

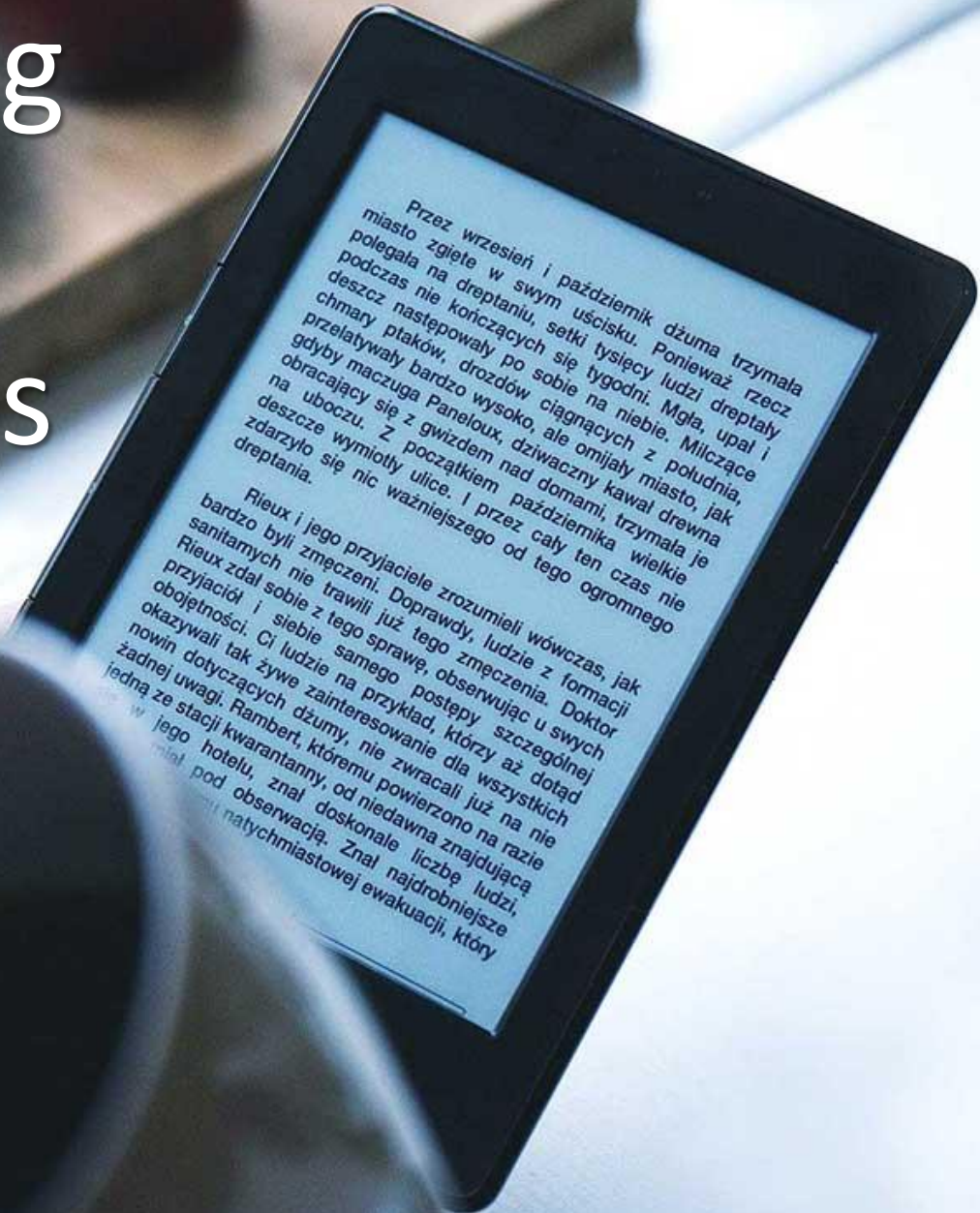


Best Practices in Online Teaching

Setting up a course.

Dr. James Kelly

Building Your Courses



Reframing Material 01

Many of the courses that each school will be presenting through their online platform will be courses they have already taught.

Video Content 02

Video makes presenting the courses that have been developed for, or transitioned for the online platform accessible for students.

Text Based Content 03

What is education without reading, assigning a text book for a course is considered a standard practice. With the short study term access text books is not as feasible, therefore assigned reading from downloadable PDFs is preferred.

Personal Engagement 04

The one area that the online teaching environment is most lacking is personal engagement between teach and the students as well as those engagements that may happen between students.

Time on Task

01

Classroom Setting: Lectures.

