



Best Practices for Teaching Online

By Yecsenia Delgado Lorenzo

Technology will
never replace
great teachers,



But technology in the hands of a great
teacher can be transformational. *George Couros*

Agenda

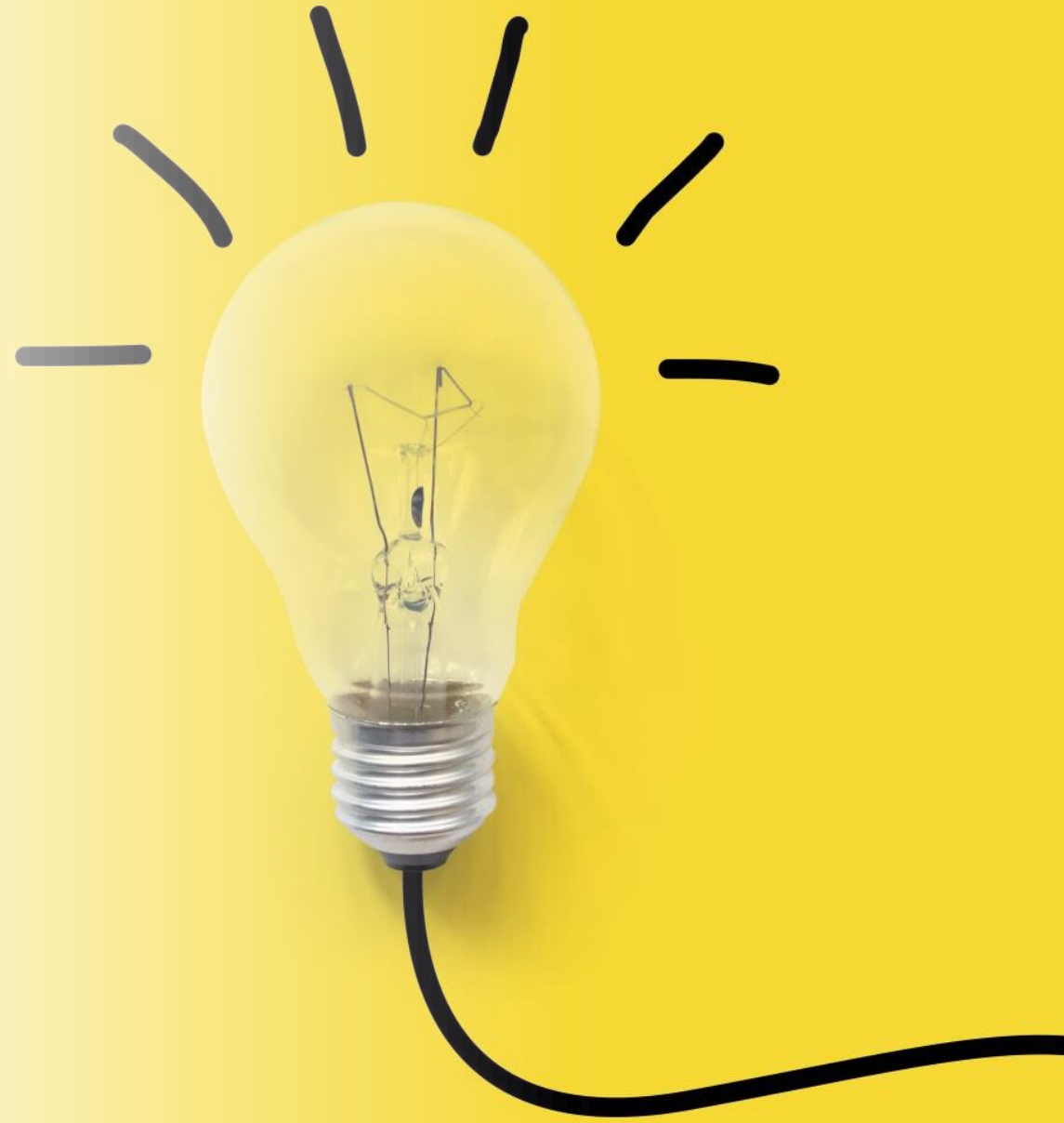
Review of empirical best practices in online teaching

Discussion of how we can apply these best practices in our classrooms



Practice #1

Be Present in the Course Site





Attributions

Building supportive and caring personal relationship in the community of learners (Pintrich, 2003).



Presence in course

- Show presence
- Set clear expectations
- Set course policies
- Set regular times



An overhead photograph showing several people's hands and arms gathered around a laptop and a tablet. One hand is pointing at the laptop screen, while another points at the tablet. The scene suggests a collaborative learning or work environment.


