

How to plan an online course?

The quick guide

1. Define the aim of an e-course

REMEMBER

way of
teaching in
a class

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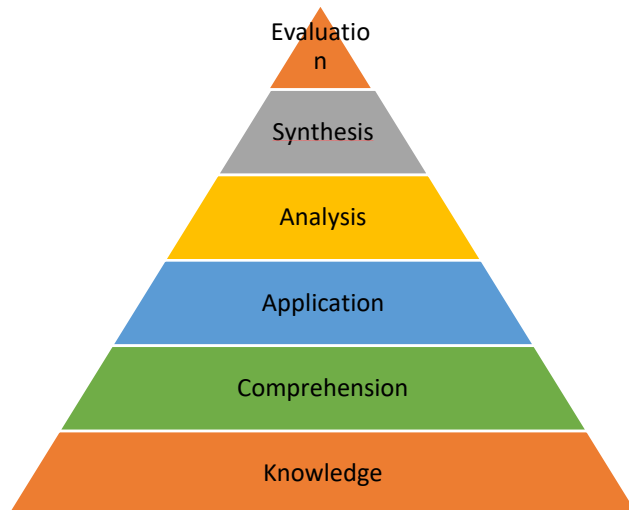
way of
teaching in
an e-class

2. Define the goals of an e-course

GOALS – changes the student finally experiences under the influence of teaching and learning

- what s/he should know, understand, apply...
- Student-centred approach (not T, materials, etc.)
- Planning and designing activities result from the goals

GOALS cover:



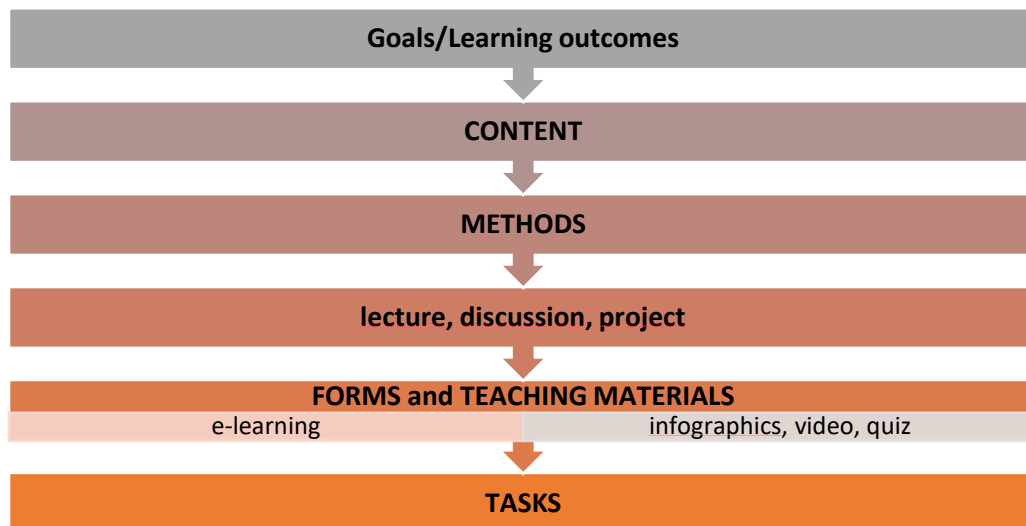
Operationalization

- defining on the basis of which observable behaviour it is possible to find the goal realized.



Action verbs:

- match, measure, name, calculate, differentiate, choose
- NOT: know, understand, be able to
- **Goals/Learning outcomes**



Check "**backwards**" if the course enables the realization of the goals.

