

ONLINE PEDAGOGY WORKSHOP PART I: STRATEGIES FOR SUCCESSFUL ONLINE TEACHING

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Online Pedagogy Workshop Series

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- Part I - *Today!* Strategies for successful online teaching (May 8, 2015)
 - This session will provide strategies for successful online teaching, which will include planning process, course design, organization, time management, expectations for online students, a sense of community, communication channels, etc.
- Part II - Using multimedia for the engaging and dynamic learning environment
 - This session will demonstrate best practices of using multimedia to make online courses more engaging and dynamic. Selected multimedia software (e.g., Jing, iSpring, Adobe Connect Pro, etc.) and concrete examples of their usage in the online learning context will be introduced.
- Part III - Effective interactions in online courses
 - This session will cover effective ways to manage online discussion, one-on-one student advising, student assignments, and group projects in online courses.

Strategies for Successful Online Teaching

1. Rethink course design and adopt a new approach to teaching.
2. Plan ahead.
3. Become familiar with instructional technology.
4. Get your students prepared.
5. Clarify your expectations to online students.
6. Post course materials in one place.
7. Make communication channels clear.
8. Give prompt feedback to students.
9. Build a sense of community.
10. Take advantage of advising resources.

1. Rethink course design and adopt a new approach to teaching.


- Re-design your course, originally designed for classroom course, into an online format.
- You need to decide your *pedagogical approach* first and then choose *instructional technology* to best support it.

Content	Course Examples	Pedagogical Approaches	Collaborative Tools
Theoretical	Human Information Behavior	Discussion; Journaling/blogging; Group work for paper, discussion & presentation	Journals; Writeboard, discussion threads; Wikis; Zoho; Dropbox, etc.
Conceptual	Learning Theory, Media and Curriculum	Visualization; Mind mapping	Illuminate; Jing, etc.
Technical	Information Technologies for Libraries and Information Agencies	Demonstration; Individual exercises; Group projects for creating website; Peer editing	Screen capture in Camtasia; Contribute, etc.
Procedural	Management of School Library Programs	Scenarios; Evidence gathering and analysis; Guest practitioners	Googlewave; Google docs; Web conferencing; Palbee; voice lecture, etc.
Literary	Young Adult Literature	Literature Circles	Podcasts; Voice Thread; Digital storytelling, etc.

Gordon & Kim (2010)

Online Discussion

- Based on the readings and the lecture, provide a weekly discussion topic.
- Group students into teams of less than 10 students.
- Switch discussion group members at least one time during the semester.



Journal Writing / Blog posting

- Journal writing is a record of progress; a tool for reflecting on theory.

Journaling helps students:

- Make the reading/writing connection.
- To think-out loud by expressing thoughts in words.
- Share their thoughts with the instructor.
- Identify questions they may have.
- Internalize abstract thinking.
- Express thoughts and feelings.
- Document their understandings.
- Think about thinking; learn about themselves.

Journaling helps instructors:

- Identify zones of intervention.
- Provide support as it is needed.

Writing Prompts

- Choose 3 terms specific to this theory. What do they mean?
- Which problems in practice does the theory address?
- Identify two studies that use this theory and explain how it applies to the results.

Journal Writing / Blog posting

The screenshot shows a Blackboard journal interface. On the left, there is a list of weekly journal prompts from Week 1 to Week 14. The right side shows a text entry for Week 10, which discusses the challenges of teaching about cognitive processes and the importance of understanding the underlying mechanisms of learning. The text entry is dated 5/10/2015 9:27 PM.

Collaborative Work

Partnerships for Peer Review of Theory Papers: Praise, Question, Polish

- Praise:** Examine your partner's work and note what is good, i.e., how it relates to the rubric, or criteria, for "good." Write down your comments.
- Questions:** Write down questions you have about your partner's work.
- Polish:** Write down your suggestions for how to change your partner's work to make it better.
- Reviewed for:**
- Reviewed by:**

Jigsaw Groups for Discussion

- Label students A, B, C, D, ... for grouping by letter.
- Sample task: Each group discusses a different theory.
- Switch: Students form new groups, each group consisting of A, B, C, D,...
- New groups share what they discussed in their original groups.

Student presentation

The screenshot shows a student presentation slide titled "hibinbrowsingconsumerbehavior". The slide content includes a cartoon illustration of a person looking at a computer screen with the text "Just browsing? You can do that without a computer?". Below the cartoon, it says "presented by Karen Beckstrand, Rebecca Martin, and Fergal Thompson". The slide is displayed in a Blackboard presentation viewer.

2. Plan ahead.

- Submit required textbook information 10 weeks before start of semester (if summer, 8 weeks before summer term)
- Share draft syllabus with students 2 weeks before start of semester
- Submit syllabus to syllabus repository by start of semester
- Release Blackboard course to students 1 week before start of semester.

