

Optimizing Online Education

- To engage students who are not in the room during a lesson, the course should mix spurts of discussions, collaboration, video and audio clips, and hands-on exercises with text and possibly brief video lectures.
- Presenting information in 10-minute “chunks” and the importance of varying the format. Designing lessons with ample white space; breaking up text with photographs so students can see examples of what is in the text; and incorporating color into section titles
- Instructors should have a “social presence” in their online classrooms, and encourage students to do the same. Faculty members should post their bios in the classroom and also do “some cocktail-party sharing” by telling students which books they are reading and the topic of their research. They also can post photos of themselves working on their laptop at a coffee shop or mention something interesting that happened over the weekend. “Students should have a well-rounded idea of who [their professors are] as people,”
- Students who enroll in virtual courses usually are at least somewhat facile with technology, professors should leverage that by allowing them to use digital tools for their assignments. While it’s quicker to grade papers than to review student-produced PowerPoint presentations or videos, King said, “a lot of students express themselves better that way.”

<https://www.insidehighered.com/digital-learning/article/2017/07/12/7-guidelines-effective-teaching-online>

- The role of the LMS is important: Most learning management systems provide a rich array of tools that assist the faculty in attending to the details of course management. For example, reporting functions such as summaries of student online activity, participation in discussion groups and completion of course assignments can easily be generated and tracked. It is to the advantage of the online instructor to become familiar and competent with the learning management system in order to take full advantage of this capability.
- One of the most challenging aspects of designing an online classroom is working without the confines of time and location. Although this may have great initial appeal to both learner and instructor, the reality of this lack of operating parameters becomes quickly evident. Courses without time and location operating parameters can become management challenges for busy students participating in online class activities while still balancing the demands of work and family life. For the instructor, the lack of time and location constraints can cause a blending of class and non-class activities. Establishing a pattern of course activity and communicating this sequence to the learner enables the learner to develop a plan of study to address the requirements of the course. This course schedule and pattern also aids the instructor to contain the course-related activities to an appropriate duration and workload.
- For the online learner, timely feedback from the instructor to a student inquiry serves as a vital link between learner and learning system. Establishing and communicating a response rate expectation can eliminate the guessing and frustration of not receiving an immediate response. Excessive delays, for example longer than 72 hours, may inhibit student progress in the course and will most definitely lead to student dissatisfaction with their learning system.
- Interactions between class participants remains a critical and challenging factor of success. Developing and continuously improving the static messages can greatly improve the online experience for both student and instructor.
- Establishing strategies for addressing the quality of the online learning experience from inception through to delivery is critical to ensure learner and instructor success. Considering several aspects of the online learning experience, such as content resources, instructional design strategies, and systems performance is one way of breaking the task into manageable chunks. Building relationships with colleagues, either local or from other institutions, is a great way to “shed some light” on your course and gather improvement suggestions. The learners are typically a willing and ready source of user input. Devising methods for gathering user input through mid- and end-of-course surveys, discussion forums, or random questionnaires can inform and affect the overall course success.

Source: https://www.mnsu.edu/cetl/teachingwithtechnology/tech_resources_pdf/Ten%20Principles%20of%20Effective%20Online%20Teaching.pdf

- Let the students do most of the work via student led discussions and let them help each other find solutions (peer assistance)

- Interactivity is at the heart and soul of effective asynchronous learning
- Strive for presence

Source: <https://www.ccri.edu/distancefaculty/pdfs/Online-Pedagogy-Pelz.pdf>

Useful videos on how to setup a good online course on BB:

<https://www.youtube.com/watch?v=NtzyexqwG14&t=2267s>

<https://www.youtube.com/watch?v=0zqb053QY7I>