Graduate Diploma in Open School Operation and Management

MODULE 4

Open School Course Delivery and Student Management
OPEN SCHOOL COURSE DELIVERY AND STUDENT MANAGEMENT

Ralph Helder
Acknowledgements

Open and Distance Learning (ODL) has proven to be a viable and flexible way to address the growing need for education throughout the developing and developed world. ODL, open school policies and practices allow education institutions to reach out to remote and underserved citizens.

To effectively employ ODL and open school methods to achieve national social, economic and education goals, educators must be trained on themes related to Open Schooling. This Post Graduate Diploma intends to support open school practitioners and interested persons/institutions to improve their understanding and practice of open schooling.

COL would like to acknowledge the various persons who played an important role in developing this Diploma.

**Frances Ferreira**: Education Specialist for Open Schooling at COL (2007 – 2015), is acknowledged for her leadership role in initiating a project to develop learning content for a Post Graduate Diploma for Open Schooling.

The following contributors are acknowledged for their contribution in the development of the learning content:

**Dr. Roger Powley** is acknowledged for the development of the curriculum plan and his role as Project Manager. He has spent over thirty years overseeing the creation of distance education systems and programs for clients in the military, government, academia and private industry. He has worked as an occupational analyst, instructional designer, project manager and senior training manager. In the 1990s he produced an implementation strategy for the implementation of distributed learning in the Canadian Forces and guided the modernization of the Canadian Forces Individual Training System and supporting instructional design process.

Over the past fifteen years Dr. Powley designed and taught courses in instructional design, the learning organization, e-learning, distance education, multimedia project management and the education systems planning and implementation at a variety of universities. He was a founding faculty member of Royal Roads University, served as Head of Special Projects at the University of West Indies and taught graduate courses for Walden University and Athabasca University. He currently supports the creation of OER courseware for the Commonwealth of Learning and the Virtual University of the Small States of the Commonwealth.

**Dr. Jean Mitchell** started her career as a teacher. During a long career she has been involved in teacher education, distance education and research on education and distance education. She is a former editor of *Progressio, South African Journal for Open and Distance Learning Practice*, and has served on the editorial boards of other academic journals. She has contributed to journals and books, including the *International Handbook of Distance Education* (2008). The focus of many contributions and learning materials she has developed for a variety of institutions has been on academic literacy and research skills. She lives in the Western Cape from where she writes, consults and mentors writers and post graduate students.

**Martsie Roman** has worked for 30 years as an open and distance learning practitioner in various capacities such as writer, instructional designer and project manager. A firm believer in the socio-
economic and political transformational potential of open and distance learning and open schooling, she has worked across Southern Africa, including Namibia, Botswana and South Africa. Her research interests include decoloniality and feminism in open and distance learning in South Africa. At present she is working as education consultant at the University of South Africa, specialising in curriculum design and development.

Dr. Griff Richards is a Fellow of the Technology Enhanced Knowledge Research Institute at Athabasca University, and an Honoured Professor at the Institute for Social Sciences and Humanities in Kazan. His research focused on developing technologies for the advancement of human learning and performance. His projects involved K-12 software, interactive video, Virtual Reality and Virtual Schools, computer based technical training, and simulations in military and healthcare settings. He led early Canadian projects that pushed the frontiers of open educational software and learning objects, the forerunners of the open education resources movement. An instructional designer at heart, he believes a good learning system stems from a professional obsession for the success of learners. If we build it, not only should they come, but they should learn. He continues to teach online while enjoying the blessings of the land and the fruits of his labours.

Ralph Helder moved from a traditional K-12 education environment to start an interactive online distance-learning program with the Alberta Distance Learning Centre in 1997. He was also instrumental in establishing the Alberta Online Consortium that promoted and assisted jurisdictions in Alberta and across Canada to implement their own online learning programmes. Due to the interactive nature of online learning the Alberta Distance Learning Centre saw course and student completion rates increase dramatically. Although presently retired Ralph continues to promote distributed learning environments through his consulting practice, specializing in strategic planning.

Dr. Barry Carbol has been an educator for over 40 years and has taught at all levels of education from K-12 through graduate school. During his career he has been a senior executive for both the Alberta and British Columbia governments. In various roles he has been responsible for learning assessment, curriculum development, and open and distance learning policy, program development and delivery. He has also served as the chief operating officer for the Open Learning Agency in British Columbia. For the past 17 years, Dr. Carbol has worked in education and training providing consultation and learning support services for public and private organizations in Canada, the United States and a number of countries in Asia and Europe.

Johan Hendrikz, Carol Walker and Ania Grygorczuk from the Commonwealth of Learning are acknowledged for their contribution in this project.
Important Information

Background:
Although numerous resources exist, which support those involved in open schooling to improve their practice, no formal content existed as a coherent body of knowledge to serve as learning content for those who would in a more formal and structured way improve their understanding and practice of Open Schooling. In 2015 COL initiated a project to develop learning content as OER on the level of a Post Graduate Diploma to address this need. This led to the development of a series of seven text based modules.

Use of the learning content:
Although any individual can use this learning content as they see fit, there are institutions that offer this Diploma as an official accredited course and award the Diploma. Contact COL for the names of institutions offering the Diploma.

Text and online versions:
The objective was to first develop text based content and then use that content to create an online version of the learning content.

These 7 modules are the original content that was developed by the various authors. Dr. Roger Powley, the Project Leader, adapted and adjusted parts of the original text version for the online Moodle version of the Diploma. The modules were deployed on the VUSSC Moodle platform. In the deployment of the seven modules it was necessary to make some changes to the original scripts to ensure the content and activities conformed to an online learning environment.

The deployed Moodle modules and their books, assignments and discussions are designed to allow instructors at various institutions to modify them to address their region’s unique requirements.

The main adjustments to the original text for the Moodle version are indicated below:

Module 1 – ODL Foundations & Evolution
1. Unit 1 – Assignments & Activities description not included.
2. Self Reflection question at end of Lesson 1.1 not included in online version.
3. Lesson 1.2 – Additional readings added to lesson.
4. Lesson 1.2 – Knowledge Society activity not included, but did embed YouTube video.
5. Lesson 1.2 – ICT in Education – New YouTube video (ICTs changing education) was embedded in content.
6. Lesson 1.2 – Assignment 1 was not included in lesson content. It was referenced in the Unit Summary and included as a separate assignment.
8. Lesson 1.3 – Education for All – UN education for all video embedded but activity not included.
9. Lesson 1.3 – Summary – Self-Reflection not included.
10. Unit 1 Summary – Discussion & Assignments & Activities description not included.
11. Unit 2 – Assignments & Activities description not included.
12. Lesson 2.1 – Readings – Additional readings included.
13. Lesson 2.1 – Mind Map activity not included.
14. Lesson 2.1 – Distance education activities (tables) not included.
15. Lesson 2.2 – Introduction – Review Literature treated as a separate activity.
16. Lesson 2.2 – Two discussions added (Dodd’s article & Lane Article)
17. Lesson 2.3 – Assignment 2 instructions moved to an Assignment Activity tab.
18. Unit 2 Summary – Discussion & Assignments & Activities description not included.
19. Unit 3 – Assignments & Activities description not included.
20. Lesson 3.2 – Activity not included.
21. Unit 3 Summary – Discussion & Assignments & Activities description not included.
22. Unit 4 – Assignments & Activities description not included.
23. Unit 4 – Readings – Additional readings provided.
24. Lesson 4.1 – Behaviourism – Video added.
25. Lesson 4.1 – Cognitivism – Video added.
26. Lesson 4.1 – Constructivism – Video added.
27. Lesson 4.1 – Connectivism – Video added.
28. Lesson 4.1 – Activity – Summary of Theories not included.
29. Lesson 4.1 – New Discussion added – See summary.
30. Lesson 4.2 – Provision of Open Schools activity not included.
31. Lesson 4.2 – Open School Resources – links provided for all references.
32. Unit 4 Summary – Discussion & Assignments & Activities description not included.
33. Unit 5 – Assignments & Activities description not included.
34. Lesson 5.1 – Open Schools video embedded, but activity not included.
35. Lesson 5.1 – Self Reflection not included.
36. Lesson 5.2 – Assignment 3 instructions included in a separate Assignment activity tab.
37. Lesson 5.3 – Activity not included.
38. Unit 5 Summary – Discussion & Assignments & Activities description not included.

Module 2 – Open School Systems & Models
The following changes to the module 2 script were made to accommodate the delivery of the content online. Major Change – Units 2 and 3 combined. They covered the same topics. Details provided below.
1. Unit 1 – Assignments & Activities description not included.
2. Lesson 1.1 – Added video “Celebrating Open School” in Towards Open School Models.
3. Lesson 1.1 – Assignment 1 – Deployed in an Assignment activity. Mentioned in Unit 1 Summary.
4. New discussion added to Unit 1 – Support for Open Schools.
5. Unit 1 Summary – Supplementary Readings added.
6. Unit 2 Objectives – Combined old unit 2 and unit 3 objectives.
7. Unit 2 – Assignments & Activities description not included.
8. Lesson 2.1 – Systems Approach graphic added to Systems Approach in ODL.
9. Lesson 2.1 – Added new graphic (Fig 2.3) to replace Generic OS System & Subsystems.
10. Lesson 2.1 – Did not include Fig. 2.4.
11. Lesson 2.1 – Did not include Discussion Activity, Reflection Activity and Assignment instructions.
12. Lesson 2.1 – Created a new discussion on Systems.
13. Lesson 2.1 – Summary – Included additional assignment instructions and new supplementary readings.
14. Lesson 2.2 – No change.
15. Lesson 2.3 – Reflection Activities not included.
16. Lesson 2.3 – Summary – Supplementary Readings added.
17. Unit 2 - Old Unit 2 and 3 Summaries combined and provided at the end of Unit 2.
18. Old Unit 3, Introduction, Objectives and Readings combined with revised Unit 2 Introduction, Objectives and Readings.
19. Lesson 3.1 renumbered to Lesson 2.4.
20. Lesson 2.4 – Asynchronous Tutoring – Added video “Effectively Facilitating Online Instruction.
22. Lesson 2.4 – Technology Mediated Tutorials. Added video, Online Teaching Tips.
23. Lesson 2.4 – Formative Evaluation moved to end of lesson.
24. Lesson 2.4 – Activities removed.
25. Lesson 3.2 renumbered to Lesson 2.5
26. Lesson 2.5 – Added diagram to ICT Infrastructure.
27. Lesson 2.5 – Added graphics throughout.
28. Lesson 2.5 – Activity and Reflection Activity not included.
29. Lesson 2.5 – Discussion Activity created as a Forum Activity. Reference made in summary.
30. Lesson 3.3 renumbered to Lesson 2.6.
31. Lesson 2.1 – Activity re: Fig. 3.1 not included.
32. Unit 2 Summary – Revised to incorporate old Unit 2 and 3 Summary information.
33. Unit 2 – Two assignments included.
34. Old Unit 4 renamed Unit 3 – Quality in Open Schools.
35. Lesson 4.1 renamed Lesson 3.1.
36. Lesson 3.1 Discussion Activity and Assignment redeployed as separate activities in the Unit.
37. Lesson 4.2 – Renumbered Lesson 3.2.
38. Lesson 3.2 – Peer review additional information link provided.
39. Lesson 3.2 – Formal Audit additional information link provided.
40. Lesson 3.2 – Reflection activity not included.

Module 3 – OER Design, Development & Publication
The following changes to the module 3 script were made to accommodate the delivery of the content online.
2. Lesson 1.2 – Reflection Questions not included.
3. Lesson 1.3 – Learning Activities not included.
4. Unit 2 – Assignments & Activities not included.
5. Lesson 2.1 - LORI learning activity not included.
7. Unit 3 – Assignments & Activities not included.
8. Lesson 3.1 – Analysis Phase – Additional information and Web Site link added.
9. Lesson 3.1 – Design Phase – Additional information and Web Site link added.
10. Lesson 3.1 – Development Phase – Additional information and Web Site link added.
11. Lesson 3.1 – Implementation Phase – Additional information and Web Site link added.
12. Lesson 3.1 – Evaluation Phase – Additional information and Web Site link added.
14. Lesson 3.2 – Assignment One – Needs Analysis not included.
15. Lesson 3.2 – Reflection Questions not included.
16. Lesson 3.3 – Psychomotor additional link provided.
17. Lesson 3.3 – Formative Assessment – Link to eBook added.
18. Lesson 3.3 – Rubrics – Link to web site added.
9. Unit 4 – Introduction – Figure 4.1 not included.
21. Lesson 4.2 – Wikiuniversity diagram not included.
22. Lesson 4.2 – Recommended You Tube videos not included.
23. Lesson 4.3 – Nine Events of Instruction – Link to additional reading added.
24. Lesson 4.3 – Graphic job aid added to example pages.
25. Unit 5 – Assignments & Activities not included.
26. Unit 5 – Readings – Four new readings included.
27. Unit 5 – New Discussion added.

Module 4 – OS Course Delivery & Student Management
The following changes to the module 4 script were made to accommodate the delivery of the content online.
1. Lesson 1.1 – Discussion changed to Self Reflection.
2. Lesson 2.1 – Strategies for Retention. Additional readings/links added.
3. Lesson 2.2 – Online Levels of Interaction – Additional readings/links added.
4. Unit 3 Introduction – Video not included.
5. Lesson 3.1 – Introduction – Video inserted – Strategies for Retaining Online Students. (Moved from Online Presence.)
7. Lesson 3.1 – Online Instructor Roles – Additional readings/links added.
8. Lesson 4.1 – Assignment 4.1 not included.
10. Lesson 5.1 – Self Reflection question not included.
11. Lesson 5.2 – Formative Evaluation – Additional readings/links included.
12. Lesson 5.2 – Summative Evaluation – Additional readings/links included.
13. Lesson 5.2 – Assignment 5.2 not included.
14. Unit 6 – Lessons 6.1 and 6.2 combined.
15. Lesson 6.1 – Using an LMS – Additional readings/links included.
16. Lesson 6.1 – Using an LMS – Assignment 6.1 not included.
17. Old Lesson 6.2 – Introduction and Objectives deleted.
18. Lesson 6.1 – Creating a Course in Moodle – Three videos added.
19. Old Lesson 6.2 – Content integrated into Lesson 6.1.
20. Lesson 6.1 – New assignment created – Moodle Practice.

Module 5 – Student & Faculty Support in OS
The following changes to the module 5 script were made to accommodate the delivery of the content online.
1. Module Introduction modified.
2. Module Readings – Links identified for most of the readings.
3. Unit 1 Readings – Links identified for most readings.
4. Lesson 1.1 - Model Design – Learning Theories – Additional readings/links included in all theory descriptions.
5. Lesson 1.1 – Discussion – Best Practices not included.
6. Unit 1 Summary – Discussion description not included. Inserted guidance on Assignments.
7. Lesson 2.1 – Design Survey Questionnaires – Video added.
8. Lesson 2.1 – Conducting Interviews – Video added.
9. Lesson 2.1 – Conducting Focus Groups – Video added.
10. Lesson 2.2 – Online Community Discussion not included.
Module 6 – Open School Management

The following changes to the module 6 script were made to accommodate the delivery of the content online.

1. Module Readings – URL links added to those readings available online.
2. Unit 1 Readings – URL links added.
3. Lesson 1.1 – Online Community discussion modified.
4. Lesson 1.2 – Trait Theory – Additional readings added.
5. Lesson 1.2 – Behavioural Theory – Additional readings added.
6. Lesson 1.2 – Contingency Theory – Additional readings added.
7. Lesson 1.2 – Power & Influence Theory – Additional readings added.
8. Lesson 1.2 – Online Community discussion modified.
9. Lesson 1.3 – Directing – Additional readings/link included.
10. Lesson 1.3 – Coaching – Additional readings/link included.
11. Lesson 1.3 – Supporting – Additional readings/link included.
12. Lesson 1.3 – Delegating – Additional readings/link included.
13. Unit 1 Summary – Discussions not included. Added Assignment instructions.
14. Lesson 2.1 – Online Discussion modified.
15. Unit 2 Summary. Discussions section not included.
16. Unit 3 Summary. Discussions section not included.
18. Lesson 4.1 – TOC & Executive Summary – Additional readings/link added.
20. Lesson 4.1 – Financial Plan – Additional readings/link added.
21. Lesson 4.2 – Balance Sheets – Additional readings/link added.
22. Lesson 4.2 – Creating a Business Plan – Additional readings/links provided.
23. Unit 4 Summary – Discussions not included.
24. Unit 5 Summary – Discussions not included.

The Module 7 – Open School Final Project

This module was not created as an instructional unit. Its goal was to provide some guidance on how to organize a research project and to provide a place where the learners could communicate with their project supervisor as the project progressed. Second it was designed as a place where they could upload the two deliverables (research proposal and final report) and receive feedback from their supervisor.

Therefore, this module modified the Open School template to reflect the goals of the module. Changes to the module titles reflect the topics of interest to project participants and to the assignment and forum sites that supported these aims. Instructions provide guidance to learners as they complete their final project.
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MODULE OVERVIEW

INTRODUCTION

This module is part of the Post Graduate diploma in ODL and its primary focus is on preparing the online instructor in the delivery of an online course and providing support to the enrolled student. There are many courses and programs available for educators in the delivery of traditional instruction in a “brick and mortar” classroom; however there is very little offered in supporting and preparing the educator in supporting students and delivering education at a distance through online technologies. Although there is much that is transferable from the education faculty provided in teacher education programs there are many nuances in the delivery of education online and at a distance that differ from the traditional face-to-face classroom structure. For example, in a conventional classroom the instructor has the ability to determine whether or not a student has understood a concept (known in education as the “aha moment”) in many instances simply by reading the body language of the student in the physical classroom. How does an instructor determine this in an online environment? In this module it is our hope that the competencies that are addressed in this module better equip you, the instructor, in providing a sound pedagogical online methodologies to achieve student outcomes that not only address the “aha moment” but other differences as well.

This module is not about developing content for an online course but rather it is about the scaffolding or infrastructure required to successfully deliver a completed online course.

MODULE GOALS

Upon completion of the Module: Open School Module Delivery and Student Management you will be able to:

1. Confidently act as a course teacher for an online course.
2. Manage multiple teachers.
3. Manage online students.
4. Employ effective online communications techniques.
5. Build and support online communities.
6. Provide effective feedback to learners’ assignments.
7. Facilitate effective online communications.
8. Employ course and student management software to manage course delivery.
9. Employ online grade books and enter grades.
DESCRIPTION

This module will provide the participating student with an opportunity to reflect on present educational practices and competing philosophies of educational practices in an online environment.

Online learning or e-learning is an instructional model that allows teachers, students, and content to be located in different, non-centralized locations so that instruction and learning occur independent of time and place. The online learning model can be used in combination with traditional classroom-based courses or with traditional distance learning courses, or it can be used to create wholly online classrooms.