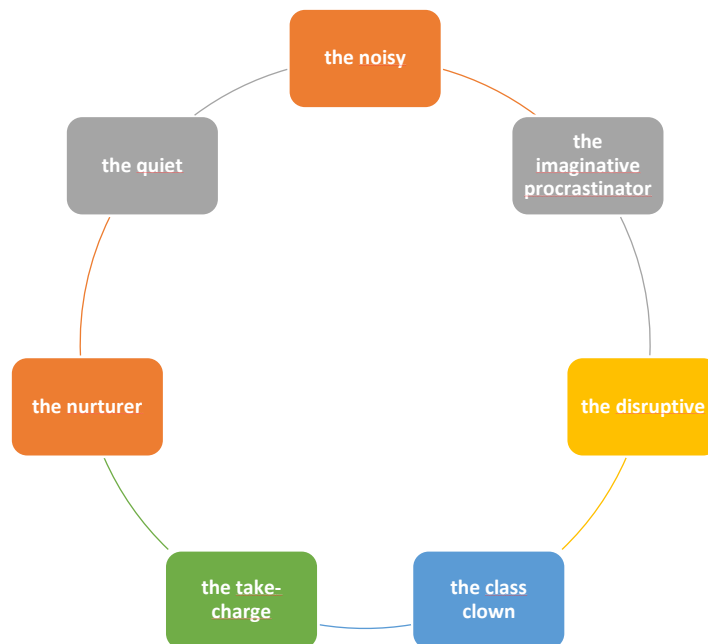
3. Decide on the type of your e-course and activities

Typology of e-courses

- synchronous vs. asynchronous
- fully online (tutor, closed and open tasks)
- blended (in-class/online %, tutor, open and closed tasks)
- self-study (no tutor, closed tasks)
- repository (as a support for online classes or resource of materials for teacher, no student action, resources, no activities)

4. Prepare for managing e-students

Types of in-class students



Disruptive in-class behaviour

- moving around the class
- being late
- disruptive talking
- sleeping in class
- tardiness and poor attendance
- speaking in native language
- insulting or bullying other students
- damaging school property
- refusing to follow teacher's instructions
- refusing to accept sanctions or punishment

Disruptive behavior ONLINE

Taking over your class by:

- commandeering the discussion and questioning the major thrust of your course in the public forum
- answering questions directed to you
- contradicting you
- being abusive (more possible online as on F2F)

Managing the e-student

the NOISY

- raises issues unrelated to topics discussed
- starts new threads ignoring the ones existing
- ignore the direction of the conversation in the ones existing, adding comments
- addresses only teacher's comments

In **asynchronous** discussion

- easier to handle online
- not as disruptive as in class
- is ignored by other students

How to react?

- drop them an email note, asking to reply in the ongoing thread
- remind them of a difference between replying to a subject and starting a new one
- give them some personal attention in an email
- direct them to the lounge forum
- in a public discussion, acknowledge them but get them on track

the QUIET

- more problematic than in class – you can't see them...
- if inactive, you don't know if they are there
- if tracking is available, you can follow them to see if they are present, how often etc.
- You may **require a minimum** level of participation – state number of posts
- **use email to urge them** back into the classroom discussion space, acknowledge the actions, but remind of participation in the forums – or maybe they have a technical problem or need any help with instructions?
- **bring them back** into classroom by virtue of special talents or background info:
- ask at the start: „What do you want to get out of this class?“ and in the course refer to their experience
- also if a quiet student finished an individual assignment, you may consider **asking them to share** the interesting bit with the other participants.
- If this student sends you a query, take the chance to tell them that their presence in the class discussions is missed, and that a good question is as good as a good answer – if they are shy.

the DISRUPTIVE

- urge cordial atmosphere and introduce the concept of netiquette
- post the classroom **code of conduct** to set boundaries: procedures, rules, requirements, consequences
- refer to violations such as cheating and plagiarism, use of foul language, abuse, threat

In case of problems:

- notify the administrator in case of foul language, abuse, threat
- copy and paste all posted/emailed communications with that individual
- keep balance between asserting your authority and overreacting to Ss' provocation but act quickly

5. Prepare for the role of the e-teacher

7 roles of a teacher

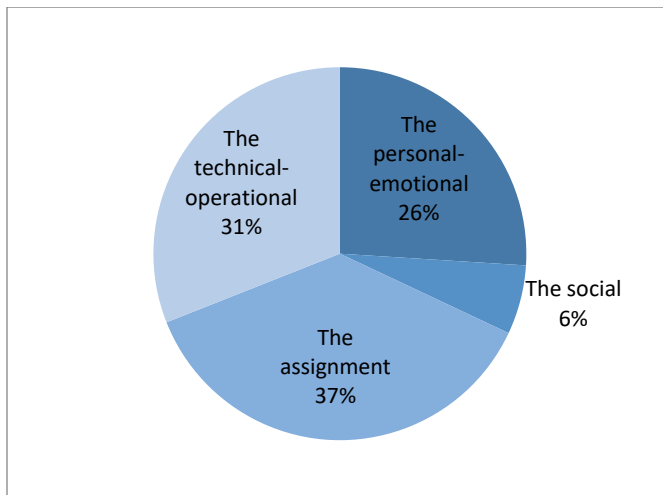
- The Controller
- The Prompter
- The Resource
- The Assessor
- The Organizer
- The Participant
- The Tutor

