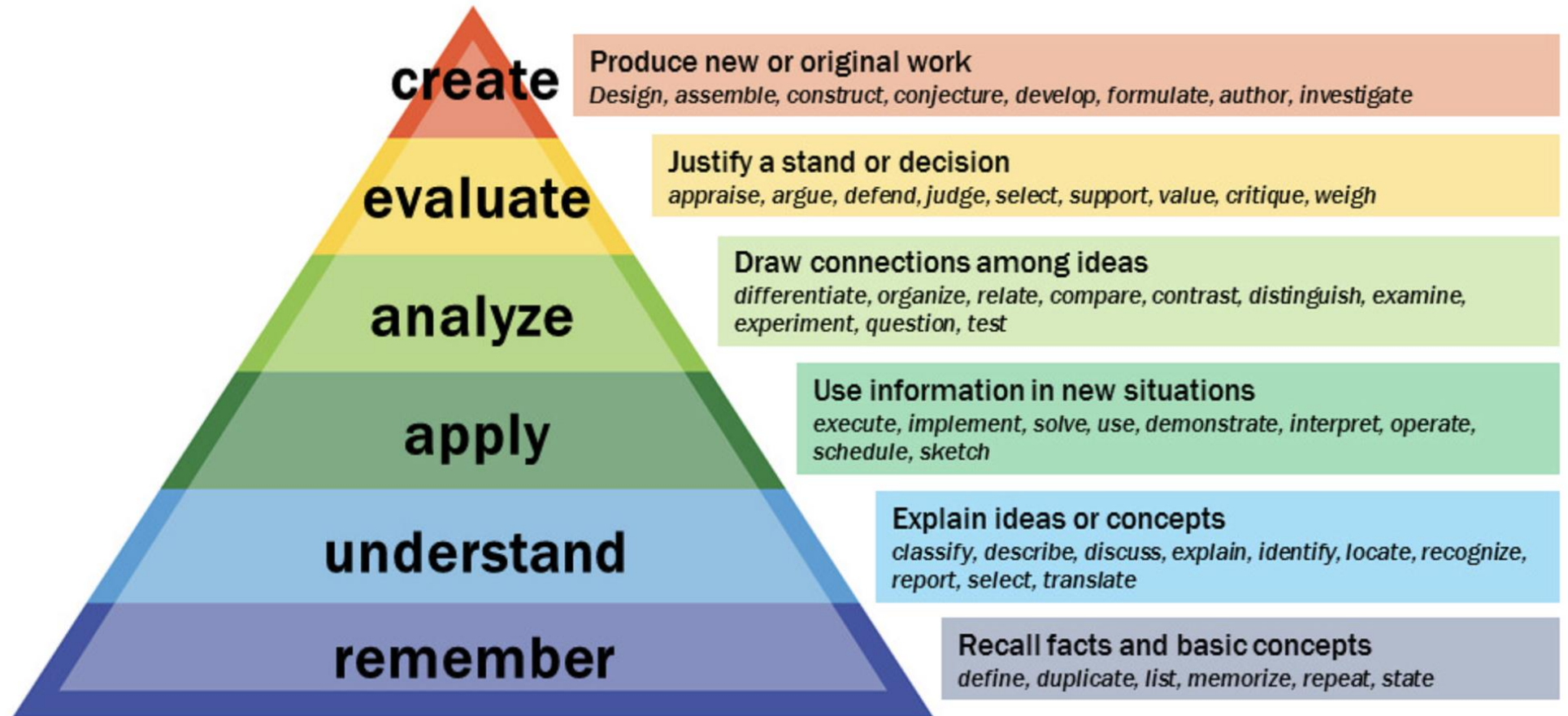
MO2: Writing a
body paragraph

MO3: Using the
MLA citation style



Writing learning objectives

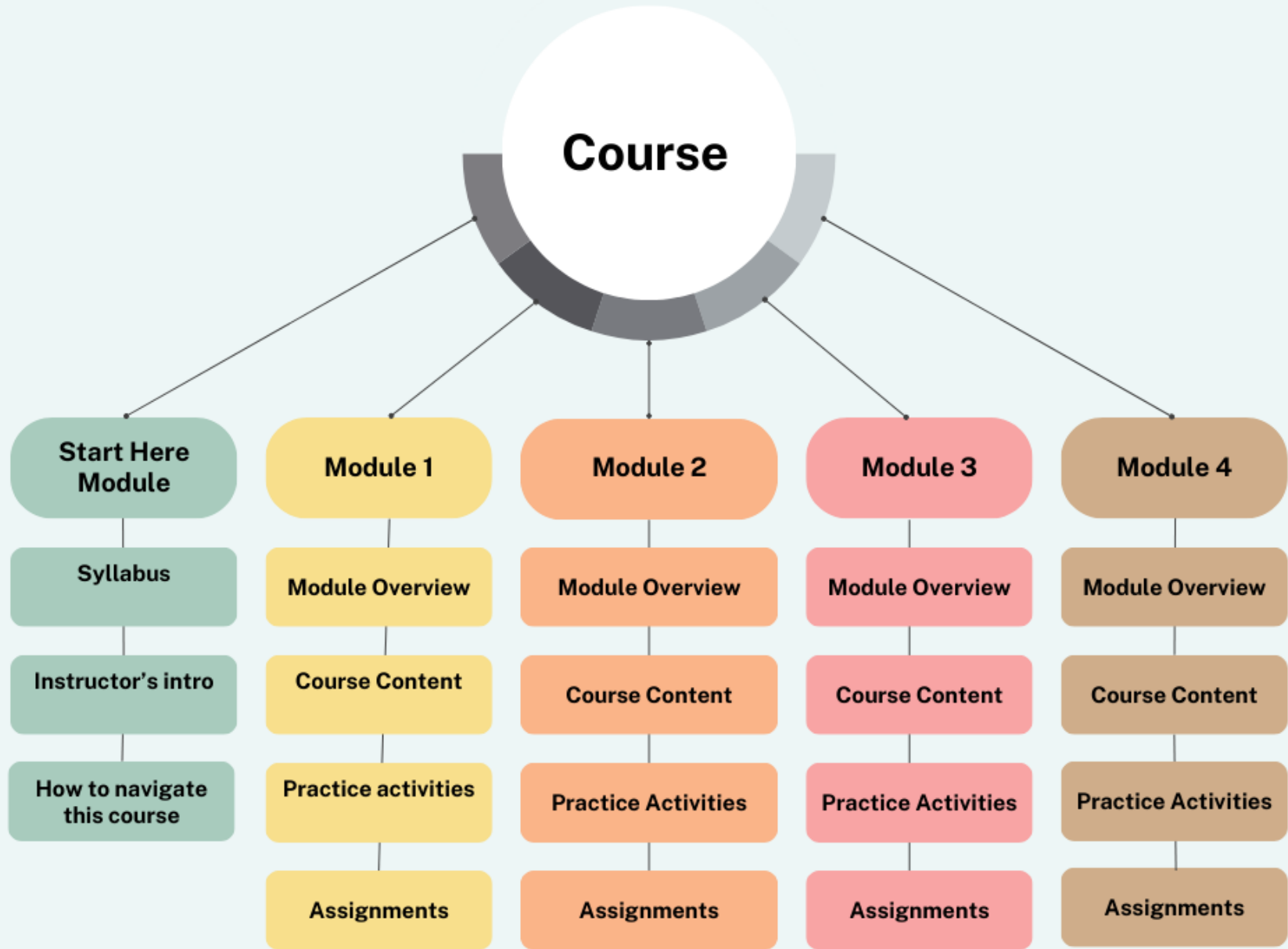
Bloom's Taxonomy





2. Organize your Course Around Modules

- Weekly or bi-weekly modules
- Each module includes:
 - 1) Module overview (with measurable learning objectives)
 - 2) Content (readings, videos, lectures)
 - 3) Practice Activities
 - 4) Activities/Assignments (Discussions, quizzes etc. connected to a gradebook)





3. Rethink the Lecture Format

- Short, mini lectures (15 minutes max.)
- Provide alternative explanations of written content (videos, podcasts, graphics, images)
- Break up the lecture with activities





