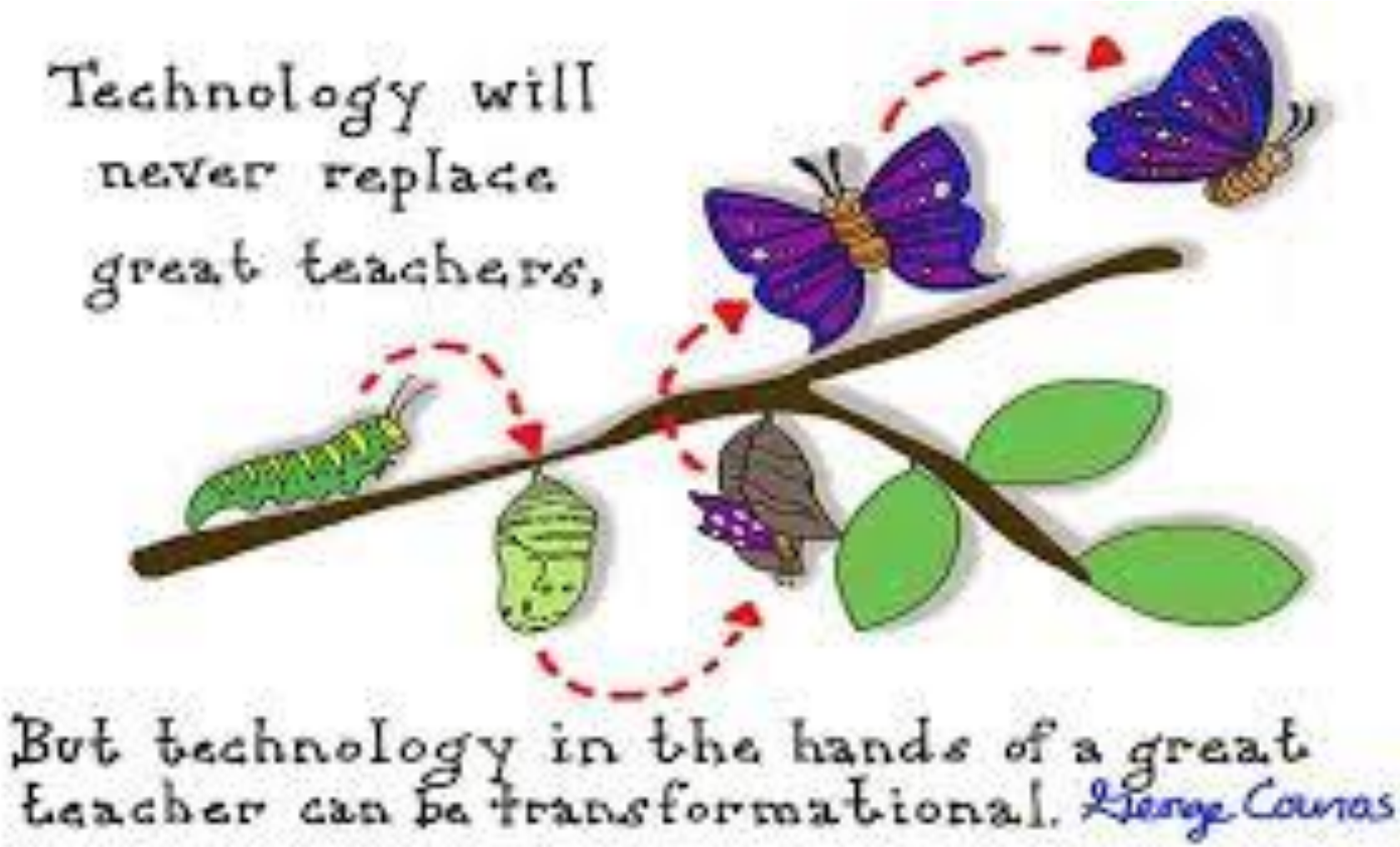
Best Practices for Teaching Online

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

