

An Introduction To Online Teaching

Brian Udermann

Center for Advancing Teaching & Learning

Online @ UW-L

- Driven by student/faculty interest
- Offered in D2L
- Mostly asynchronous in nature
- Offered all terms/semesters
- Fee & section number
- Handbook, guidelines, training & grants

Where do I start?

- Reflect on your current course
- How is content delivered?
- How do you engage students?
- What works really well?

Online not for everyone

- Faculty and students
 - Technology
 - Time management
- Think of course length
- Try a self assessment

* Google "is online teaching for me" *

Delivering content

My Progression

- Enhanced power points
- Lecture narratives
- Podcasts
- Mediasite recordings
- Evaluate and improve ...

Getting started

- Make it easy for the student
- Contact early (2-3 wks before class)
- Welcome message / video
- Tell them what to do / where to go
- Course schedule / outline

Early on

- Introduce yourself
- Have students introduce themselves
- Create a space for student interaction (student lounge)
- Helps develop community

Easy navigation

Unit 1

- Reading
- Power point
- My thoughts
- Discussion
- Quiz
- Assignment
- Take home message

Your syllabus

- Usually longer
- More information
- Expectations
- Directions for course requirements
- Information and links to resources

Concerns about Cheating

- Student honor code
- Time quizzes / exams
- Disable right click
- Randomize questions / pool questions
- Higher order questions
- Turn in sections / chunks of large projects
- Assign narrow topics for papers / projects

Student engagement

- Let them know it is expected
- Student to student
(groups/discussions)
- Have them evaluate each others work
- Your presence is important!
- Variety (content & assessments)

Discussions

- Great for interaction
- Be creative, use videos, activities, etc.
- Evaluation
- Resist the urge to always respond

Stay engaged!

- Vital
- Updates in news area
- Feedback on student work
- Active in the discussions
- Exceed student expectations
- Students appreciate this

Technology

- More isn't always better
- Why are you using it?
- Ease of use, time to download, etc.
- Identify needs
- Be willing to try new things

Does online = more work?

- We hear this question a lot
- Many people believe they are
- Work intensive up front
- You control your course design
- Updating can be tedious

Anticipate challenges

- There will be!
- Disruptive students
- Technology failures
- Questions (have them find answer)
- Communicate with entire class
- Be flexible

Burnout

- Be careful
- Can be addicting
- Schedule time for class work
- Share your schedule with students

Any questions