Teaching Online Courses: Basic Principles for Asynchronous Learning

Dr. Isa Jahnke & Dr. Jane Howland

April/30, 2020
Introduction

- Learning Technologies Master’s program fully online since 2003
  https://sislt.missouri.edu/certificates/online-educator/

- Dr. Jane Howland, Teaching Professor, Program Director,
  20+ years of Online Teaching

- Dr. Isa Jahnke, Associate Professor,
  20 years of hybrid/blended learning, 5 years of Online Teaching
Target Audience & Goals for this webinar

• Educators, faculty/instructors in higher education and teachers in K-12 schools

• Learning goals:
  Basic principles for Asynchronous Online Learning
Now what?

We design for *active* learning…
**Why active learning?**

**What is active learning?**

**Active Learning**
Increases positive student learning outcomes and student performance

Freeman et al. (2014)

**Activity-based model of instruction**
Students don’t learn because the instructor does some activity but students learn through their own activity

Chi (2009)
### Active and student centered learning

<table>
<thead>
<tr>
<th></th>
<th>Passive</th>
<th>Active, teacher centered</th>
<th>Active, student centered</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples</strong></td>
<td>Lecture</td>
<td>Video recorded lecture</td>
<td>Video recorded lecture gamified (e.g., iClicker)</td>
</tr>
<tr>
<td><strong>Skills learned</strong></td>
<td>Lower order thinking skills, e.g., recall, understanding</td>
<td></td>
<td>Students produce learning artifacts</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Higher order thinking skills e.g., analyzing, creating</td>
</tr>
</tbody>
</table>

**What course design supports active student centered learning?**
From passive learning (inner circle=1) to active student-centered practices (outer circle=5)

Constructive alignment of the five elements!

Develop learning goals

Use tools and technologies meaningfully

Develop learning activities (through assignments)

• Active
• Authentic
• Articulative/Reflective
• Cooperative
• Intentional

Develop assessment as formative process

Develop a plan for how to fostering social relationships (learner communities)

Readings:
https://www.isa-jahnke.com/teaching
Jahnke, 2015
Jahnke et al. 2017
BASIC PRINCIPLES

How to do active student centered learning **online**?

→ **asynchronous** learning

- Syllabus with learning goals / outcomes
- Each module with learning objectives
- Assessments with rubrics
- Design for a community of learners / build relationships
1. Make key adaptations to your existing syllabus for online environments.

2. Clarify the overall **learning goals** (e.g., After the course, students are able to understand/analyze/create/…

3. Detail how you will communicate with your students (e.g., via Canvas message, email, or announcements).
   - Let students know how soon to expect a reply (within 24-48 hours is reasonable). Tell students how quickly they can expect feedback on their work (within 7-10 days is reasonable).

4. Include a paragraph describing the active learning approach. For example, “Students do not learn because of the instructor’s activities but because of their own activities and reflection.”

5. Make sure to support (scaffold) student activities through the design of assignments. See [Scaffolds-for-Learning](#) for more information about guided instruction.
**Course Competencies/ Learning Outcomes**

After the course, students should be able to:

- Identify current trends of web-based technologies for learning
- Identify, select, use web-based activities to support teaching and learning
- Explain the value of web-based learning activities in the digital age
- Discuss key issues, challenges and pitfalls of web-based applications for learning
- Develop web-based collaborative and meaningful learning activities for students
- Examine selected examples of collaborative workspaces and learning environments
- Collaborate in online workgroups to build bodies of knowledge around collaborative meaningful learning with web-based technologies

---

**Weekly modules**

**Activity-based model of instruction**

**“Plan Ahead”**

After course completion, students are able to do ...

---

**Course Organization in Canvas / Schedule and Assessment**

**Modules (Mod 1-6):** Each module has a file listing the readings and assignments.

**Week 1 (Module 1):** Introductions in terms of web-based technologies and definitions of learning. Two assignments: 1a) Introduce yourself (4 points); 1b) Discussion: How to describe web-based technologies and what it is learning? (4 points)

**Week 2 (Module 2):** Inquiry-based Learning / Learning Pitfalls. Ethics. Two assignments: 2a) Discussion of Challenges (2b) Watch the video that introduces into the approach of 1 (ODD) method and draft a first concept for meaningful col your report to Module 2b (20 points).

**Weeks 3-4 (group project) (Module 3):** Investigate what ways they are useful for collaborative work and learn.

**Assessment**

- The semester grade will be based on completion of modules, which includes submission of work products and participation in discussions. The course has a number of modules and activities within modules that require collaboration with other students. Working with classmates is a great resource for learning, but can also be challenging in online courses. You are responsible and accountable for working effectively and constructively with classmates. Students will complete several modules (4 to 30 points each).

**Total Points: 100**

- Group project – 20 points (Mod-2b)
- Individual project – 30 points (Mod-3)
- Reflection statement – 5 points (Mod-4)

**Point Percentage to Letter Grade**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>93-100</td>
<td>A</td>
</tr>
</tbody>
</table>
• Structure your course into units or modules. Typically, a module is 1-2 weeks.