Practice #2

Create a
supportive
online course
community

- Faculty to student
- Student to student
- Student to Resources



Teacher to Student

1. Mini-lectures in text or video
 2. Weekly coaching or reminder announcements
 3. Explanations/interactions with the students
- 

The background of the slide features a dark, moody photograph. On the left, a portion of a laptop keyboard is visible. In the foreground, a pair of black-rimmed glasses with thin gold-colored accents on the temples rests on an open, blank notebook. The notebook is positioned diagonally across the frame. The overall lighting is soft and focused on the objects, creating a professional and academic atmosphere.

Student-to-Student

- Social presence
- Teaching presence
- Cognitive/Content Presence

A person wearing a light blue button-down shirt is sitting at a desk, writing in a white notebook with a black pen. To their right is a laptop with a blue screen. In the background, a smartphone and a brown paper cup are visible on the desk. The scene is brightly lit, suggesting an office or classroom environment.

Practice #3

Share clear expectations for
your students and for yourself



Practice #4

Use a variety of large group, small group and individual work experiences



Collaborative Learning

Collaborative Learning Use cooperative and collaborative groups to allow for opportunities to attain both social and academic goals (Pintrich, 2003).



Practice # 5

Use both
synchronous and
asynchronous
activities



Self-Efficacy

- Provide instructional support (scaffolding) early on, build in multiple opportunities for practice and gradually remove supports (Pajares, 2006).
- High self-efficacy can positively influence motivation (Pajares, 2006).



Practice # 6

Early in the course- Get feedback


- How is course going?
- Do you have suggestions?



Practice #7

Prepare discussion post that invite questions, discussions, reflections and responses.






According to Grogan (2005), Discussions may be designed for one of the following purposes

1. Provide an open question and answer forum
2. Entourage critical and creative thinking
3. Reinforcing domain and procedural process
4. Achieve social interaction and community building – have students get to know each other personally and intellectually
5. Validating experiences
6. Supporting students in their own reflections and inquires

A person wearing a light blue button-down shirt is sitting at a desk. They are using a yellow highlighter to mark a document. To their right is a laptop with a screen displaying a website. In the background, there is a brown paper cup and a smartphone on the desk. The scene is brightly lit, suggesting an office or classroom environment.

Practice #8

Focus on content resources and links to current events and examples that are easily accessed from learner's computers.

A solid orange horizontal bar spanning the width of the slide.

Expectancy Value

- Rationales that include a discussion of the importance and utility value of the learning can help learners develop positive values (Eccles, 2006; Pintrich, 2003).





Practice #9

Combine core
concept learning
with customized
and personal
learning

Vygotsky
(1978), notes
that

Concepts are not works,
but rather organized and
intricate knowledge
clusters.

Vygotsky's Sociocultural Theory of Cognitive Development



(C) The Psychology Notes Headquarters <https://www.PsychologyNotesHQ.com>

Interest

- Activating and building upon personal interest can increase learning and motivation (Schraw & Lehman, 2009).
- Be explicit about value and relevance of the learning task for the learner (Schraw & Lehman, 2009).
- Use learner-friendly training materials (clear, coherent, complete; Schraw & Lehman, 2009).



A stylized illustration featuring a white silhouette of a human head in profile, facing left. The interior of the head is filled with a complex arrangement of interlocking gears of various sizes. Surrounding the head are numerous circular icons representing different fields of study: science (DNA helix, microscope, telescope, globe, lightbulb), mathematics (gears, numbers like 5, 7, 2, +, %, square root symbols), chemistry (flasks, H₂O molecule), physics (cubes labeled a, b, c; pendulum), biology (cell diagram), and general education (scissors, calculator). The background is a solid dark blue color.

- Meaningful and connected to prior knowledge
- Frequent practice
- Develop mastery
- Use metacognitive strategies to assist in becoming self-regulated

Principles of Cognitive Load Theory

- Present information in manageable parts (Mayer, 2011).
- Provide pre-training on complex content (Mayer, 2011).



Practice #10


Plan a good closing and wrap activity for the course





Learning continued.....

- Ask and answer pre- and post-questions during studying (Mayer, 2011).
- Provide words and pictures rather than words alone (Mayer, 2011).
- Connect new information with prior knowledge (Mayer, 2011).
- Present information in the context of a familiar situation (Mayer, 2011).
- Encourage learners to self-explain or answer deep questions during learning (Mayer, 2011).
- Have learners outline, summarize, or elaborate on the material (Mayer, 2011).
- Encourage individuals to test themselves or take practice tests rather than restudy (Mayer 2011).



**E-LEARNING CAN COVER UP TO
5X THE MATERIAL OF
INSTRUCTOR LED TRAINING IN
THE SAME AMOUNT OF TIME**

SOCO





Any
Questions