The screenshot shows a Blackboard "Weekly Activities" calendar. It lists activities for each week from Week 1 to Week 14, with dates and icons for each activity. The activities are listed in a grid format with columns for "Week", "Activity", and "Date".

* LIS Faculty Resources - Teaching an OWL or Blended Courses
<http://lis.cua.edu/faculty/owl/cfm>

3. Become familiar with instructional technology.

- CUA online courses mainly use BlackBoard and/or Adobe Connect Pro.
- There are some instructional tools to make your online course more effective.
 - ✓ Jing
 - ✓ iSpring
 - ✓ Audacity
 - ✓ Flip Camera
 - ✓ Edmodo
- More about instructional technology will be discussed in the online Pedagogy Workshop - Part II which will be scheduled in July 2015.

4. Get your students prepared.

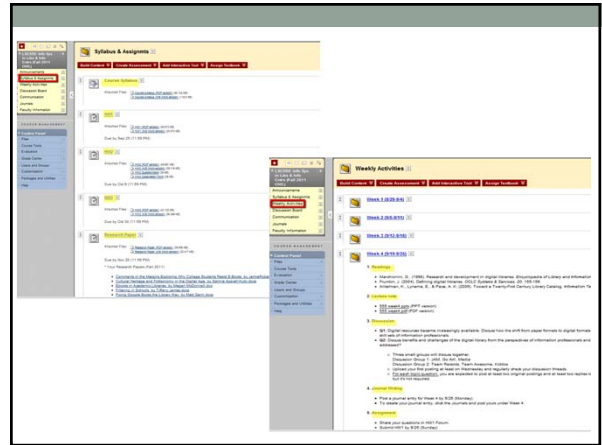
- Online students have fears of the new format of course delivery.
- Help them prepared to take an online course:
 - ✓ New student orientation for degree, non-degree, certificate programs
 - ✓ Course orientation
 - ✓ Tutorial for specific tools (e.g., BlackBoard, Adobe Connect Pro, iSpring, etc.)
 - ✓ Screen cast video for a specific course platform (e.g., BlackBoard, Edmodo, etc.)

5. Clarify your expectations to online students.

- Often time, they are not given clear expectations as an online student.
- You need to clearly let them know what it means to be an online student.
- They need very specific guidelines, in the *syllabus* and the *assignment descriptions*, such as:
 - ✓ “Check the BlackBoard discussion threads every day.”
 - ✓ “Discussion for Week 12 starts on April 2nd and ends on April 8th.”
 - ✓ “To have a full credit for your class participation, upload at least one original posting (your direct answer to the discussion question) and at least two replies to your classmates.”

6. Post course materials in one place.

- There should be one place where students can find all course-related files, including syllabus, assignment descriptions, and assignment examples from previous semesters, etc.
- There should be one place where students can find all weekly course activities including readings, lecture notes, discussion questions, and assignments.
- Do not post them more than one place.



7. Make communication channels clear.

- Emails
- Discussion threads for questions

Forum	Description	Total Posts	Unread Posts	Total Participants
1 Water Cooler Forum	This is a place where we can chat about something beyond the course topics.	25	0	11
1 Q&A Forum	Share your course-related questions here.	21	0	5
1 HW1 Forum	Share your questions and tips about HW1 here and feel free to answer each other.	23	0	6
1 HW2 Forum	Share your questions and tips about HW2 here and feel free to answer each other.	4	0	3
1 HW3 Forum	Share your questions and tips about HW3 here and feel free to answer each other.	23	0	7
1 Research Paper Forum	Share your questions and tips about Research Paper here and feel free to answer each other.	10	0	5
1 Team Project Forum	Share your questions and tips about Team Project and feel free to answer each other.	3	0	2

- Journals
- Virtual office hour – Adobe Connect Pro, Skype, etc.
- Phone
- In-person meeting

8. Give prompt feedback to students.

- If you get students’ questions through Blackboard or email, try to respond to them within 24 hours.
- Your availability is the best way to reduce students’ fears and uncertainty in online courses.
- Encourage them to post questions in Blackboard rather than emailing you. That way, questions and answers can be shared with the whole class. Also, other students can answer the questions as well.

9. Build a sense of community.

- ✓ Self-introduction in Week 1
- ✓ Watercooler in online discussion threads
- ✓ Face-to-face sessions

10. Take advantage of advising resources.

- CUA Technology Services (<http://computing.cua.edu/>)
- CUA LIS faculty resources (<http://lis.cua.edu/faculty/>)
 - Getting started
 - Planning the course
 - Teaching OWL/Blended Courses
 - Policies
 - Concluding the course
 - Resources
- CUA LIS current student resources (<http://lis.cua.edu/people/studentgateway.cfm>)
 - Blackboard
 - Computer Lab Guides and Tutorials
 - Technology Resources
- CUA LIS Blended Learning Committee
 - Dr. Sue Yeon Syn (chair), Dr. Bill Kules, and Dr. Sung Un Kim

Questions and Discussion!