This module will progress from the philosophies associated with online learning and investigate the challenges, practicalities and barriers in the delivery of online educational content and associated practices in developing effective instructional strategies. It will review best practices in developing strategies that engage and motivate students to learn. The module will look at how to implement a team approach incorporating teacher support to assist the lead course teacher in providing support to enrolled students through teacher preparation, development, assessment and evaluation.

Participants will be introduced to the concept of building online communities by utilizing and implementing 21st century asynchronous and synchronous applications through the development of blogs or discussion forums and group conferencing software.

Assessment will be of a formative nature that provides students with a model of assessment for learning as opposed to the typical summative approach to assessment of learning. Students will be expected to maintain both a reflective journal as well as participate in an online discussion forum moderated by the instructor. Both the journal and the discussion forum will be cumulative and reflective of the assignments provided in each unit. The final project will involve the student in the participation of preparing a facilitation plan to deliver an online course in their subject area of expertise.

ASSIGNMENTS AND PROJECTS

As you progress through this module you will be asked to research, analyze and provide an informed position on the challenges facing, in particular, developing countries attempting to incorporate online teaching and learning programs. Upon reflection of the research and analysis of the research data you will participate in a discussion forum and share with the participants in the discussion forum their findings on the theories and challenges facing those who wish to and have moved conventional teaching and learning, either through an open learning or classroom environment, into an online learning programme.
**ASSESSMENT METHODS**

1. Following is a table outlining proposed assignments and weightings, based on point value for each unit assignment. The total point value for all assignments is 235. If one is desired, each assignment can be divided by 235 and multiplied by 100 for a percentage grade.

2. Rubrics and examples will be developed for each assignment and will be included with the assignment instructions showing the components that will be evaluated within the lesson content.

Following is a description of the proposed final project and unit assignments:
<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Proposed Assignment Description</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Philosophy of Online Teaching and Learning</strong></td>
<td>1) Discussion Forum</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2) Philosophical Statement</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>3) Reflective Journal Entry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Unit 2: Strategies for Instructing Online</strong></td>
<td>1) Position Paper on Student Retention</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2) Student Retention Graph</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3) Student Engagement Plan</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4) Discussion Forum</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>5) Reflective Journal Entry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Unit 3: Teacher Management</strong></td>
<td>1) Reflective Paper on Teaching Presence</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2) Teacher Competency</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>3) Behaviour Interview Script</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>4) Teacher Evaluation Instrument</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>5) Discussion Forum</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>6) Reflective Journal Entry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Unit 4: Building Online Community</strong></td>
<td>1) Building Community Challenges – Table</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>2) Building Community Strategic Plan – Table or Graphic</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3) Discussion Forum</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4) Reflective Journal Entry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Unit 5: Online Feedback and Assessment</strong></td>
<td>1) Feedback Strategies- Best Practices Position Paper</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2) Assessment Strategy Mind Map</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3) Discussion Forum – Showing understanding between Summative and Normative Assessment</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4) Reflective Journal Entry</td>
<td>5</td>
</tr>
<tr>
<td><strong>Unit 6: LMS Tools for Student and Course Management</strong></td>
<td>1) LMS Essential Elements Table</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2) Setting up Moodle</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>3) Discussion Forum</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4) Reflective Journal</td>
<td>5</td>
</tr>
<tr>
<td><strong>Final Project</strong></td>
<td>Creating an LMS Module – Content Delivery and Student Support Backbone</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>230</td>
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## MODULE SCHEDULE

<table>
<thead>
<tr>
<th>Week #</th>
<th>Unit #</th>
<th>Unit Milestone</th>
<th>Estimated Time on Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Contact Instructor and review course content, instructor and learner expectations.</td>
<td>2 hours</td>
</tr>
<tr>
<td>Week 2</td>
<td>Unit 1</td>
<td>Complete Readings &amp; Lessons&lt;br&gt;Complete Discussion Forum&lt;br&gt;Complete&lt;br&gt;Philosophical Statement&lt;br&gt;Reflective Journal</td>
<td>1 hour&lt;br&gt;30 minutes&lt;br&gt;3 hours&lt;br&gt;30 minutes</td>
</tr>
<tr>
<td>Week 3</td>
<td>Unit 2</td>
<td>Complete Readings &amp; Lessons&lt;br&gt;Position Paper&lt;br&gt;Student Retention Graph</td>
<td>1 hour&lt;br&gt;2 hours&lt;br&gt;1 hour</td>
</tr>
<tr>
<td>Week 4</td>
<td>Unit 2</td>
<td>Student Retention Plan&lt;br&gt;Discussion Forum&lt;br&gt;Reflective Journal</td>
<td>2 hours&lt;br&gt;30 minutes&lt;br&gt;30 minutes</td>
</tr>
<tr>
<td>Week 5</td>
<td>Unit 3</td>
<td>Readings &amp; Lesson Supports Model Assignment&lt;br&gt;Teaching Presence Paper</td>
<td>1 hour&lt;br&gt;1 hour&lt;br&gt;1 hour</td>
</tr>
<tr>
<td>Week 6</td>
<td>Unit 3</td>
<td>Readings &amp; Lesson&lt;br&gt;Teacher Competency Interview Script</td>
<td>1 hour&lt;br&gt;1 hour&lt;br&gt;2 hours</td>
</tr>
<tr>
<td>Week 7</td>
<td>Unit 3</td>
<td>Readings &amp; Lesson&lt;br&gt;Teacher Evaluation Instrument&lt;br&gt;Discussion Forum&lt;br&gt;Reflective Journal</td>
<td>1 hour&lt;br&gt;2 hours&lt;br&gt;30 minutes&lt;br&gt;30 minutes</td>
</tr>
<tr>
<td>Week 8</td>
<td>Unit 4</td>
<td>Readings &amp; Lesson&lt;br&gt;Community Challenges Table&lt;br&gt;Community Strategic Plan&lt;br&gt;Discussion Forum&lt;br&gt;Reflective Journal</td>
<td>1 hour&lt;br&gt;1 hour&lt;br&gt;2 hours&lt;br&gt;30 minutes&lt;br&gt;30 minutes</td>
</tr>
<tr>
<td>Week #</td>
<td>Unit #</td>
<td>Unit Milestone</td>
<td>Estimated Time on Task</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>----------------------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Week 9</td>
<td>Unit 5</td>
<td>Readings &amp; Lesson Feedback Paper Assessment Mind Map Discussion Forum Reflective Journal</td>
<td>1 hour 2 hours 2 hours 30 minutes 30 minutes</td>
</tr>
<tr>
<td>Week 10</td>
<td>Unit 6</td>
<td>Readings &amp; Lesson LMS Comparison Real Cost Analysis Discussion Forum Reflective Journal</td>
<td>1 hour 2 hours 2hours 30 minutes 30 minutes</td>
</tr>
<tr>
<td>Week 11</td>
<td>Final Project</td>
<td></td>
<td>4 hours</td>
</tr>
<tr>
<td>Week 12</td>
<td>Final Project</td>
<td>Submit at end of week 12</td>
<td>4 hours</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Estimated Time on Task</td>
<td>50 hours total</td>
</tr>
</tbody>
</table>
STUDENT SUPPORT

Note: This section should be included in self-paced or paper-based Modules that provide teacher/tutor support and/or web and email support for the students.

ACADEMIC SUPPORT

<Insert the following information if relevant>

- How to contract a teacher/tutor (Phone number, email, office hours, etc.).
- Background information about the teacher/tutor if he/she does not change regularly. Alternatively provide a separate letter with the package describing your teacher/tutor’s background.
- Description of any resources that they may need to procure to complete the Module (e.g. lab kits, etc.).
- How to access the library (either in person, by email or online).

HOW TO SUBMIT ASSIGNMENTS

<If the Module requires that assignments be regularly graded, then insert a description of how and where to submit assignments. Also explain how the learners will receive feedback.>

TECHNICAL SUPPORT

<If the students must access content online or use email to submit assignments, then a technical support section is required. You need to include how to complete basic tasks and a phone number that they can call if they are having difficulty getting online>.
UNIT ONE - PHILOSOPHY OF ONLINE TEACHING AND LEARNING

UNIT INTRODUCTION

Education at a distance, whether delivered through the Open School or Distance Education model has been defined as instruction through print or electronic-communications media to students engaged in planned learning in a place or time different from that of the instructor or instructors. The traditional definition and view of Open School and Distance Education is slowly being eroded as new technological developments are challenging educators to re-conceptualize the idea of learning at a distance. At the same time, interest in the unlimited possibilities of developing student-centric programs that are individualized are being incorporated in many programmes at a distance and within conventional learning environments.

In this unit you will be introduced to the philosophy and theory of online teaching and learning. You will develop an understanding on the impacts this delivery format has on the learning culture in conventional programmes of learning, as well as, traditional distance learning and open school programmes. You will discover why the underpinnings of these philosophical opinions, have caused a shift in cultural educational norms to a more student-focussed model.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1) Understand the philosophical underpinnings of online teaching and learning.
2) Identify through comparisons pre-online and post online teaching roles.
3) State their personal philosophical position on online teaching and learning.

REQUIRED UNIT READINGS

As you complete this unit you are required to read the following chapters/articles:


Garrison, R., (2000). Theoretical Challenges for Distance Education in the 21st Century: A


ASSIGNMENTS AND ACTIVITIES

The student will research, analyze and provide an informed position on the challenges facing, in particular, developing countries attempting to incorporate online teaching and learning programs. Upon reflection of the research and analysis of the research data the student will participate in a discussion forum and share with the participants in the discussion forum their findings on the theories and challenges facing those who wish to and have moved conventional teaching and learning into an online learning programme. The final unit assignment is the development of a 3-4 page personal philosophical statement on online teaching and learning. Examples and rubrics will be provided as a guide for this development.
LESSON 1.1 – ONLINE TEACHING AND LEARNING IMPLEMENTATION CHALLENGES

LESSON INTRODUCTION

Online learning, also known as e-learning, virtual learning and distributed learning, is an instructional model that allows teachers, students, and content to be located in different, non-centralized locations so that instruction and learning occur independent of time and place. The learning model can be used in combination with traditional classroom-based courses or with traditional distance learning courses, or it can be used to create wholly virtual classrooms. In this lesson the focus is on the challenges and barriers facing those educational institutions that are moving to deliver their programmes in an entirely online context.

LESSON OBJECTIVES

Upon completion of this lesson you will be able to:

1. Critique the theory behind online teaching and learning.
2. Identify challenges and barriers to online teaching and learning.
3. Highlight the impact, negative or positive; online teaching and learning has had on conventional education communities.

DEVELOPING A THEORY OR PHILOSOPHY

In the article Towards a Theory Of Online Learning, Anderson (2008) indicates that there is a strong rationale to develop a theory or philosophy for online learning. He posits that three points of rationale that can be argued for this development. The first point he makes is the need to filter through all the hype and exuberance of moving to an online environment without considering that a theory is needed to help develop a vision for implementation. The second point he makes is a grounded theory or philosophy helps architects of these programmes to invest limited time and resources in the most effective manner. The third point suggests a good theory keeps us honest, helping to interpret and plan for the unknown; building on solid past knowledge and viewing a robust and expanding educational environment for the future.

Self-Reflection Question

In the article Towards a Theory of Learning the author alludes to “hype” and “exuberance”. Do you believe that online programmes for the most part are driven by “hype” and “exuberance” without much thought for the learner or infrastructure requirements? Record your response in your course journal.

Developing a philosophical theory is essential for educators as they consider how they will meet the needs of their learning institution and students when adopting online education approaches. Garrison (2000), indicates theoretical or philosophical foundations describe and inform practice and provide the primary means to guide future developments. Ideas
that are generated help establish effective guidelines in moving conventional practices to innovative and productive solutions to access and future untapped opportunities. Developing an effective philosophical theory draws on current best practices in conventional education settings, either in the classroom or in distance education, as a foundation and direction for new approaches for education at a distance.

Online education at a distance and in blended classroom models has the ability to subsume all previous models of education and provide additional affordances that were limited under previous and existing models of conventional teaching and learning modalities. Online learning has the ability to enhance interaction in education in multiple formats and styles among all the participants.

Online learning has also been alluded to as ubiquitous learning, also known as u-learning that is based on ubiquitous technology. The most significant role of ubiquitous computing technology in u-learning is to construct a ubiquitous learning environment, which enables anyone to learn at anyplace at anytime. The definition and characteristic of u-learning is still unclear and being debated by the research community. The key understanding is that if the infrastructure is in place The key affordance that Anderson refers to is the ability of the student to learn free of the encumbrances of time and place.

View video “e-Learning Affordance 1a: Ubiquitous Learning” for an in depth explanation of the role of ubiquitous learning in education and the potential for disruptive change in education. [https://www.youtube.com/watch?v=flcbd3_Yyhg](https://www.youtube.com/watch?v=flcbd3_Yyhg)

**Self-Reflective Question**

*What implications, if any, do you think ubiquitous learning programmes will have or could have on conventional classroom instruction and traditional distance and open learning programmes in your area? Record your response in your course journal.*

The traditional definition of education and distance education, in particular is slowly being eroded as new technological developments, such as ubiquitous learning scenarios, challenge educators to re-conceptualize the idea of schooling and lifelong learning. At the same time, interest in the unlimited possibilities of individualized learning, at a distance, is growing with the development of each new communication technology. Another
contributing factor to this interest in moving to a more individualized learner-centered approach is the improved internet connectivity occurring throughout the world, including the developing nations in Africa and Eurasia, allowing countries in those geographical locations to begin considering online migration of their education programmes. In many rural and remote communities, particularly in the developing nations, conventional schooling is not an option and therefore schooling at a distance is the only option. Distance education in some countries in Africa and other continents has been instrumental in lowering illiteracy rate, and more importantly turning about “dropout rates” into “drop-in rates.” Many farmers, village women, community leaders, and adults have gained valuable education, expertise, and knowledge, which they have subsequently applied towards the transformation of their local communities. Online delivery in rural and remote areas, if possible, would further enhance opportunities to residents of these communities. However, in order to provide these alternatives to the masses the infrastructure to facilitate this vehicle for change needs to be in place. Moving forward thought has to be given to what the potential barriers are in transitioning to an online teaching and learning setting.

**Self-Reflection Question**

Before undertaking the next topic think about the challenges and that you will have to address in supporting students in online distance and open learning programmes. Are they insurmountable? What needs to be considered? Share your views in the discussion forum. Record your response in your course journal.
**BARRIERS AND CHALLENGES**

The previous topic addressed opportunities that could be developed through proper development of a philosophy or theory in transitioning education programmes inclusive of conventional, distance and open formats. However, a key component to visioning reflects the reality of the present environment that one must start from when developing the philosophical vision. In most geographical areas there is no utopic environment from which to start this transition. There are numerous factors that can and do become barriers that need to be addressed before implementation can occur. In developing nations there are numerous barriers and greater challenges that hamper the transition to online facilitated through information and communication technologies (ICT). In the reading list provided for this unit there are two case studies that address challenges that may not be unique to the geographical areas identified in the studies of Bangladesh and Kenya.

Both the Bangladesh and Kenya studies share the same challenges facing the implementation of online teaching and learning programmes. Both have identified barriers that are common and both have identified barriers that are unique to their situation.

The Bangladesh study indicates that although the Government of Bangladesh is committed to implementing ICT in education; the process is hindered by a number of barriers including lack of equipment, unreliability of equipment, lack of technical infrastructure and little technical expertise.

The effective use of the technology would require the availability of equipment, supplies of computers and their proper maintenance including other accessories. Rural areas in Bangladesh do not have electricity and therefore cannot even power the technology. In the larger urban areas electricity is limited to certain times of the day and therefore not reliable. Language is another barrier, as 80 percent of the population do not speak English and most of the technological infrastructure and support are in English and not in their native language. If plans were to set up online programmes in Bangladesh these major infrastructure deficits would have to be addressed prior to any implementation.

The authors of the case study for Kenya identify that there are numerous obstacles to a successful online transition from conventional education programmes within the country.

The Kenya case study underscores a similar challenge to Bangladesh that for e-learning to succeed in the developing world, it needs to build the existence of infrastructure, along with connectivity. The authors selected Sub-Saharan countries as an example and their inability to successfully implement online learning initiatives due to the absence or inadequacy of a supporting infrastructure.
In Kenya specifically barriers that were listed that impeded implementation were:

- Inadequate online learning infrastructure.
- Financial constraints.
- Lack of affordable and adequate Internet bandwidth.
- Lack of operational e-learning policies.
- Lack of technical skills on e-learning and e-content development by the teaching staff.
- Lack of interest and commitment among the teaching staff to use online learning.
- Amount of time required developing e-learning content.

Finally, and this may have been alluded to in both studies but not mentioned as a barrier, is the Internet penetration in both countries. See the graphs below for the Internet penetration for each of the continents and how the corresponding country compares to its continent.

### Internet Penetration in Asia
**June 30, 2014**

<table>
<thead>
<tr>
<th>Penetration (%) Population</th>
<th>Asia</th>
<th>World Average</th>
<th>Rest of World</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>34.7%</td>
<td>42.3%</td>
<td>51.8%</td>
</tr>
</tbody>
</table>

Source: [Internet World Stats](http://www.internetworldstats.com/stats1.htm)

The same source indicates that in 2012 the Internet penetration for Bangladesh was 5 percent, almost 30% less than the rest of Asia. However, there has been improvement from the 2000 Internet penetration rate of 0.1 percent.

### Internet Penetration in Africa
**2014 Q2**

<table>
<thead>
<tr>
<th>Penetration Rate (%) Population</th>
<th>Africa</th>
<th>World Avg.</th>
<th>Rest of World</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
<td>26.5%</td>
<td>42.3%</td>
<td>45.2%</td>
</tr>
</tbody>
</table>

Source: [Internet World Stats](http://www.internetworldstats.com/stats1.htm)

The same source indicates that in 2014 the Internet penetration for Kenya was 57.1 percent. This is dramatically different from Bangladesh but still a consideration when developing a philosophical vision for the country.
To develop a philosophical vision for implementation in either of these two scenarios one would need to involve multiple levels of government at the outset with a clear view of the present reality and modest proposal for development towards a full implementation of online programmes for teaching and learning. The intent to include the Bangladesh and Kenyan case studies and supporting comments in this unit was not to dampen enthusiasm for a philosophical vision but to stress that a philosophy for development must be grounded in present realities in order to build towards practical solutions.