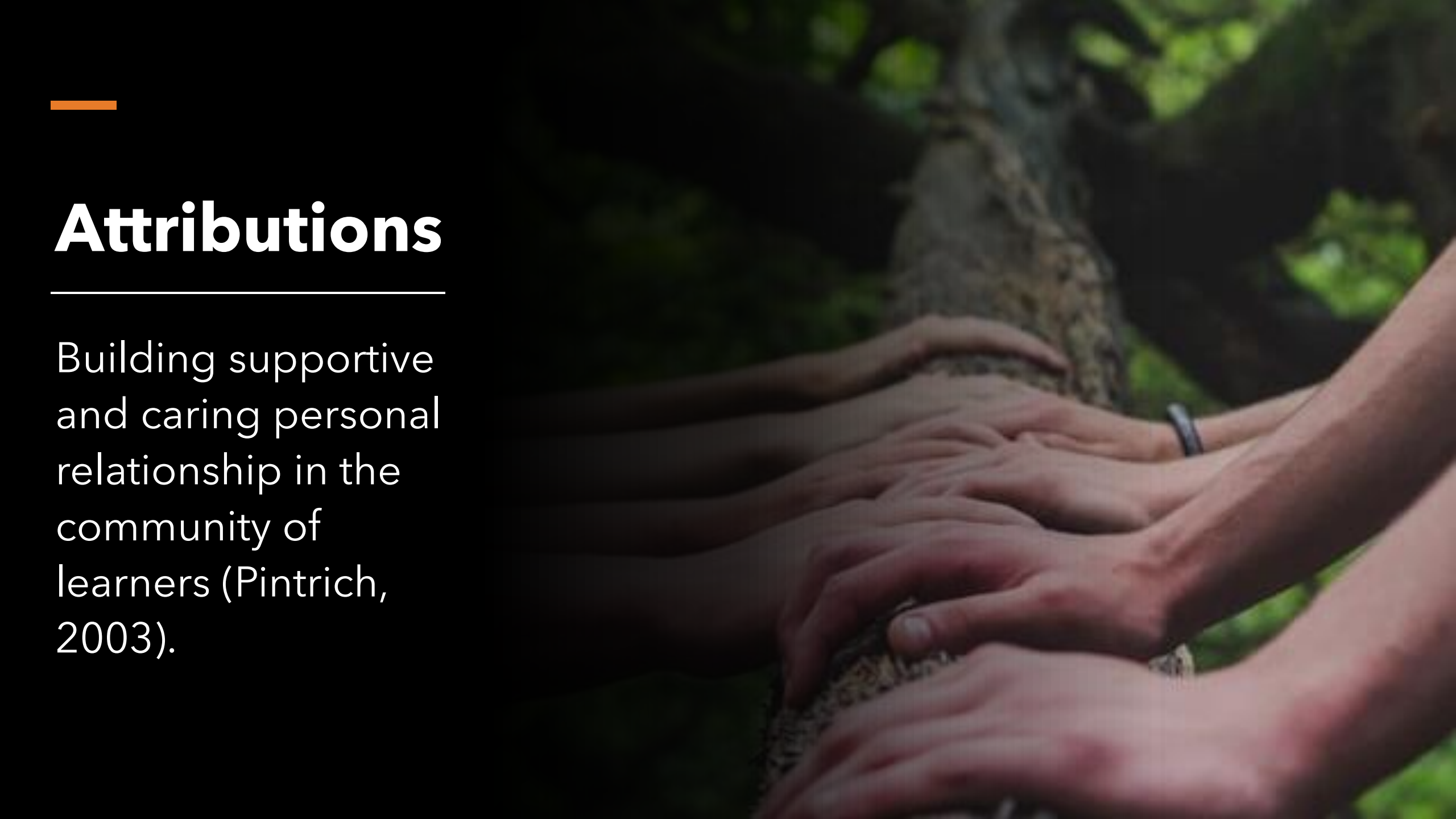
Review of empirical best practices in online teaching

