Paving the Way to Online Teaching

Madeleine Murray. PDST

Dr Margaret Farren DCU

Dr Yvonne Crotty DCU
PDST TiE eTutors completed the module content only as they had already completed the e-tivities in an earlier iteration of the course.

eTutors from external providers accessed the course content while the course e-tivities were moderated on providers’ own platform. This cohort therefore completed the course on two platforms.
The course was intended for PDST TiE eTutors as part of a blended learning course. It was also provided on behalf of DES to all external providers of online summer courses for primary teachers.
Module 1: Introduction to online learning
Module 2: Introduction to eTutoring
Module 3: eTutoring skills
Module 4: Managing online learners
Module 5: An effective eTutor.

Duration: 8 hours approx. with e-tivities
Course Learning Outcomes

This course aims to enable participants to:

- Develop online communication skills and competencies necessary to be an effective e-tutor.
- Understand their role in enabling participants to fully access and participate in an online course.
- Become familiar with different models of e-tutoring.
- Reflect on models of e-tutoring and their application in the context of a summer online course.
- Promote interactivity to ensure participants engage fully and meaningfully in discussion forums.
- Promote trust and rapport among participants.
- Identify and manage different online learner behaviours.
- Provide timely and effective feedback to participants on assignments.
- Guide participants in their achievement of learning outcomes.
Evaluation

Course was evaluated using a combination of open and closed questions in the form of an online questionnaire.

6 closed questions and 4 open questions.

75% response rate to the survey.

35% male.

65% female.
<table>
<thead>
<tr>
<th>Responses</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course learning outcomes/objectives were met</td>
<td>74 (59%)</td>
<td>47</td>
<td>4 (3%)</td>
<td>1 (1%)</td>
<td>0</td>
<td>126</td>
</tr>
<tr>
<td>Course was well structured</td>
<td>82 (65%)</td>
<td>36</td>
<td>6 (5%)</td>
<td>2 (2%)</td>
<td>0</td>
<td>126</td>
</tr>
<tr>
<td>Module content was of a high quality</td>
<td>77 (61%)</td>
<td>44</td>
<td>4 (3%)</td>
<td>1 (1%)</td>
<td>0</td>
<td>126</td>
</tr>
<tr>
<td>E-tivities were of a high quality</td>
<td>68 (54%)</td>
<td>37</td>
<td>17 (13%)</td>
<td>4 (3%)</td>
<td>0</td>
<td>126</td>
</tr>
<tr>
<td>The duration/length of the course was just right</td>
<td>69 (55%)</td>
<td>41</td>
<td>11 (9%)</td>
<td>5 (4%)</td>
<td>0</td>
<td>126</td>
</tr>
<tr>
<td>Completing the course will help me to improve my e-tutoring practice in the future</td>
<td>85 (67%)</td>
<td>30</td>
<td>8 (6%)</td>
<td>2 (2%)</td>
<td>1 (1%)</td>
<td>126</td>
</tr>
</tbody>
</table>
Feedback - Group A

PDST TiE tutors

Two key themes emerged in relation to positive element of the course

• Practical content
• Course structure

Areas for improvement
• Content – eg. second chance on quiz before revealing the answer.

  Duration - 5 hours for course content.
Feedback – *Group B*

**External providers**

Two key themes emerged in relation to positive element of the course

- Practical content
- Level of interactivity
- Course structure

**Areas for improvement**

- Dual platform access
- Number of discussion threads
Positive

Interactivity

Practical

Easy to navigate

Valuable Content
“Very worthwhile course”

“An excellent course, professional in design and delivery”

“I really enjoyed the interaction from other participants - sharing, debating and discussing ideas. I also thought the course tasks were very well designed and dispersed nicely throughout the course.”

“Excellent course, as a refresher for experienced eTutor as well as new to the role.”

“The course was very well structured and coherent. As a result, I am fully prepared to take on the role of eTutor and cope with any unexpected eventualities.”

Positive

Interactivity

Practical

Easy to navigate

Valuable Content
Weaving Example

Hi Everyone,

Welcome Catherine and Sean and thanks to Elizabeth, Patrick, Joanne, and Susan for returning to the discussions and taking the time to share some great contributions with the rest of us.

Elizabeth, I am delighted that you are considering including some aspects of e-tutoring in your work; hopefully you will find resources below useful as a starting point for the reading or maybe there is a particular area that we can point you in the direction of? Patrick, a great contribution which gives the group a good insight into your work; it appears that you are doing some great work in now very challenging circumstances. Patrick has shared his understanding of Salmon's Five Stage Model of e-Moderating and I see from other posts many of you are familiar with this model also. Just be aware of the limitations and criticisms of this model.

Joanne, thanks for sharing your experiences and your comparisons of the face-to-face classroom and the online environment. You are on the right track with how you see the differences as of course two key areas where differences exist are as you mention; gauging the learning experience and managing the disruptive learners. It is such differences that a face-to-face teacher must address when they move to the online environment to become an e-tutor.

Finally, Susan thanks for sharing resources. I too have some I would like to share with everyone; those of you that are interested in researching around the topic of e-tutoring may find it useful.

Does anyone else have relevant resources? I would encourage you to post them to the forum now so we can all continue to build our knowledge on topics discussed.

