Getting Started with & Refining Online Pedagogy & Practices

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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.
01 Welcome & Introductions
WHAT DO WE HAVE IN COMMON?

I love to read historical fiction.

My favorite series is Outlander!

01 Minute
Activity Setup

03 Minutes
Breakout Rooms

04 Minutes
Share Out
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

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

Teaching Presence
- Setting climate
- Supporting discourse
- Selecting content
- Inviting learners to construct meaning
- Facilitating discourse
- Providing opportunities to reflect

Cognitive Presence

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

COMMUNITY OF INQUIRY

Survey Activity

How’s it going?

bit.ly/coi-checkin
COI SURVEY RESULTS

Preferences

What strategies for facilitating engagement do you prefer?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case studies</td>
<td>3 (20%)</td>
</tr>
<tr>
<td>Debate</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Demonstrations</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Gallery walk</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Role play</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Problem based learning</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Simulations</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Small group discussions</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Surveys</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Preparedness

Describe your level of preparedness to engage learners online.

<table>
<thead>
<tr>
<th>Preparedness</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>10</td>
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<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>0</td>
<td>0%</td>
</tr>
</tbody>
</table>

Development

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cognitive</td>
<td>0.5 (5%)</td>
</tr>
<tr>
<td>Supporting</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Social</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Welcoming</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Teaching</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Selecting</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>
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
Learning typically occurs in a sequential order of presenting content, providing learning guidance, eliciting performance, providing feedback, and assessing performance.

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.

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

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