In what we might call a normal class setting, students will sit at desks for a set period of time for instruction. Using the North American model as an example a student is expected to spend 45hrs in class for a 3-credit course. That is based on 3 hours a week for a 15-week course

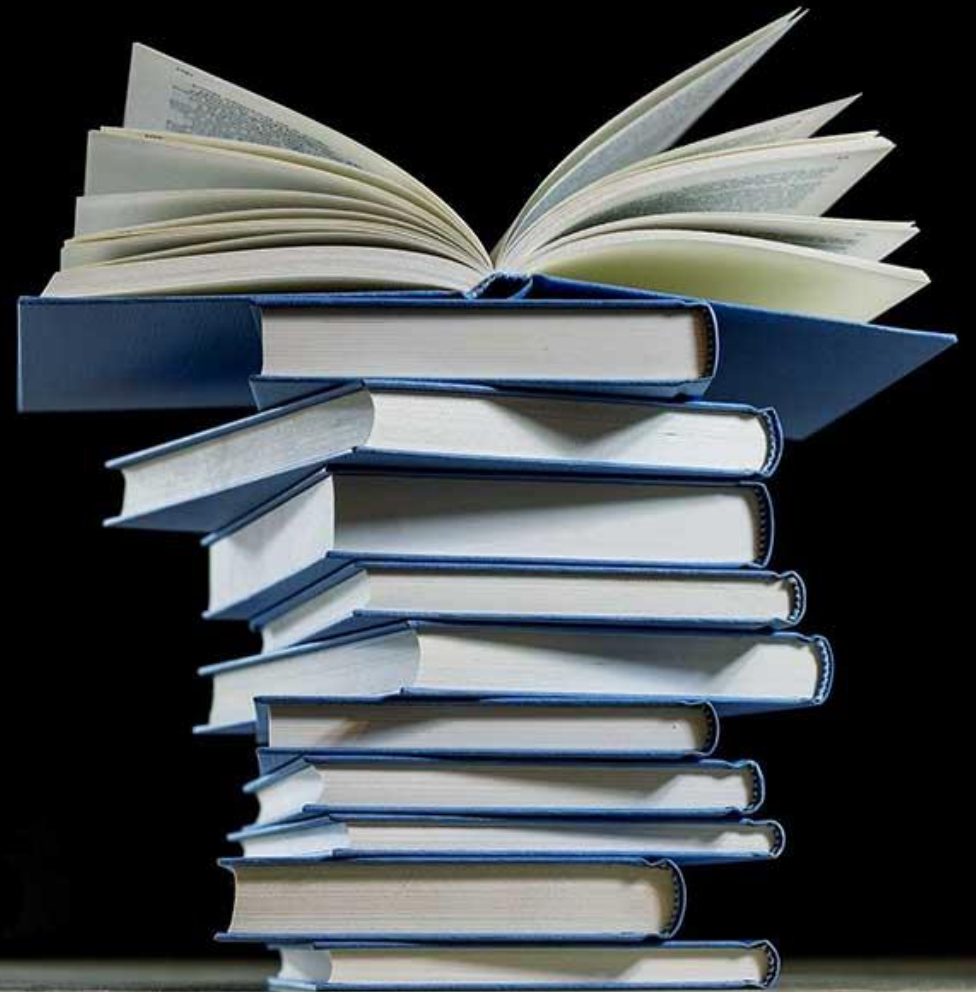
The challenge is to transition existing lectures to reflect this new format. Materials need to be restructured and presented in a different way. This includes support materials from the internet.