LESSON SUMMARY

In conclusion then we need to reaffirm the three points made in the introduction of the lesson. First, a filter is needed to sift through all the hype and exuberance of moving to an online environment and consider that a solid informed philosophy is needed to help develop a vision for implementation. Second, a grounded theory or philosophy helps architects of these programmes to invest limited time and resources in the most effective manner. Finally, a good theory is honest, helping to interpret and plan for the unknown; building on solid past knowledge and viewing a robust and expanding educational environment for the future that promotes and is transparent to the online teaching and learning focus.

Likewise, a personal philosophical view must build on a foundation of past experiences by developing a realistic vision on who you, as an online teacher, envision yourself becoming. This process will be elaborated on in the next lesson through a reflective and visioning process not unlike the one that is undertaken to develop an institutional philosophical vision. Once completed the teacher can then match their personal philosophy to programmes that allow for the best opportunity to support the respective philosophy, both the personal one developed and the one held by the learning institution.

**Discussion**

Knowing what you do now about the situation in both Bangladesh and Kenya, what demographic would you focus on as you develop a philosophy for online teaching and learning for those respective areas? For your own region or country? **Share** your response on the online discussion forum.

**MEDIA FILES**

Video “e-Learning Affordance 1a: Ubiquitous Learning” can be retrieved from [https://www.youtube.com/watch?v=flcbd3_Yyhg](https://www.youtube.com/watch?v=flcbd3_Yyhg).

Updated information on Internet Penetration can be retrieved from [http://www.internetworldstats.com/](http://www.internetworldstats.com/)
LESSON 1.2 – DEVELOPING A PERSONAL PHILOSOPHY OF ONLINE TEACHING AND LEARNING

LESSON INTRODUCTION
A teaching philosophy provides a reflective view on who you are as a teacher/instructor and how you approach the profession of teaching. A clear understanding of your philosophy will help you better analyze how you should approach different delivery methods and different groups of learners.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Understand the relevance of a personal philosophical view of online teaching and learning.
2. Develop a personal philosophy statement.

PHILOSOPHY OF ONLINE TEACHING AND LEARNING
A teaching philosophy expresses your values and beliefs about teaching. Often when approaching a new situation or position in your career you need to reflect upon your own philosophy of teaching. Often you are asked to submit a written version of your approach to teaching. This should be written in the first person and convey a confident, reflective, professional tone. At the end of this lesson you will be asked to develop your own personal statement. Remember that you are painting a picture for the reader about who you are as a person and more importantly who you are as a teacher, be it online or in the classroom.

Your philosophy statement can be used to gather together your beliefs about online teaching and learning so that you can share them with your students, your peers, and prospective employers. Your statement can also be used as an introduction to your teaching portfolio, setting the stage for the reader of that portfolio. A philosophy statement can guide your professional growth and development. A typical statement requires you to give examples of how you have and will enact your philosophy. It requires you to consider how congruent your teaching is with your beliefs. It should be a reflective exercise that reaffirms self-held beliefs and philosophies and also make you aware of new philosophies and beliefs.
DEVELOPING AN ONLINE PHILOSOPHY STATEMENT

Attribution: The original tutorial is available online at http://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy.

In developing your personal philosophy statement, begin by generating ideas for your teaching philosophy based on your attitudes, values, and beliefs about teaching and learning. Organize your ideas and create a working draft. Assess your first draft, comparing it to the rubric provided. Your assessment should highlight gaps that need to be reworked.

The online teaching philosophy statement is a dynamic instrument. As your teaching role changes and you gain professional expertise, your teaching philosophy should also change. Update it as your beliefs and experiences change.

Getting Started Exercise

1. Your concept of online learning: What do I mean by online learning? What happens in a successful online learning situation? Note what constitutes "learning" or "mastery".

2. Your concept of online teaching: Note your values, beliefs, and aspirations as an online teacher. (For example, do you wish to encourage mastery, competency, transformational learning, life-long learning, general transference of skills, critical thinking, etc.) What does a perfect online teaching situation look like to you? Why do you consider this "perfect"? What is your role as an online teacher? Are you a coach, a general, an evangelist, an entertainer or something else?

3. Your goals for students: What skills should students obtain as the result of your teaching? Think about your ideal student and what the outcomes of your teaching would be in terms of this student's knowledge or behavior. Address the goals you have for specific classes or curricula and the rationale behind them (i.e., critical thinking, writing, or problem solving).

4. The methods you will use: What methods will you consider to reach these goals and objectives? What are your beliefs regarding online learning theory and specific strategies you would use such as case studies, group work, simulations, etc.? You might also include any new ideas or strategies you have used or want to try.

5. Your interaction with students: What are your attitudes toward engaging and mentoring students online? How would an observer see you interact with students online? Why do you want to work with students online?

6. Specific examples: How are the values and beliefs noted above realized in online learning activities? You may discuss course materials, lesson plans, learner engagement activities, assignments, assessment instruments, etc.
7. **Assessing learning**: How will you assess student growth and learning? What are your beliefs about assessment? What different types of assessment will you use: traditional tests, projects, portfolios, or presentations?

7. **Professional growth**: How will you continue growing as an online teacher? What goals do you have for yourself and how will you reach them? How have your attitudes toward online teaching and learning changed over time? How will you use your student evaluations to improve your teaching? How might you learn new skills? How do you know when you have taught effectively?

**Creating Your Teaching Philosophy Draft**

Two Ways of Organizing Your Draft

1) Now that you’ve written down your values, attitudes, and beliefs about online teaching and learning, it’s time to organize those thoughts into a coherent form. Perhaps the easiest way of organizing this material would be to write a paragraph covering each of the eight questions you answered in the previous activity: your concept of teaching, your concept of learning, your goals for students, etc. These would then become the eight major sections of your teaching philosophy.

2) Another way of knitting your reflections together—and one that is more personal—is to read through your notes and underscore ideas or observations that come up more than once. Think of these as “themes” that might point you toward an organizational structure for the essay. For example, you read through your notes and realize that you spend a good deal of time writing about your interest in online pedagogy. This might become one of the three or four major foci of your teaching philosophy. You should then discuss what it says about your attitudes toward online teaching, learning, what’s important in your discipline, etc.

**Using Specific Examples**

*Remember to provide concrete examples from your teaching practice* to illustrate the general claims you make in your teaching philosophy. The following general statements about teaching are intended as prompts to help you come up with examples to illustrate your claims about teaching online. For each statement, how would you describe what happens in your classroom? Is your description specific enough to bring the scene to life in a teaching philosophy?

**Prompts for Adding Specific Examples to Your Draft**

"I value helping my students understand difficult information. I am an expert, and my role is to model for them complex ways of thinking so that they can develop the same habits of mind as professionals in the medical field."
"I enjoy lecturing, and I'm good at it. I always make an effort to engage and motivate my students when I lecture."

"It is crucial for students of geology to learn the techniques of field research. An important part of my job as an instructor of geology is to provide these opportunities."

"I believe that beginning physics students should be introduced to the principles of hypothesis generation, experimentation, data collection, and analysis. By learning the scientific method, they develop critical thinking skills they can apply to other areas of their lives. Small group work is a crucial tool for teaching the scientific method."

"As a teacher of writing, I am committed to using peer review in my classes. By reading and commenting on other students' work in small cooperative groups, my students learn to find their voice, to understand the important connection between writer and audience, and to hone their editing skills. Small group work is indispensable in the writing classroom."

Assessing Your Teaching Philosophy Draft

Check Your Draft

Now that you've completed an initial draft, you should compare it to other online teaching philosophies. Ask a colleague to review your draft and offer recommendations for revision. These exercises will give you the critical distance necessary to see your teaching philosophy objectively and revise it accordingly.

To see some examples of a completed teaching philosophies go to:

http://cei.umn.edu/support-services/tutorials/writing-teaching-philosophy/teaching-philosophy-samples#education

Once you have reviewed the examples let's try and create our own philosophy.

Assignment 1.1 - Discussion

Using the categories below let us begin the process of developing your own teaching and learning philosophy. The template will help you generate ideas. Work through each category, spend time thinking about the prompts and writing your ideas down. Use the template below to help you complete your first draft of your online teaching philosophy.

Once you have completed your philosophy post it in the forum to share with your peers. Discuss and look for similar and different approaches in your philosophical approach.

Online Teaching Philosophy Template
### Areas to address in your Online Teaching Philosophy:

<table>
<thead>
<tr>
<th>Question/Statement</th>
<th>My Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>My aspirations/goals/objectives:</td>
<td></td>
</tr>
<tr>
<td>• as an online teacher:</td>
<td></td>
</tr>
<tr>
<td>(i.e., encourage mastery, competency, transformational learning, life-long learning, general skill transference of skills, meaningful learning, critical thinking, etc.)</td>
<td></td>
</tr>
<tr>
<td>• for your online students:</td>
<td></td>
</tr>
<tr>
<td>(See examples above)</td>
<td></td>
</tr>
<tr>
<td>*Describe and give example(s)</td>
<td></td>
</tr>
<tr>
<td>What methods will I consider to reach these goals/objectives?</td>
<td></td>
</tr>
<tr>
<td>(i.e., your beliefs regarding learning theory and specific strategies you would use...such as case studies, group work, simulations, interactive lectures, learning/reading circles, etc. You might also include any new ideas/strategies you have used or want to try.</td>
<td></td>
</tr>
<tr>
<td>*Describe and give example(s) of strategies/practices that you prefer.</td>
<td></td>
</tr>
<tr>
<td>Question/Statement</td>
<td>My Response</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>How will I assess student understanding?</td>
<td></td>
</tr>
<tr>
<td><em>(What are your beliefs about grading...norm-referenced or criterion-referenced? What different types of assessment will you use....traditional tests? Alternative assessments such as projects, papers, panels, presentation, etc.?)</em></td>
<td></td>
</tr>
<tr>
<td><em>Describe and give example(s)</em></td>
<td></td>
</tr>
<tr>
<td>How will I improve my teaching?</td>
<td></td>
</tr>
<tr>
<td><em>(i.e., How will you use your student evaluations to improve your teaching? How might you learn new skills? How do you know when you have taught effectively?) Any examples you can share?</em></td>
<td></td>
</tr>
<tr>
<td>Additional Considerations:</td>
<td></td>
</tr>
<tr>
<td>• Why is teaching online important to me?</td>
<td></td>
</tr>
<tr>
<td>• How do I collaborate with others?</td>
<td></td>
</tr>
<tr>
<td>• What beliefs, theories, and/or methods mark my successful teaching?</td>
<td></td>
</tr>
<tr>
<td>• How do I maintain positive relationships with my students at a distance? With colleagues?</td>
<td></td>
</tr>
</tbody>
</table>
LESSON SUMMARY

It is hoped that the online philosophy you completed as part of this lesson clearly and logically communicates what your fundamental values and beliefs are about teaching and learning, why you hold these values and beliefs, and how you translate these values and beliefs into your everyday teaching and learning experiences.
UNIT ONE – SUMMARY

SUMMARY
This unit began with a review of philosophies for online learning. The unit took a look at two case studies involving the challenges to online implementation. In a sense the unit moved from a utopic view of online learning to what may be a stark reality for many in developing nations when considering a transition to online learning. In the second part of the unit, you were asked to consider your own personal philosophy of online learning and asked to develop a personal philosophical statement. Finally you compared your own personal philosophy with that of your peers. It is hoped that this has given you some insight into how you can improve as you gain more experience as an online and Open School instructor/tutor.

NEXT STEPS
As the module progresses to the next unit the learner will begin to understand how the connection is made with and utilized as strategies for online learning are explored.
UNIT TWO - STRATEGIES FOR INSTRUCTING ONLINE

UNIT INTRODUCTION

Paramount to learning in any context (be it online or in the classroom) is the engagement of the student. If you have had any experience in an education setting as an instructor you already know that some instructors have greater success with students while others fail miserably. Often success can be attributed to the rapport that an instructor has developed with students. This rapport is developed through the successful use of proven methodologies and strategies. In an online learning environment methodologies and strategies must be well thought out and deliberate in order to develop a connection with the learner.

The readings and research presented in this unit addresses the challenges facing online instructors relative to retaining and motivating students. The retention and success of students in an online environment and the strategies used to support them are not much different from those used in a conventional classroom. In an online environment interaction among students and teacher, students and students and students and the content of course increase the motivation and success of learners. We will explore these levels of interaction in this unit and investigate best practices in online teaching.

UNIT OBJECTIVES

On completion of this unit of instruction the student will:

1) Identify best practices in supporting students through deliberate student engagement.
2) Incorporate instructional strategies for each of the levels of student interaction.
3) Manage and support online students.
4) Employ effective online communications techniques.
5) Facilitate effective asynchronous and synchronous communication.
UNIT READINGS

As you complete this unit you are required to read the following chapters/articles:


Chapter 2 – Towards a Theory of Online Learning -

Chapter 14 – Teaching in an Online Environment -


ASSIGNMENTS AND ACTIVITIES

In this unit you will identify issues related to student retention and engagement in open and online courses by reviewing a case study, and analyzing data. You will be required to review different videos comparing online and conventional student classes and then prepare a position on why students in online programmes tend to be less successful than their counterparts in conventional programmes.

Although the data from the research is limited you are required to develop a comparative analysis between students in online courses – typical retention rates, to students in similar subject classes in similar demographic settings and prepare a graph highlighting the differences. This is to be completed from the readings provided and if possible data sources from within your geographical region, or a region with similar demographics to your area.

You will develop strategies that can be incorporated within the introduction to the course as well as study aids as to encourage engagement of the learner and increase opportunities for success.

You will be tasked with the development of student retention and engagement plan to implement in your subject area; this can be in a table format or consist of a mind map.

You are required to participate and contribute to a moderated discussion forum with fellow student participants on the topic of Strategies for Instructing Online with the view of retaining students in your respective programmes.
Once feedback and evaluation of all assignments has been completed you will complete an entry in your online journal.
LESSON 2.1 – SUPPORTING STUDENTS IN ONLINE AND OPEN DISTANCE LEARNING PROGRAMMES

LESSON INTRODUCTION
Learning at a distance can be an isolating experience for a great many students which in turn may lead to frustration and hopelessness. Students enrol with the best intentions, however in many cases, they enrol without understanding the dynamics of learning online. Students also have a vague understanding of the responsibilities of the institution, the instructor or tutor or their own responsibilities within the online teaching and learning environment. These factors in difficulty in retaining students in programmes offered at a distance. In this lesson you will identify some of the common barriers to student retention and success in learning at a distance and consider some best practices in student retention and success in online teaching and learning.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Identify the barriers that cause students to drop out of online and distance learning programmes.
2. List best practices for student retention in online and distance learning programmes.

BARRIERS TO STUDENT RETENTION
Where offered, online course enrolments are booming in most post-secondary institutions throughout the world. Although this may be initially financially advantageous for the institution offering the online programmes a number of these students often become non-completers. Many enrol and don’t even start. Ormond Simpson (2015), in his article “Student retention in distance education: Are we failing our students?” argues that too many institutions ignore the non-starter student count when ascertaining their student completion rate and that more needs to be done to reverse the trend of non-starter enrolments in online and distance programmes.

Below is a graphic from his article highlighting the student drop out percentages at various stages in a programme offered at the UK Open University. From the graphic you can summarize that 38% of all enrolled students drop out before any work begins and that by the end of the course 48% have dropped out of the course with an end result of 52% completion rate.
Although this graphic is limited to the UK Open University study one cannot necessarily draw a correlation that this is common across all institutions offering programmes at a distance online or otherwise. However, when looking at graduation rates from other institutions in the article a hypothesis can be made that these institutions suffer from the same malady as the UK Open University.

Simpson (2015), in his article, “Student retention in distance education: are we failing our students?” indicates that if institutions ignore the dropout rates from their programs it could be to their detriment, resulting in a negative reputation for the institution. He posits that if the institution were a form of transportation that a passenger was considering to purchase a ticket for that there might be second thoughts if the passenger were aware that there was a 90% chance of not making it to the destination. The same outcome may come to fruition for institutions if proactive measures are not employed to address the dropout rates.

Assignment 2.1

Complete a position paper that is at least 500 words and not greater than 1000 words outlining your position on barriers that students enrolled in online learning at a distance face. Identify at least three scholarly articles that describe the issues facing online students. In your position paper you are to address the following question:

*What are the barriers that impacts completion rates in online programmes? How do online completion rates compare to face-to-face instruction? Why do you think there is a difference?*
Before starting this assignment ensure you review the case studies presented in your required readings. You should take a well-defined position identifying at least three barriers students face. Attempt to identify strategies to overcome the barriers to online instruction.

Use the rubric provided to develop your position, share your abridged views on the discussion forum, submit your paper for assessment to your instructor for review and feedback. Enter your reflections of the assignments in your course journal.

**ASSIGNMENT 2.1 - ASSESSMENT RUBRIC/Criteria for Position Paper**

The rubric below will be used by your instructor to mark your paper. Keep it in mind where producing your paper.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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<td><strong>Content &amp; Development</strong></td>
<td>No clear position taken; reasons undeveloped; no supporting facts</td>
<td>Position not clearly stated; development is brief; unrelated, unsupported general statements, reasons, and details; minimal facts used. Counter arguments not acknowledged.</td>
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<td>------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Organization &amp; Structure 20 %</strong></td>
<td>Organization and structure detract from the message of the writer. Paragraphs are disjointed and lack transition of thoughts.</td>
<td>Structure of the paper is not easy to follow. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper.</td>
<td>Structure is mostly clear and easy to follow. Paragraph transitions are present. Conclusion is logical.</td>
<td>Structure of paper is clear and easy to follow. Paragraph transitions are logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper.</td>
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<tr>
<td><strong>Format 10 %</strong></td>
<td>Paper lacks many elements of correct formatting. Paper is inadequate/excessive in length. Paper is not double spaced.</td>
<td>Paper follows most guidelines. Paper is over/under word length.</td>
<td>Paper follows designated guidelines. Paper is the appropriate length as described for the assignment. Format is good.</td>
<td>Paper follows all designated guidelines. Paper is the appropriate length as described for the assignment. Format enhances readability of paper.</td>
</tr>
<tr>
<td><strong>Grammar, Punct. &amp; Spelling 20 %</strong></td>
<td>Paper contains grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.</td>
<td>Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.</td>
<td>Rules of grammar, usage, and punctuation are followed with minor errors. Few or no spelling errors.</td>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.</td>
</tr>
</tbody>
</table>
INCORPORATING STRATEGIES FOR STUDENT RETENTION

Engaging students and engaging them early in the programme is key to improving student retention. Simpson (2015), in the required reading article, “Student retention in distance education: are we failing our students?” highlights various proactive interventions employed in various studies and the corresponding increase in student retention that resulted from each intervention. All interventions should be designed to address barriers that the instructor is aware of or becomes aware of during the delivery of the module. In many distance education programmes in the past there was typically a lack of strategies to introduce the student to the module, instructor or other students. There is a renewed focus in developing strategies that anticipate barriers to student completions. Although, there may not be 100% successful completion in any given programme there are strategies that can greatly improve the retention of students in online programmes.

