

Lessons from an online course

- What do students need to learn online
- The three main teaching methods
- Tips and tricks
- Beyond triage
- References and resources


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The slide features several decorative geometric patterns. On the left, there is a large blue triangle with diagonal lines, a grid of red and blue circles, and a series of nested orange triangles. At the bottom, there is a blue and white checkered triangle.

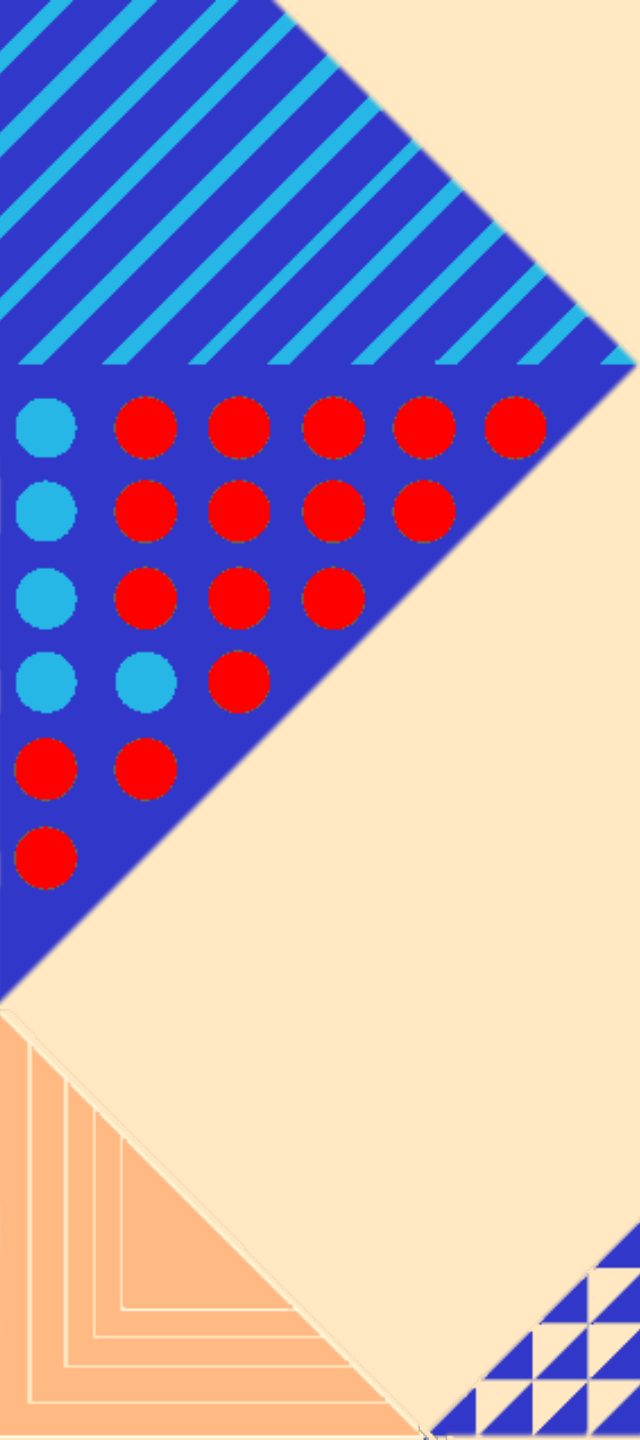
What do students need to learn online?

