

Getting Started with & Refining Online Pedagogy & Practices

Tonia A. Dousay, Ph.D.
Dean, School of Education
University of Alaska Anchorage



WEBINAR AGENDA

01

Welcome & Introductions

Breakout Activity: What do we have in common?

02

Reviewing Modalities

To be (synchronous) or not to be? That is the question.

03

Exploring Strategies

Five ways to enhance the teaching & learning experience.

04

Wrapping Up

Good learning design leads to good learner outcomes.

05

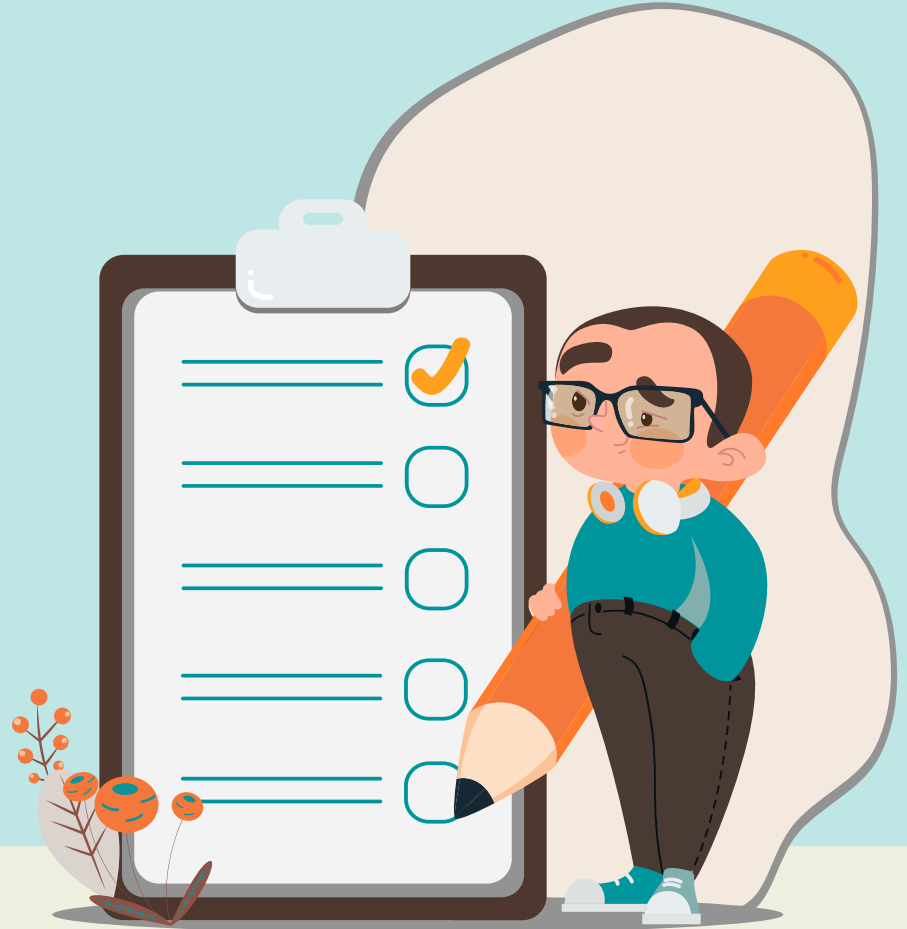
Reflecting

Prepare for the next session on policies & tools.

2

01

Welcome & Introductions



WHAT DO WE HAVE IN COMMON?



01 Minute

Activity Setup

03 Minutes

Breakout Rooms

04 Minutes

Share Out

02

Reviewing Modalities



REVIEWING MODALITIES



Asynchronous

Content delivered online. Students participate from anywhere and anytime. No real-time online or in-person meetings.



Synchronous

Content delivered online. Students participate from anywhere. Real-time online meetings.



Hybrid

Content delivered online *and* in-person. Students participate in online components from anywhere. Real-time, in-person meetings.



Hybrid Flexible

Content delivered online *and* in-person. Students participate from anywhere *or* in-person. Real-time in-person *and* online meetings.

