Teaching and learning seminar series Summer 2018

Best practices in online learning design for enhanced learning and engagement

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Learning objectives

- To become aware of some pitfalls in online learning design.

- To learn evidence-based best practices in online learning design.

- To design an interactive online learning module for your course.

Activity (reflection)

Reflecting on your experience as an online instructor (learner), what challenges have you had?

Some pitfalls in online learning design

- Rely too heavily on text

- Rely too heavily on only one type of activity

- No teacher facilitation

- No social interaction

- No instructions for students

1. Get students well oriented

- Provide rationales and clear directions (example)
  - Course overview trailer (Animoto)
  - Virtual walkthrough (ScreenR; Screen-O-Matic)
  - Syllabus quiz

- Communicate high expectations early on (example)

- Provide "Tips for online success" (example)

1. Get students well oriented

Example: course trailer video https://animoto.com/play/y24YA9vX1gQnC99GcKwOYg

Welcome to the *Teaching and Learning Seminar Series*! To get started, watch the Course overview video and the Canvas site virtual walk through video to familiarize yourself with the structure of the course and the canvas site navigation. I look forward to working with you in the next few months.

Course overview (2-minute video)

1. Get students well oriented

Example: Communicate high expectations

- *You are expected to provide constructive feedback to peers in the discussion forums. Be sure to challenge your peers to extend their thinking. Empty feedback such as "great idea" and "I like it!" are unacceptable because they don't contribute to peers' learning.*

- *Please post your discussion posts as early as possible to allow your peers enough time to read and respond. Late submissions will hold up the discussions.*

1. Get students well oriented

Example: Tips for online success

SYLLABUS

Course Information   Course director   Materials   Student Responsibilities   Description & Learning Objectives

Calendar   Pacing   Course Policies   Grading policy   Tips for online success

The following expectations will help you be successful in this blended course. Please carefully review these expectations and follow them.

1. Log into the course several times each week to check the course content and assignments.

2. Keep up with the weekly readings/viewings and assignments. Students who keep up with the weekly readings/viewings and assignments tend to do much better in an online course than those who do not.

3. You are highly encouraged to email me anytime you have a question or need help.

4. I would strongly recommend that you set aside particular days and times during each week that you will devote to the course.

5. Please do not miss a quiz deadline. .

2. Provide a clear organization

▾ **Module 1: Evidence-based practice in dentistry**

Module 1 overview and objectives
View

VoiceThread presentation: Evidence-based dentistry
View

Module 1 self-assessment
Feb 12, 2016 | 10 pts | Score at least 10.0

Additional resources

American Dental Association: Evidence-based dentistry

ADE Center for Evidence-Based Dentistry

3. Use a variety of learning materials

- Avoid being too text heavy

- Videos (short!)

- 3-D models

- Simulations

- Online cases

- Interactive e-books (e.g., iBooks)

4. Provide opportunities for active learning

Examples
1. Voicethread-based online learning modules
2. SoftChalk online case-based learning modules
3. Edpuzzle student-centered video lessons

5. Provide opportunities for online interaction

At the core of any learning experience is social interaction (Vygotsky, 1978; Wenger, 1998).

Three types of interaction (Bernard, et al., 2009)

- Student-instructor interaction

- Student-student interaction

- Student-content interaction

5. Provide opportunities for online interaction

Student-instructor interaction

- Provide weekly introduction and summary

- Participate in discussions with students

- Ask questions; answer questions

- Share supplementary resources

- Provide compliment and acknowledgement

- Provide timely, personalized, and actionable feedback

5. Provide opportunities for online interaction

Student-student interaction

- Online discussions
  - Some platforms: Forums; Voicethread
  - Some ideas: 3-2-1 strategy; small group discussion, whole class discussion

- Peer review and feedback

- Collaborative activities
  - Some ideas: group research, group presentation, group simulation and games

5. Provide opportunities for online interaction

Student-content interaction

- Reflections

- Discuss ideas of application

- Student online presentations

- Concept mapping (Pharmacology example)

6. Select and use technology effectively

Technology Acceptance Model (David, 1989)

- Ease of use

- Usefulness

Ask two questions:

- How easy is it for students to learn how to use it?

- How will it help students learn?

6. Select and use technology effectively

Some online learning design tools

- Voicethread (multimedia presentation and discussion)

- SoftChalk (learning games)

- Playposit (embedded quizzes in videos; video watching analytics)

- Padlet (brainstorm; reflection)

6. Select and use technology effectively

Tech integration tips

- Don't use too many tools at a time!

- Don't be too ambitious!

- Don't follow others blindly!

- Don't make assumptions about students!

- Don't use it simply as a replacement of an existing tool!

Post reflection

Go to: https://padlet.com/szheng/magnaonline

Double click any blank area on the whiteboard to post:

- 3 most important things you have learned.
- 2 ideas of applications.
- 1 more thing you want to learn about this topic.

Reference

Bernard, R. M., Abrami, P. C., Borokhovski, E., Wade, C. A., Tamim, R. M., Surkes, M. A., & Bethel, E. C. (2009). A meta-analysis of three types of interaction treatments in distance education. *Review of Educational research*, *79*(3), 1243-1289.

Davis, F. (1989). Perceived usefulness, perceived ease of use, and user acceptance of information technology. *MIS Quarterly, 13*(3), 319-340.

Vygotsky, L.S. (1978). *Mind in society: The development of higher psychological processes.* Cambridge, MA: Harvard University Press.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, UK: Cambridge University Press.