Evidenced Based Effective Practices of Online Teaching

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Conflicts of Interest and Disclosures

• Neither the planner(s) or presenter(s) indicated that they have any real or perceived vested interest that relate to this presentation
Objectives

After the presentation, the learner will be able to:

- Identify evidence based practices for successful online teaching
- Apply evidence based practices for online teaching, with or without notes, to improve student learning
"You don't have to worry about my future any more — I just downloaded an entire college education."
Purpose of Evidence Based Effective Practices

- Identify strengths to build on
- Think of online teaching practices in new ways
- Learn new or innovative online teaching strategies
- Expand knowledge of online teaching and the scholarship of online teaching and learning
- Continuous improvement in the quality of online teaching
Evidence of Online Teaching Effectiveness

Excellent online instruction includes frequent interactions with students.

- Visibility - to establish presence in online environment
- Compassion - expresses sincere positive regard to students and delivers student-focused, student-centered instruction
- Communication - communicates well with students by providing substantive feedback
- Commitment - sees the value in teaching online and sees the facilitated model of teaching as rigorous and powerful
- Organization - the excellent online teacher is organized and a good time manager
Faculty Caring Online

- Use student names every time you respond in discussions or grading feedback.
- Consistently sign your faculty name in online discussions.
- Acknowledge feelings that come across (e.g. most often frustration with technology for nursing students).
- Provide specific feedback, using positive tone.
- Be flexible to a point, allow small delays with participation or assignment submission provided student notifies you of pending problem.
### Effective Practices Prior to Session Start

<table>
<thead>
<tr>
<th>Online Faculty Role</th>
<th>Online Classroom Practice</th>
</tr>
</thead>
</table>
| Welcome students and sets clear expectations.*  
* (Communication) | ✓ Welcome Announcement posted which includes:  
• Contact information (including phone)  
• Hours of availability  
• Brief overview of course assignments  
• Discussion expectations |
| ✓ Calendar populated with assignment due dates | ✓ Dates for dropping course and for withdrawal listed on Calendar |
| ✓ Instructor Bio posted in the Introductions thread. | |
Other Ideas

- What other requirements would be helpful when setting up the online course for student success?
## Effective Practices During Session

<table>
<thead>
<tr>
<th>B. Facilitate Student Learning</th>
<th>(Visibility, Compassion, Communication, &amp; Commitment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visible presence in course</td>
<td>✓Consistently responds to student questions in discussions and email within 24-48 hours of student posting</td>
</tr>
<tr>
<td></td>
<td>✓Posts substantively at least 15-20% of overall posts, and post at least 4 -5 days per week which includes once on the weekend.</td>
</tr>
<tr>
<td></td>
<td>✓The weekend post could be a pre-made weekly summary.</td>
</tr>
<tr>
<td></td>
<td>✓Makes one announcement per week</td>
</tr>
<tr>
<td></td>
<td>✓Responds to each student in the introduction discussion area</td>
</tr>
<tr>
<td>Prompt grading feedback</td>
<td>✓Within 7 days of submission returns graded assignments with appropriate feedback and course grading rubrics.</td>
</tr>
<tr>
<td></td>
<td>✓Enters discussion grades within 2 days of discussion’s ending.</td>
</tr>
<tr>
<td></td>
<td>✓Consistently use comments feature of course in providing grade feedback.</td>
</tr>
<tr>
<td></td>
<td>✓If grading takes longer than the expected timeline, students are notified accordingly via the announcement and email features of the course.</td>
</tr>
</tbody>
</table>

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B. Facilitate Student Learning

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate course issues</td>
<td>✓ Communicate regarding course issues such as, broken web links, assignment questions, and learning activities as needed.</td>
</tr>
</tbody>
</table>
| Communicate student concerns | ✓ Report student issues in a timely manner as needed, including:  
  - No shows at the end of week one  
  - Failing students at midterm |
| Communicate Assignment Details | ✓ Communicate any changes in assignment details via both the Announcement and email course functions to the class. |
Faculty Presence in Online Discussions vs. Student Learning

![Graph showing the relationship between faculty presence and student learning. The graph indicates that as the percent of faculty posts increases, the mean evaluation score also increases.](#)
Issues

What are the most common online student issues encountered during the session?
## Timely Feedback Tricks

<table>
<thead>
<tr>
<th>Use templates for various levels of discussion participation:</th>
<th>Use templates/rubrics for assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Full participation</td>
<td>• Have language for an</td>
</tr>
<tr>
<td>• Partial participation</td>
<td>• “A” assignment</td>
</tr>
<tr>
<td></td>
<td>• “B” assignment</td>
</tr>
<tr>
<td></td>
<td>• “C“ assignment</td>
</tr>
</tbody>
</table>

*Grade assignments as they are submitted using templates*

**Make grading notations when first reading discussions**

*See samples in appendix*
Keep a List of Follow-Up Discussion Questions

- E.G. Main discussion question: What are the key distinctions between law and ethics?