03

Exploring Strategies



EXPLORING STRATEGIES

Community of Inquiry



Communicating
Online

Content-Activity Flow



Scaffolding
Activities

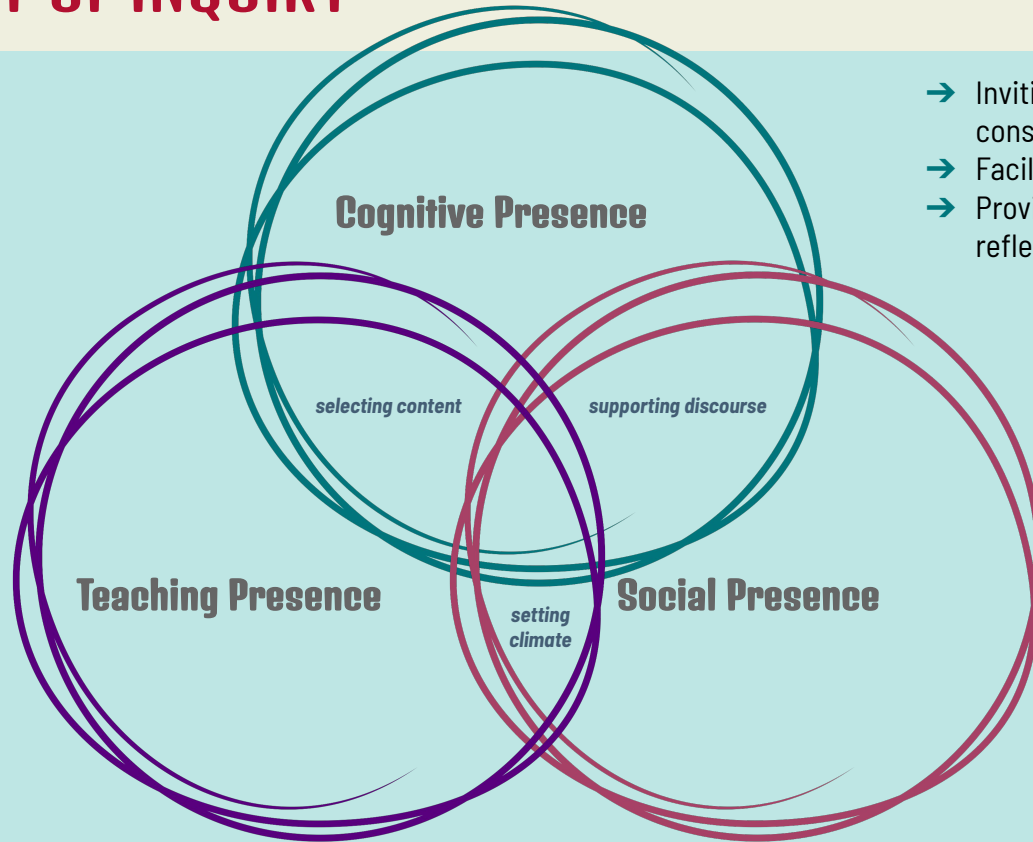
Novel Assessment



COMMUNITY OF INQUIRY



- Curating/creating content
- Designing the learning experience
- Facilitating engagement



- Inviting learners to construct meaning
- Facilitating discourse
- Providing opportunities to reflect

- Inviting learners to engage purposefully
- Achieving meaningful interactions
- Establishing and maintaining relationships

Adapted from: Anderson, T., Rouke, L., Garrison, D. R., & Archer, W. (2001). Assessing teaching presence in a computer conferencing context. *Journal of Asynchronous Learning Networks*, 5(2), 1-17.

<https://olj.onlinelearningconsortium.org/index.php/olj/article/view/1875>

COMMUNITY OF INQUIRY



Survey Activity



bit.ly/coi-checkin

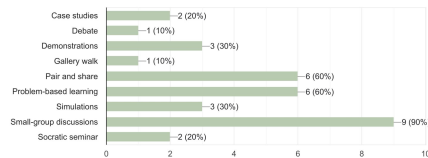


COI SURVEY RESULTS



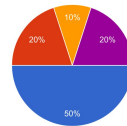
Preferences

What strategies for facilitating engagement do you prefer?
10 responses



Preparedness

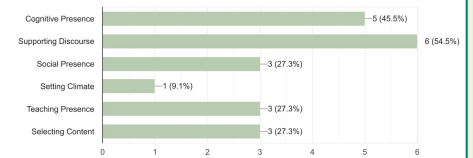
Describe your level of preparedness to engage learners online.
10 responses



- I can create new engaging activities for online learning.
- I can evaluate engaging activities for appropriateness to use in online learning...
- I can differentiate between types of engaging activities used in online learning...
- I can use an appropriate engaging activity for online learning.
- I understand the basic concepts of online learning.
- I can define engaging activities for online learning.

Development

Which component(s) of the Community of Inquiry framework do you plan to purposefully develop?
11 responses





COMMUNICATING ONLINE



Jamboard Activity

What does communicating look like in the learning environment?

