



# **Tips and tools to teach online by the E-learning Community of Practice**

Catherine Braithwaite, Chantale Giguère, Daniel Goldsmith,

Selma Hamdani, Reisa Levine

**Dawson Ped Day 2020**

# E-learning Community of Practice

## GOALS

- Reflect on online pedagogy with colleagues from other departments
- Explore useful online tools and software
- Develop a blended course in your department/ program
- Implement it with 1 of your groups
- Share your experience with the Dawson Community

# Terminology

**Online** = Use of course websites, platforms, devices to deliver content and communicate



**Blended / hybrid / partly online** = Courses that combine face-to-face activities with online activities

**Synchronous lesson** = offered in real time at the time of the course (ex: interactive tools by web conference)



**Asynchronous lesson** = learning activities with flexible schedule within the prescribed deadlines (Ex: access interactive online content, submit assignments online, forum, etc.)

# Tony Bates

" In terms of making decisions about **mode of delivery**, we should be asking, not which is the best method overall, but : What are the **most appropriate conditions** for using face-to-face, blended or fully online learning respectively? "

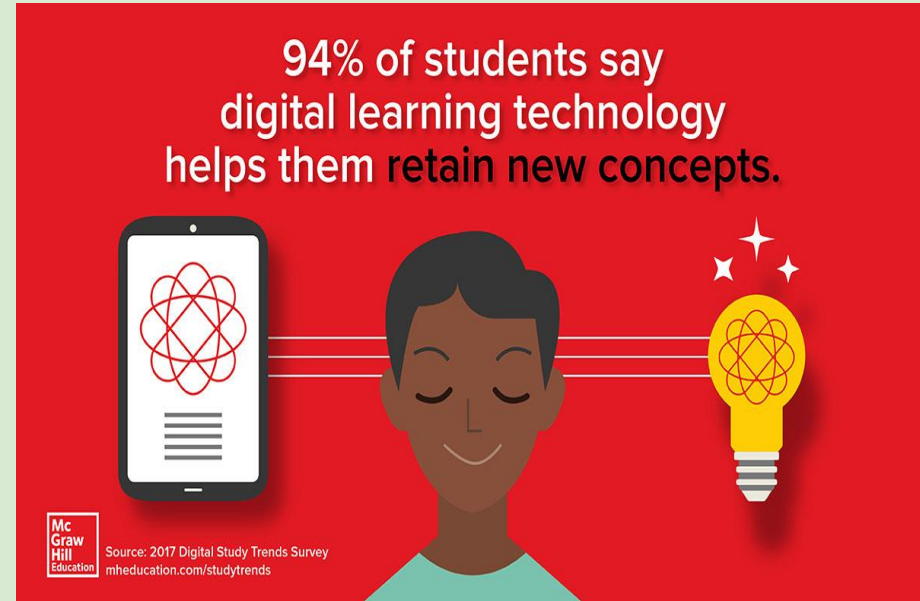
*Teaching in a Digital Age - Guidelines for designing teaching and learning*, Chapter 9.2, p. 316.

Openbook Free download: <https://opentextbc.ca/teachinginadigitalage/>



# Today's Student

- Students generally comfortable in online environments.
  - However, their strengths on social media does NOT necessarily flow into educational technology use.
- Diversity in the classroom = diverse learning styles.
- Half of Cdn post-secondary students also have jobs (work an average of 16hrs/week)



For many students,  
technology = autonomy

# Skills for the Knowledge-Society

- Communications skills
- Ability to learn independently
- Ethics and responsibility
- Teamwork and flexibility
- Digital skills
- Thinking skills (critical thinking, problem-solving, creativity, originality, strategizing)



The key skill in a knowledge-based society is **knowledge management**: how to find, evaluate, analyze, apply and disseminate information, within a particular context.

(adapted from Conference Board of Canada, 2014)

# Advantages for students



- Flexibility of time & location
- Accommodates for different learning styles



# Advantages for students

- less intimidating for group or individual presentations
- Less intimidating to ask questions

