



Training faculty to effectively teach over a distance

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What's missing from training?

- ◆ “The majority of training currently provided by two-year colleges consists of workshops designed to familiarize faculty with the technical aspects of CMS, but does not consider pedagogy for online courses. Only 20% of the participants in this research study received training in facilitating either active learning or student collaboration online, yet all of the focus-group participants cited difficulty of engaging students online as a major problem.” (Pankowski, 2004)
- ◆ Learning to put a course online is not learning to teach online.



Teaching course for the first time

- ◆ Technology glitches of students
- ◆ Computer crashes during assignments
- ◆ Students not logging in
- ◆ Students logged in, but not posting
- ◆ Clarification questions on assignments
- ◆ Questions on where/how to turn in assignments
- ◆ Problems working online within groups
- ◆ Not many content questions!



Need to express Expectations

- ◆ Student expectations of course
- ◆ Student expectations of instructor
- ◆ Student expectations of themselves

Course orientation

face-to-face

first module within course



Expectations of Course/Instructor

◆ Organized

- Information available and accessible
- Uniform announcement area

◆ Directions for assignments and tests

- Clear and concise
- List all parts and due dates for each part
- Include impact on course grade, possibly rubric
- Post early enough to be completed
- Proof before posting (colleague)



Expectations of Course/Instructor

◆ Communication Tools

- Set rules and procedures
 - Use subject heading
 - E-mail versus discussion board
- Organize Discussion Board into areas
 - Class introductions / Social area or Café
 - Technical questions
 - Content questions by module or unit
 - Project or assignment discussion

◆ Feedback for assignments

- Grade and explanation of grade
- Timeline of when items graded or responses given



Expectations of Students

- ◆ Time for course
 - Number of days and hours expected online
 - Regular due dates the same day of the week
- ◆ List of assignments, projects, and tests
- ◆ Class participation
 - Quantity versus Quality
 - “I agree” posts
- ◆ Have a discussion thread for students to add expectations



Potential Problems during course

- ◆ Lurking or non-attending students
 - Need mechanism to check “attendance”
 - Refer to expectations of students
 - Need external (to course) contact information
 - Ask if technical problems keep them away
- ◆ Disruptive students
 - Keep copies of everything
 - Handle privately; give consequences for future
- ◆ Noisy students
 - Refer to worthwhile posts description
 - Provide a warning; give consequences for future



Grading online participation

- ◆ Define participation publicly
 - Use definition to create a rubric
 - 10 – 40% of student's overall grade
 - At least 2/3 on quality not quantity
- ◆ Use descriptive class roster
 - Add personal information presented in class
 - Make comments on types of posts
 - Basis for student feedback
- ◆ Feedback
 - Preferably before next assignment is due
 - More than just a grade; relevant comments



Grading online groups

- ◆ Define your participation in the group discussion
- ◆ Identify roles group members should take
 - Recorder
 - Spokesperson
- ◆ Recommended maximum of four
- ◆ Allow & use peer evaluations



References

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