4. Establish Presence

- Send a welcome email
- Post an instructor's introduction video
- Have a student introduction discussion
- Provide immediate feedback with quizzes
- Provide regular, individualized feedback with assignments
- Facilitate discussions
- Use students' names
- Hold a mid-semester feedback survey
- Send regular announcements
- Set up *optional* synchronous meetings





5. Keep Accessibility in Mind

- Accessible means the content is designed for all learners—including those with auditory, visual, mobility, or learning disabilities
- Accessibility is a civil right and is federal law
- According to the U.S. Department of Education’s Office for Civil Rights:

“Accessible means a person with a disability is afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. The person with a disability must be able to obtain the information as fully, equally and independently as a person without a disability.”



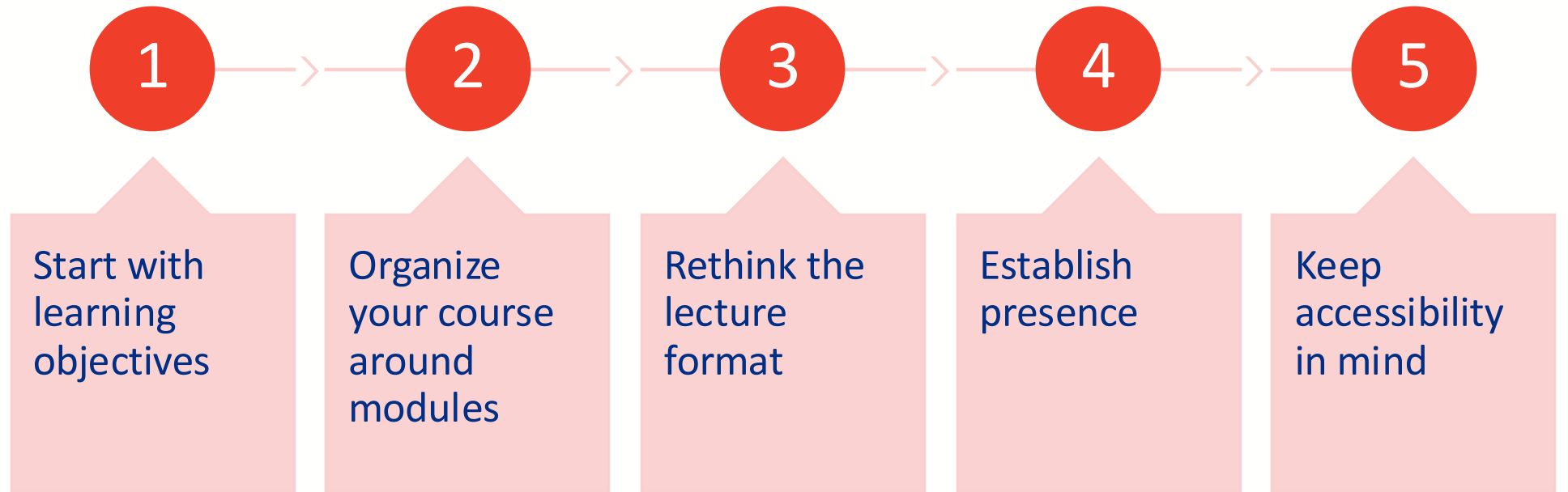
5. Keep Accessibility in Mind - Con't

- **Closed captioned** videos (e.g. use Kaltura)
- **Color contrast** Black text on white background
- **Headers** instead of bold or large text
- **Alt text** for images
- **Links** to original websites or databases (for PDFs)
- **Consistent navigation** throughout the course
- **Clearly named** links, documents, and folders are
 - **Ask for help from your instructional design team**





Recap: 5 Best Practices in Online Teaching





Group Discussion Activity

What do you think will be the biggest challenge in transitioning from a face-to-face course to an online course in your field?