- Recognition of their specific needs
- Teacher presence
- Engaging content
- Social / informal connections

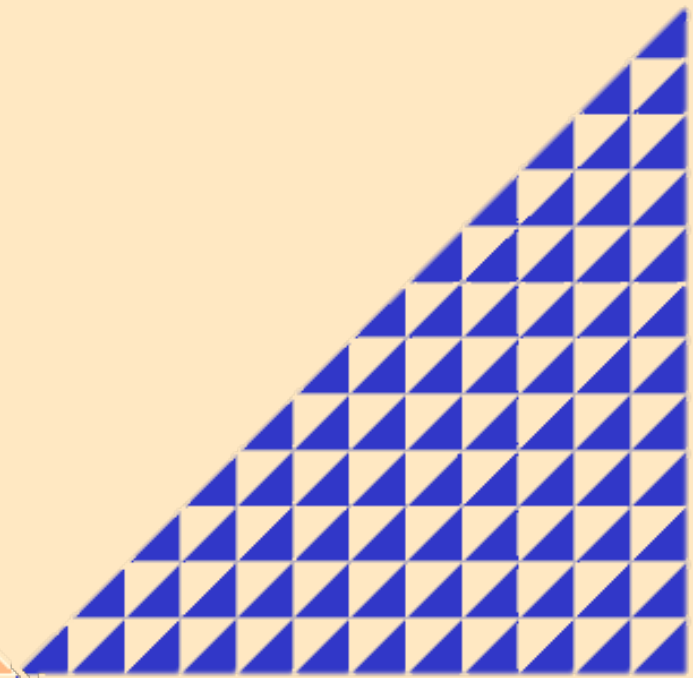


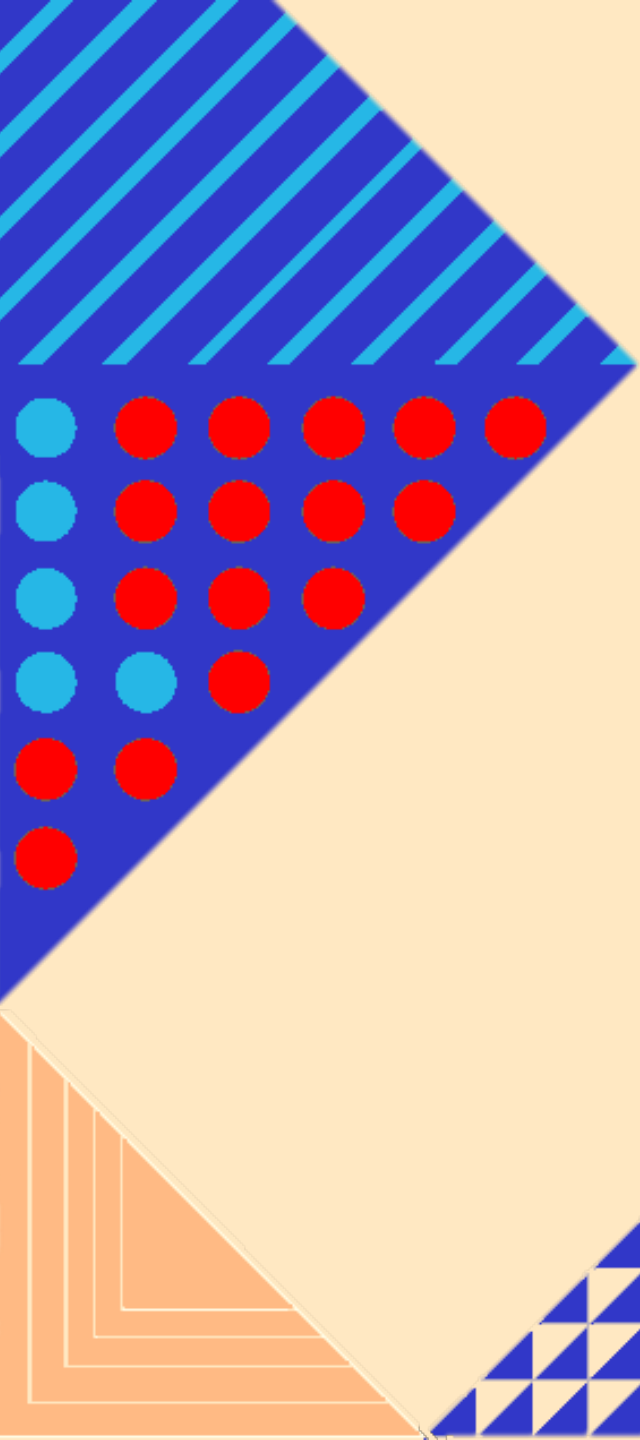
The Three Main Teaching Methods

- Provision of content
- Synchronous sessions
- Asynchronous feedback

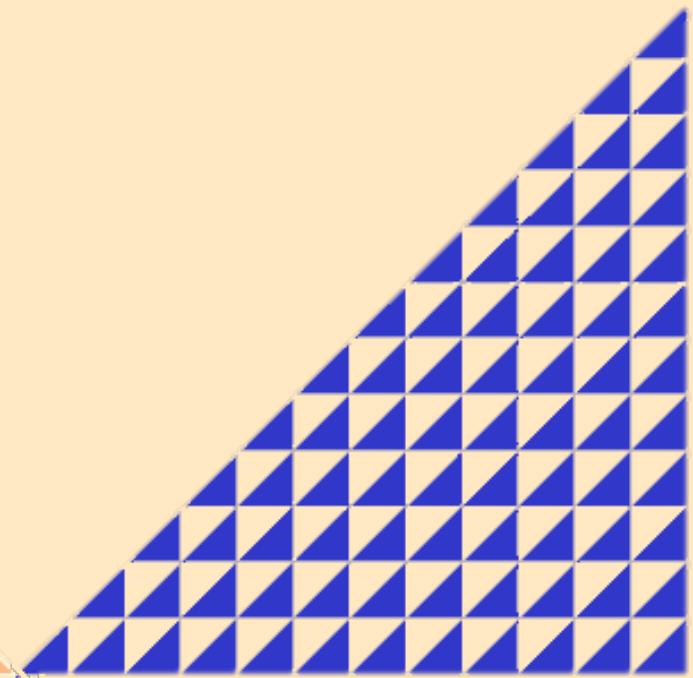


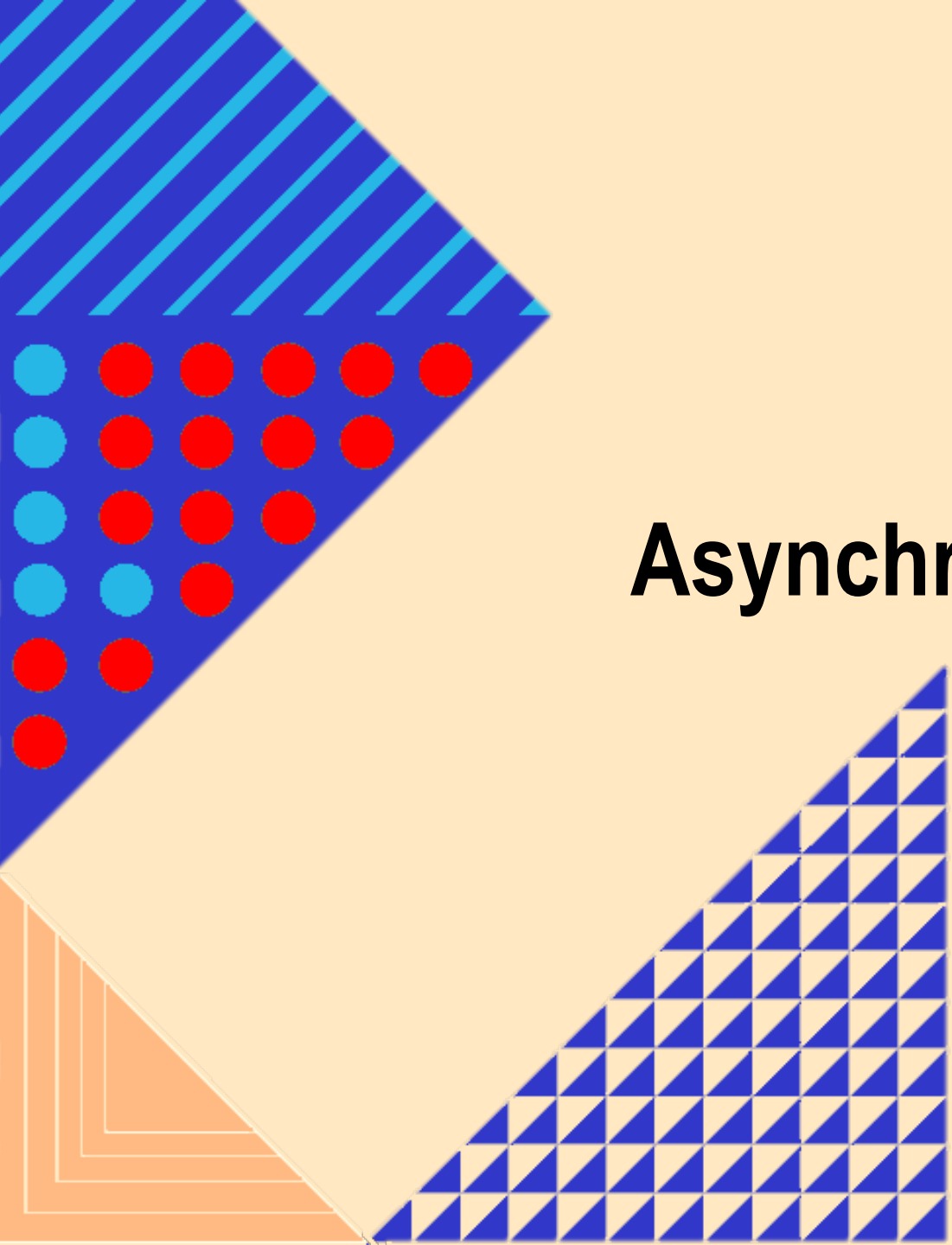
Provision of Content

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- Targeted to current online mode
 - Broken into shorter components
 - Self-directed activities
 - Reflection or questions to assist with comprehension and retention



Synchronous Sessions

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- Webconferencing or live chat
 - Set etiquette and expectations early on
 - Experiment with group sizes
 - Engage everyone
 - Learn the tools of your platform
 - Mind your language
 - Time for interaction, not lecture
 - “Desk crits” become more formal



