Effective Online Teaching and Learning

Online learners need <u>instructors</u> to:

- Be visibly and actively involved
- Involve everyone in the learning activities
- Communicate well – consistent, thoughtful, and connecting on a personal level
- Offer flexibility
- Provide meaningful and practical connections between theory and practice
- Provide a structured yet comfortable environment
- Commit to doing what is necessary to make an online course effective

Source: Young, S. (2006). Student views of effective online teaching in higher education. *The American Journal of Distance Education, 20*(2), 65–77. http://dx.doi.org/10.1207/s15389286ajde2002_2

Three elements help to explain the educational experience online from a process perspective.

Elements	Description	Examples of indicators	Supporting tools
Social Presence How engaged are the learners with one another and the instructor?	Open communication Group cohesion Personal/Affective	Learning climate/Risk-free expression Group identity/collaboration Self-projection/expressing emotions	Canvas discussion boards Zoom video conferencing and chatting Flipgrid Google drive and apps
Cognitive Presence How does the content presentation build knowledge and skills and provide for deep thinking opportunities?	Initiating event Exploration Integration Resolution	Sense of inquiry Information exchange Connecting Ideas Applying new ideas	Canvas modules Canvas studio videos Zoom recording Panopto videos
Teaching Presence How responsive is the course design and facilitation to students' needs?	Design and organization Facilitating discourse Direct instruction	Setting curriculum and methods Shaping constructive exchange Focusing and resolving issues	Canvas modules Canvas studio videos Panopto videos Canvas rubrics Canvas assignment comments

Adapted from: Akyol, Z., & Garrison, D. (2008). The development of a community of inquiry over time in an online course: Understanding the progression and integration of social, cognitive and teaching presence. *Journal of Asynchronous Learning Networks*, 12, 3–22. http://dx.doi.org/10.24059/olj.v12i3.72

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