



Introduction to “Basics of Teaching Online”

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Workshop Overview

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1. **Introductions and expectations**
2. **Terminology and online experience**
3. **Underlying premises** *Break*
4. **Good teaching practices**
5. **Good practices on the Internet**
6. **Using the e-TQM VLE**
7. **Course expectations and next steps**



Introductions

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- **About you**
 - **name (and how I should address you)**
 - **position at e-TQM and content expertise**
 - **degree of online teaching experience**
 - **none, some, a great deal**
 - **online hopes or worries**
- **About me**
 - **and my role**



Internet Experience

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- website
- email / gmail
- instant messaging
- search engine
- blog / vlog
- social networking
 - MySpace
- threaded discussion
- online chat
- wikipedia
- VOIP
- plug-ins
 - flash
 - java
- upload / download
- audio / video
- virtual meeting space
 - Elluminate
 - Webex
- other?



eLearning Terminology

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- **eLearning**
 - **synonyms?**
- **synchronous / asynchronous**
 - **advantages?**
- **interactivity**
- **Learning Objects**
- **Open Source**
- **Interoperability**
- **tools**
 - **VLE**
 - **LMS**
 - **IMS**
- **ePortfolio**
- **mLearning**
- **eLearning quality**
- **ROI**
- **digital identity**



Where to start?

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- 1. Put ourselves in our learners' shoes**
 - **context**
 - **strengths**
 - **worries**
- 2. Prepare to learn from good and bad experiences**
- 3. Prepare to learn together**



Premises

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- **Good teaching is good teaching.**
 - **Learner-focused**
 - **Constructive (asset building)**
 - **Accountable**
 - **Competency-based**
 - **Flexible (more than one approach)**
 - **Participatory**
 -
- **Good online teaching is:**
 - **Good teaching (doing the same things in new ways) plus**
 - **Best practices using the internet and ICT plus**
 - **Innovations – (doing new things in new ways)**



Teaching Skills

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1. scaffold learning

- set objectives
- order presentation
- provide feedback

2. promote learner skills

- subject specific
- general learning

Skills to Model

3. facilitate participation

- establish presence
- motivate learners
- accommodate learning styles

4. design online activities

- relevant tasks
- relevant assessment
- quality resources



Good Practices in Online Learning

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- **Focus on learner context and needs**
- **Create trust**
- **Develop interaction**
 - **with course**
 - **teacher/mentor**
 - **other learners**
 - **computer**
- **Select right resources**
- **Good instructional design**
- **Appropriate technical design**
- **Use cognitive tools to promote learning**
 - **selecting information**
 - **organizing info**
 - **manipulating info**
 - **integrating to create understanding**
- **eAssessment**
 - **authentic**
 - **flexible**
 - **ongoing**



Using the VLE

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- 1. Getting started**
- 2. Communications tools**
- 3. Learning log**
- 4. Scheduling**



Summary

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- **Teaching quality**
 - “walk the talk” (modeling)
 - establish **learning** objectives, measure and improve
 - establish **teaching** objectives, measure and improve
- **Quality teaching**
 - “guide on side” vs “sage on the stage”
 - ensure quality in teaching/learning resources (?)
 - contribute to quality in all elements of the system (?)



Course Overview

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- 1. practicing ICT competencies for teaching**
- 2. assuring eLearning quality**
 - **inputs (selecting or developing good resources)**
 - **processes and practices (teaching and assessment of learning)**
 - **outcomes (setting and achieving objectives)**
 - **feedback loop (TQM)**
- 3. managing new learning in an ePortfolio**
- 4. building an online teaching community**



eLearning Competencies

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1. General competencies, e.g.:

- adult learning
- instructional design
- performance gap analysis
- change management
- leadership
- industry awareness
- buy-in/advocacy
- relationship building
- consulting

ASTD / EifEL

2. Management Competencies

- project management
- selection / evaluation

3. Distribution method competencies

- cost analysis / ROI
- options

4. Presentation method competencies

- learning styles
- communication tools



Next Steps

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- **Tasks for me?**
- **For you**
 - **register for course**
 - **talk to students**
 - **think about teaching objectives**
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