

Slide 1



References used for this presentation are:

Bastable, S. B. (1997). Nurse as Educator: Principles of Teaching and Learning. Boston, MA, Jones and Bartlett Publishers.

Kearsley, G. (2000). Online Education: Learning and Teaching in Cyberspace. Canada, Wadsworth.

Lemay, L. (1996). Teach yourself web publishing with HTML 3.0 in a week. Indianapolis, IN, Sams.net Publishing.

Paloff, R. M. and K. Pratt (2001). Lessons from the Cyberspace Classroom: The Realities of Online Teaching. San Francisco, Jossey-Bass.

Schweizer, H. (1999). Designing and Teaching an On-Line Course: Spinning your Web Classroom. Boston, MASS, Allyn and Bacon.

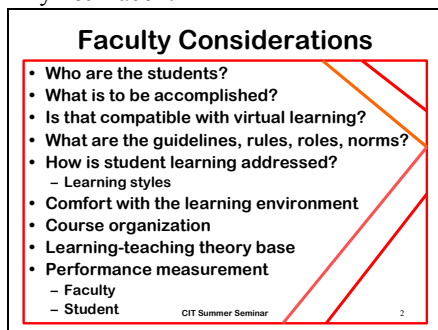
White, K. W. and B. H. Weight (2000). The online teaching guide: A handbook of attitudes, strategies, and techniques for the virtual classroom. Needham Heights, MA, Allyn & Bacon.

When writing objectives for multimedia based teaching/learning activities, the objectives must be clearly written and testable. The ‘objective’ for writing objectives is to determine whether or not the content provided actually produces knowledge and performance change. Domains that are generally used for objective writing are those of **Cognitive, Affective, Motor, Metacognitive and Psychomotor**. When domain names are arranged in this way they are easy to remember – they spell the word **CAMMP**. Another domain may be added, that of **Social**. Thus the word to remember now becomes **CAMMPS**

Objectives representing all domains and levels within each of the domains are **NOT** included below, however a few examples and ones appropriate for this short presentation are:

Identify three reasons why students might complain about an online course.
 Compare two of the models demonstrated in the presentation for components that might lead to student satisfaction or dissatisfaction.
 Integrate (this objective you will do later) three concepts provided in this demonstration into the development of an online course.

Slide 2

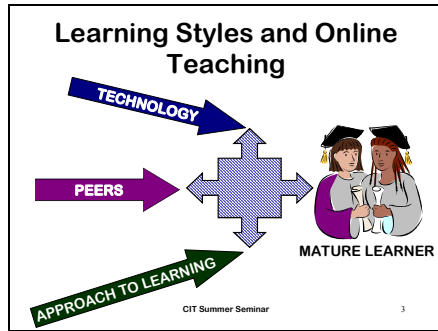


Each of the consideration listed on this slide, and others listed in the reference Palloff& Pratt (2000) and Lee& Owens (2000) should be reviewed.
 When constructing the flow of a course a “storyboard” is a good suggestion (Lamay 1996) also
<http://chantry.ir.ucf.edu/~mikep/cet1515c-sp99/storyboard.html> and Stanton, L. Rehberg, S. Eneman, S. and McQuillan, J.

(2000). Storyboarding to success: How to begin building your online course, [online].

The online course developer should plan the online course according to the credits earned. Each academic institution has a ratio for credits/student hours. An example of this might be for every one credit the student is expected to spend one hour involved in the class for material introduction plus two hours of study per week of class. This may vary depending upon course type, institutional setting, and length of program.
 The instructor is a facilitator of learning. Being a facilitator includes responsibility for assessing problems, presenting information in multiple ways to accommodate for learner characteristics, assessing progress, providing feedback, reinforcing and evaluating.

Slide 3



Key determinants of learning are learner characteristics. One characteristic commonly addressed in the teaching-learning literature is that of Learning Style.

Learning style is the way an individual perceives and processes information using characteristics that are environmentally, culturally, genetically, socially, spiritually,

and experientially developed. The influence these characteristics have on any learning activity should be considered in any learning situation, physical or virtual.

A facilitator/instructor may address learning style differences with a class for recognition of ‘differences’. Having the students complete a learning style instrument may augment the learners understanding of how they learn as well as informing the facilitator/instructor about structuring the course content to accommodate for various learning styles.

Online instruments for learning styles exist online. One url is <http://www.advisorsteam.com>, another is <http://www.oswego.edu/~shindler/lstyle.html>. There are others available. Use a web search engine (Google, AltaVista, etc.) to find others.

Slide 4

Recognizing Student Problems

- Change in participation levels
- Difficulty starting
- Flaming
- Dominating discussion

Recognizing Instructor Problems

- Disorganization
- Treating the virtual classroom like physical
- Looing sight of student individuality
- Domination or Absentia


Language used to a persons face appears to differ from that used for e-mail. E-mail “*Flaming*” to this presenter seems more common than enface “flaming”. Flaming is the use of conflict or argumentative language that may stop problem solving or rational response. It is communication that hurts, inflames, incites, or stops interaction.

Course ground rules may stop negative communications. If not, the facilitator/instructor must immediately resolve communication of this nature in the online environment.

Slide 5

Maximize Potential of Virtual Student

- Use best practices of face to face
- Contact student if ‘absent’
- Correct technical difficulties
- Resolve conflicts – monitor flaming
- Security breaches cause conflict!!
- Log online 3+ times per week
- Let student answer questions
- Use HUMOR!!
- Emote warmth- use emoticons & explain!



;-] ;-) %-]
 (@@) :-”
 :<) = :-*
 8:-) (-:

CIT Summer Seminar 5

Do not eliminate the best practices of the physical classroom BECAUSE of the online environment!

The methods listed above for maximization of potential are all communication oriented. Palloff & Pratt (2000 p.139) provide a graphic representation of communication goals, needs, and desired outcomes that are vital to potential maximization – not only.

for the student, but for the facilitator/instructor and for the course as well


The emoticons above are from the resource White & Weight 2000. Some emoticons are these:

:-) = humor; :<) = mustaches; :-<) = mustache and beard; (@@) = your kidding!; :-V = shout; :-v = profile; :-X = my lips are sealed; @-’-;- = a rose; 8:-) = a girl with bow; B-] = user has horn rimmed glasses; >-I = martini glass; (-: = user is left handed; and many more. Emoticons may be used with email communication to represent the senders intent if there is doubt in how the receiver will take the information. However, in doing this all communicators must be aware of the emoticon meanings and use them with that meaning only.

Slide 6

Assessments R/T Student Feedback

- Knowledge of software/hardware
- Multiple systems for personal computing
- Working memory
- Changing defaults of programs such as Real
- Making the system work for them vs. against
- Learning curves
- Email communication vs. en face



CIT Summer Seminar 6

Each of the preceding slides has spoken to areas of verbalized student frustration. Suggestions given have been those that have produced verbalized student fulfillment.

The tact of this presentation was to take student and instructor comments and relate them back to literature and course development that resulted in comments relating to the Frustrating, the Fair and the Fulfilling.

Be aware of the resources for course development!
Your CIT lab people are here!