MOTIVATING METHODS

Attribution: This topic was taken from a COL VUSSC course called “Online Facilitation” authored by Dr. Roger Powley

As mentioned earlier some instructors are more adept at motivating their students. Often when you ask students why they learn better from one instructor, than another, they will answer, "He was more interesting, motivating, fun, etc.". This would imply that there are a set of characteristics that a motivating instructor must possess. Woldkowski (1993) identified the following characteristics of what he considered to be a motivating online instructor or teacher.

1. An ability to understand the learner and effectively identify and meet or exceed his or her needs.
2. An ability to adapt or modify the instruction to match the learner's level of expertise and experience.
3. Continuously consider the learner's perspective.
4. Demonstrate enthusiasm for the course, the materials and the students. Make the students believe that you enjoy your work and what you do for a career.
5. Ensures learner understands materials and that they are presented in a clear and effective manner.

The above characteristics can be learned and practiced by less experienced coordinators and teachers. Listed below are some simple methods that can be used by both coordinators and teachers to help them become more motivating and effective in the classroom environment.
Methods to Measure and Meet Needs

- Help learners establish personal learning objectives (that coincide with the competencies or course goals to be demonstrated).
- Ensure students understand what your expectations are for the course and for them as students. Publish a list of expectations.
- Ensure students understand what the final outcome of the course are and how they will be measured to demonstrate mastery of the skills or materials. Provide a description of the grading criteria.
- Provide sufficient time for each student to master the materials. Remember each student learns at a different pace and processes new ideas in different ways.

Methods to Adapt Instruction

- Match the learning materials and activities to the level of student experience.
- Create individualised learning contracts or at best try and tailor the assignments to align with their interests.
- Provide different paths and different activities to match student experience and ability. Don’t set students up for failure.

How to Consider the Learner’s Perspective

- Treat the learner as a human being. Deal with students as you would want to be dealt with in a class of adults.
- Take time to listen (in a metaphorical way) to your students and try to comprehend what they are saying and feeling in their messages. Their perception of what is happening may be very different than the coordinator or teacher’s perspective.

How to Demonstrate Enthusiasm

- If the old saying that "enthusiasm is contagious" is true, then an enthusiastic coordinator or instructor can create enthusiastic students. Some ways to demonstrate enthusiasm in an online classroom are as follows:
- Be a master of the subject matter. Continuously update yourself about the content and what has changed in the domain of study. Be aware of the latest research, ideas and concepts related to the subject matter. Share your insights with the learners.
- Ensure students see the how useful the subject matter is to learn and how they can use it during their career. Make it relevant to them.
- Practice what you preach. Become a role model for the students.

Methods to Ensure Understanding
• Use language and terms that students will comprehend.
• Complete a variety of practice and review sessions to ensure student understanding.
• Organise and present materials in a consistent manner, so students will not spend the time wondering what is next, but will spend the time listening to the instructional message.
• Break instruction up into small chunks and pace the delivery of the next chunk on the mastery of the previous chunk.
• Create feedback mechanisms that allow students to continuously measure their understanding or mastery of the skills.

Discussion
Prepare a motivational message that you would communicate to learners before the course starts. Ask yourself “How will I encourage the learner and set the tone for my course? What strategies will I employ before and during the course?

Share your motivational ideas in the moderated online discussion forum and provide feedback to your peers postings and script.

LESSON SUMMARY
The greatest challenge in student retention is finding ways to motivate the learner at a distance. Although in conventional classroom teaching the issue is the same, the challenge is greater due to the inability of being within the same physical space to build a rapport with the student. Instructors who teach at a distance must develop motivational strategies that are unique, innovative and yet practical in order to retain students and provide them with an opportunity to experience success. Some situations will be unique but there are many barriers that are common to all students and these should be addressed first by researching best practices. Much of the research shows that if proactive interventions are in place at the introductory level of the course that student retention increases dramatically over the duration of the programme.

MEDIA FILES
Students should review the following video for additional proactive intervention strategies to increase student retention: https://www.youtube.com/watch?v=0oZpH9Qmth0

LESSON 2.2 – STUDENT ENGAGEMENT STRATEGIES IN ONLINE PROGRAMMES.

LESSON INTRODUCTION
In lesson 2.1 reasons for lack of student retention were reviewed with a limited view of proactive motivational strategies to encourage students to begin and continue with their module work. In this lesson you will discover that student engagement in the learning
process is another motivational factor in student success. The focus on this lesson is interaction and the various levels of interaction starting with Moore’s three levels of interaction and moving to Anderson’s six levels of interaction. Student engagement in the learning process is vital in the learning process.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Develop effective course introductory strategy.
2. From list of best practices prepare a student engagement plan for your module.

ENGAGING STUDENTS IN ONLINE TEACHING AND LEARNING
The old classroom model where students were sitting in their desks in neat and tidy rows with the instructor, the purveyor of all knowledge and espousing the same, at the front of the classroom. In this environment engagement was limited to students taking notes and possibly asking a question or two about the content that was being delivered. The table below indicates the difference in teaching philosophy distinguishing between the old style classroom practices, alluded to above and referred to in the table as “Long-Standing Educational Practices” and the Preferred Educational Practices”.

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**Interaction**

“If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.”

George Bernard Shaw
**TABLE 1 EDUCATION PRACTICES**

<table>
<thead>
<tr>
<th>Long-standing Educational Practices</th>
<th>Preferred Educational Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers lecture; students listen.</td>
<td>Teachers guide, coach, motivate, and facilitate.</td>
</tr>
<tr>
<td>Working as an individual is prized.</td>
<td>Students are active “doers,” presenting, analyzing, solving, constructing.</td>
</tr>
<tr>
<td>Working together is discouraged and even disparaged as “cheating.”</td>
<td>Working together is prized because it emulates the way people work most often in real life, within a team. Individual work is given less importance.</td>
</tr>
<tr>
<td>Content is balkanized into “subjects” that are treated without much connection to other subjects. Students have no clear idea of relationships between subjects such as history and science.</td>
<td>Subjects are usually integrated, to provide different perspectives on skills and issues, assist in solving problems, or help students relate their interest in one subject to another.</td>
</tr>
<tr>
<td>The curriculum is fact-centered. Students often memorize facts and concepts in isolation from the real world and from other subjects.</td>
<td>The curriculum is problem-centered. Students engage in tasks related to the real world in which they must collect and assess information to solve problems.</td>
</tr>
<tr>
<td>Teachers are regarded as the primary source of knowledge.</td>
<td>There are many rich resources for learning. Teachers help students access and interpret many sources, including traditional print materials, the Internet, online lessons, and dialog with experts.</td>
</tr>
<tr>
<td>Second only to the teacher’s words, print media are the primary means of communication; “reading and writing” are the essence of the curriculum.</td>
<td>There are ample opportunities to explore concepts using a variety of media — video, graphics, sound, and speech, as well as print.</td>
</tr>
<tr>
<td>Student success most frequently is presumed when students remember what teachers and books say and can report back.</td>
<td>Students not only master reading and writing but also gain experience in other media and in “multimedia.”</td>
</tr>
<tr>
<td>Schools are insular, largely separated from the rest of the community.</td>
<td>Student success most frequently is</td>
</tr>
</tbody>
</table>
presumed when students solve problems, communicate ideas, present information, and learn how to learn.

Learning is everybody’s business and takes place throughout the community. Computers connect the world to the classroom and the classroom to the world.

From the Table above you will note that many of the suggestions under the “Preferred Educational Practices involve student interaction or engagement. In the article Towards a Theory Of Online Learning, Anderson (2008) quotes Moore’s three levels of interaction for education at a distance includes:

- student- student,
- student-teacher, and
- student-content.

“Interaction is a kind of action that occurs as two or more objects have an effect upon one another. The idea of a two-way effect is essential in the concept of interaction, as opposed to a one-way causal effect.” (Wikipedia) From this definition we can assume that if a student interacts with another student, teacher or with the content that student is engaged in the process of learning. Anderson (2008) expands on Moore’s three levels by introducing sub components of each of the levels and thereby creating six levels of interaction.

**Student-student interaction** implies that students collaborate with each other and share in their learning through collaboration, peer tutoring and investigating knowledge shared by community members of the learning community. Moreover as stated by George Bernard Shaw “If you have an apple and I have an apple and we exchange these apples then you and I will still each have one apple. But if you have an idea and I have an idea and we exchange these ideas, then each of us will have two ideas.” We are all the sum of our experiences and by sharing our experiences with others we can increase and where appropriate modify our own knowledge base.

**Student-teacher interaction** is facilitated in online teaching and learning through online communication tools. Teachers’ interaction includes the communication of content, provision of guidance and provision of feedback. Communication is provided in a timely manner and in a tone appropriate for the situation or query.
**Student-content interaction** is the communication process between the learner and the content or subject of study. Learners typically construct meaning and understanding through the learning content and this is also a defining characteristic of education. Content interaction can be in the form of online quizzes, simulations, content enhancements using links, etc. Students can share and upload additional content to the course that can be used by others as they study the same materials.

**Teacher-teacher interaction** describes teachers collaborating together where possible in developing educational/learning processes through development of content as well as professional development supporting the enhancement of instructional strategies and incorporating best practices to ensure student success.

**Teacher-content interaction** is the instructor engaging in the development and improvement of the content based on student feedback and assessment for learning outcomes. It allows the teacher to continuously monitor and update content ensuring relevancy and currency of material presented.

**Content-content interaction** is the automated process found today on the web where content links in programmes is constantly updated and refreshed based on the application. For example a web site that posts financial currency exchange rates is constantly updated and refreshed to reflect the current exchange rate between currencies.

Suggested engagement strategies will be based on Moore’s three levels of interaction. Some are described below.

**Student-student engagement suggestions:**
- Partner or small group assignments that support collaborative critical thinking and problem solving
- Peer review activities that guide students to interact with each other’s work
- Open forums for students to share ideas with each other such as wikis, blogs, Discussion Boards, and Cyber Cafe.

**Student-teacher engagement suggestions:**
- Feedback and reinforcement through email communication, audio recorded comments on assignments, or comments on blogs, journals, and class projects.
- Office hours and meetings via private or group meeting times that are conducive to both parties using Google Talk, IM, Skype, and others.
- Sending regular messages and announcements to all students, selected groups or individual students to provide additional information, feedback or recommendations.

**Student-content engagement suggestions:**
- Provide motivation at the beginning of the module and “hook” your students into engaging with the content.
• Use a variety of media to present concepts and content which supports a variety of learning styles.
• Incorporate interactive elements in module content to entice engagement.
• An online discussion forum is a place where students share ideas, knowledge, and work collaboratively.

Assignment 2.2

Complete a Student Retention Plan in table format that identifies the intervention or motivational strategy you will be incorporating in your programme. The table should reflect if the strategy is an intervention or motivational strategy and where in your programme you would use the strategy. If it is an intervention indicate what barrier the intervention is targeting and if it is motivational how the strategy will support the intended outcome. Complete as many strategies as you can and realize that this will be a dynamic document that you will either modify, delete or add to in the future. Use Table 1-Education Practices and focus on the Preferred Practices column as a reference. How will you achieve the preferred outcome?

Once you have completed the table consult with your peers in the online discussion forum, submit your table to your instructor for assessment and enter your personal reflections in your module journal.

The rubric below will be used by your instructor to assess the assignment. Keep it in mind when creating your table.

Assignment 2.2 Assessment Rubric/Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Shows no understanding of the difference between intervention or motivational strategies for retention.</td>
<td>Show basic understanding intervention and motivational strategies but little extension of ideas.</td>
<td>Shows a solid grasp of most intervention and motivation strategies and shows extensions of most key ideas.</td>
<td>Shows a solid grasp of all the interventions and motivations with solid ties to intended outcomes.</td>
</tr>
<tr>
<td>Organization</td>
<td>Organization of data is confusing and shows no logic.</td>
<td>Confusion about the difference between interventions and motivational strategies.</td>
<td>Connections between intervention and motivations to intended outcomes are clear with few exceptions</td>
<td>Connections between intervention and motivations to intended outcomes are clear and distinct.</td>
</tr>
</tbody>
</table>
LESSON SUMMARY
Supporting students in an online programme is a dynamic challenge that needs constant monitoring, reflection and introduction of new methodologies. Of paramount importance is making your programme student centric by incorporating all levels of interaction. Note that the interactions covered are not independent of each other but rather are interdependent and overlap each other. Where all the levels of interaction or engagement overlap is where the greatest degree of learning takes place. Understanding all levels of interaction will help to provide an engaging learning environment ensuring student success in your programme.

MEDIA FILES
For additional information on engaging students view the YouTube video: Online Interactions: Strategies for Engagement
UNIT TWO – SUMMARY

SUMMARY
Good pedagogy transfers from one educational environment to the next. However, key to good pedagogy and andragogy is making connections, building rapport with students, and making adjustments to the teaching and learning process through reflective practice. Due to distance all of this is a greater, but not insurmountable, challenge. Teaching and learning in an online environment can and is possible through the implementation of intentional student-centric supports.

NEXT STEPS
Instrumental to the success of students and a crucial component of the teaching and learning process is the role of the teacher. In the next unit we will look at the characteristics of a good teacher support program.
UNIT THREE - TEACHER MANAGEMENT

UNIT INTRODUCTION

Research and practice has shown that the instructor/tutor/facilitator is often the key to success or failure of an online programme. In this unit the learner will be able to define the role of the teacher, identify supports required for the teacher and provide evaluation instruments to determine the effectiveness and enhance the professional growth of the teacher in teaching and learning online.

View Video

The Ed Tech Du Jour video link found here is an excellent introduction to the role of the teacher in online teaching and learning, as well as, providing a connection to the previous unit on student support and retention. Before continuing on with this unit watch the video at https://www.youtube.com/watch?v=7cDFKtSwRAo.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1) Understanding the role of teachers in online teaching and learning.
2) Incorporate instructional strategies to manage and support teachers.
3) Identify competencies of a model teacher.
4) Use evaluation models to facilitate effective evaluations and professional growth of teachers.

UNIT READINGS

As you complete this unit you are required to read the following chapters/articles:

http://auspace.athabascau.ca/bitstream/2149/725/1/assessing_teaching_presence.pdf


ASSIGNMENTS AND ACTIVITIES

The student will be asked to develop a short composition on the types of teaching presence that should be part of a typical online module and how those will be represented.

Using a list of preferred teacher competencies the student will be guided through the process of developing interview questions in the form of behaviour descriptive interview formatted questions. The end result will be a standard interview script that could be used for interviewing and hiring potential teachers or tutors.

Using evaluation models from other online institutions found in the research and provided as examples the learner will prepare an evaluation instrument that reflects the performance of the online teacher or tutor.

As part of the reflective assignment the student will be contributing to the discussion forum with fellow student participants on the topic of Teacher Management and share the behavior descriptive interview questions that they have prepared for peer review.

Once feedback and evaluation of all assignments has been completed the student will complete an entry their online journal.
LESSON 3.1 – UNDERSTANDING THE INSTRUCTOR ROLE IN ONLINE LEARNING

LESSON INTRODUCTION

Teaching in an online environment is complex and demanding. Some practitioners would argue that it is even more demanding than the role of the face-to-face classroom teacher. In an asynchronous environment there is very little opportunity to modify curriculum “on the fly” to accommodate learner differences that are encountered as students’ progress through a module. In a traditional classroom environment this is done on a daily basis. However, in an online environment the content must be designed to accommodate as many learning differences as can be anticipated. In the conventional classroom this accommodation is accomplished by the physical presence of the teacher. The authors of the article “Assessing Teaching Presence in a Computer Conferencing Context” present three levels of “presence” that are required by online tutors or instructors.

LESSON OBJECTIVES

Upon completion of this lesson you will be able to:

1. Identify the three types of “presence” in an online program.
2. Develop an introductory incentive or “hook” to engage the learner.

ONLINE PRESENCE

In face-to-face classrooms students are aware of the physical presence and know that if they require support for their instruction they need only raise their hand and address the teacher for the necessary support. In an online programme, there is no physical presence of the teacher, no visual clues that are constant occurrence in a conventional classroom.

View Video

Watch the following YouTube video: “Education: Online Instructor Presence” @ https://www.youtube.com/watch?v=KgdpzPs4uAI.

There are three different levels of teacher presence in online education; cognitive presence, social presence and teaching presence that support student learning at a distance.

Cognitive Presence is defined by Garrison (2007) “as the exploration, construction, resolution and confirmation of understanding through collaboration and reflection in a community of inquiry.” Elaborating on this definition the student would do well to reflect on Lesson 2 and the multiple levels of interaction is described there. Cognitive presence facilitated by the teacher in an online environment guides the student learning process from exploration of the learning task, exploring possible scenarios and coming to a resolution for the assignment that meets the objective of the lesson.
**Social Presence** is described as the ability to project one’s self and establish personal and purposeful relationships. Social presence is crucial to building trust with not only the teacher but with participants in the peer group as well. Students, in the absence of physical cues, are hesitant to post their contributions and review the contributions of their peers until a trust relationship has been built with members of the learning community. This again becomes a facilitation role for the teacher in establishing this environment in an online environment.

**Teaching Presence** is defined by Anderson (2001), “as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes.” The authors further break down teaching presence into three categories; **design and organization**, **facilitating discourse**, and **direct instruction**. Many of the norms from conventional classroom instruction are not available through online instruction and therefore need to be anticipated and incorporated through other strategies that are intrinsic to the design and organization of the course content. In the Community Inquiry Model this would involve setting the climate and regulating the learning.

**Discussion**

*Think of an example where Teaching Presence – Design and Organization need to be incorporated to substitute for the physical presence of the teacher in a face-to-face classroom. Post your example to the discussion forum and discuss with your peers. Also enter it in your course journal.*

- **Facilitating discourse** component of teaching presence requires the teacher to moderate by constantly reading and responding to student postings as well as seeking out ways to develop an online community. The teacher supports and encourages participation by modeling expectations, encouraging less active participations, and limiting those students who dominate the forum.
- **Direct instruction** may take the form of feedback, providing specific explanation, or further developing concepts that may not be clearly understood by an individual or group of students. It also may entail diagnosing individual students’ responses for interpretations that may be incorrect or require modifications in

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**COMMONWEALTH OF LEARNING**

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**COMMUNITY INQUIRY MODEL**
course content that cause common misunderstandings. The teacher can also direct student to additional resources for more in-depth understandings or enrichment of concepts being developed.