Bye for now,
Tomas
Module 3: eTutoring skills

Summary Post

Hi,

The discussion forum closed earlier this evening, so a sincere thank you to everyone for your stimulating and interesting contributions, and the range of perspectives offered. It’s no surprise that moderated online discussions presented some ‘mixed feeling’ and different perspectives from very positive comments and benefits of the online discussions which were highlighted in the earlier post. On the other hand some people highlighted some limitations of moderated online forums as:

- ‘hard work’ -‘having to read through the posts of so many participants ‘took a lot of time’
- ‘stilted’ - ‘a moderated discussion runs the risk of becoming somewhat stilted - the participants may feel like they should censor their thoughts. 'disjointed’, sometimes feeling that you 'have to' contribute only for the sake of having made a contribution'.

The Salmon and Moule models, were seen as useful by different contributors. One person felt that Salmon model appealed to them as ‘it feels more inclusive and gently guided and encouraged’ while another contribution liked the way Moule moved ‘from instructivist to constructivist learning and incorporates the supports needed to achieve this change’ and that it gives good examples of increasing levels of activity needed to make the participants comfortable.

Thank you again for your excellent contributions, and best wishes to you on your own learning pathway.
Tomás
E-tivity 3

How would you apply these skills to your e-tutoring practice?

When you have completed this module, join the ‘Weaving a Discussion’ forum, where you will have the opportunity to practice your own weaving skills.

You can create your weave based on the previous discussion activity, or if you are completing this course with a smaller group, use the sample text provided in the forum.
You have now completed the Module 3 **Content**. To complete the other elements of Module 3 you need to:

- Join e-tivity 3, and make your post to the *Weaving a Discussion* forum.
- Join e-tivity 3.1, and make your post to the *My Reflections on Module 3* forum.
- Update your Learning Record.

*Click exit to return to the main course page.*
This module comprises five topics, you can visit each by clicking the buttons to the right starting with the Introduction.

When you have completed each topic you will be returned to this menu. A tick shown on a button indicates that you have completed that topic.
Learning Outcomes

Completing this module will enable you to:

• Identify and manage different online learner behaviours.
• Become familiar with patterns of participation and types of online learners.
• Manage and support all learner types while encouraging participation.
• Understand the importance of providing effective feedback.
• Reflect on the strategies for managing learner behaviour.
Participation Patterns

On the left is an example e-tivity that examines different participation patterns in an online course. It matches different participation patterns with the defining traits of the different animals mentioned (Salmon, 2002).

Some of the common patterns of participation and suggested e-tutor's responses are illustrated below. Click on each animal to discover more.
**Participation Patterns**

**THE RABBIT**

**Behaviour:**
The rabbit lives online, is a prolific message writer, and responds very rapidly.

**e-tutor response:**
The rabbit may need counseling to hold back and let others shine through, and could be given structured roles e.g. summarising.
Models of E-tutoring

This section introduces:

- **FIVE STAGE MODEL**
  (Salmon, 2000)

- **E-LEARNING LADDER**
  (Moule, 2007)

- **COMMUNITY OF INQUIRY**
  (Garrison, 2000)

*Click on the notes to find out more.*
Five Stage Model

Each stage of this model represents the e-tutoring skills and activities of the participants.

Click on each step to examine each step in further detail.
Overview

Moule (2007) introduced the e-learning ladder which consists of ‘rungs’ and ‘sides.’ This model allows for a diversity of learning activities such as face-to-face and online learning. The role of the e-tutor in this model is vital to ensure online interaction occurs.

Click on the ladder sides and arrows to find out more.
Facilitation

Facilitation is a necessary support for all learners throughout all rungs of the ladder. The ladder demonstrates that facilitation may vary or be increased during different learning activities.
E-learning Ladder Model (Adapted from Moule, 2007)

Virtual Chat

Rungs 4, 5 & 6 include aspects of interaction and engagement with scope for learning through interaction and discussion. These rungs support a social constructivist approach based on theories of Vygotsky (1978) where learning is constructed through social interaction.
Module 2 - Introduction to E-tutoring

Comparison of Models

Decide which model each statement represents and place them into the correct box. Click Submit to view your results.

FIVE STAGE MODEL

E-LEARNING LADDER

COMMUNITY OF INQUIRY

Development of online learning community in terms of social, cognitive, and teaching presence
Knowledge Check – Online Participation

1. A lurker…
2. A novice…
3. A swimmer…
4. A sponge…

Complete the sentences above by dragging and dropping the correct answer.

Click Submit to view your results.

feels they have little to contribute.
reads but does not contribute.
has some online experience.
has limited online experience.
Encouraging Lurkers

Drag and drop the statements into the appropriate boxes below. Decide whether the statement refers to the type of lurker/browser or the reasons why they lurk or browse. Click Submit to view your results.

- Lack technical knowledge or have access problems

Type of lurkers/browsers

Why learners lurk/browse
# Knowledge Check – The Role of an E-tutor

Drag the correct response to the question and drop it in ‘answer’. Click Submit to view your results.

1. Which of the following best describes the role of e-tutor?

2. An e-tutor will typically work:

- Expert
- Teacher
- Researcher
- Facilitator of online learning
- In a school
- In an online environment
- In another country
- In a university
More videos which would reduce amount of text

Participants who were had dual platform access
Thank You