02

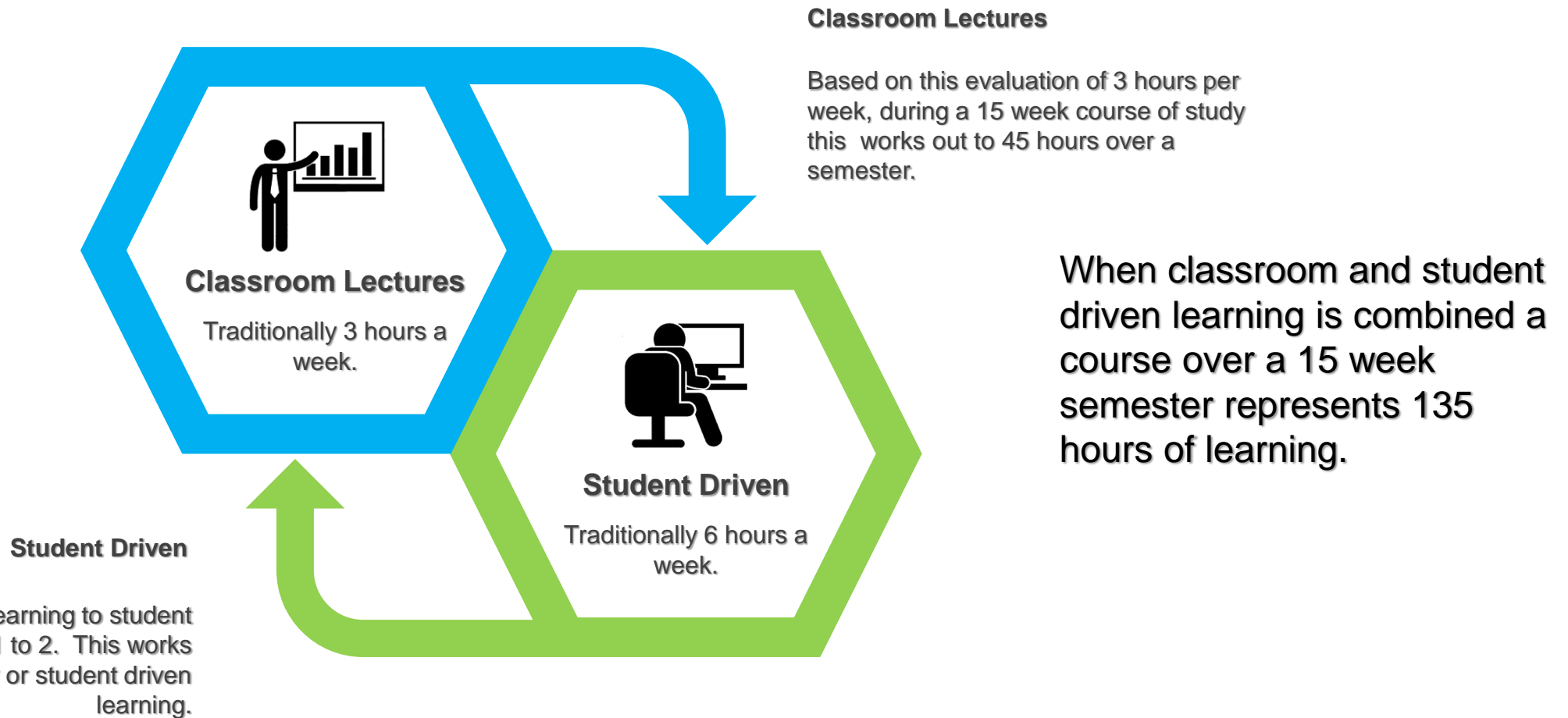
Outside the classroom setting: Homework.

It is generally accepted that the student in a traditional setting will spend twice the amount of time on homework [self learning] to that which is presented in class. So, over the 15 weeks that a course may run a 3-credit course would require 90 hours of homework.

This out of class work may entail a number of different activities. Research, writing discussion groups and other forms of educational engagement.



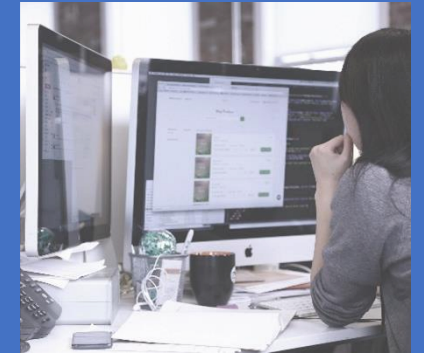
Calculating Time on Task



Transitioning Courses



Transitioning from a traditional in class lecture setting to an online context seem intimidating. Using existing lecture materials and reworking them into shorter more focused segments provides the notes for the online lectures. Consider the format for a sermon, two or three main points, which are expanded upon and explained. Presenting and supporting the lecture forms the frame for the online program.



Infographic Style



01

Lecture:

Each lecture should be easy to follow, each point leading into the next. Online lectures are not well suited for posing questions to the class. A well laid out presentation of the class material for the student to assimilate.

02

Tools, computer or other:

One of the great tools for teaching are presentation tools, such as PowerPoint or Keynote on Apple. There are some free applications available, however they can be difficult to master and often have an added price for added features. Video taping a black or white board is option.

03

Asynchronous Learning:

With the lack of an in class gathering of the group, students are far more likely to study and learn at their own pace. This is Asynchronous learning, while it is both exciting and healthy it does need direction.

LECTURE PLAN:		Course Code:	Date: ___/___/___
		Course Title:	
Topic:		Goal:	
Learning Objectives:		Support Materials:	
Introduction:	Assessment Description:	Video:	
Action:	Assessment Description:	Documents:	
Application/Consolidation:	Assessment Description:	Discussion Questions:	
Reflection & Next Steps			
Activities that Worked:	Next Steps:		



Course

Weekly Objectives		Course Objectives			
		Lecture	Video Support	PDF	Discussion Question
1	1.1				
	1.2				
	1.3				
2	2.1				
	2.2				
	2.3				
3	3.1				
	3.2				
	3.3				
4	4.1				
	4.2				
	4.3				
5	5.1				
	5.2				
	5.3				

Course Structure



Existing or New Course Materials

An online lecture lacks the student engagement, so the material covered in lectures needs to be simple, clear, concise and exhaustive. Provide students with points draw out questions for discussion and video conferences.