Assignment 3.1

Complete a position paper that is at least 500 words and not greater than 1000 words stating your view on the Community of Inquiry Model highlighting the three categories of presence required for successful online programme. In your position paper you are to address the following question: **Compare the three categories of presence presented for an online learning environment and highlight three areas that each category addresses that is capable of replacing the comparable supports that is provided in a physical classroom.**

Take a well-defined position using at least three examples for each “presence” with at least two supporting details for each example taken from the conventional classroom learning environment. Submit your paper to your instructor for review and grading.

The rubric below will be used by your instructor to review and grade your paper.
## Assignment 3.1 - Assessment Rubric/Criteria for Position Paper

<table>
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<td>Clear position taken and defined; some reasons and some details present, but not fully developed. Counter arguments addressed.</td>
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<td><strong>Organization &amp; Structure 20%</strong></td>
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<td>Structure of the paper is not easy to follow. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper.</td>
<td>Structure is mostly clear and easy to follow. Paragraph transitions are present. Conclusion is logical.</td>
<td>Structure of paper is clear and easy to follow. Paragraph transitions are logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper.</td>
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<tr>
<td><strong>Format 10%</strong></td>
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<td>Paper follows all designated guidelines. Paper is the appropriate length as described for the assignment. Format enhances readability of paper.</td>
</tr>
</tbody>
</table>
DEVELOPING A MOTIVATIONAL INTRODUCTION

Teaching presence is a key component in engaging students at the beginning of your online course. As an online teacher you need to be intentional about “teacher presence”. In Unit 2 you have discovered that without intervention at the start of the course student retention becomes an issue and many drop out of the programme.

The sense of teacher presence should be designed to reflect your personality, teaching style and interests all the elements that are present in a face-to-face classroom environment. Additionally, the teacher must facilitate connections, between student and instructor, between students and finally connections with the content. (See earlier notes on levels of interaction in Lesson 2.2.) If you have been a classroom teacher you know that you do need to communicate verbally all the time and that much of the communication occurs through body language and eye to eye contact, elements that are not physically possible in an asynchronous online modality.

Picture yourself as the only student walking into an empty classroom full of desks and books, all the necessary learning materials at your disposal with instructions for you on the wall indicating that you are to start your course that is laying on one of the desks. How motivated are you to start your course on the first day with no physical presence of the teacher or other students? How would you feel?

Not unlike the student walking into the situation described above, many online students, without a proper introduction to your module, your online class environment, you as the
teacher will feel the same cold stark reality any student would feel walking into the empty classroom scenario depicted above?

**Self-Reflection Question**

_Prep e a narrative or a video that will “hook” the student. Introduce yourself, the module you are teaching, explain who is taking the course, what the expectations you have for the student and your availability during the course. Share your “hook” on the online discussion forum for peer review and then enter your final product in your journal._

**LESSON SUMMARY**

When a course is in session, students need to see evidence of engagement such as announcements, discussion board posts, and uploads of photos or videos on the part of the teacher. It’s not enough to log in and monitor a course. Teachers need to show that they are active in the course, build a rapport with their students and create a presence. This idea of building teaching presence is the greatest asset in a teacher’s repertoire of skills.
LESSON 3.2 – CHARACTERISTICS OF SUCCESSFUL TEACHERS

LESSON INTRODUCTION
Teaching in an online environment requires a special set of teaching skills since many of the strategies and tactics associated with best teaching practices are somewhat constrained by the primarily text-based environment. The teacher must be cognizant of and respond to the unique challenges that are inherent in online teaching and learning. A special awareness of this environment requires not only the traditional repertoire of pedagogical skills but requires an additional and unique repertoire of competencies specific to the online environment.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Develop competencies that are reflective of a successful teacher.
2. Develop a list of support strategies for various learning scenarios.
3. Develop behaviour descriptive interview questions.

Attribution: The majority of the content explored in this lesson was paraphrased from an online web site titled: What Makes a Successful Online Facilitator? Available at: http://www.iadl.org.uk/Article38.htm

SUCCESSFUL TEACHER COMPETENCIES
The teacher plays a vital role in developing and maintaining an online program that is effective, smooth, and that will support the realization of the planned learning outcomes. Teachers delivering courses online must be more than the all-knowing “sage on the stage”; they must become teachers of learning. Some highly experienced instructors from the traditional classroom environment will easily adapt to the online model, while others may find the transition challenging. The teacher in the online environment must possess a unique set of tools to perform effectively.

Some of the basic competencies for a person to be successful as an online teacher are:

- Teachers in the online arena are generally considered to be ‘clinical’. That is, they have a broad base of life experiences in addition to academic credentials.
- The online model is an applied learning model and it requires teachers that know what the real world is about. Experience is a good supplemental teacher and builds a level of understanding with the issues. Online teachers are required to be active and experienced in real world applications of their subject matter and to have a solid grasp of the issues being taught. Current knowledge of practices within the subject matter being taught is expected to be a key part in providing a usable education.
- The personality of the teacher should demonstrate the characteristics of openness, concern, flexibility, and sincerity.
• An online instructor must be able to **compensate for the lack of physical presence** in the virtual classroom by creating a supportive environment where all students feel comfortable participating and especially where students know that their instructor is accessible. Failure to do this can alienate the class both from each other and from the teacher and would make a very weak learning environment. Online students are busy people. The student is the client and is expecting to be treated as such. Being sensitive, open and flexible is not an option; it is a requirement of the teacher.

• A successful online teacher should feel **comfortable communicating in writing**.

• The face-to-face contact traditionally available in a classroom setting is gone in the online learning process. Unless synchronous tools are employed, the ability to verbally communicate is replaced with a keyboard. The communication is intense and demanding. The faculty person must feel good about **communicating in writing** because that is a base element in the process.

• The person should be able to accept the **value of facilitated learning as equal to the traditional model**.

• If a teacher feels the only way a true learning process can take place is through the traditional means of educating in a classroom, the person is generally not right for the online world. Both an accelerated learning model and the online process depend on facilitative techniques for their success. You cannot duplicate the on-ground classroom in the online paradigm. The person leading a successful online class will be a **proponent of facilitative learning**.

• The person should be able to subscribe to the value of **introducing critical thinking** into the learning process. This is a given in the online learning process. The process is designed to facilitate the easy assimilation of theory into concept and application. Students are expecting to receive knowledge and abilities that are usable today. What is learned today can be taken to the work place today. This requires the ability to think critically. There are a plethora of options available to the properly trained teacher for accomplishing this.

• They should have the **appropriate credentials** to teach the subject matter.

• Appropriate credentials are a combination of many factors including academic preparation, a current and substantial experience base in the areas being taught, and the desire to be part of the process of imparting knowledge. The teacher then needs to be **trained and/or experienced in the particular learning model** to be used.

• They should be experienced and well trained in online learning experience.

• Knowledge of the **use of the tools used in facilitating** online programs, the appropriate methods used in communicating with online students, the **ability to control the flow** of work in the virtual classroom, and how to prepare a course for presentation in the online environment are just a few of the expectations placed on a teacher. The faculty member must feel comfortable with these methods and
the technologies needed to implement them, and this can be gained through exposure to training in online instruction.

What should participants of the online learning experience expect from the teacher?

- The students should expect that the teacher would create a learning environment that utilizes life, work, and educational experiences as key elements in the learning process in order to make it meaningful.
- The teacher should be able to present the curriculum in a manner that allows the student to easily translate theories into applications.
- The students should be given the proper tools to transcribe theory into practice.
- Every student should be given every opportunity to improve until the learning experience comes to an end.
- Reasonable accommodations for the students' needs and desires should be made.
- The teacher should solicit feedback from the students and listen throughout the entire process.
- The teacher should be concerned about the students' success.
- The teacher should keep students aware of where they stand with respect to the course evaluation process on a regular basis (i.e. weekly updates of what has been turned in and what is missing).
- The teacher should give the student timely and quality feedback on student contributions to discussion, homework, and quizzes.
- The student should expect little or no lecturing. Lecturing yields marginal results in the online environment.
- The student should not be subjected to tests requiring memorization.
- The student should be treated politely and with respect.
- The teacher should be online everyday (at a minimum 5 of 7 days).
Assignment 3.2

From the lesson material above and the Unit 3 Required Reading list produce a list in table format of essential teacher competencies. Complete a search on the web for any additional competencies and if possible collaborate with other students on the discussion forum for additional competencies. Submit your completed list to your teacher for feedback and evaluation.

Share your complete list on the discussion forum and enter it in your course journal.

Behavioural Interview

Behavioural interview questions are a big part of most job interviews. Employers use these types of questions in order to get an idea if you have the skills and competencies needed for the job. The rationale is that if the employer knows how you performed in the past it will help them predict how you might do in the future. Behavioural interview questions are probing questions about your background and experience. How and when have you used the skills that they have deemed most important for the job in question? How have you responded to challenges similar to those you would likely face in the new role?

If you are responsible for hiring and selecting teachers for an online programme a behavioural interview question format will allow you to identify the competencies required for the position and if the candidates you have short listed for the position would be suitable for the teacher position.

A Behavioural Interview Question seeks an example of how you’ve demonstrated specific competencies in the past. These questions usually start with “Tell me about a time…” or “Give me an example of…”

To learn more about behavioural interviews review the following articles.


Sample Interview Questions for Teachers - [https://www.udel.edu/CSC/pdf/InterviewTeach.pdf](https://www.udel.edu/CSC/pdf/InterviewTeach.pdf)

The examples listed above obviously have questions that are targeted at classroom teachers and instructors. As you review the examples think about the following:
1. How do they reflect the competencies of an online teacher?
2. How would I modify the questions to reflect the requirements of online teaching?

Once you have done that complete the assignment below.

**Assignment 3.2**

*From the lesson material above, your review of recommended web sites and the Unit 3 readings produce a behavioural interview question list that reflects the competency requirements of an ONLINE teacher. Submit your list of questions and the related competencies that you are measuring to your instructor for review and feedback.*

**Assignment 3.2 Assessment Rubric/Criteria**

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Shows no understanding of interview questions.</td>
<td>Shows some understanding of interview questions.</td>
<td>Relationship between competencies and interview questions limited.</td>
<td>Shows a solid grasp of relationship between desired competencies and interview questions. Shows understanding of interview techniques.</td>
</tr>
<tr>
<td>Organization</td>
<td>Interview questions do not reflect Behaviour Descriptive organization.</td>
<td>Limited Behaviour Descriptive organization in questions.</td>
<td>Behaviour Descriptive questions are well formatted but not sequential.</td>
<td>Behaviour Descriptive questions are complete and organized for successful interview process.</td>
</tr>
</tbody>
</table>
**LESSON SUMMARY**

Teachers know that most retention issues occur very near the start of the course and often before the first assignment. Therefore it is important that proactive support is focused right at the beginning of the course. Once they are motivated, students are far more likely to be able to overcome problems affecting their learning, identify what preparatory work they need to do, and generally be more self-reliant and less demanding of their teacher. This is not to say that your work as a teacher is complete at this stage, it only emphasises the importance of, early, proactive intervention and motivation. Ongoing student participation will be required and is essential to a successful online teaching and learning environment.
LESSON 3.3 – EVALUATING AND ASSESSING ONLINE INSTRUCTORS

LESSON INTRODUCTION
Evaluation is the formal process of gathering and recording information as evidence over a period of time and the application of reasoned professional judgment by an evaluator in determining whether one or more aspects of the teaching of a teacher exceeds, meets or does not meet expected standards. All teaching and learning should be constantly evaluated to ensure that the online programme for which the teacher is responsible for meets or exceeds intended outcomes.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Conceptualize a teacher evaluation framework for professional growth.
2. Create evaluation instruments for the evaluation of online teacher support.

EVALUATION FOR PROFESSIONAL GROWTH
A comprehensive list of competencies required of an effective online teacher is a good starting position for the evaluation of professional growth. If the procedure of identifying competencies is comprehensive then a blueprint for the ongoing evaluation of the teacher has already been established.

But the evaluation is only the beginning of the assessment process. If it has been determined through the evaluation process that the teacher is lacking in some area then supports for addressing those areas need to be in place to provide for the teacher’s professional growth. Evaluation should not be punitive but rather it should serve to develop and enhance the individual teacher’s skill level and thereby enhance the learning experience of the online student.

A comprehensive evaluation has multiple parts to it and a major component of that evaluation must be a self-reflective process whereby the teacher completes a self-evaluation on their role.

Below is an example of an evaluation instrument that can be used for either self-reflection or by the teacher’s supervisor for formal evaluation.

- Role Expectations will vary according to specific teaching assignments. Expectations are dependent on the teacher’s specific assignment.
- Interpretations within this document are suggestions of actions that meet role expectations; they are not exhaustive definitions.
- Evidence of Proficiency is intended to show how the teacher fulfills various role expectations.
- Teacher Reflections and Targets for Growth are intended to assist in the development of the Teacher’s Professional Growth Plan.
The Teacher’s application of pedagogical knowledge, skills, and attributes is based on his or her ongoing analysis of contextual variables. Teachers analyze contextual variables to apply specific pedagogical skills and abilities that enable students to achieve optimum learning.

<table>
<thead>
<tr>
<th>Role Expectations</th>
<th>Interpretations</th>
<th>Evidence of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher…</td>
<td>The teacher…</td>
<td>I…</td>
</tr>
<tr>
<td>• seeks and uses data from various sources about student learning to affect achievement</td>
<td>- analyzes course completion rates, feedback from stakeholders, responses to assignments, test items, etc.</td>
<td></td>
</tr>
<tr>
<td>• engages in interactive instruction</td>
<td>- uses telephone, synchronous programs, e-mail, chat, bulletin boards, face-to-face contact, etc.</td>
<td>- provides constructive and helpful feedback on students’ work</td>
</tr>
<tr>
<td>• respects contextual variables of students</td>
<td>- is aware of environments of students in specialized learning situations</td>
<td></td>
</tr>
<tr>
<td>• applies successful practices from prior teaching experience</td>
<td>- adapts classroom materials, strategies, and techniques to distributed learning formats</td>
<td></td>
</tr>
<tr>
<td>• displays an awareness of and is attentive to the students’ learning environments</td>
<td>- is aware of the student working on his or her own, in a non-traditional setting, with few or many additional resources, without set “school time” or with a rigid schedule, etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Reflections and Targets for Growth**

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Assignment 3.4

From the competency list you developed earlier create standard statements and use the example above to develop an evaluation instrument that could be used for both a self-reflective and supervisory evaluation instrument. Once completed submit your evaluation instrument to your instructor for evaluation.

Assignment 3.4 Assessment Rubric/Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>No connection to previous competency list developed.</td>
<td>Some connection to previous competency list but lacks criteria for evaluation.</td>
<td>Connection between competencies listed earlier with limited criteria for evaluation.</td>
<td>Shows a solid grasp of connection between desired competencies and criteria for evaluation.</td>
</tr>
<tr>
<td>Organization</td>
<td>Interpretation of competency and role expectations are muddled</td>
<td>Role expectations are limited with some connections made to criteria for evaluation.</td>
<td>Role expectations, applied interpretations are present but lacking opportunity or space for self-evaluation.</td>
<td>Role expectations, interpretations are clear with appropriate linkage to self-evaluation and ample space for supervisor evaluation comments and feedback. Complete competency list is included in instrument.</td>
</tr>
</tbody>
</table>

LESSON SUMMARY

Understanding the competencies of what makes an exemplary online tutor, informs not only a relevant script of questions for short listing and interviewing potential online tutors, but can also be helpful in developing evaluation instruments. The evaluation instrument, if it is to be used for growth and improvement, must include a self-reflective component for the tutor. By completing evaluations at regular intervals the tutor can seek out supports to develop areas in their repertoire of skills that require improvement.
UNIT THREE – SUMMARY

SUMMARY
In this unit we began by defining and understanding cognitive, social and teaching presence and the role that each played in a successful programme. Taking that sense of presence we looked at the role that the teacher contributes in creating the most conducive environment and how to evaluate the effectiveness of the teacher in facilitating a successful online teaching and learning programme where students can succeed.

NEXT STEPS
In the units above we have alluded to building community, particularly when we looked at social, cognitive and teaching presence. Effective online programmes intentionally develop a community of learners who interact with each other, their instructor and the content. The next unit will focus on how to best develop community to support the teaching and learning environment.
UNIT INTRODUCTION

In Unit 2 you discovered the unintended consequence of isolation experienced by the online learner, and the value of being an active participant in a learning community. We learned that this isolation is a contributing cause to student dropout statistics in online and distance courses. Students in a conventional classroom setting, by its very physical nature, are part of a learning community due to the proximity to each other as well as the face-to-face daily, social interactions that occur.

In this unit read the two articles under the “Required Reading” on the role of building an online community and the conditions needed for this community to be successful. In the Vesley (2007) case study contrasting online community perceptions between faculty who teach online and students who have taken online courses, you should take note of the different perceptions or preconceived notions held. Schweir (2002) helps us to determine the critical elements that must be in place and how the teacher’s role in facilitating that community of learners is paramount to its success. There can be no doubt after reading both articles, the value of an online community and its role in developing the learning environment. As an educator taking this module your focus should be on achieving student-centered successes through the building of an online community. While progressing through this unit remember that the student is an integral component of this community and without their participation there can be no community.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1) Identify best practices in developing online community.
2) Building an Online Community.
3) Supporting an Online Community.

UNIT READINGS

As you complete this unit you are required to read the following chapters/articles:


ASSIGNMENTS AND ACTIVITIES

In this unit you will produce, in table format, the challenges in building community and develop corresponding strategies that need to be present in order for the community to be successful. What is the catalyst that needs to be present in these communities for them to be viable and sustainable for the duration of the module?

You will also develop a strategic plan depicting your vision of successful online community components that need to be present, including tools or applications that are to be utilized and how they will be implemented. This assignment can take the form of a table, presentation or a graphic in the form of a mind map or similar illustration. Choose the format that best suits your presentation style.

You are required to contribute to the discussion forum on strategies, you have developed, and what you believe could be employed by all teachers in building an effective online community of learners.

Once feedback and evaluation of all assignments has been completed you will complete an entry in your online journal before moving on to the next unit.
LESSON 4.1 – THE IMPORTANCE OF ONLINE COMMUNITY. WHAT NEEDS TO BE PRESENT?

LESSON INTRODUCTION
The online teacher has the ability to set the tone for students through teacher-student interactions. Ideally, teachers should lead by example modelling best practice strategies to assist student learning. In this lesson we will explore ways that the online teacher facilitates building of online community through introductions, modelling responsibility in returning assignments within a mutually agreed time frame, and by being visible in the course. A strong online community keeps students engaged and focussed, pushes them to participate, and provides a safe, supportive and inclusive environment in which to do that.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Identify and expound on elements that need to be present for an effective online community.
2. Develop strategies to support connections and interaction in an online community.
3. Consider different models of online community relative to tools available to support the interaction required.

