

ONLINE PEDAGOGY



**1. Start with a right perception
of online education.**



What Online Education is NOT

- It is not a dumbed-down version of a seated class.
- It is not a less rigorous version of a seated class.
- It is not an easier version of a seated class.
- It is not an online version of a seated class.



What Online Education IS

- It is an alternative modality which should produce the same outcomes.
- It is a means of reaching students who cannot attend seated courses for a variety of reasons.
- It is a way to engage students who may not thrive in traditional lecture-based contexts.
- It is a rigorous and challenging style of education.
- It is different than a seated course.



1. Start with a right perception of online education.
2. **Embrace a student-centered approach to learning.**

Student-Centered Learning

- Teacher-centered classrooms are often structured around lecture and access to the instructor in a controlled environment.
- Student-centered learning focuses on the uniqueness of the students and how to engage each individual.
 - Learning styles differ.
 - Autonomy affects motivation.
 - Choice promotes enthusiasm.



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2. Embrace a student-centered approach to learning.
3. **Understand the challenges faced by the students.**

Student Challenges

- Online students lack regular access to the professor.
- Online students struggle to find community with classmates.
- Online students face scheduling challenges.
- Online students have increased workloads.
- Online students are surrounded by distractions.
- Online students can easily access information.
- Online students need to produce more in less time.
- Online students may struggle with motivation.



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3. Understand the challenges faced by the students.
4. **Create a plan which recognizes challenges and seeks to overcome them.**



Online Course Development

- Facilitate community
 - Video announcements, assignment instructions, module overviews, etc...
 - Discussion boards and group projects.
 - Synchronous opportunities.
 - Dedicated office hours.
- Limit Lecture
 - Use a various of methods for content delivery.
 - Short videos are more engaging and effective.

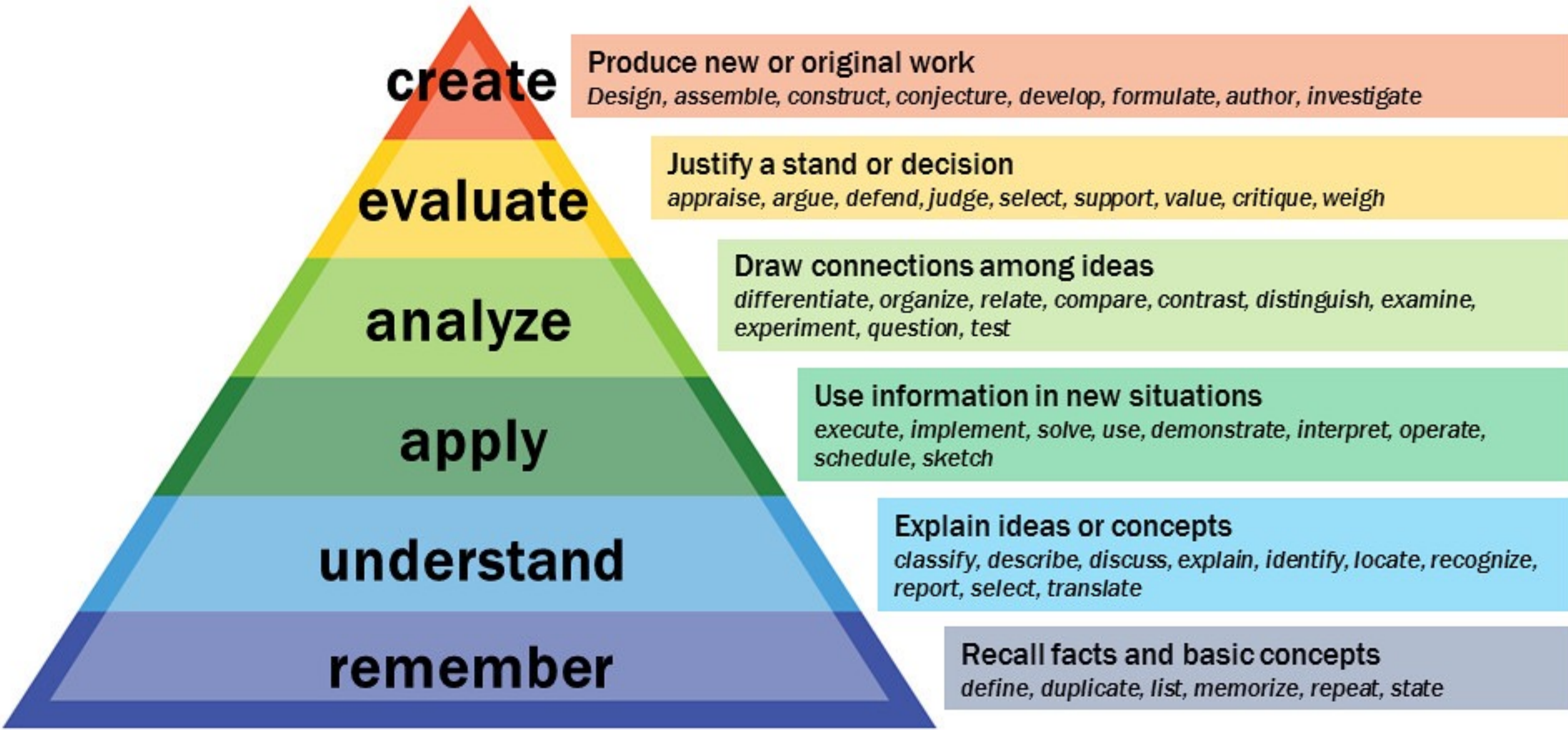


Online Course Development

- Give options
 - Submission type
 - Assignment type
 - Subject matter
- Utilize appropriate technology
 - Technology can engage students if used rightly.
 - Technology can facilitate creativity.
 - Technology can compliment reading and lecture.
 - Technology can help achieve learning goals.



Bloom's Taxonomy



Redefinition

Tech allows for the creation of new tasks, previously inconceivable

Modification

Tech allows for significant task redesign

Augmentation

Tech acts as a direct tool substitute, with functional improvement

Substitution

Tech acts as a direct tool substitute, with no functional change

Create

Evaluate

Analyze

Apply

Understand

Remember

Online Course Development

- Change Approach to Assessment
 - Application and Analyzing vs Memorization
 - Use assessments to teach
 - Flip the classroom (create vs consume)
 - Be clear on expectations
 - Empower the students through choice
- Build for student and instructor success
 - Design and ease of use make a difference
 - Invest early to reap rewards later



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3. **Understand the challenges faced by the students.**
4. **Create a plan which recognizes challenges and seeks to overcome them.**
5. **Change perceptions of the instructor's role.**



Instructor's Role

- Online students need an “involved” instructor.
 - Announcements
 - Timely feedback
 - Engagement in discussions
- Instructors become mentors and tutors, as opposed to lecturers and advisors.
- Instructors have to proactively engage students.

