

# ONLINE TEACHING

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NORTH AMERICAN  
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# Competencies



- Technical Competencies
- Administrative Competencies
- Pedagogical Competencies

# Technical Competencies



- Complete basic computer operations including creating and manipulating documents, managing files and folders, and working with multiple windows.
- Log into the Learning Management System (LMS) and access the class.
- Navigate the course space in the Learning Management System (LMS) to locate critical class elements such as the syllabus, lessons, gradebook, course mail, or other features.
- Set up the class gradebook and manage student grades in the Learning Management System (LMS), such as set a grading scale, use points/percentages, and submit final grades.
- Use course communication systems in the Learning Management System (LMS) such as email, chat, web conferencing, discussion forums, or announcements.
- Manage the course roster in the Learning Management System (LMS) to set up and manage teams/groups, and add instructors, teaching assistants, or outside guests with appropriate passwords and rights.
- Manage student submissions in the Learning Management System (LMS) using tools such as a dropbox
- Create and manage course files and folders within the Learning Management System (LMS).

# Administrative Competencies



- Participate in the course through a variety of communication tools.
- Communicate to students when assignments and exams will be graded and returned per assignment/quiz/exam.
- Provide a comprehensive syllabus that adheres to my institution's policies. The syllabus includes a course examination policy, a basis for grades, an academic integrity policy, and a disability access statement.
- Mediate course-related student conflicts in accordance with my institution's policies.
- Adhere to the institutional policies regarding the Federal Educational Rights & Privacy Act (FERPA).
- Revise course content and instructional materials based on student feedback.
- Obtain technical assistance and support for either myself or my students at the appropriate time.
- Communicate my expectations about student behavior in my course (i.e., netiquette).
- Communicate and monitor compliance regarding institutional academic integrity policies.
- Report grades to students and input final grades into the University's grading system as required.
- Notify students through a variety of communication tools when I am unavailable to participate in course-related activities.

# Pedagogical Competencies



- Attend to the unique challenges of distance learning where learners are separated by time and geographic proximity, and interactions are primarily asynchronous in nature.
- Be familiar with the unique learning needs and situations of both traditional age and adult learners, providing an educational experience that is appropriate for both.
- Achieve mastery of the teaching and learning environment by becoming familiar with all course materials, as well as the structure and organization of the course environment.
- Respond to student inquiries within 12-24 hours to guide students towards a positive learning outcome.
- Provide detailed feedback on assignments and exams through facilitation, guidance, directed learning, and progress assessment.
- Communicate as needed with students about course progress and changes via email, course announcements, etc.
- Promote and encourage a safe, inviting, and mutually respectful learning environment by communicating with students in a positive tone and by following and promoting Netiquette guidelines.
- Continuously monitor and manage student progress by using course statistics or reports to identify students who are not accessing course materials, participating in learning activities, etc., and reach out to encourage engagement.
- Communicate course goals and outcomes using the syllabus and course announcements at the beginning of the course.
- Establish my presence in the course on a regular basis via course announcements, assignments, emails, online office hours, and various other methods.
- Provide a departmental-accepted statement of accessibility in the course syllabus and, throughout the course, demonstrate sensitivity to disabilities and diversities, including aspects of cultural, cognitive, emotional, and physical differences.

# Pedagogical Competencies



- Ne kadar bilersen bil, söylediklerin karşındakinin anlayabildiği kadardır.

(MEVLANA)

- It doesn't matter how much you know, the most you can say is that which the person opposite you is able to understand.