BUILDING COMMUNITY

In the Vesley (2007) article a comparison is made between the perceptions of both the teachers and online students as to the role of the instructor (teacher). Parallel survey instruments were created for instructors and students. The following are example questions that were created relevant to the purpose of this study:

Instructor questions

- In an online course, how important is it to have the instructor model being part of a community?
- In this online course, to what degree did you model being part of a community to assist students in feeling part of community?
- What were some ways in which you, as the instructor, modeled building community in this online course?

Student questions

- In an online course, how important is it to you to have the instructor model being part of community?
- In this online course, to what degree did having your instructor model being part of a community assist you in feeling part of the community?
What were some ways in which your instructor modeled building community in this online course?

The final questions for each survey asked respondents to list other factors which either contribute to, or detract from, building community that were not mentioned in the survey. The table below is a summary of the ranking results captured in the survey.

Table 1: Factors ranked by faculty and students as most relevant to building community

<table>
<thead>
<tr>
<th>Students Ranking Order</th>
<th>Faculty Ranking Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructor Modeling</td>
<td>1. Interaction and Dialogue</td>
</tr>
<tr>
<td>2. Student’s interest and priority for the class</td>
<td>2. Student’s interest and priority for the class</td>
</tr>
<tr>
<td>3. Sufficient time for discussion and interaction</td>
<td>3. Sufficient time for discussion and interaction</td>
</tr>
<tr>
<td>4. Interaction and Dialogue</td>
<td>4. Instructor modeling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students Ranking Order</th>
<th>Faculty Ranking Order</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructor Modeling</td>
<td>Creating a rich setting for students to introduce themselves and their involvement in discussions is important</td>
</tr>
<tr>
<td>2. Student’s interest and priority for the class</td>
<td>A large portion of the course is devoted to participation- this is dependent upon involving oneself actively in the community.</td>
</tr>
<tr>
<td>3. Sufficient time for discussion and interaction</td>
<td>Making sure students continually interact with one another and support one another through shared learning and group projects is crucial.</td>
</tr>
<tr>
<td>4. Interaction and Dialogue</td>
<td>Instructor can not model what has not been designed and embedded into the course</td>
</tr>
</tbody>
</table>
Self-Reflection Question

From the results in the table above develop a rationale as to why the perception of students and instructor vary. Are there any explanations for the differences? Can you develop a defense for your rationale? Share your perceptions with your colleagues in the online discussion forum. Do others share the same view as you? What are the similarities in other rationales shared? What are the differences? Is there agreement in the priority rating? Summarize your notes and enter them in your module journal.

How does an instructor go about building a learning community online? Figure 1 presents one depiction of how it’s done.

As you begin the learning experience, the teacher’s first job is orientation. An overview of the content is a given, but just as important are introductions. Who’s in the online class? What are they like? How will we interact? Are we in this together? How do I know I can trust the teacher and other students? Facilitating solutions to the questions above establishes a “social presence”.

With social presence underway and growing, the teacher establishes teaching presence and builds cognitive presence through direct instruction, facilitating discussions and application activities, and timely feedback.

Some research has focused on the ideal group size. The primary goal, in building community, is to have all students participating in ongoing interaction without having individual voices disappear. While there is no perfect number, research appears to have settled on two group sizes. For general discussions, the recommended group size is 10-15, where members can see a sufficient diversity of views. Smaller groups of 4-6 are recommended for structured group assignments, and peer reviews.

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1 Adapted from Wilcox, K., Building Online Learning Community, http://www.learningsolutionsmag.com/articles/761/building-an-online-learning-community
the suggested group size is the facilitation expertise of the teacher and the maturity level of the students participating.

**Community evolution**
 Learner participation develops over time. Interaction and collaboration are not the norm for many learners who were educated in a classroom environment. Initially, students may be more comfortable in a passive role just monitoring without real participation. They will need guidance and opportunities to become involved. Below is a framework for understanding and applying phases of engagement. In the table below suggested phases and their approximate timelines for student and teacher roles is presented; time frames may vary but the evolution is a natural progression for both student and teacher. (Table 1) The teacher, in particular must be aware of the typical progression of the average student through this process.

### Table 2

<table>
<thead>
<tr>
<th>Phase</th>
<th>Weeks</th>
<th>Learner Role</th>
<th>Teacher Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 to 2</td>
<td>Newcomer</td>
<td>Social Negotiator</td>
</tr>
<tr>
<td>2</td>
<td>3 to 4</td>
<td>Cooperator</td>
<td>Structural Engineer</td>
</tr>
<tr>
<td>3</td>
<td>5 to 6</td>
<td>Collaborator</td>
<td>Facilitator</td>
</tr>
<tr>
<td>4</td>
<td>Beyond</td>
<td>Initiator/Partner</td>
<td>Challenger/Partner</td>
</tr>
</tbody>
</table>

**Managing Discussions**

Participating and managing online discussions is often a difficult process for inexperienced online instructors. Below is a brief summary of some of the discussion challenges you need to consider.

- Asking questions that cause the participants to reflect and share.
- Providing complete initial instructions.
- Ongoing monitoring.
- Redirecting, providing additional instruction, clarifying as necessary.
- Summarizing at key junctures, prompting movement toward resolution.
- Providing feedback and guidance when needed.
- Privately prompting those who participate too much and those who don’t participate enough.
- Calling out and correcting netiquette offenders – privately,
- Deleting inappropriate messages,
- Managing conflict. Address the causes of the conflict.
- Moving discussions through the cognitive phases, using prompts.
- Moving the group through the phases of learner engagement, evolving expectations.
ISSUES IN COMMUNICATIONS
Many of the problems that arise in online discussions occur because of the inability of the instructors or students to see or often hear the person they are communicating with. They thus lose the opportunity to physically see or hear changes in attitude or tone during the conversation. When employing an asynchronous tool or even a text chat tool instructors need to learn how to judge the quality of communications in a different way.

In written communications it is often the speed of the response that causes students to stop communicating. Whether asking a question or responding to a discussion, learners expect a response available the next time they log in. That is usually within 24 to 48 hours of the initial posting. If instructors fail to respond in a timely fashion the students will just stop asking questions or seeking input. They will become isolated and demoralized.

Online instructors must also learn how to judge the tone of a written message and respond appropriately. Tone can be warm and friendly or challenging and disagreeable. It can be written in a very formal way or in a more personal chatty manner. Each requires appropriate responses. For example, an instructor should not respond to a threatening message with additional threats. In this case the instructor should use a very formal, but guiding tone.

The intent of a message is often not clear because of poor grammar or structure.

EFFECTIVE DISCUSSION QUESTIONS
Discussion questions are the starting point for creating peer-to-peer communications and idea sharing. Ineffective questions will result in little or no interaction among the learners.

<table>
<thead>
<tr>
<th>Example - Discussion Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poor</strong> - List the three strategies of marketing.</td>
</tr>
<tr>
<td><strong>Better</strong> - Provide three examples of how you can effectively employ marketing strategies.</td>
</tr>
<tr>
<td><strong>Best</strong> - Hotel XYZ in Barbados plans to spend $500K on advertising in different US magazines over the next year. Analyse this proposed marketing strategy based on your readings over the past week and provide alternative strategies that this hotel should consider.</td>
</tr>
</tbody>
</table>

EFFECTIVE FEEDBACK
Timely and appropriate feedback is essential to student understanding. Feedback should be treated as a mini-teaching session. Additional guidance should be provided to the learners. Learners should view feedback as a positive learning experience and should create a desire to learn more about the topic.
Example - Assignment Feedback From Instructor

**Poor** - You have met the minimum standards for the assignment.

**Better** - You met the minimum standards. You need to expand your analysis of the case study and provide additional literature support.

**Best** - You provided an alternative for Hotel XYZ to consider, but you need to consider other media options, such as radio, TV, tourist and magazines to create a multi-faceted marketing plan. You should review Chapter 6 of the text and visit www.marketingstrategies.com to explore the marketing approach recommended in these documents. Drop me a note if you have additional questions.

Assignment 4.1 and Discussion

Complete a comprehensive list, from the notes above and from the required readings, of challenges in developing an online community of learners. What are the perceived barriers in f a successful community of learners online?

Submit the assignment to your instructor for evaluation and post your findings to the discussion forum. After peer review and evaluation add this to your course journal.

Assignment 4.1 Assessment Rubric/Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Shows no understanding of challenges in building community.</td>
<td>Shows some understanding of building community but shows limited understanding of intervention or motivation strategies.</td>
<td>Shows good understanding of barriers to building community and makes connections to interventions and motivational strategies with some limitations.</td>
<td>Shows a solid grasp of barriers in building community and makes strong connections with solid interventions and motivational strategies to overcome barriers.</td>
</tr>
</tbody>
</table>
LESSON SUMMARY

In this lesson and from the readings you should have discovered the crucial role that an online learning community plays in supporting learning and encouraging interaction and sharing. On numerous occasions we have been reminded of substitutions for the effective interactions that take place in a face-to-face learning environment. At the same time we have become aware of the barriers in replicating the effectiveness of the classroom environment. Although there are a multitude of barriers that would impede the successful implementation of an online community the efforts in overcoming them will be realized in the rewards of successful students upon the completion of the module.

| Organization                           | No linkages between barriers and intervention or motivational strategies | Barriers and strategies in distinct columns but connections are not clear. | Barriers and strategies in distinct columns with clear correlation and connection – some not connected. | Barriers and strategies and the connection between them are clear, concise and easy to follow. |
LESSON 4.2 – BUILDING AN ONLINE COMMUNITY

LESSON INTRODUCTION
Online learning communities do not just happen. An important principle in developing a community of learners online is to be deliberate, to think about and intentionally involve the students at each of the identified phases of community growth. The students enrolled in the programme ultimately are the ones who have control over the amount of communication and collaboration that occurs online; however, it is incumbent that the teacher to facilitate this process.

View YouTube Video
Watch the Video Building Learning Communities in the Online Classroom.
https://www.youtube.com/watch?v=3W1hhJI9uc

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Analyze and compare models of online community and the successes of each.
2. Develop a strategic model that will enhance interaction between students and teachers/teachers that will build community.

STRATEGIES FOR BUILDING A LEARNING COMMUNITY
Schweir (2002), states that five critical features need to be present for building an online community of learners; rules, roles, rounds, rituals and ringers. The limit or restriction of the rules, or norms of collaboration, will undoubtedly impact the Roles and help define the activities carried out in learning communities and set out expectations for participation. Schweir (2002) goes on to say that the notions of rounds, ringers and rituals are particularly important, for online learning environments.

Rounds are the iterations of events. In a module, such as this one, for example, it is useful to set up several events that follow a common pattern, such as posting your assignments to the module discussion forum in most or all units, creating or anticipating “rounds” of communication. It permits students to develop skill and comfort with this type of interaction with other students and the teacher. In effect, by using several rounds of events in online learning communities, it allows time for rituals to be developed and used. Rituals can be thought of as the routines in learning communities, some intentional and others that evolve, which can be as simple as the way people are greeted when they enter a virtual space or a teacher moderated event.

Ringers are the surprise events, for example, a surprise guest in a chat room can be a ringer, or a deliberate, contentious statement from a student or teacher. A new or unusual activity can also disrupt the established patterns and expectations just enough to
renew interest. **Ringers** can be planned or unexpected, but in either case, they motivate students in a learning community to stay engaged.

In the required reading article, Schweir (2002), has broken categories of community into 10 elements and developed a strategy for building online community to address each of them. (See Table 1)

**Table 1.** Implications of community elements for online learning strategies (adapted from Schweir (2002)).

<table>
<thead>
<tr>
<th>Elements of Community</th>
<th>Implications for Virtual Learning Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historicity.</strong> Shared history and culture strengthens community bonds.</td>
<td>Incorporate what members have done in the past, and make their stories part of the community culture. Mention the culture, value and context of the virtual community. Make public the history of the community.</td>
</tr>
<tr>
<td><strong>Identity.</strong> Successful virtual learning communities need to have boundaries — an identity or recognized focus.</td>
<td>Use team-building exercises, develop community logos, and publicly acknowledge accomplishments by the group and individual members within the community. Articulate the focus or purpose of the community, and outline the requirements and rituals accompanying membership in the community.</td>
</tr>
<tr>
<td><strong>Mutuality.</strong> Communities spring from, and are maintained by interdependence and reciprocity among members.</td>
<td>Include group exercises, assignments, activities that require each member to contribute to the final product. Ask leading questions that encourage members of the community to invest in concerns held by other members, and to share ideas and possible solutions.</td>
</tr>
<tr>
<td><strong>Plurality.</strong> Communities draw much of their vitality from intermediate associations (e.g., families, churches, school groups, athletic teams).</td>
<td>Encourage membership and participation from and association with groups related to the learning focus. These might include businesses, professional associations, or groups in other countries exploring similar issues.</td>
</tr>
<tr>
<td>Elements of Community</td>
<td>Implications for Virtual Learning Communities</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td><strong>Autonomy.</strong> Strong communities respect and protect individual identity.</td>
<td>Foster individual expression and comment explicitly on its value. Set up protocol for respectful communication and reach consensus in the group. Create strategies for settling disputes or inappropriate behavior.</td>
</tr>
<tr>
<td><strong>Participation.</strong> Social interaction, especially participation that promotes self-determination, respects the autonomy of members and sustains the community.</td>
<td>Allow members of the group to shape learning agendas. Give guidance to new community members, and promote opportunities for established members to go outside the boundaries of the learning event or focus. Encourage lurkers and spectators to engage others.</td>
</tr>
<tr>
<td><strong>Future.</strong> Learning communities are not static; they create movement in a direction. Learning communities &quot;open trajectories of participation that place engagement in its practice in the context of a valued future.</td>
<td>Identify the direction of learning. Ask participants to describe ways they will use what they have learned in the community in the future. Conduct &quot;visioning&quot; exercises to determine new initiatives to be undertaken by the community.</td>
</tr>
<tr>
<td><strong>Technology.</strong> Technology facilitates virtual learning communities, but may also inhibit their growth. Technology provides a conduit for discourse among participants. At the same time, technology can be a barrier to communication and can exclude some people from the community who cannot afford or use communications technology.</td>
<td>Employ technology that allows meaningful communication, and which is easy for participants to use. Promote communication approaches that are compatible with older, less costly equipment where communities intend to be inclusive.</td>
</tr>
<tr>
<td><strong>Learning.</strong> Learning is a central element of virtual learning communities, although the nature of the learning can be broadly defined and contextual.</td>
<td>Remind participants of learning intentions, and intervene when interaction drifts too far away from the learning focus. Encourage individuals on the periphery of the community to contribute their tacit knowledge to the explicit knowledge of the community.</td>
</tr>
</tbody>
</table>
Elements of Community | Implications for Virtual Learning Communities
---|---
Integration. Elements of community are integrated. They depend on supportive norms, beliefs and practices. Elements should be complementary. | Articulate a set of belief statements, and identify group norms as they evolve. Adopt and firmly adhere to a learner-centered philosophy, and employ pedagogy that supports individual expression while building a group identity.

When building a learning community, there are a number of tools that are available: discussions, collaborative projects, wikis, blogs, and, if the Internet connection is reliable, real time sessions. As the teacher you need to identify the purpose or the desired outcome for the communication event that will be taking place. Pick the best tool for the outcome. The following YouTube video addresses some questions that should be considered when selecting a tool that will support the learning community. When considering which technology to use be cognizant of the lowest common denominator; choose communication approaches that are compatible with older technology, thereby including all learners in the community you are building.

**View YouTube Video**

View the following video: Interaction Purpose in Mind.,
https://www.youtube.com/watch?v=tCym3-sybs4&feature=youtu.be

**Assignment 4.2**

List the elements that need to be addressed in Building an Online Learning Community for your organization/class and create a mind map of all the strategies you as a teacher would incorporate to develop, facilitate and maintain a collaborative learning environment that is inclusive of all students enrolled in your module.

Submit the assignment to your instructor for evaluation and share your strategies with your colleagues on the discussion forum. After peer review and evaluation add this to your course journal.
Assignment 4.2 Assessment Rubric/Criteria

<table>
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<td>Ideas connect to central image and ideas.</td>
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LESSON SUMMARY
In this lesson we discovered what the essential elements of building community involved. We determined strategies that would support the community and also began to understand the contribution that needed be made by all members of the learning community.

Developing an inclusive community of learners that are engaged and working collaboratively sharing ideas, successes and new learning is one of the most crucial tenets in ensuring student success in an online learning environment. In short it can be compared to an old aphorism “a rising tide raises all ships”. Likewise a community of learners can attain levels of knowledge that could only be attained as a community of learners.
UNIT FOUR – SUMMARY

SUMMARY
A majority of students taking online programmes contend that it is important for the teacher to model presence in the learning community; to take a leadership role in creating the climate, and establish clear expectations of open communication. A tutor can build a successful learning community by: modeling expected behaviours and interactions, encouraging students both in public and private settings, facilitating student sharing and participation and responding, in a timely fashion, to student concerns. Building and facilitating a community of learners, by the tutor, in an online teaching and learning environment takes a deliberate strategy and an awareness of the phases of student participation that can be anticipated.

NEXT STEPS
A key component in the learning community developed by the teacher is learner feedback. Through the feedback received, by the teacher, the student develops a confidence that the work completed has meaning and purpose and will provide a basis to move on. Feedback and assessment are not only motivational tools; they should also provide the student with a directional sense on where the learning is taking them. Unit 5 will take an exploratory view of the role feedback and assessments take in a student-centric online learning environment.
UNIT FIVE - ONLINE FEEDBACK AND ASSESSMENT

UNIT INTRODUCTION

After completing Unit 4 you should be aware that building community and rapport between teacher and students online creates a communication channel that can be utilized for enhanced instruction. Feedback and assessment in an online environment can be somewhat more challenging than providing feedback and assessment in the conventional classroom. In this unit you will discover the two types of assessment as well as multiple modalities of providing student feedback. Of the two forms of assessment summative (assessment of learning) and normative (assessment for learning) this unit will primarily focus on assessment for learning.

We will begin by analyzing and comparing feedback structures (assessment for learning) as well as looking at assignment modalities that provide authentic learning opportunities that, for the most part, remove the concern for academic integrity of work submitted; a common concern among educators in general, particularly those in conventional face-to-face learning environments.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1. Provide effective feedback to learners’ assignments.
2. Understand the two forms of assessment.
3. Understand when to use each form of assessment.
4. Understand the role that feedback has in online teaching and learning.

UNIT READINGS

As you complete this unit you are required to read the following chapters/articles:


ASSIGNMENTS AND ACTIVITIES

Building on the learning from Unit 4 you will evaluate, from the reading list, online videos and web sites provided best practices in providing online feedback and assessment to the learner.

You will compile assessment and feedback strategies that are effective and provide impetus for ongoing student learning and rationalize your choices with a short statement explaining why you chose the assessment and feedback strategies.