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

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

Student-to-Student

- Social presence
- Teaching presence
- Cognitive/Content Presence

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

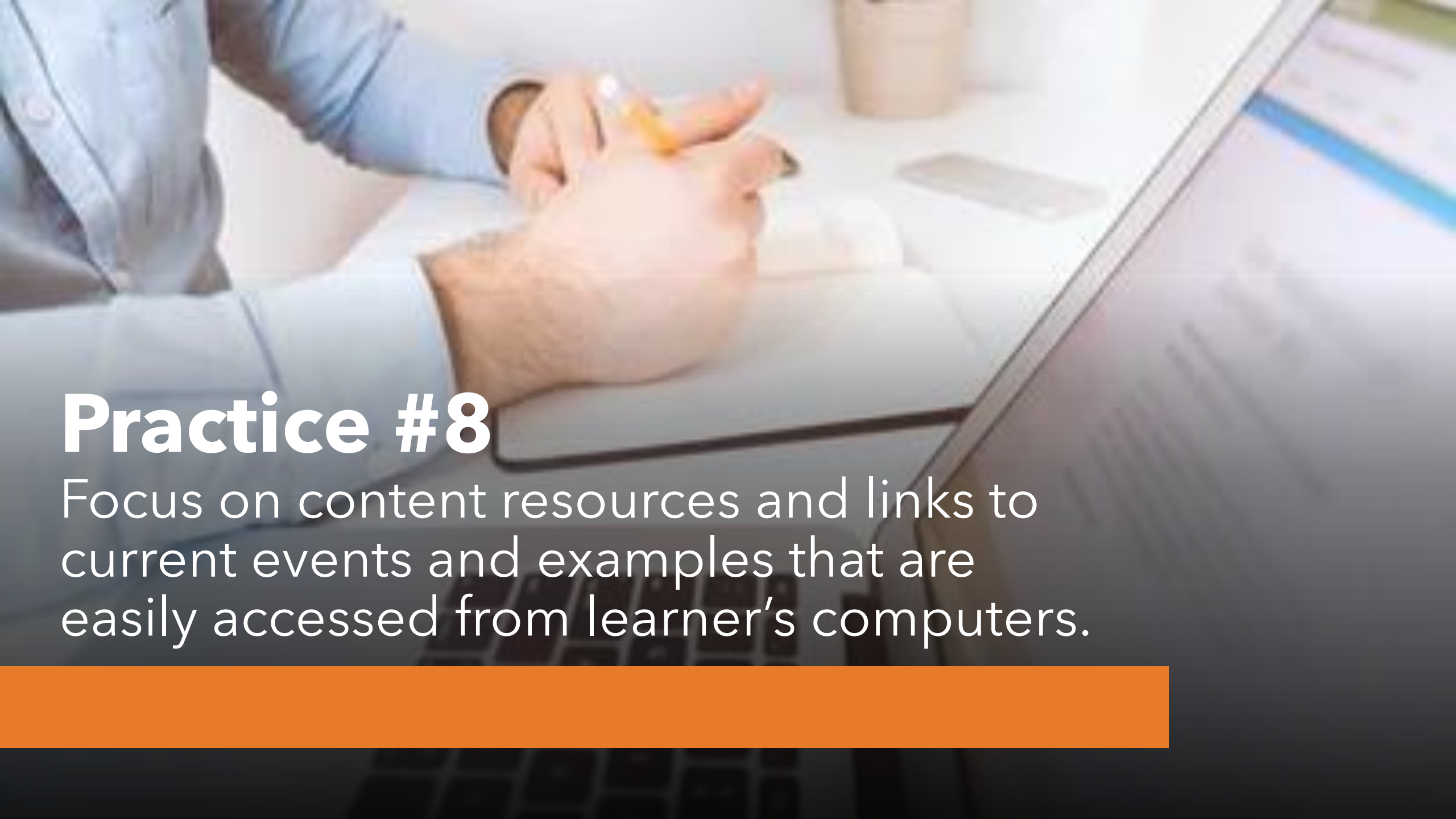
- How is course going?
- Do you have suggestions?