- E.G. Additional question
Take Time to Save Time

• Weekly summaries can be done ahead of time to post at the week’s end.

• Summaries can be “tweaked” to reflect class specifics.

• Include key lesson points from course and from students’ discussion.

• By doing weekly summaries ahead of time, you can easily post when short on time 😊
### Effective Practices at Session End

<table>
<thead>
<tr>
<th>C. Submit Documentation in a Timely Fashion.</th>
<th>(Organization)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit documentation</td>
<td>✓ Submit final course grades via by the identified due date.</td>
</tr>
<tr>
<td></td>
<td>✓ Complete Faculty Course Evaluation form within one week of the end of each session.</td>
</tr>
</tbody>
</table>
How do you know online teaching has been successful?

• What do you do to evaluate online student learning?

• What do you do to evaluate online teaching?

• What feedback loop is used to communicate with faculty after teaching?
Summary

• The online environment has the obstacles of trying to establish a relationship with the students and maintaining an active interactive presence.

• Some ways instructors can work around these obstacles are to set clear expectations of what is expected from students, what activities will be presented, hours of availability of the instructor, prompt response time to questions, and turnaround time for graded assignments and feedback.

• Research studies have shown “that social presence is highly correlated to perceived learning in online courses.” (Cobb, 2011, pg.118).

• Effective practices of online teaching reflect these important behaviors for online teaching success.


Appendix

Effective Practice Online Teaching Tools
Sample Discussion Feedback

Full Participation

Dear _______,
In this first (second, third......) week of our class, you met or exceeded discussion participation requirements.

- The quality of posts was very good and included shared experiences.
- Posts provided additional information to further the discussion.
- Discussions elaborated on previous comments from others
- Presented explanations of concepts or methods to help fellow students
- Presented reasons for or against a topic in a persuasive fashion
- Shared personal or professional experiences that related to the discussion topic
- Provided an additional source and summary explanation to enhance discussions
- Demonstrated a strong understanding of course concepts for the week.

I'll look forward to your continued contributions in our discussions as we move into Week 2 to discussions.

Faculty Signature
Partial Participation

Dear _______,
During week one (two, three,.......), you did not entirely meet discussion expectations. For full credit, please -

- remember to make the initial response to the discussion question by Wed. of the week 11:59 pm central time.
- Respond to peers in the discussions by Sunday 11:59 pm central time
- Include a reference at the end of the post
- Answer any additional questions posted for you by faculty

I look forward to your full discussion participation in the coming weeks.

Faculty Signature
**Grade as You Go**

Develop a table to capture notes to use in discussion grading and fill out notes during the week as you read discussions.

<table>
<thead>
<tr>
<th>Student</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6.....</th>
</tr>
</thead>
<tbody>
<tr>
<td>Smith</td>
<td>Late</td>
<td></td>
<td>Follow-up ? asked</td>
<td></td>
<td>Low quality</td>
<td></td>
</tr>
<tr>
<td>Jones</td>
<td></td>
<td></td>
<td>Low quality</td>
<td>Follow-up ? asked/ answered</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Davis</td>
<td></td>
<td></td>
<td>No reference</td>
<td>Late</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Grade as you go notes
Assignment Feedback Templates

- “A” The assignment included all of the required elements. Good list of the National Patient Safety goals. Excellent detail on the organization’s goals and what they are focusing on, as a priority. Nice listing of action steps taken too. Full credit.

- “B” The assignment included most of the required elements. The assignment listed the goals, and for more points the paper could have detailed what the organization is doing to meet at least one of those goals and included a listing of action steps taken to meet the goals. 85/100

- “C” The assignment has only partially addressed the required elements. For more points the assignment could have listed all of the National Safety Goals, and what the organization is specifically doing to meet at least one of those goals and included a listing of action steps taken to meet the goals. 79/100
Evaluation

- What are 5 ways to demonstrate faculty presence in the online classroom?