You will articulate the difference between formative and summative assessment and determine when each should be used in assessing student learning.

You will create a mind map of assessment strategies that can be used and identify them as either assessment “of learning” (summative) or assessment “for learning” (formative).

You will be required to contribute and post to the online discussion forum on feedback and assessment strategies that you believe should be employed in improving the delivery of an online course or module of instruction. Your presentation will be peer reviewed by fellow participants.

Once feedback and evaluation of all assignments has been completed you will complete a summary and complete an entry in your online module journal.
LESSON 5.1 – STUDENT INTERACTION AND FEEDBACK IN ONLINE DELIVERY

LESSON INTRODUCTION

Every educator (online or in the traditional classroom) wants to create a valuable learning experience for their students. Part of the experience includes effective methods of feedback and assessment. Online education poses several challenges for assessment. Common concerns raised on a regular basis are cheating, student and faculty disengagement and single method assessment. Developing an understanding of how interaction between student and teacher, selecting appropriate feedback and understanding the role that feedback takes in assessment will alleviate some of these concerns.

LESSON OBJECTIVES

Upon completion of this lesson you will be able to:

1. Understand the role of student interaction with teacher.
2. Select appropriate feedback modalities.
3. Understand the role that feedback takes in assessment.

INDIVIDUAL SUPPORT

It is well established that people need individual support, open communication and shared vision in order to do things together. A known fact is that people need to sense support in order to take on new challenges. Students need enough individual support, so that they feel safe enough to engage in open communication, so that they can arrive at enough shared vision, to be able to do things together, whether that be with fellow students or the teacher. An online learning community develops when its members experience enough individual support, open communication and shared vision to be able to learn together. It is important for the teacher to view their students as equals to facilitate the open communication that is required in providing student feedback and encouraging student interaction. Students progressing through a module with little or no interaction with their teacher are left with a sense of drifting, like a ship in open water without a rudder, aimless and without a destination point. In order for feedback to be productive it must be meaningful and practical to the student. For feedback to be meaningful the student must have a sense that their teacher has their best interest in mind. Without this level of interaction between student and teacher feedback will not have the impact that it could in reaching intended learning outcomes.

What is feedback? Feedback can be seen as informal (for example in day-to-day encounters between teachers and students or trainees, between peers or between colleagues) or formal (for example as part of written or clinical assessment). However, ‘there is no sharp dividing line between assessment and teaching in the area of giving feedback on learning’ (Ramsden, 1992, p. 193). Feedback is part of the overall dialogue or
interaction between teacher and learner, not a one-way communication. It is essential to the learning process.

**Self-Reflection Question**

*From your own experiences describe the type of trust relationship and level of interaction that needs to be present for feedback to be considered of value. It may be helpful to draw on a relationship of someone whom you have a trust relationship with and how you consider their advice on personal matters that you may be seeking their input on. Share your insight with others on the online discussion forum and complete an entry of your thoughts on this in your online course journal.*

**FEEDBACK MODALITIES**

Feedback on its own is more likely to be perceived as a comment on what is being learned. In the absence of a grade feedback will receive more attention and be taken as a comment of support as the student works through their learning tasks. Feedback that occurs during the undertaking of a task is valued. If timed appropriately feedback reduces the amount of wasted time and effort in misdirection on the task that is being undertaken by the student. A feedback model can take on either a reactive or proactive mode. In the reactive model the teacher waits for the student to request feedback. In the proactive model the tutor initiates the feedback through the creation of a student friendly environment that facilitates interaction with the student in private or in the learning group as a whole. It is good practice to notify, or even negotiate, expected response times with the learners.

The learning environment best determines the modality of feedback. Different learning scenarios require different forms of feedback in order to be effective.

Providing students with meaningful information prior to an assessment task gives them every opportunity to present their best possible response to a given task. Teachers are the student’s primary source of support. They rely on their teachers to give them feedback about the things they are doing well and how they might improve in other areas as they progress through the learning task.

Teachers can provide effective feedback in a variety of ways. Some of these include:

- Annotating the student’s work.
- Writing or providing one on one verbal comments about strengths and weaknesses.
- Addressing the class about the responses and the aspects that were done well and those that need further attention.
- Providing a written summary to each student with some examples.
- Providing students with an example or rubric that demonstrates level of
Feedback can provide students with information about strengths and weaknesses of responses, the outcomes achieved in relation to standards developed through well-constructed rubrics. For students, effective feedback should include:

- What was expected from the task?
- Meaningful information about the quality of work.
- Clear statements about how to improve.
- Correction of misunderstandings.
- Reinforcement of what has been done well.

In this topic the focus was on deliberate feedback outside of assessment. However, assessment that is intended to be formative provides support for the student in the completion of the learning task also requires feedback on all of the modalities listed above.

**View Video**

View the following YouTube video on feedback
https://www.youtube.com/watch?v=3LOjul-kJyc

**Self-Reflection Question**

Review the readings listed under Required Reading and identify other modalities of feedback that may not be listed in the notes above. Analyze the modalities and select one and elaborate how you would incorporate it as feedback on a learning task in your subject area. When would you provide the feedback? How would you provide the feedback? How would you know if your feedback made a difference?

*Share your insight with others on the online discussion forum and complete an entry of your thoughts on this in your online course journal.*

**Assessment Feedback**

Brown (2004) asserts that if assessment is to be integral to learning, feedback must be at the heart of the process. Even though it is time consuming, significant energy must be devoted to helping students understand not only where they have gone wrong, but also what they need and the opportunity to improve. They also need feedback when they have done well, to help them understand what is good about their work and how they can build
on it and develop further. The feedback needs to be fair, detailed, challenging, and most critical of all, supportive. The intent of feedback on assessment is no different than the feedback provided for student support during the completion of the learning task. The difference is in the timing of the support. Typically feedback on assessment is provided after the task has been completed. When feedback during the task is provided as well as feedback at the completion of the originally assigned task the completed task should be close to the intent of the original learning outcome.

Assessment, complete with feedback, should be designed to motivate, encourage on task learning, and to provide remediation and guidance. Modalities of feedback need not differ from the modalities discussed earlier, but rather they should build on the feedback that the student received during the task development phase of the assignment.

**Assignment 5.1**

Using the articles under the heading “Required Readings” complete a position paper that is at least 500 words and not greater than 1000 words stating your view on best practices involved in providing student feedback and the value it has in supporting the learner both during the task process and assessment. In addition to the readings included in this unit find at least two other literature reference that supports your position. A good place to start may be to take Brown’s (2004), parody list on “How to Use Assessment to Prevent Learning” and present counter statements to those provided in the paper.

Take a well-defined position using at least three examples for “feedback modalities” with at least two supporting statements for each modality chosen.

**Use the rubric/criteria below** as a guide as you prepare your position paper. The criteria will also serve as an evaluation rubric for this assignment.
# Assignment 5.1 - Assessment Rubric/Criteria for Position Paper

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Development</strong>&lt;br&gt;50%</td>
<td>No clear position taken; reasons undeveloped; no supporting facts used</td>
<td>Position not clearly stated; development is brief; unrelated, unsupported general statements, reasons, and details; minimal facts used. Counter arguments not acknowledged.</td>
<td>Clear position taken and defined; some reasons and some details present, but not fully developed. Counter arguments addressed.</td>
<td>Takes a strong, well-defined position; uses at least three appropriate reasons with at least two supporting details for each reason. Counter arguments effectively addressed, w/o undercutting position.</td>
</tr>
<tr>
<td><strong>Organization &amp; Structure</strong>&lt;br&gt;20%</td>
<td>Organization and structure detract from the message of the writer. Paragraphs are disjointed and lack transition of thoughts.</td>
<td>Structure of the paper is not easy to follow. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper.</td>
<td>Structure is mostly clear and easy to follow. Paragraph transitions are present. Conclusion is logical.</td>
<td>Structure of paper is clear and easy to follow. Paragraph transitions are logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper.</td>
</tr>
<tr>
<td><strong>Format</strong>&lt;br&gt;10%</td>
<td>Paper lacks many elements of correct formatting. Paper is inadequate/excessive in length. Paper is not double spaced.</td>
<td>Paper follows most guidelines. Paper is over/under word length.</td>
<td>Paper follows designated guidelines. Paper is the appropriate length as described for the assignment. Format is good.</td>
<td>Paper follows all designated guidelines. Paper is the appropriate length as described for the assignment. Format enhances readability of paper.</td>
</tr>
<tr>
<td>Criterion</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Grammar, Punct. &amp; Spelling 20%</td>
<td>Paper contains grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.</td>
<td>Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.</td>
<td>Rules of grammar, usage, and punctuation are followed with minor errors. Few or no spelling errors.</td>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.</td>
</tr>
</tbody>
</table>

**LESSON SUMMARY**

Feedback is essential to students as they progress through their online learning. A typical classroom teacher does this on a daily basis as they walk around and review student work while they complete their learning tasks. This is not to say that classroom teachers would not benefit from employing feedback strategies discussed in this lesson, however, the online teacher does not have the ability to complete a classroom walk through reviewing work and providing feedback as their in class counterpart is able to do. Through frequent and timely feedback students are able to remain focused and complete the deliverable as determined in the original objective.
LESSON 5.2 – UNDERSTANDING ASSESSMENT – FORMATIVE AND SUMMATIVE

LESSON INTRODUCTION

Different individuals or institutions, perhaps with different goals, may define the term “assessment” in multiple ways. Here is a sample of three definitions found on a web search of academic sites:

"Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development."

“Assessment of student learning is a participatory, iterative process that: provides data/information you need on your students’ learning. Engages you and others in analyzing and using this data/information to confirm and improve teaching and learning. Produces evidence that students are learning the outcomes you intended, guides you in making educational and institutional improvements. Evaluates whether changes made improve/impact student learning, and documents the learning and your efforts.”

“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning.”

LESSON OBJECTIVES

Upon completion of this lesson you will be able to:

1. Define formative assessment.
2. Define summative assessment.

PLANNING FOR ASSESSMENT

As an online educator the teacher must consider the following factors: the audience and assessment as communication, the purpose of the assessment, what is to be assessed, how the assessment is conducted and the appropriateness of the assessment.

When deciding on assessment the teacher must consider how effective the assessment communicates the learning. Is it meaningful and honest? Is the assessment for learning or assessment to evaluate learning that has taken place?

2 http://medsci.indiana.edu/m620/reserves/def_assess.pdf
Kim (2008), adds that additional considerations need to be considered when planning for assessment.

- What perspectives of learning will be assessed; cognitive (acquisition of knowledge), behavioural (skill development), or humanistic (values and attitudes)?
- Who is making the assessment, student, peers or the teacher?
- Will the assessment be a learning experience itself? (We have already argued that it should.)
- Is the assessment formative (providing feedback during the learning) or summative (measuring the learning at the end of the process)?
- Are judgments of performance made against peer standards (norm referenced) or established criteria (criterion referenced)?
- How can assessment provide a balance between structure and freedom?
- Will the assessment be authentic, related to real life situations?
- Will the assessment be integrated, testing a range of knowledge and skills?
- How can reliability and validity of assessment be assured?

For this lesson the focus is on both assessment for learning (formative) and assessment of learning (summative). Both are of value to the student and teacher in developing a framework for assessment.

A simple illustration to help differentiate between the two types of assessment is to consider a cook preparing a pot of soup. As a cook prepares the soup they normally taste and season the soup and add spices or other contents to enhance the flavour as they prepare the soup, an example of formative assessment. Those gathered around the table consuming the soup are providing the cook feedback on the completed product, an example of summative assessment. Both are valuable assessment processes and when combined and acted upon provide a better end result.

**FORMATIVE ASSESSMENT**

Formative assessment is often done at the beginning or during the learning task, providing opportunity for immediate evidence for student learning in a particular course or at a particular point in a program. The purpose of this technique is to improve quality of student learning and should not involve grading students. The teacher or module designer may also use formative assessment to determine if student-learning outcomes have been achieved within the module. Programme assessment can also provide important program information when multiple sections of the same module are taught because it enables programme facilitators to examine if the learning goals and objectives are met in all
sections of the programme. It can also improve instructional quality by engaging the teacher in the design and practice of the module goals and objectives.

**SUMMATIVE ASSESSMENT**

Summative assessment provides accountability and is used to check the level of learning at the end of the module. For example, upon completion of the module will the student have achieved the necessary learning outcomes to pass accreditation standards? Programme goals and objectives often reflect the cumulative nature of the content design that takes place in a module to meet the learning outcomes. Thus the programme would conduct summative assessment at the end of the module to ensure students have met the programme goals and objectives. The foundation for an effective assessment plan is to collect summative assessment data and this type of data can stand-alone. Formative assessment data, however, can contribute to a comprehensive assessment plan by enabling the teacher to identify particular points in the module to assess learning and monitor the student’s progress being made towards achieving learning outcomes. It has been argued by some academics that if formative assessment has been thorough that a summative assessment is redundant.

### View Videos

*View the following YouTube videos on Formative and Summative assessment*

https://www.youtube.com/watch?t=9&v=ZeV8QJpzinQ

https://www.youtube.com/watch?t=206&v=e7XLm8DGB9k

**STRATEGIES OF ASSESSMENT FOR LEARNING**

From the brief definitions of formative and summative learning we can determine that a cumulative formative assessment that has taken place throughout the module can also inform the summative assessment that takes place in determining how well a student has internalized the learning outcomes.

In the book *Seven Strategies of Assessment for Learning* the author has divided assessment for learning strategies into three categories with a total of seven distinct strategies:

1. Provide students with a clear and understandable vision of the learning target.
2. Use examples of strong and weak work.

### Where I am I going?

### Where am I now?

---

3 Seven Strategies for Learning by Jan Chappuis (2009)
3. Offer regular descriptive feedback.
4. Teach students to self-assess and set goals.

**How can I close the gap?**

5. Design lessons to focus on one learning target or aspect at a time.
6. Teach students focussed revision.
7. Engage students in self-reflection and them keep track of and share their learning.

The writer of this module was involved in using this model to develop an institution model of assessment for learning at the Alberta Distance Learning Centre that incorporated the seven distinct strategies for students who were learning at a distance online and through conventional distance learning. For each of the assessment strategies we developed approaches that were specific to students completing their programmes online.

For example under Strategy 2 “Use examples of strong and weak work” assessment strategies for learning were developed to represent work completed in courses that demonstrated examples from mediocre to excellent. The examples were provided prior to any learning tasks took place, allowing the learner to compare their work to examples provided.

**Assignment 5.2**

*Using the strategies outlined above create a mind map that illustrates the seven key assessment for learning strategies. Cascading off each of the main strategies, map out additional strategies for learning that support each of the seven listed. In developing this mind map consider your own subject area and assessment for learning (formative) strategies that you could incorporate to assist student learning in your online module.*

*Discuss with your fellow colleagues’ strategies that you will be incorporating explaining why you believe they will support assessment for learning and how you will implement them in your module of instruction. Submit completed mind map to your teacher for “assessment of learning” for a summative assessment. Submit your reflections and if possible a copy of your mind map to your course journal for future reference.*
### Assignment 5.2 Assessment Rubric/Criteria

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**LESSON SUMMARY**

Building on the notion and value of feedback, assessment, and in particular assessment for learning, is a strategy, although time consuming, provides students with a “rudder” - a sense of direction and a vision of what the end product will be. Assessment for learning strategies are intended to improve features of the work as the student relates to the learning targets. It is intended to direct the student to a more in depth understanding of the learning target.
UNIT FIVE – SUMMARY

SUMMARY
Feedback in the form of assessment for learning (formative assessment) is the strongest motivational instrument in the Teacher’s repertoire of tools. In developing formative assessment the Teacher must be cognizant of the limitations in working with students one-on-one. More time in the anticipation and preparation of these instruments in advance of implementing the module will result in less time working with students one-on-one. This single instrument in an online teaching and learning environment, if completed appropriately, will provide the greatest return on time invested by both the learner and the Teacher.

NEXT STEPS
As in any other profession or trade, the automation of repetitive tasks or procedures can create efficiencies that in the long term allow for a more effective time on task with students. In the next unit we will look at how the implementation of a Learning Management System (LMS) creates efficiencies in presenting content, in providing formative assessment, and an area for building community for all learners and educators involved.
UNIT INTRODUCTION

There is an underlying assumption that the previous five units in this module will prepare the student to deliver an online course through a form of Learning Management System (LMS) such as Moodle. The LMS is the vehicle that is used to deliver the content, provide the learning environment and provide the communication tools, assessment and grading tools needed to provide a successful online teaching and learning “classroom”. As in any vocation the tools being used should be simple and an enhancement, not a hindrance, to the job that needs to be completed. When compared to conventional learning environments it should be analogous to arriving at school, heading down the hallway and opening the classroom door. The entrance to the LMS application should be the door to the classroom and once opened provide all the necessary tools to support teaching and learning in online environment.

This unit will review the essential requirements of an LMS to support teaching and learning through course management and instructor tools. The student will have an opportunity to review the most common Open Source LMS known as Moodle. The learner will be asked to complete an objective analysis of Moodle applications and complete a presentation on their findings. Although there are multiple LMS platforms available for online teaching, with similar applications to facilitate teaching and learning online this unit will focus on what is termed as “Open Source” applications and in particular the most popular open source LMS – Moodle.

UNIT OBJECTIVES

Upon completion of this unit you will be able to:

1. Identify essential elements in an effective LMS
2. Manage student learning in an LMS
3. Manage course delivery in an LMS.
4. Employ grade books and enter grades.

UNIT READINGS

As you complete this unit you are required to read the following chapters/articles:


ASSIGNMENTS AND ACTIVITIES

The learner will analyze scholarly articles, journals, web sites and view online videos on LMS applications, their impact on student and course management in delivering online course content. While analyzing the resources the student is asked to identify, in table form, the most common LMS applications that support student-instructor interactions as well as course delivery enhancements.

The table developed above should be expanded to identify essential tools that a LMS must have in order to provide an effective and sustainable online learning environment and whether or not these items are included in Moodle. A minimum of 5 Moodle applications should be included in this assignment. Each application reviewed should draw a parallel to strategies incorporated in a face-to-face environment.

The student will then participate in the online discussion forum by sharing their findings on the Moodle applications, their functions and their role in enabling interaction between student and the course content, between students, and student and instructor.

Once feedback and evaluation of all assignments has been completed the student will complete an entry their online journal.
LESSON 6.1 – MANAGEMENT FUNCTIONS OF A LMS

LESSON INTRODUCTION
Learning management systems are known by multiple names, including course management system, learning content management system, virtual learning system, or virtual learning environment. All applications basically perform the same broad function of providing an environment to facilitate online teaching and learning. How each application is structured and the tools it uses to support online teaching and learning vary greatly. Another factor in the plethora of offerings in the Learning Management Systems (LMS) is whether the application is “proprietary” or “open sourced”.