Breakout Rooms Collaborative Activity

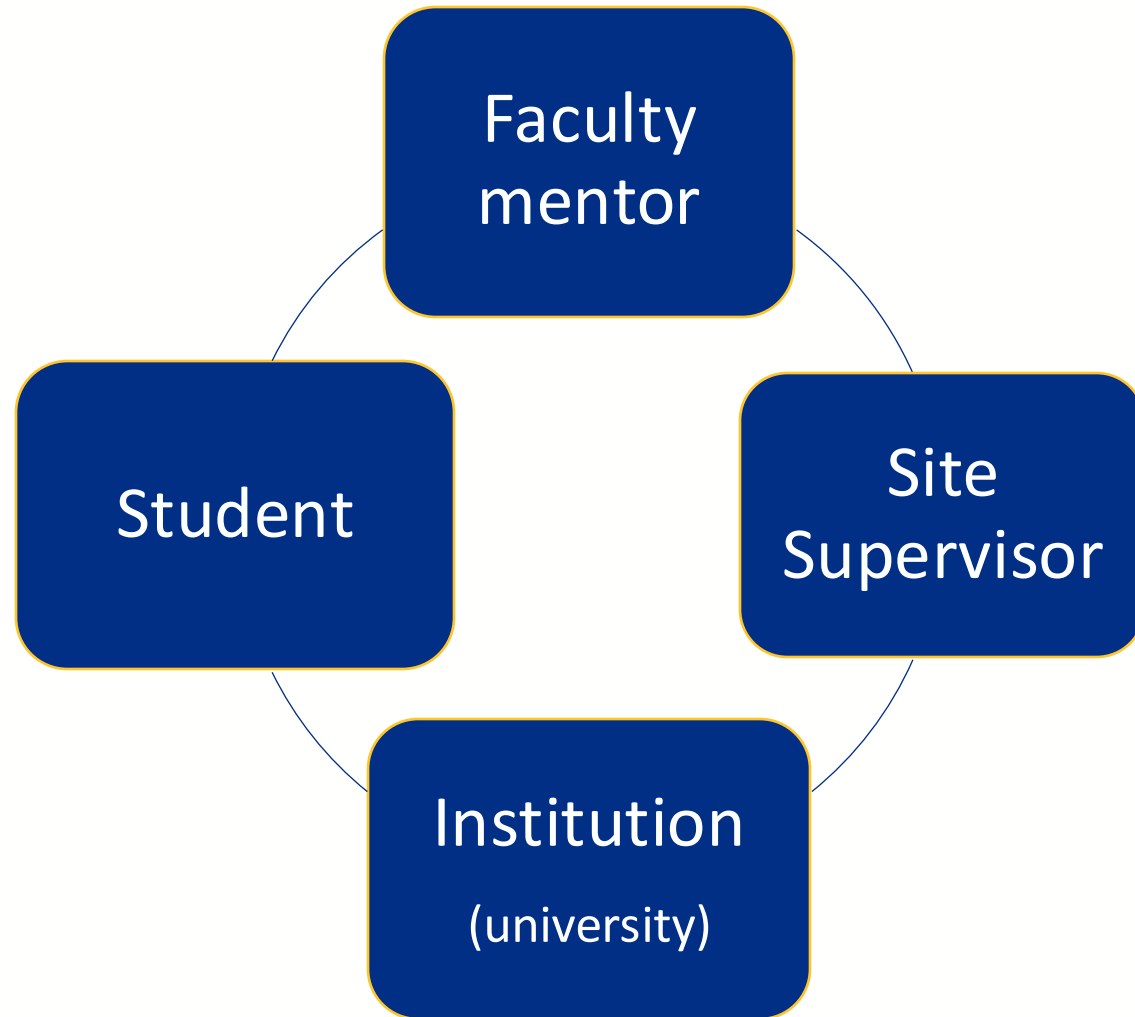


High Impact Practices (HIPs) Online

- What are HIPs?
 1. First-Year Experiences
 2. Common Intellectual Experiences
 3. Learning Communities
 4. Writing-Intensive Courses
 5. Collaborative Assignments and Projects
 6. Undergraduate Research
 7. Diversity/Global Learning
 8. Service Learning, Community-Based Learning
 - 9. Internships**
 10. Capstone Courses and Projects
 11. ePortfolios



