HOW TO CREATE ONLINE LEARNING EXPERIENCES

Session 2: Effective Practices

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MAVS OPEN PRESS

- *Creating Online Learning Experiences:
  A Brief Guide to Online Courses, from
  Small and Private to Massive and Open*

  https://uta.pressbooks.pub/onlinelearning/

- Chapter 5: *Effective Practices*

  **https://uta.pressbooks.pub/onlinelearning/
  chapter/chapter-5-effective-practices/**

**CREATING ONLINE
LEARNING EXPERIENCES**

*A Brief Guide to Online Courses, from
Small and Private to Massive and Open*

MATT CROSSLIN
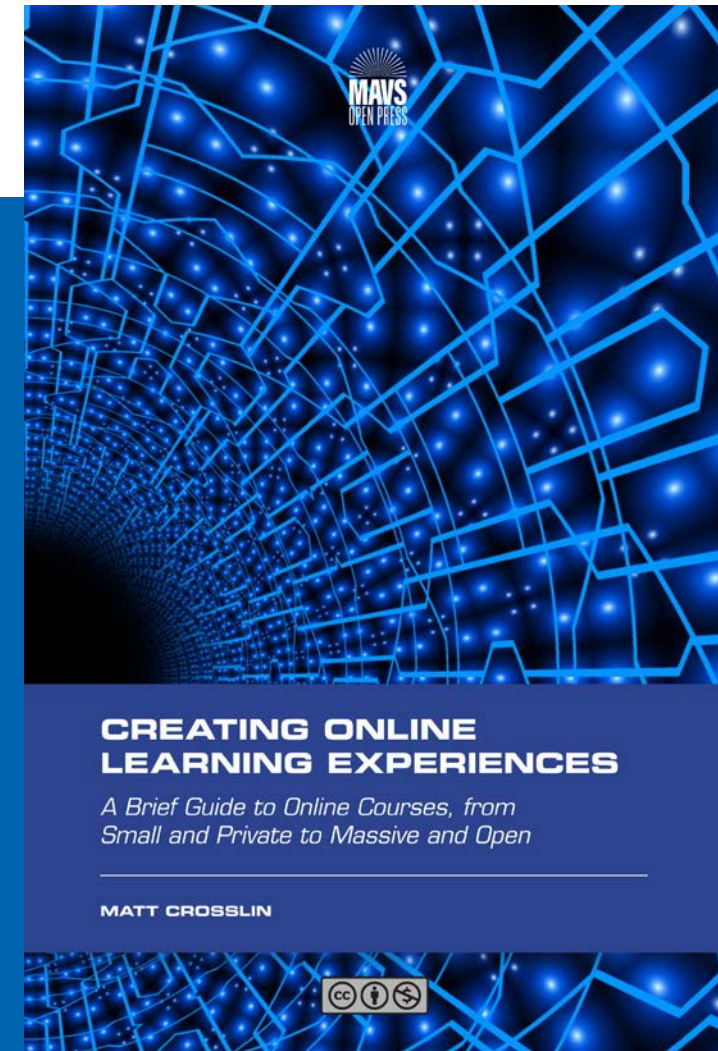
WAIT... "EFFECTIVE" PRACTICES?

- We usually hear about "Best Practices."

- Best Practices are defined as "commercial or professional procedures that are accepted or prescribed as being correct or most effective."

- Who gets to say what is correct? vs. Who gets to say what is effective?

- I prefer to focus on the part that applies more to education: effectiveness

- Effectiveness is better at addressing DFWQ

WHY DO ONLINE STUDENTS D / F / W?

- They are often non-traditional students. Life happens.

- They need more flexibility to make their own learning pathway.

- Disconnection from other students.

- Unrealistic expectations of course workloads.

- Poor or ineffective communication from the professor.

- Technical issues and no one there to help.

- Unexpected content, assignments, or requirements.

GOALS / OBJECTIVES / COMPETENCIES

- Clear, well-written goals

- Specific, measureable, understandable objectives or competencies

- Assessment tightly connected to goals / objectives / competencies

- Clearly defined alignment between assessment , activities, goals, objectives, and / or competencies.

- Goals, Lesson, and Competencies micro-lesson in Twine:
  https://mattcrosslin.com/archives/lessons/goals-objectives-competencies.html

- Goals, Lesson, and Competencies micro-lesson in H5P:
  https://mattcrosslin.com/archives/lessons/goals-objectives-competencies-intro.html

- Just the videos:
  https://www.youtube.com/watch?v=ayz5hdTUnaE&list=PLgeOhUygpbD994FUrPpP-dr3ZUIh0C4nu

CLEAR COMMUNICATION

- Learning and Teaching as Communicative Actions theory – based on Habermas

- **Normative communicative actions:** communication of knowledge that is based on past experiences (ex: class instructions).

- **Strategic communicative actions:** communication through textbooks, lectures, and other methods via transmission to the learner.

- **Constative communicative actions:** communication through discourses, debates, and arguments intended to allow learners to make claims and counterclaims.

- **Dramaturgical communicative actions:** communication for purposes of expression (reflecting or creating artifacts individually or as a group to demonstrate knowledge or skills gained).

TYPES OF COMMUNICATION

- Student <-> Teacher
- Student <-> Student
- Student <-> Content
- Student <-> Interface
- Teacher <-> Teacher
- Teacher <-> Content
- Content <-> Content

- Group <-> Content
- Group <-> Group
- Student <-> Group
- Teacher <-> Group
- Networked with sets of people or objects

FLEXIBILITY

- One of the main reasons they are in online courses is because of the flexibility.

- Flexibility can take many forms:
  - Flexible deadlines
  - Granting exceptions
  - Course content / activity / pathway choices

- There is a difference between "planning for flexibility" and "I ran out of time, so let's make this up at the last minute.

HUMANIZING ONLINE COURSES

- Community of Inquiry Framework

  - Focus on three presences: teaching presence, social presence, and cognitive presence.

- **Teaching presence:** improving and humaninzing structure and communication from the instructor.

  - For example: clearly defining expectations, creating avenues to encourage learner agency, and timely feedback to learners.

  - One good way to make sure this happens is create a schedule for you to communicate with your learners, via email or other methods, and then make sure you stick to that schedule.

HUMANIZING ONLINE COURSES

- **Social presence:** helping learners see themselves as an individual "real person" that can actively and safely participate in the course.

  - For example: drawing in students, creating low-risk ways for them to express themselves, and establishing Codes of Conduct.

- **Cognitive presence:** looking at the entire learning process for ways to encourage students to think about their learning, reflect on that learning, and sharing their learning process with others.

  - For example: encouraging learners to take ownership of their learning, building in reflection activities, and creating avenues for learners to share and interact with those reflections (for instance, by blogging).

SOME THINGS TO POSSIBLY AVOID

- Long videos – people have 5-8 minute attention spans for a reason.

- Using videos or other technology just for the sake of using it.

- Complicated course structures or grading schemes.

- Ignoring the need to have any kind of teacher and student presence.

- Others?

FURTHER READING

- Community of Inquiry website
  https://coi.athabascau.ca/

- *Humanizing Online Learning* by Whitney Kilgore
  https://humanmooc.pressbooks.com/

- From Instructivism to Connectivism: Theoretical Underpinnings of MOOCs (second half covers communication in courses)
  https://scholarworks.umb.edu/ciee/vol3/iss1/6/

- Learning and Teaching as Communicative Actions: A Mixed-Methods Twitter Study
  https://digital.library.unt.edu/ark:/67531/metadc991003/