

Facilitating Your Online Course: Where to Focus Your Efforts When a Course is in Progress

Charles B. Hodges & Patrick R. Lowenthal

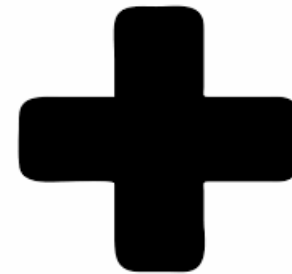


The problem

- Many instructors find themselves teaching courses they did not design.
- Those instructors may have limited, or no, ability to edit a course design.

Online Learning Quality Assurance

Just in the U.S. there are many quality assurance frameworks for online course design and development



Baldwin, Ching, and Hsu (2018)

- analyzed frequently cited online course evaluation instruments and identified 12 common elements across each instrument.
- We grouped these elements into five categories that identify the **nature or purpose** of the element (e.g., instruction to students, communications) and identified **when** they are typically addressed

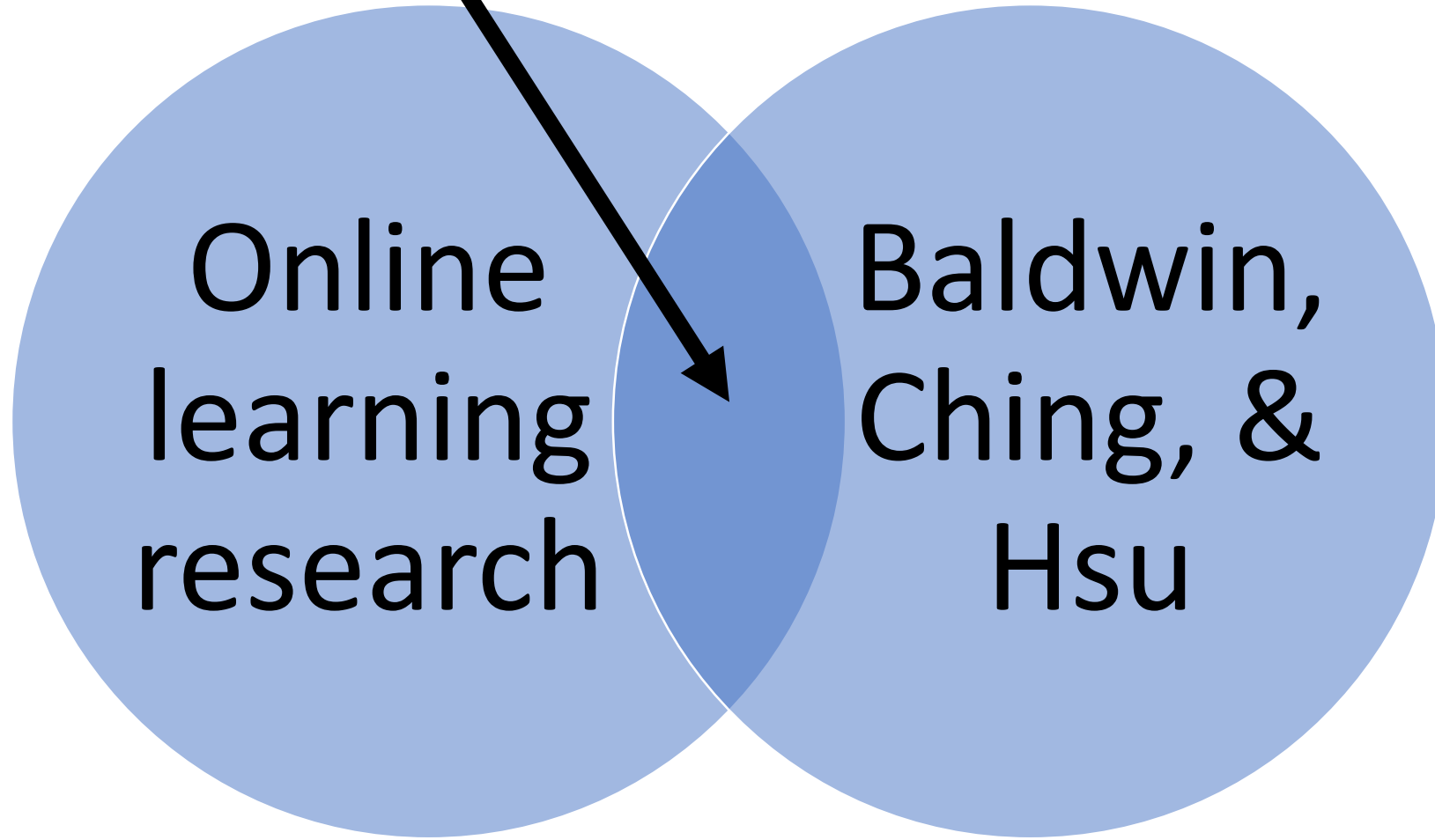
Baldwin, Ching, and Hsu's 12 elements

- We grouped as **typically fixed in design and development** OR occurs **during facilitation**
- Example of typically fixed: learning objectives
- Example of during facilitation: Communications used to build community

Two main categories

- *Strategies to Improve Communications to Students*
- *Strategies to Improve Instructions to Students*

Where to go?



Online
learning
research

Baldwin,
Ching, &
Hsu

Baldwin, Ching, and Hsu on Theme I: Communications to Students

- technology is used to promote learner engagement/facilitate learning
- student-to-student interaction is supported, and
- communications used to build community

Technology is used to promote learner engagement

- Creatively using technology--including text, audio, video, and images
 - Instructor use – introduction of topics
 - Student use – alternative assignment formats

Student-to-student interaction is supported

Monitor and facilitate online discussions

Grade discussions

Remind of expectations

Encourage peer-review of assignments or group work

Communications used to build community

- Regular and meaningful learner-instructor interaction
 - Email, discussion facilitation
- support for learner-learner interaction (see earlier)
- timely interaction and prompt feedback from the instructor
 - Research suggests 24 hours is an acceptable response time
 - Clearly communicate what response times will be

Baldwin, Ching, and Hsu on Theme II: Instructions to Students

- Expectations regarding quality communication/participation are provided,
- Rubrics provided, and
- Course policies for behavior expectations are included

Expectations regarding quality communication/participation are provided

- Often provided in syllabus, however...
- posting announcements, sending one-on-one emails, or sharing rubrics can help direct the students' attention to these requirements **at times when assignments are made**, thus reminding students of expectations.

Rubrics provided

- Remind students of the rubric
- Help students avoid confusion on assignments and/or their rubrics by providing students with **additional details** to supplement the information included with the rubric, and candid comments about how the instructor plans to interpret various aspects of the rubric

Course policies for behavior expectations

- Policies about academic integrity, plagiarism, or meeting deadlines, etc.
- Reminders at the time of assignment
 - Email
 - Course announcements
- Remember to utilize technology for engagement
 - Video
 - Audio
 - Messaging choices

Thank You

Charles B. Hodges



Patrick R. Lowenthal

