

TEACHING ONLINE

A PRACTICAL GUIDE

Susan Ko and
Steve Rossen

4
FOURTH
EDITION



Brief Contents

Preface

PART I Getting Started

- 1 Teaching Online: An Overview
- 2 Scouting the Territory: Exploring Your Institution's Resources

PART II Putting the Course Together

- 3 Course Design and Development
- 4 Working with Others to Develop a Course
- 5 Creating an Effective Online Syllabus
- 6 Building an Online Classroom
- 7 Student Activities in the Online Environment
- 8 Copyright, Intellectual Property, and Open Educational Resources
- 9 Creating Courseware: Selecting "Web 2.0" Tools and Other Resources

PART III Teaching in the Online Classroom

- 10 Preparing Students for Online Learning
- 11 Classroom Management and Facilitation
- 12 Classroom Management: Special Issues
- 13 Teaching Web-Enhanced and Blended Classes
- 14 Teaching and Learning in a MOOC
- 15 Taking Advantage of New Opportunities

Glossary

Guide to Resources

Contents

Preface

PART I Getting Started

1 Teaching Online: An Overview

The Range of Online Experiences: Two Hypothetical Cases

Western Philosophy, a Course Taught Entirely Online

Introduction to Physics, a “Blended” Course

Teaching Online: The Basics

Teaching a Course Entirely Online

What about Support Personnel and Training?

Do You Have to Be a Computer Expert?

What Can Teaching Online Do for You?

Heightened Awareness of Your Teaching

New Connections with the Wider World

Your Students Need You More than Ever

2 Scouting the Territory: Exploring Your Institution’s Resources

Questions to Ask about Your Institution’s Resources

What’s Already in Place?

What Kind of Software Is Available at Your Institution to Run Online Courses?

What Is the Profile of Student Users?

What Kind of Technical Support Does Your Institution Provide?

What Kind of Instructor Training and Support Is Available?

PART II Putting the Course Together

3 Course Design and Development

Some Examples of Course Design and Development

- A Speech Course Taught Entirely Online
- A Blended Course in Italian Language and Culture
- A Blended Mechanical Engineering Course
- Initial Steps in Course Design and Development
 - Analysis
 - Course Goals and Learning Objectives/Outcomes
 - Design
- Rubrics and Guidelines for Online Course Design
- Other Design Considerations
 - Universal Design and Accessibility
 - Adult Learners
 - Scaffolding
 - Low-Stakes Assignments
- Course Development
 - Some Help in Getting Organized
- Instructor-Generated Content and Presentation: Lectures and Commentary
 - Text
 - PowerPoint Slide Shows
 - Narrated Slides, Audio or Videotaping, and Screencasting
 - Instructor Presentation: Simulations and Experiments
 - Using External Content
 - Discussion/Interaction/Communications
- Group-Oriented Work and Student Presentation
 - Research
 - Assessment Considerations
- High-Stakes, Low-Stakes Testing
 - Low-Stakes Testing
 - High-Stakes Testing
- Assuring Academic Integrity among Your Students
- Choosing Textbooks, Coursepacks, and Software for Your Course
- Redesign

Redesign from Longer to Shorter

Redesign from Shorter to Longer

Some Final Tips on Course Development

4 Working with Others to Develop a Course

A Model of Instructor–Designer Collaboration

Advice for Instructional Designers on Working with Instructors

Advice for Instructors Working within a Team Approach

How to Best Approach a Course You Did Not Develop but Are Asked to Teach

Suggestions for Approaching the Teaching of a Highly Standardized Course

Competency-Based Education and Adaptive Learning Modules

5 Creating an Effective Online Syllabus

The Contract

Class Participation and Grading Criteria

Managing Student Expectations

The Map

The Schedule

Using Specific Dates

Supplying Information More than Once

Sample Syllabi: Online and Blended Course Versions

6 Building an Online Classroom

Templates

Dividing Up and Organizing Your Material and Activities

Timing of Access

Pacing Consideration

Content Presentation Areas

Adding Multimedia Content

Announcement Areas

Syllabus and Schedule Areas

Threaded Discussion Forums

- Blogs and Comment-Based Discussion

- Other Types of Discussion

Other Communication Tools

- Internal Message Centers, Internal Tools for External Email

- Instant Messaging and Texting

- Chat, Whiteboard, and Other Collaborative and Screensharing Tools

- Group Activity Areas

- Internet Resource Collections and Curation

- ePortfolios

- Searching Capabilities

- Quizmakers

- Student Progress Reports, Tracking and Alerts, Learning Analytics

- Online Gradebooks

Other Course Areas and Features

- Mobile Apps

- Connecting to Social Networking Sites

- Finding the Right Tools and Keeping Informed

- Virtual Worlds

7 Student Activities in the Online Environment

Group Activities

- Dividing Students into Groups

- Supervision and Assessment of Groups

Role Playing and Simulations

- Computer-Based Simulations and Serious Games

Summaries, Consensus Groups

The Experience-Based Practicum or Lab Assignment

Reflective Activities

Just Discussion

Scenarios and Case Studies

Peer Editing and Review

Student Activities Involving Guest Speakers

Cross-Cultural Exchanges

Cross-Cultural Classes and Teams

The Challenges and Rewards of Cross-Cultural Courses

Using the Internet as a Resource

Preparing the Way

Evaluating Websites

Varieties of Useful Websites

Using the Internet as a Resource: Two Examples

A Grading Rubric for Every Activity?