Asynchronous Feedback

- Discussion boards, facebook pages, blogs etc
- Don't ask students to email you: keep communication 'public'
- Set expectations (for you and students) and stick to them
- Ask students to be precise in their requests for feedback
- May also become a platform for social and informal interactions



Tips and Tricks

- Change submission formats to match the medium
- If possible have access to immediate support
- Create or promote short 'how-to' videos
- Use a second device or tablet for more accurate drawing
- Keep essential communications to a single channel
- Consider students as partners in this experiment (not guinea pigs!)



Tips and Tricks

- Segment all lectures into shorter components
- Maintain a regular online presence
- Mind your language
- Keep all communication communal where possible



Beyond Triage

- Recorded lectures can become a professional library
- Document and record your actions
- Take note of what new techniques could improve the campus experience

References and Resources

- AASA website: <https://aasa.org.au/>
- ADCET website (Australian Disability Clearinghouse on Education and Training): <https://www.adcet.edu.au/covid-10-faqs/> <https://www.adcet.edu.au/webinars/>
- Stone, C. (2017). *Opportunity through online learning: Improving student access, participation and success in higher education* (NCSEHE 2016 Equity Fellowship Final Report). Perth, Australia: Curtin University, National Centre for Student Equity in Higher Education. Retrieved from <https://www.ncsehe.edu.au/publications/opportunity-online-learning-improving-student-access-participation-success-higher-education/>
- Ladyshevsky, R. (2013). "Instructor Presence in Online Courses and Student Satisfaction," *International Journal for the Scholarship of Teaching and Learning*. Vol. 7: No. 1, Article 13. Retrieved from <https://doi.org/10.20429/ijstol.2013.070113>