Online Internships





Online Internship Timeline

Pre-Internship

Communication between faculty-site supervisor

Learning objectives

Effective guidelines about individual responsibilities

Careful placement of interns

LMS training

During the internship

Course on LMS

Discussion boards

Virtual meetings

Regular, specific feedback to the student

E-journal reflections

Post-Internship

e-Portfolio

Capstone Project

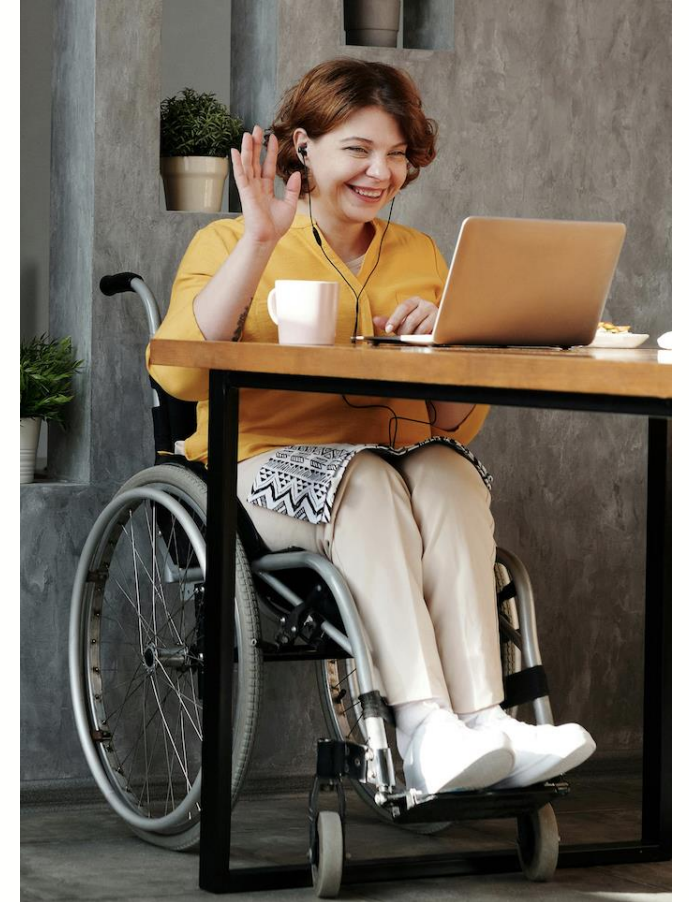
Post-internship self-assessment



Online Internships

“If students engage with others emotionally and build rapport during the internship, there can be a vibrant and creative interplay of ideas, and profound learning can occur.”

Pamela Pike, “Internships” in *High Impact Practices in Online Education*, 157.

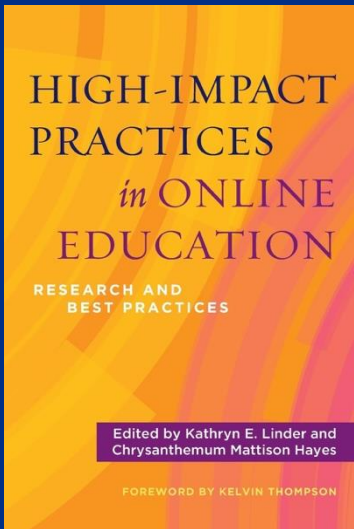
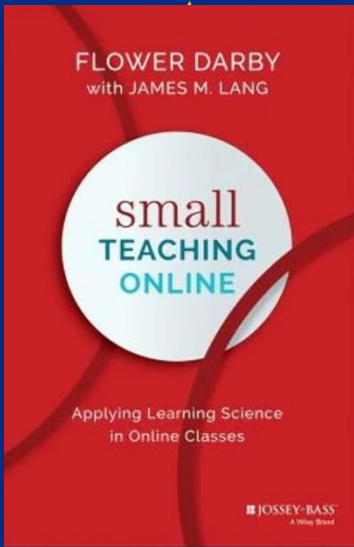




Group Discussion Activity

Option 1: How do you envision an online internship integrating into your course or program? Select one course you teach and describe how it could be transformed into an online internship.

Option 2: What is one activity from your face-to-face course that would translate effectively into an online format?



Sample resources for Online Teaching

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Thank you!

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