1. Launch the [Jamboard](#)
2. Add a sticky note to the first frame
3. Contribute to the discussion (aloud or in chat)
4. Copy stickies from Frame 1 into the appropriate column(s) of Frame 2 or Modify a sticky to make it fit a modality

CONTENT-ACTIVITY FLOW



Front-Load Content

Learning typically occurs in a sequential order of presenting content, providing learning guidance, eliciting performance, providing feedback, and assessing performance.



Flipped Content

Learning may involve presenting content and providing guidance to learners in advance of a class meeting to focus efforts on eliciting performance, providing feedback, and assessing performance.



Interweave Content

Learning fluidly moves between presenting content in advance or in-person, providing guidance to learners in cooperation with eliciting performance, providing feedback, and assessing performance.

CONTENT-ACTIVITY FLOW



Padlet Activity

When and how might you implement content-activity flow in online learning?

1. Launch the [Padlet](#)
2. Consider the different combinations of modalities and strategies discussed previously
3. Click the white + inside the red circle (lower right corner) to add a post
4. Publish your perspective
5. Click the three-dot menu of your post and select Connect to a post; select the appropriate post

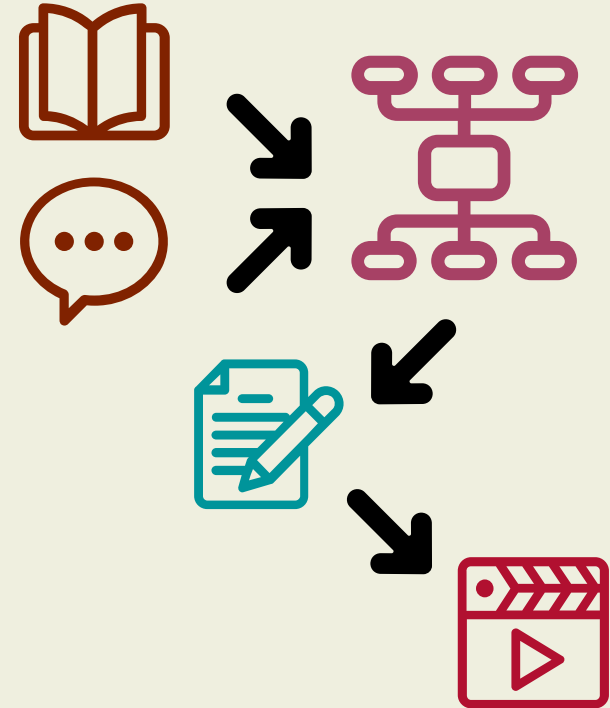




SCAFFOLDING ACTIVITIES

Brainstorming/Organizing

1. While reading and discussing learning philosophies and philosophers, create a mind map to notetake main ideas.
2. Add a second node to the mind map for learning theories and continue to notetake.
3. Add a third node and brainstorm your favorite classroom engagement activities.
<opt: share map with a mentor for feedback>
4. Synthesize your mind map into a two-page written teaching philosophy statement. Submit the final mind map with the statement.
5. Record a 2-minute video/audio reflection of mind map development and positional shifts.





SCAFFOLDING ACTIVITIES

Building Skills

1. Introduce content standards and deconstruct components in Breakout Rooms. Share out.
2. Introduce objective construction and engage in co-constructing quality learning objectives aligned to a target standard on a Whiteboard.
3. Introduce types of assessment and have students knowledge check using a live survey.
4. *Individual assignment:* Deconstruct one of X sample lesson plans and prepare a written evaluation on the quality of its construction.



NOVEL ASSESSMENT



Peer Feedback

Traditional or mediated discussions on an assignment concept. Constructive criticism of an artifact.



Collaborative Construction

Co-writing documents or note taking. Information visualization. Annotating documents.



Embedded Reflections

Formative video or audio recording at milestones.
Written components of an assignment.



Design Justifications

Summative reflection on why feedback was/was not incorporated into final product.

04

Wrapping Up



WRAPPING UP

Good learning design = Good learning outcomes



05

Reflecting



I WONDER

1. What tools can I use to enact these strategies?
2. What federal or institutional policies govern my actions as an online educator?
3. How do these guide my learning design decision-making?

TONIA A. DOUSAY

tadousay@alaska.edu
learninginterest.com

Up Next:

Practical Guidance for Online
Pedagogy & Practices
May 16 @ 1-2:30 CT

THANKS!



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