(RUMI)

# Teaching vs. Learning



# Teaching vs. Learning (Engagement)

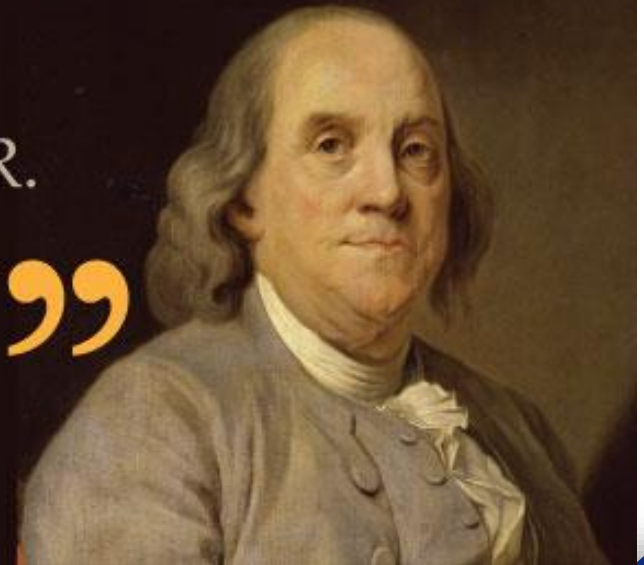


“

TELL ME AND I FORGET.  
TEACH ME AND I REMEMBER.  
INVOLVE ME AND I LEARN.

- BENJAMIN FRANKLIN

”





# Teaching vs Learning: Comparison Chart



Teaching	Learning
Generally concerned with imparting knowledge	Basically assumes a recipient role
Higher authority	Lower authority
Credited with better skills	Viewed with lesser know-how
More dependent on the presence of learners	Less dependent on the presence of teachers
Arouses learners' curiosity and motivation	Improved by being cognitively piqued
Gives feedback	Understands and applies feedback
Possible even after death	Not possible after death but can be done throughout life
Can be mandated	Cannot be essentially mandated
Less teachers as compared to learners	More learners as compared to teachers
More autonomy	Less autonomy



# Designing an effective course

Consider timing and logistics

Recognize who your students are

Identify the situational constraints

Articulate your learning objectives

Identify potential assessments

Identify appropriate instructional strategies

Plan your course content and schedule

Write the syllabus



Example Class

**PET 101**



# Learning Objectives

“Begin with the end in mind: What do you want learners to have accomplished at the end of the course? How will they have changed?”

# Learning Objectives



- Choose which type of pet would be appropriate based on lifestyle considerations
- Compare and contrast dry and canned pet food
- Create feeding schedules for pets of various ages
- Develop an exercise and play schedule for a pet

# Topics



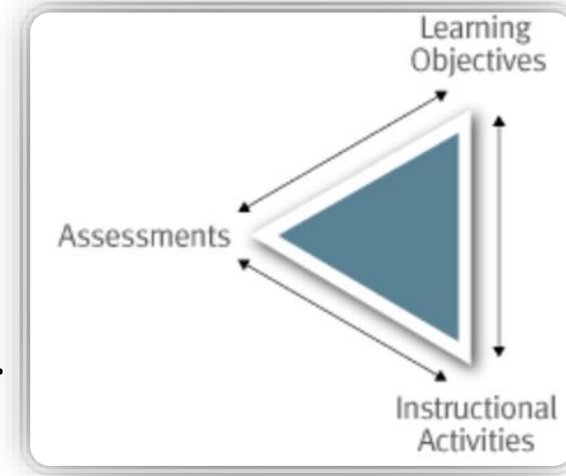
- Unit One: Dogs
- Unit Two: Cats
- Unit Three: Birds
- Unit Four: Fish
- Unit Five: Reptiles

# Assignments



- Learning Objectives

- ⇒ Compare and contrast dry and canned pet food.
- ⇒ Create feeding schedules for pets of various ages.



- Write a 1-2 page paper in which you compare and contrast dry and canned dog food in terms of health benefits, cost, and owner's convenience.
- Create a daily feeding schedule for a 6-month old dog. Explain how you would change this over the next five years.