Proprietary LMS applications are owned by education and training corporations who have developed an LMS application with the intent of generating a profit for its developers and shareholders. The development of these applications are closed in the sense that only the developers of the application have access to and can modify the code to their respective programs. Copyright and patents for their intellectual property typically protect proprietary applications. Some examples of these are Blackboard, SABA, Desire2Learn and others.

Open source LMS applications are developed either by an individual or group who have a genuine interest in developing an application that involves all stakeholders or potential stakeholders. The source code that is used in these open source applications is open for all to contribute or modify for their respective end use. Although many open source applications are free most require supports of a various nature and therefore do have a cost associated with them. Some of these include Sakai, Dokeos, ILIAS, ATutor and Canvas.

The most common and most widely used open source LMS is Moodle. Moodle was designed by its original developer around teaching and learning requirements and is considered student-centric. The original premise under which it was developed was that it was to be developed incorporating tools that supported social constructivism – student centric learning as opposed to a collection of existing tools, brought together under one integrated application, to manage content and learning.

While both proprietary and open source applications have their advantages and disadvantages most education environments, particularly those with limited amounts of financial resources, have moved to the open source applications and within that realm have chosen Moodle as the platform of choice.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Identify the role of an LMS in providing support in online teaching and learning.
2. Understand the roles of teacher, student and administrator in an LMS.
3. Identify minimum requirements for an LMS.

**Using an LMS in Online Teaching and Learning**

An LMS is the online infrastructure that handles the development and delivery of content, identifies and supports students learning. Wikipedia defines the role of an LMS “as the infrastructure that delivers and manages instructional content, identifies and assesses individual and organizational learning or training goals, tracks the progress towards meeting those goals, and collects and presents data for supervising the learning process of the organization as a whole. A Learning Management System delivers content but also handles registering for courses, course administration, skills gap analysis, tracking, and reporting.

Similar to a brick and mortar education environment the effective LMS has designed within it applications for the variety of education roles. In Moodle distinct applications within the LMS are for the specific use of the administrator, the teacher, student and the developer. While the developer and administrator will have access to most if not all the applications within Moodle the teacher will be limited to those applications that are required to deliver the content and monitor student progress. The student will have only have access to those applications that support both collaborative and individual learning.

From the previous units and from your experience as an educator there are essential elements within a LMS that must be present to develop what would normally be available to you in a conventional educational setting. Consider those tools that you would have at your disposal in the classroom, daily attendance form, lesson plans, lesson content ... Do you need this in an online learning environment? Consider the needs of the student, access to the learning objectives, subject material, teacher access, ability to work collaboratively, and ability to socialize within the learning community... Are there any elements that are needed or need to be supported in an online teaching and learning environment? Are their additional elements that are needed to support the online environment?

**Assignment 6.1**

*Addressing the questions above and additional attributes that you feel need to be present in an LMS create, in table format, the required elements of a LMS hosted module. As you complete this table note whether the essential element is required as an administrator, teacher or student. As you complete this unit collaborate with other students in the online discussion forum about their perceptions on the essential elements.*

*To assist you in this assignment you should review the following Moodle Web Site: www.moodle.org*

*Once you have completed the table submit it to the teacher for feedback and assessment. Summarize your reflections in your course journal.*
Assignment 6.1 Assessment Rubric/Criteria

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Shows no understanding of function of LMS.</td>
<td>Shows some understanding of requirements of an LMS but is missing key elements.</td>
<td>Shows understanding of required elements of an LMS – some confusion about assigned roles.</td>
<td>Shows a solid grasp of LMS elements and can relate their function to pedagogical role.</td>
</tr>
<tr>
<td>Organization</td>
<td>No clear table format present.</td>
<td>Table structure is present but data is under inappropriate headings.</td>
<td>Table format is good with clear representation categories. Some connections are missing.</td>
<td>Information presented is clear, well connected with a clear representation of each element and associated role.</td>
</tr>
</tbody>
</table>

**LESSON SUMMARY**
There are hundreds of Learning Management Systems available and many of them complete similar and essential tasks to facilitate online teaching and learning. However, there are slight nuances in user interfaces that differ and set them apart as more user friendly than others. There are many other considerations that institutions need to be mindful of and they are too numerous to mention here. However, one major factor becomes cost to the institution and many have moved to open source applications such as Moodle. Regardless of the LMS application real cost must be analyzed after all other essential elements have been reviewed. The final decision on which application to employ is not usually made by the users, but rather between the institution administration and technological staff who provide support.
LESSON 6.2 – EMPLOYING MOODLE’S COURSE AND STUDENT MANAGEMENT TOOLS

LESSON INTRODUCTION
Moodle stands for "Modular Object-Oriented Dynamic Learning Environment." As noted earlier Moodle is an open source course management system, designed to provide content and learner management roles within the software. Typically the learning institution hosts and supports the Moodle LMS. Courses developed within an institution will vary in content but will have common identifiers through logo banners, icons and badges that are the same throughout all modules.

FIGURE 2
Moodle allows educators to create online modules or course, grant permission to access course content, discussion groups etc., which students’ then access. A typical Moodle home page (see Figure 3) will include a list of participants (including the teacher and students) and a calendar with a course schedule and list of assignments. Other Moodle features include online assessments, discussion forums, where students can post comments, collaborate and ask questions, glossaries of terms, and links to other Web resources.

LESSON OBJECTIVES
Upon completion of this lesson you will be able to:

1. Employ course and student management software to manage course delivery.
2. Enrol students in Moodle’s LMS.
3. Employ grade books and enter student grades.

**Note:**

In this lesson you will either enter work on a learning institution Moodle website that you are employed with or on a Moodle demo site. If you do not have Moodle access through your institution visit the Moodle website and register. Once registered you will be able to access multiple courses, which you can explore and modify. If you access any of the demo courses on the Moodle site you will not be able to save any modifications. However, you will have access to all of the functions within the Moodle course. You can set up an account and access a demo course on Moodle at [http://www.moodle.org](http://www.moodle.org).

**FACILITATING A MODULE IN MOODLE**

In this lesson the assumption is your course has been developed and has been added to the course listings on the Moodle server at your institution or you have access to a Moodle demo course on the Moodle site [http://www.moodle.org](http://www.moodle.org).

Courses are the spaces on Moodle where teachers add learning materials and activities for their students (Figure 4). Courses may be created by admins, course creators or managers. Teachers can then add the content and re-organise them according to their own needs. In this section we will assume that you are a “manager” so that you have more rights than Moodle’s default for a “teacher” has.

**Editing Text**

The usual way to edit or create text that is part of the visual content of a course is using the Text editor (also known as the HTML editor). The way to edit the text in the content area, depends the current role or permissions of the user in a context.

A teacher will see many "edit settings" icons on a course’s home page when "Turn editing on" button has been clicked. Or they will see the HTML editor and content area within many activities and resources. For example, a teacher can edit the text that appears at the top of a section in a course by clicking on the edit hand icon.

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A student and a teacher will see the HTML tool when they reply to a forum post but will not have the ability to change the topic heading in the course.

Editing Text Example

Activities

An activity is a general name for a group of features in a Moodle course. Usually an activity is something that a student will do that interacts with other students and or the teacher.

There are 14 different types of activities in Moodle that can be found when the editing is turned on and the link ‘Add an activity or resource’ is clicked. Some are used more frequently than others and the LMS can be customized to the teacher’s preference and based on pedagogical parameters setup within the module.
Setting Up Grades

A grade item, in Moodle, is a unit (typically an activity) where course participants are assessed through a grade or mark. As such, a grade item is a container for grades and a set of settings applied to these grades. The settings affect the calculation and display of the grades in the gradebook reports and exports.

Grade items may refer to course activities (e.g. a quiz, an assignment etc.), Outcomes or manual grades.

The three building blocks of the Moodle Gradebook are:

- The grade item
- The grade category
- The grade

Within a category, a grade summary is also a grade item itself. Summary grade items for a category can show up in reports, and can be used in the calculation of the grade for the parent category. A number of activities such as Assignment, Workshop, Lesson, Quiz and others communicate their grades to the gradebook.

Before completing the assignment you should view the following videos:

**MEDIA FILES**

The following YouTube videos will be helpful in the assignments presented in this unit. The videos will also be a valuable tool for you as you complete your final assignment.

Creating a Course in Moodle-1: https://www.youtube.com/watch?v=9w3kIPszUXQ

Creating a Course in Moodle-2: https://www.youtube.com/watch?v=D7h0gxC0N2E

Creating a Course in Moodle-3: https://www.youtube.com/watch?v=wsEIV-mFUWI
In this assignment you will log onto the Moodle Demo site and complete an upload of lesson content to the Moodle Demo Course, enrol a student, and set up a gradable item in the existing gradebook.

Begin by creating an account on the Moodle Demo site:
http://www.moodle.org/demo

1. Select “Mount Orange School”
2. Login using the “role” of “teacher”
3. Under the Navigation Window select “My Courses” and select “Impressionists”
4. Under “Administration” select “Course Administration” select “Turn editing on”.
5. Open “Enrolled Users” and select “Enrol Users” add users to your course.
6. Complete a “screen capture” showing successful completion of student enrolled.
7. Logout as teacher and return to demo site and login again as “teacher” (see steps 1 & 2)
8. Select “Upload a file (PowerPoint) in your course for simultaneous access by students”.
9. Complete a “screen capture” showing added power point presentation.
10. Select “Set up a Lesson activity to engage students with the topic background”.
11. Complete a “screen capture” showing added activity.
12. Select “View the grade history of your students”
13. Select “Gave a grade, outcomes and feedback on a student assignment”.
14. Complete a “screen capture” showing changes to a student grade.

Assignment 6.2 – B
In this assignment you will again access model suing the demo site:
http://www.moodle.org/demo

On the Demo Site select Moodle Sandbox.
1. Login as “manager” and enter the corresponding password.
2. From the “Navigation” window select “Dashboard”.
3. From the “Administration” window select “Courses”.
4. Select “Manage Courses and Categories”.
5. Name your course and complete a screen snapshot.
6. Send the screen capture to your instructor.

Assignment Notes

If you have access to a Moodle site within your institution, complete the above steps with your site access login and complete the screen snapshot images as required.

Under each of the screen capture images complete a summary of how you completed the task and how you would incorporate each of these tasks in your own module of instruction. Share your screen capture image and your summary statements with others in the discussion forum and submit the complete assignment to your teacher for assessment.

Assignment 6.2 A & B Assessment Rubric/Criteria

<table>
<thead>
<tr>
<th>Screen Captures from Moodle</th>
<th>Incomplete</th>
<th>Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Enrolment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uploaded File</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Addition of Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completed Grade and Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Created New Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Screen captures are proof of your ability to complete the assigned task. Refer to your computer manual on screen capture procedure.

LESSON SUMMARY

This lesson focused on the use of the Moodle as a Learning Management System as you would use it on a regular laptop or desktop computer. However, Moodle has designed a free online application that can be downloaded and utilized as a mobile interface on a number of Android and iOS based tablets and smart phones. For additional information...
and compatibility issues refer to the information provided on the Moodle Mobile web site https://docs.moodle.org/29/en/Moodle_Mobile.

**MEDIA FILES**
The following YouTube videos will be helpful in the assignments presented in this unit. The videos will also be a valuable tool for you as you complete your final assignment.

Creating a Course in Moodle-1: https://www.youtube.com/watch?v=9w3klPszUXQ

Creating a Course in Moodle-2: https://www.youtube.com/watch?v=D7h0gxC0N2E

Creating a Course in Moodle-3: https://www.youtube.com/watch?v=wsEiV-mFUWI
UNIT SIX – SUMMARY

SUMMARY
As you worked through this unit you would have discovered that a Learning Management System is a very powerful tool in online teaching and learning. Moreover, it is a tool that not only facilitates teaching and learning online but has many other administrative features that are valuable not only to the teacher, but to students, administrators, and parents or guardians, as well. In this unit we focussed on one particular application since it is probably the most common installation in educational institutions throughout the world. There are other applications that are effective and may suit the needs of your institution better. If you have not yet chosen a LMS application due diligence is required in selecting an application that involves stakeholders from all areas of the institution.

NEXT STEPS
You have reached the end of this particular unit and the Module. There is one final task yet to complete – the final assignment.
MODULE SUMMARY

LESSONS LEARNED

This module introduced the participating student to present competing philosophies of educational practices in an online environment.

Online learning was presented as an instructional model that allows teachers, students, and content to be located in different, non-centralized locations so that instruction and learning occur independent of time and place. Material and assignments portrayed how the online learning model can be used to transition from a traditional classroom-based programme to effective online programme.

The module will progressed from the philosophies associated with online learning and investigated the challenges, practicalities and barriers in the delivery of online educational content. The module threaded its way through associated practices in developing effective instructional strategies. It reviewed best practices in developing strategies that engage and motivate students to learn. The module looked at how to implement a facilitative model of learning, defining the role of the teacher, incorporating teacher support to assist enrolled students, and development of assessment and evaluation.

Participants were introduced to the concept of building online communities by utilizing and implementing 21st century asynchronous applications through the development of, discussion forums and collaborative communities of learning.

Assessment throughout was of a formative nature providing students with a model of assessment for learning as opposed to the typical summative approach to assessment of learning. Students were expected to maintain both a reflective journal as well as participate and collaborate in an online discussion forum moderated by the instructor. Both the journal and the discussion forum were cumulative and reflective of the assignments provided in each unit. The final project will involved the student in the participation of preparing to deliver an online course in their subject area of expertise.

The module should leave the student with a “can-do” sense in supporting online teaching and learning.

APPLICATION OF KNOWLEDGE AND SKILL

The learning journey through this module provided the student with the experience required which could be employed in developing their own teaching repertoire, whether utilized in the conventional classroom, or strictly in an online teaching and learning environment. Regardless of the implementation the educational focus should remain student centered.
FINAL ASSIGNMENT

Having completed the six units in this module and completed the research and assignments you should have developed an understanding of the course delivery and student supports that must be in place to offer an effective online module of instruction.

Throughout this module the emphasis has been stated or implied that all instruction must be student centric to insure the most optimum-learning environment. In this assignment you are to develop an online module facilitation plan that provides the most optimal student centered learning environment.

In preparation review all unit assignments, discussion forum contributions and self-reflections from your module journal, along with feedback comments from your instructor and fellow students. Answer the following question, using the bulleted questions as a guide in the development of your facilitation plan.

Once implemented, what elements must be present to insure that the module facilitation plan provides the most optimal student centric learning environment?

- What must you, as the tutor bring to the learning environment to insure it is optimal?
- What tools from the LMS can you employ to help you achieve the optimal learning environment?
- What must the student bring to this learning environment to insure it is optimal?
- What must your supervisor/administrator bring to this learning environment to insure it is optimal?
- What must be present in the institution’s philosophy?

Using as many illustrations and examples as you deem appropriate prepare your response in the form of a position paper. Be sure that you have answered each of the bulleted questions above. Use the rubric below to self assess your paper before final submission. Once you are satisfied that you have met the criteria submit your facilitation plan to your tutor.
**FINAL ASSIGNMENT - ASSESSMENT RUBRIC/CRITERIA FOR POSITION PAPER**

The rubric below will be used by your instructor to mark your facilitation plan. Keep it in mind when producing your paper.

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Development</strong></td>
<td>No clear facilitation plan; rationale undeveloped; no supporting examples or illustrations used</td>
<td>Facilitation plan not clearly developed; development is brief; unrelated, unsupported rationale, and supporting examples or illustrations used.</td>
<td>Facilitation plan is clear and developed; some development and some details present, but not all guiding questions fully addressed.</td>
<td>Facilitation plan is, well defined with exemplar illustrations and examples employed. All guiding questions fully addressed.</td>
</tr>
<tr>
<td><strong>Organization &amp; Structure</strong></td>
<td>Organization and structure detract from the message of the writer. Paragraphs are disjointed and lack transition of thoughts.</td>
<td>Structure of the paper is not easy to follow. Paragraph transitions need improvement. Conclusion is missing, or if provided, does not flow from the body of the paper.</td>
<td>Structure is mostly clear and easy to follow. Paragraph transitions are present. Conclusion is logical.</td>
<td>Structure of paper is clear and easy to follow. Paragraph transitions are logical and maintain the flow of thought throughout the paper. Conclusion is logical and flows from the body of the paper.</td>
</tr>
<tr>
<td>Criterion</td>
<td>Poor</td>
<td>Fair</td>
<td>Good</td>
<td>Excellent</td>
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<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Format 10%</td>
<td>Paper lacks many elements of correct formatting. Paper is inadequate/excessive in length. Paper is not double spaced.</td>
<td>Paper follows most guidelines. Paper is over/under word length.</td>
<td>Paper follows designated guidelines. Paper is the appropriate length as described for the assignment. Format is good.</td>
<td>Paper follows all designated guidelines. Paper is the appropriate length as described for the assignment. Format enhances readability of paper.</td>
</tr>
<tr>
<td>Grammar, Punct. &amp; Spelling 20%</td>
<td>Paper contains grammatical, punctuation, and spelling errors. Language uses jargon or conversational tone.</td>
<td>Paper contains few grammatical, punctuation and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.</td>
<td>Rules of grammar, usage, and punctuation are followed with minor errors. Few or no spelling errors.</td>
<td>Rules of grammar, usage, and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.</td>
</tr>
</tbody>
</table>
# Module Evaluation

In an effort to evaluate and improve this module, we are seeking the opinions of students concerning key aspects of each module. Please read the following statements carefully and enter the response 1, 2, 3, or 4 that best reflects your opinion. You may submit additional written comments. Your input is appreciated.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
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</thead>
<tbody>
<tr>
<td>1. The teacher presented the module syllabus was and reflected the module objectives, assessment procedures and requirements.</td>
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<tr>
<td>2. Module content and assignments were appropriate.</td>
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<td>3. The discussion forum was monitored on a weekly basis.</td>
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<tr>
<td>4. The assignments reflected the lesson objectives.</td>
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<tr>
<td>5. The teacher encouraged me on a regular basis.</td>
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<tr>
<td>6. I appreciated the efforts at building the online community.</td>
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<tr>
<td>7. The teacher shared his/her teaching philosophy.</td>
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<tr>
<td>8. The supports I needed to complete this module were there when I needed them.</td>
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<tr>
<td>9. I was able to work collaboratively with fellow students.</td>
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<tr>
<td>10. I can emulate the methodology of facilitating teaching and learning that was used in this module.</td>
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<tr>
<td>11. The module met my expectations.</td>
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<tr>
<td>12. There was sufficient time to complete the assignments</td>
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<td></td>
<td></td>
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<tr>
<td>13. I would recommend this module to others</td>
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</tbody>
</table>