• Each Module: Include one or two learning objectives
  – that relate to the overall goal
  – add the description of student activities.

• Start each module with an overview
  – what students can expect to do in this unit/module
  – add readings as PDF files or link to them in MU Libraries.
Assignments can include **discussion boards** where **students are asked to apply** something from the readings or lab work.

- Clearly define discussion expectations regarding length, content, responses to others, and quality of posts.
- Let students know that you want them to ask questions or discuss viewpoints where they do not agree with each other by adding evidence or rationale.

Other assignments might include:

- Group work in which student teams create or apply knowledge from previous modules.
- Individual projects.
ASSESSMENT WITH RUBRICS

ALIGN learning objectives, student activities (through assignment design) and assessment.

– Begin with learning objectives.
– Determine what evidence students will provide to demonstrate they have achieved those outcomes.
– Design a scoring guide or rubric for each assignment to help your students know what’s expected and what you will consider as you grade their work. (site).
– You may choose to allow students to improve their work and be re-graded within a specific time. Depending on the assignment’s scope, students might be given 3-4 days to re-submit.
– Finally, create activities that will support students in that learning.
BUILD A PLAN TO FOSTER SOCIAL RELATIONSHIPS

• Engage students! Create a Social Presence!
  – Students feel the instructor is ‘there’ through an *online social presence*.
    • Add short video messages in some modules.
    • Post Announcements at least weekly
• For an interactive video experience, use **VoiceThread** (available in Mizzou Canvas).
  – Upload slides and record audio or video on each one.
  – Students can comment on slides after listening to the instructor.
  – Include questions in your Voicethread or ask students to discuss content in the context of relevant literature, personal experiences, etc.
  – Use for student groups to present their work. Teams can comment on other teams’ VoiceThreads – a kind of peer review. Then teams might use the comments to revise and improve their original work.
Modules

Week 1

Mod-1
Introduction

Mod-1a) My Word discussion

Mod-1b) VoiceThread introduction

Week 1: Students use VoiceThread

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Basic (1 Point)</th>
<th>Proficient (2 Points)</th>
<th>Exemplary (3 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Posting</td>
<td>Post reflects superficial thought and preparation; doesn’t address all aspects of the task OR post not made by Wednesday.</td>
<td>Post addresses many aspects of the task but lacks full development of concepts AND post made by Wednesday.</td>
<td>Post fully addresses and develops all aspects of the task or topic AND post made by Wednesday.</td>
</tr>
<tr>
<td>Follow-Up Postings</td>
<td>Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion OR response post not made by Sunday.</td>
<td>Some analysis of another student’s post is evident but does not extend meaningful discussion AND response post made by Sunday.</td>
<td>Demonstrates analysis of at least one other student’s post; extends meaningful discussion by building on previous post AND post made by Sunday.</td>
</tr>
</tbody>
</table>
Mod-2
Virtual Schools and the importance of Social Presence in Online Teaching
Week 3

Mod-3
Effective Strategies

Mod-3
Effective Strategies for supporting Collaborative Learning and online discussion
MODULES

Week 4

Mod-4
Instructional Strategies

Mod-4
Engage the learner
Assess learning
Week 5-6

Mod-5
(2 weeks)
Management and Leadership

Mod-5
Management and leadership issues
Teams create a class wiki
Students teach a lesson in Zoom
Week 7-8

Mod-6: Synthesize

Mod-6: Growth as online instructor

MODULES
ONLINE EDUCATOR GRADUATE CERTIFICATE

Online Educator

This is a Graduate Certificate with an Online Educator emphasis.

The Online Educator Graduate Certificate, offered by the School of Information Science & Learning Technologies, helps students develop the knowledge and skills in eLearning environments. You will prepare for jobs in an expanding field where online education is used in schools, universities, industry, health care, museums and other learning settings.

The certificate curriculum consists of 12 graduate credit hours that may be transferred into SISLT’s M.S. or Ed.S programs. The 12 graduate credit hours apply toward the Learning Technologies and Design program and its two emphasis areas: Online Education, Technology in Schools.

https://sislt.missouri.edu/certificates/online-educator/
In the end, your students need to know that you are ‘there’ and available for them, supporting and helping them in their learning trajectories.

The building of relationships and learning communities are crucial for both in-person and online learning.

In online learning, however, it can be easier to forget this part. Thus, don’t forget to humanize the online space!
Thank you and contact us if you need more … !

Dr. Isa Jahnke
jahnkei@missouri.edu

Dr. Jane Howland
howlandj@missouri.edu
RESOURCES

MU SISLT Online Educator
https://sislt.missouri.edu/certificates/online-educator/

Scaffolding
http://www.ascd.org/publications/books/111017/chapters/Scaffolds-for-Learning@-The-Key-to-Guided-Instruction.aspx

Rubrics
https://teaching.berkeley.edu/resources/improve/evaluate-course-level-learning/rubrics

Team contract templates
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/making-group-contracts