READ MORE: <https://etoninstitute.com/blog/the-7-roles-of-a-teacher-in-the-21st-century>

E-teacher Guidance Domains

1. the **technological-operational** domain, which focuses on instruction and assistance in solving problems and mastery of the computer skills required by students to participate in the course;
2. the **task-oriented** domain, which focuses on general guidance in meeting the requirements of particular course assignments;
3. the **personal-emotional** domain, which focuses on providing personal and emotional meaning for the distance learning student;
4. the **social guidance** domain, which focuses on nurturing social learning and collaboration in a virtual environment

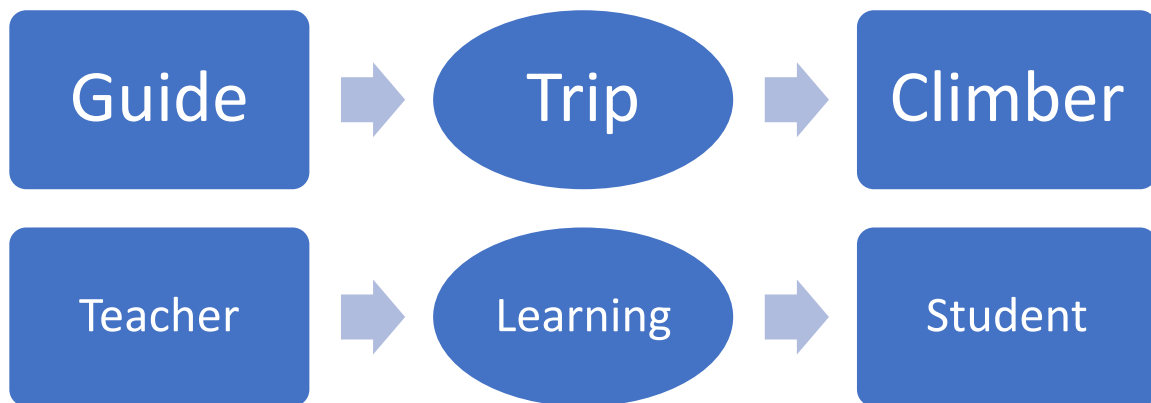
The distribution of instruction domains expected of the teacher in a distance learning course



2 levels of E-teacher Guidance

1. **intense initial guidance:** demanded in the first stages of the course, that is – guidance and assistance in solving problems tied to operation of technology necessary at the outset of the course; this varied from student to student, according to the participant's level of readiness in the computer skills required in order to begin the course.
2. **ongoing guidance:** throughout the duration of the course – that is, guidance and assistance in solving ongoing problems and requisite computer skills that arose during the course (in addition to structured guidance given as part of the course curriculum).

E-teacher's role, tasks and activities



1. choice of materials and tasks within thematic modules (in author's original courses)
 - considering modalities and student engagement
 - adapting materials to be used as online resources and activities
2. organization of student's activity and planning the course work
 - informing about course events and specifying expectations towards participants (News forum)
 - reacting to participants' needs
 - applying proper methodology to motivate the participants
 - systematic access to modules
 - systematic evaluation of open-ended tasks
 - systematic feedback
 - managing individual and group work (creativity)
3. keeping a register and a gradebook (grades and activity logs)
4. testing (always in class)
5. training (before you start a course)
6. contacting the technical matters helpdesk

6. E-classes on the educational platform

E-CLASSES! – not the sheer materials themselves

blended learning (combined with in-class meetings); full time online

„paper” content transformed into the interactive content

- Transparent and attractive content, but without extra trinketry

participant engagement and activation:

- modalities (visual, aural, kinesthetic)
- tasks → production, not only reception
- course work: systematic, independent, group, creative, deadlines, verified with logs and contract
- peer-evaluation
- self-reflection, e.g. an online diary after every unit
- e-teacher’s role and tasks

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