Supporting Materials

Supporting materials need to be vetted to assure that they address either points made during the lecture or that they provide other support for the material covered.



Discussion Forums

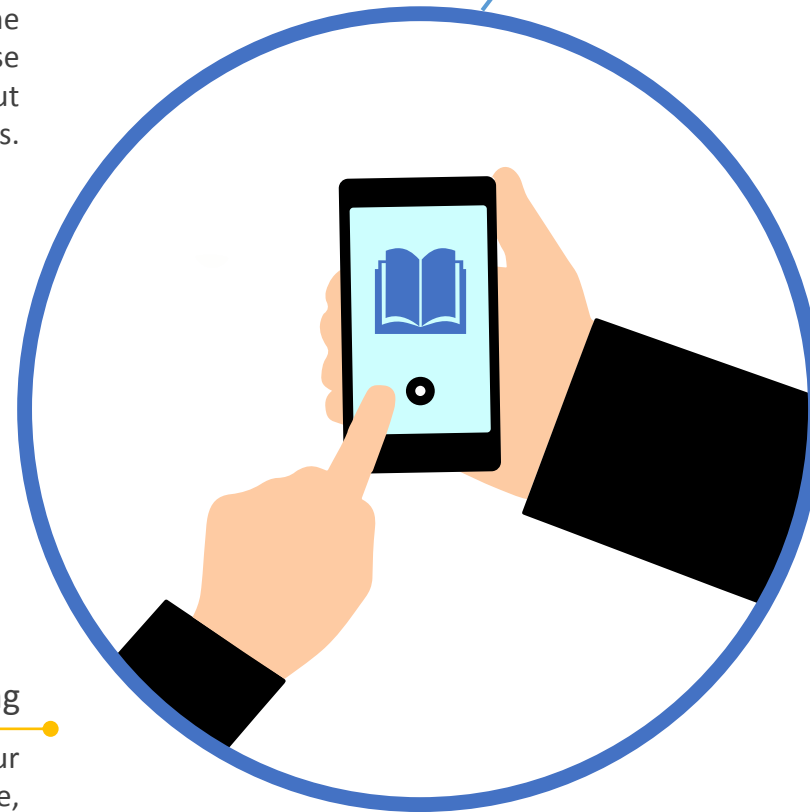
To promote engagement a driving questions should be posted. This is a question that captures the heart of the lecture and “drives the student to investigate.



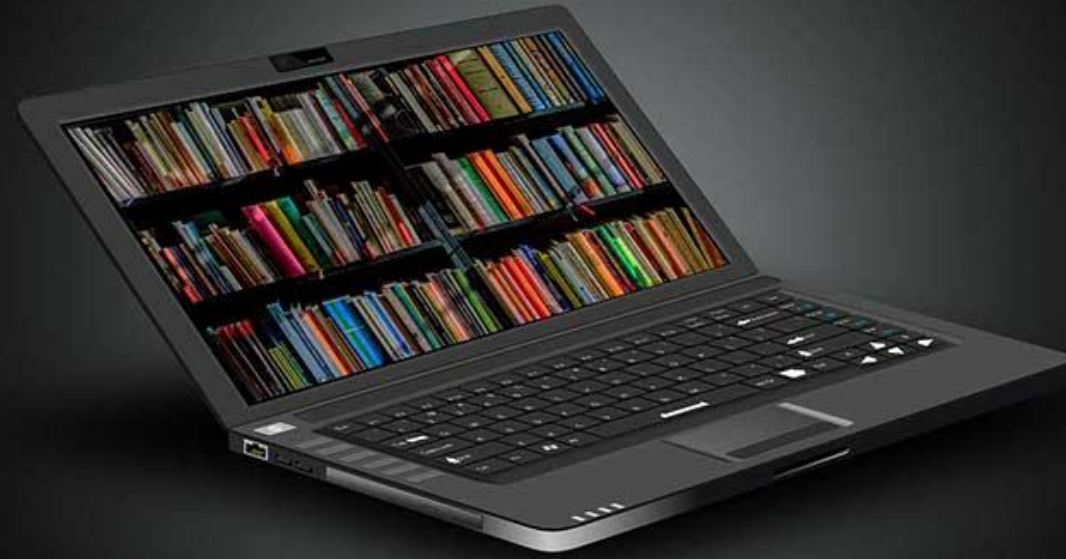
Video Conferencing

Choose a video conferencing platform that best suits your courses needs. There are several platforms, some are free, others are free to a certain point. Determine what best suits your needs.

DOWNLOAD 



Where ever possible it is recommended that the materials offered be downloadable. This gives the student(s) the opportunity to go over the materials a) at their convenience and b) as often as necessary to assimilate the information. This actively supports a student driven learning model which is more closely aligned with the online learning platform.



THANK YOU