# Learning Activity



- **Title:** Dog Food Debate
- **Objective:** Compare and contrast dry and canned dog food.
- **Description:** Break the class into two groups. One group will argue the benefits of dry food and the other group will argue the benefits of canned food. Facilitate a debate between the two groups
- **Resources required:** None
- **Time:** 30 minutes
- **On-line adaptation:** Threaded discussion.



# Assessment Questions



- Which of the following should be a factor that should be considered when selecting a pet?
  - a) Whiskers/no whiskers
  - b) Petability
  - c) Cost
  - d) Number of legs

# Content Delivery



## Synchronous Instruction

- Streaming video platforms
- Live chats, individually or course-wide
- Web conferencing tools
- Telephone availability
- Virtual office hours

## Asynchronous Instruction

- Downloadable pre-recorded lectures
- Microsoft PowerPoint presentations with or without voice-over
- Forums and discussion boards
- Email communication
- Google Drive and similar collaborative tools
- Tools for off-hour support, like virtual tutoring centers and virtual resource centers

# Instructional Strategies



- Lecture
- Discussion
- Demonstrations
- Simulations
- Games
- Case Studies
- Problem-Based Learning Projects



# WHAT DOES **ENGAGEMENT** MEAN TO YOU?



"She keeps talking about student engagement, but I'm too young to be getting married."

BY JOHN SPENCER - CREATIVE COMMONS



**Engaged** means students  
are active in the learning!



## 8 Characteristics that Motivate & Engage

- Instructor's enthusiasm
- Making the content relevant
- Organization of the lesson
- Appropriate difficulty level of the material
- Active involvement of students
- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples

**Motivate**

**Engage**

# Three Rules of Engagement



1. Teachers must think about learning before they think about teaching.
2. The brain is not designed to get complex learning correct the first time.
3. Students expect to be engaged in their daily lives, outside of the classroom.

# Know the Technology



- Be prepared to troubleshoot and let your students know you are working on it.
- Be very clear to students about where they should go for technical support.



# Expect the Unexpected and Remain Flexible



- Technology will fail.
- A backup plan.
- Be transparent in your communication to students about technology failure.
- Don't be afraid to solve technical challenges in real time.

# Create and Maintain a Strong Presence



- Send a welcome message to all students.
- Use video chat.
- Get the students talking by beginning discussions in the discussion board.
- Use non-verbal communication.
- Complete your profile with professional and personal traits.

# Set Clear Expectations for the Course



- Online learning is new to the students as well.
- Set expectations for response time.
- Share resources for students on how to be an online learner.

# Establish a sense of comfort and develop a community of learners



- Students are looking to you to set the tone.
- Humanize yourself by posting a welcome video, a biography, photos that tell stories about what you are doing.
- Incorporate instant messaging, web cameras, blogs and vlogs.
- Ask questions that empower participants to question each other, and elicit rich discussion.
- Respond to the community as a whole rather than directing all responses to individual participants outside of the community.

## Promote reflection and communication through quality asynchronous discussion



- Return to posted topics that have not been fully discussed.
- Monitor participation and contact students individually.

## Have a good balance of active leader and active observer



- Begin the course as the manager of the learning community. As the course progresses, slowly transfer the responsibility to the community of learners.

# Request regular feedback and be mindful of misinterpretation



- Check in with your students to see how things are going.
- Use ad hoc quizzes to assess learner comprehension of material.

# Regularly check content resources and applications



- Regularly check all links, resources, modules, and activities. Online content can move or change, which can lead to disengagement.
- Assist students who are having difficulty navigating course links or managing the material spanning across various web pages.
- Model the process of navigating to websites that are not embedded in the course.



# Tips for Teaching Online



- Online instructor is visible.
- You should make synchronous sessions an event during which students engage with each other, the material, and you.
- If you must lecture, record it and let students watch it as pre-work before coming to class.
- If you assign group work, make it difficult enough that one or two students cannot complete it on their own.
- Create multiple opportunities for making student work visible on the course platform



**THANKS!**

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