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



Practice #8

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

Expectancy Value

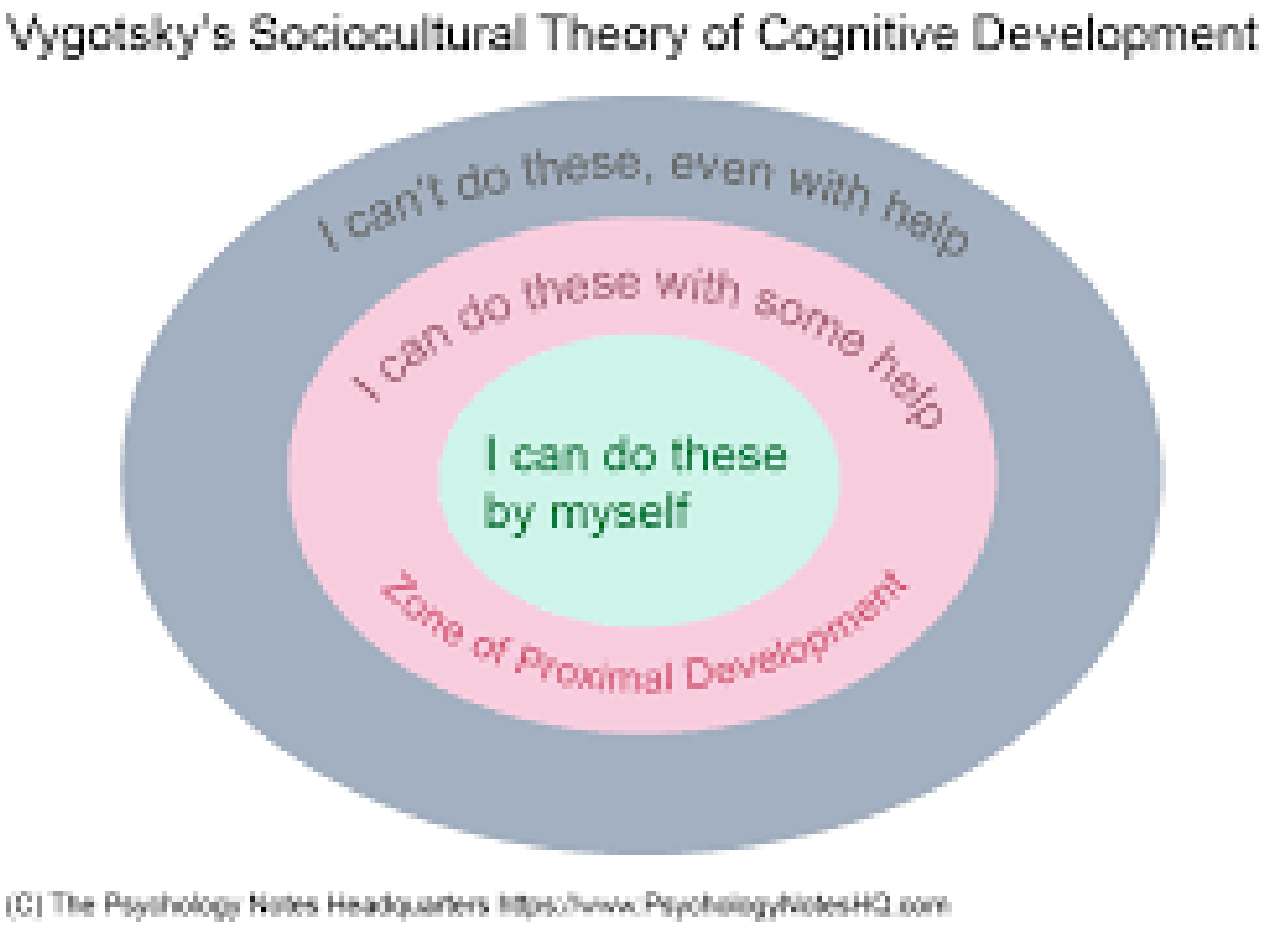
- Rationales that include a discussion of the importance and utility value of the learning can help learners develop positive values (Eccles, 2006; Pintrich, 2003).

Practice #9

Combine core concept learning with customized and personal learning

Vygostsky (1978), notes that

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



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).

Principles for Information Processing

- 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