8 Copyright, Intellectual Property, and Open Educational Resources

Copyright and Fair Use in the United States

Is Anyone Really Watching?

Finding the Rightful Owner

What to Do If You Aren't Sure Whether You Need Permission

What about Links and Embedded Resources?

Students and Third Party Sites

Intellectual Property in the United States

The Legal Status of Your Work

Practical Steps for Protecting Your Work

Checking for Unauthorized Use

Open Educational Resources (OER)

Creative Commons License

Special Issues Related to Free but Commercial Web 2.0 Sites

9 Creating Courseware: Selecting “Web 2.0” Tools and Other Resources

Creating Text for Course Pages

Creating Web Pages in a Web Editor

Creating Class Website Outside an LMS

The How and Why of Images

Finding Images

The How and Why of Audio

Embedding Audio for Feedback in PDFs and Word
Audio Recording and Sharing for Multiple Purposes
Podcasting Services
Narrated Slide Shows
Non-Narrated Slide Show Presentations
The How and Why of Video
Sites and Tools for Hosting and Sharing Video
Screen-Capture/Screencasting Video Software
Creating Interactive Video Lessons
Animation and Whiteboard Animation
Whiteboard/Screencast Capture
Social Curation/Bulletin Boards
Student-Generated Content

Other Tools

Polls and Surveys
Real-Time Quizz
Mind-Mapping
Word Clouds
Infographics
Timelines
Interactive Maps
Avatar Generators

Using or Creating Multimedia: Why and When Is It Worth It?

When to Avoid Multimedia and Web 2.0 Tools
Evaluating Web 2.0 and Other Ed Tech Tools
Pulling It All Together

PART III Teaching in the Online Classroom

10 Preparing Students for Online Learning

Problems That Students Typically Encounter
Technical Problems
Problems Related to Learning Style and Online Communication

Preparing Your Students

Readiness Programs

Orientation Programs

Preparing Your Own Orientation Program

Elements of an Orientation

A Final Note

Providing FAQs

Introductory Techniques

11 Classroom Management and Facilitation

Record Keeping and File Management

Tips for Record Keeping

Electronic Files versus Hard Copy

Managing Communications

Creating a Uniform Announcement Area and the Use of Announcements

That All Important First Announcement

Using Video for Announcements

Setting Rules and Establishing a Protocol for All Communications

Encouraging Participation and Managing Your Workload

The Effect of Class Size

Group Strategies and Interactivity of Content

Changing Class Sizes

Finding a Balance between Student-Centered and Instructor-Centered Activities

Some General Guidelines for Student Participation

Asynchronous or Synchronous Discussion?

Tips for Fostering Asynchronous Discussion

Managing Student-Led Discussion

Tips for Establishing Effective Instructor-Facilitated Synchronous Communication

Team Teaching Online

The Shared Responsibility Model

The Division of Labor Model

The Primary-Secondary Model

12 Classroom Management: Special Issues

Privacy Issues

Identity Issues

Managing Student Behavior Online

Noisy Students

Quiet Students

Disruptive Students

Dealing with Disruptive Students

Other Behavior Problems

A Special Word about Social Media

A Final Word

13 Teaching Web-Enhanced and Blended Classes

Tips for Teaching Web-Enhanced Courses

Posting Lectures Online

A Revised Approach to Lecturing

How to Post Your Content Online

Using a Discussion Board

Enlisting Technology in Your Favor

Using Online Quizmaking Tools

Providing Advice and Support

Conferring with Students Online

Establishing Virtual Office Hours

Assigning Group Projects

Online as a Student Presentation Medium

Web-Based Exercises

Team Teaching

A Final Thought on Web Enhancement

Tips for Teaching Blended Courses

Preparing for the Blended Course

Design Issues for the Blended Course

Teaching the Blended Course

14 Teaching and Learning in a MOOC

Defining MOOCs and the Role of the Teacher

Instructor Presentation of Content and Instructor Presence

Designing for a Disparate Student Audience

Facilitation of Discussion

Grading and Feedback

The Social Element

Issues to Consider before Teaching a MOOC

15 Taking Advantage of New Opportunities

New Career Directions

What to Do after You've Read This Book

Further Training

Opportunities for Further Training Outside Your Own Institution

Focused Workshop Training

Learning from Your Own Experience

Where Do We Go from Here?

Networking with Others Involved in Online Education

Student Expectations

The Educational Marketplace

Glossary

Guide to Resources

Glossary