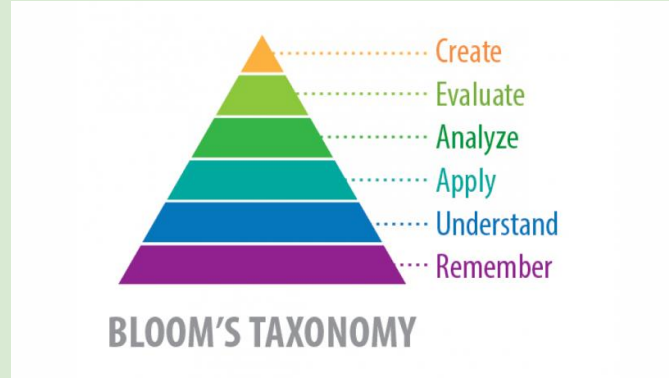




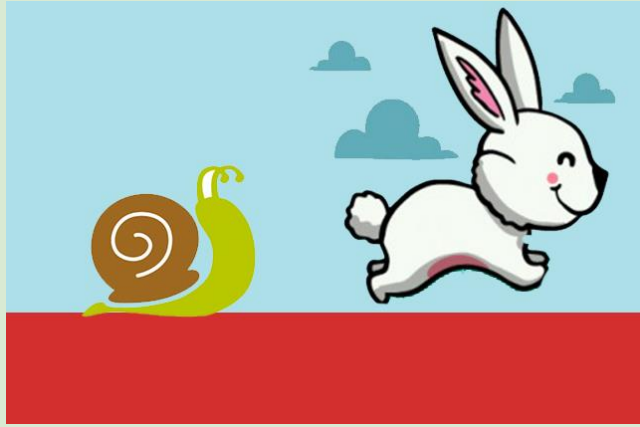
# Advantages for Students

More time for higher level learning when asynchronous (esp. when combined with “flipped” approach)

Students can revisit content and lessons more easily (review for tests and assignments)



# Advantages for Students



Students can learn at their own rhythm (especially in asynchronous lessons)



Autonomy and independence can increase motivation

# Advantages for Students

Regular and fast feedback  
(more for synchronous)



# Advantages for teachers

- Tailoring pace of class and content to the student's feedback
- Identify more quickly the misunderstandings of concepts
- Get to know the students more deeply



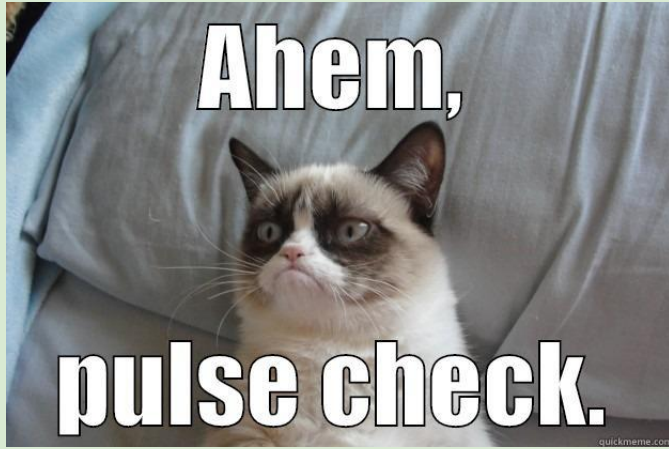
# Challenges for teachers

Time management, including determining the appropriate duration of each element of the course,

Possible loss of student participation



# Challenges for teachers



Need to be able to quickly adjust to student feedback; tailor responses to students; Frequently check the “pulse of the class”



Big time investment to develop new material

# Challenges for teachers

Possible contentious interactions with colleagues and administration  
(dealing with misperception, questions of ponderation/contact hours with students etc.)



# Challenges for teachers

- Efficiently using learning platform and course development software
- Planning the pedagogical sequence
- Choosing the right medium for each activity (online or face-to-face)
- Supporting students in the learning process (strong and weak)





# Challenges for students

Time management



Staying focused on task

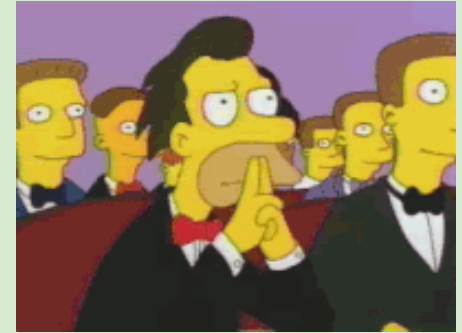


Autonomy in learning



# Recommendations

- Set the class community spirit early
- Explain roles and expectations (remind throughout the semester)
- Offer a range of learning options (text based, audio/video, links to additional content)
- Be aware of class dynamics! Know your students - both online and IRL (In Real Life)



## Communication is key!

- Make good technology choices and get appropriate technological support
- Choose the appropriate course to teach online and choose the appropriate online course modality according to discipline, competencies, etc.
- Develop your blended course step by step
- Consider inclusion and accessibility during the course development process (not after) to limit the accommodations
- Develop an active, engaging and student centered online course

Please join a Fellow for part 2 :

exploration of a tool or  
example of online course/ activity

10 min. / table

