



Questions and answers for:

Tertiary teaching online: pedagogy and practice. *What do I need to know to be an effective, engaging teacher in the online space?*

19 June 2020 (1:00pm – 2:00pm)

#	Thematic question and answer	Status
	Online pedagogy	
1	<i>When conducting an online session where you expect interaction between facilitators and learners, do you have any recommendations regarding an ideal or maximum numbers or group size for this kind of session?</i>	Answered (via webinar session)
2	<i>One of the challenges of online learning is the balance between synchronous and asynchronous activities. Traditionally 'distance learners' only wanted/expected the latter. Any thoughts?</i>	Answered (via webinar session)
3	<i>Have you found that there are different online needs between level 3 learners and say level 5 learners?</i>	Answered (via webinar session)
4	<i>Would recommendations for delivery also work for teachers who are the students? I'm thinking about when teachers are receiving their professional development online?</i>	Answered (via webinar session)
5	<i>Any insight on team teaching online vs one tutor set up?</i>	Answered (via webinar session)
6	<i>Are there any success stories of the application of Gilly Salmon's five stage model in the New Zealand context?</i> Gilly's model anticipates an asynchronous setting with intensive tutoring. It's a great model for higher level learning (especially post-graduate), and I've made use of it at lower levels. I think Gilly's work is now somewhat superseded unless you are wanting to develop an online class model rich in asynchronous exchange.	Answered
7	<i>What would be the maximum time of a teaching session online at one time? Would three hours would be too long? I really like the idea raised about four phases. What are your insights into designing a great course?</i> At TANZ eCampus all our courses are run asynchronously so there is no time limit on how long a learner has to spend at any one time. If you are planning to put lectures online to be accessed asynchronously you might think about how you can break it up. Face to face you can pace a three-hour lecture, involve different activities, take a short break and mix things up a bit. I suspect no-one enjoys being lectured to for three hours at once, and that is only worse if it is all on-line. Think about that transactional distance, how would you keep your learners engaged? (Ali Hughes)	Answered

	<p>If running a synchronous session, I would think about what you want to achieve and structure it accordingly. (AH)</p> <p>It all depends on what is meant by an online teaching session. Open Polytechnic courses are largely based around interactive courseware that students can study at their own pace, so the student determines their own study patterns based on an asynchronous model. A synchronous 3-hour session would be extremely lengthy; depending on what your circumstances are (your context!) I'd suggest keeping didactic teaching to a minimum and have learners actually <i>doing</i> things. Depending on class size (again, context) you might send students off on web-searches for interesting things related to the subject to share with one another. As a teacher, I would look to add value through critique and additional points. (Mark Nicols)</p> <p>In synchronous sessions in general I suggest it's not good practice to simply tell someone something they might discover quickly for themselves. Get them active, get them sharing. If it's a large class, my advice would need to be different! (MN)</p> <p>Insights for designing a great course... I feel almost apologetic in suggesting this but get to know your context first as I mentioned in my presentation. There will usually be an institutional strategy and support options for you to make use of. If your institution is too small, or if you're expected to be empowered, try to employ the services of a learning designer. Get to know your options, and never lose sight of the learning outcomes that you're teaching to. A great course is one that you would enjoy learning from! (MN)</p>	
8	<p><i>Is there an optimal time for face to face sessions of an online delivery?</i></p> <p>As above- no optimum time, it depends on what you are trying to achieve and how you structure it to keep your learners engaged.</p> <p>MOOC research suggests up to 10 minutes for a one-way lecture. If you're stuck with a lecture format, I suggest making sure the lecture is informative, well-paced, logical, and broken up every ten minutes or so with some form of interactive – be it a question, exercise, activity or break. Giving students a task and having them report back can be an effective technique. As much as possible get students thinking, doing, reflecting, processing. (MN)</p>	Answered
9	<p><i>Do you have any insights regarding offshore online delivery?</i></p> <p>It's outside of my immediate expertise, but I suggest that what works locally should – sensitive of those for whom English is not a first language – work offshore. Asynchronous approaches are likely best as these do not give rise to time-zone issues. (MN)</p>	Answered
11	<p><i>In terms of online learning, do you have some tips on how we can ensure that we are able to meet the learning/contact hours of the tutor and students?</i></p> <p>At Open Polytechnic we are extremely sensitive to student workload and have developed a learning design approach to assist us in making certain that we do not over- or under-estimate the learning hours (Notional Student Hours) we prepare in our courses. In a previous role I developed some guidelines for student activities as they relate to course preparation and structured a tutorial role to ensure key activities took place. The best tip I can offer is to plan and design an approach that best suits your own context. (MN)</p>	Answered

Online platforms and channels		
12	<p><i>Do Ali's delivery recommendations also work for delivering professional development to teachers, as opposed to students?</i></p> <p>At TANZ eCampus we deliver the Certificate of Adult and Tertiary Education predominantly to the lecturers in our 8 ITPs (but open to all). For those lecturers/tutors they take the CATT courses as part of their ITP professional development or probation programme. In a previous role we used online courses and workshops for the majority of professional development we delivered. We find the same delivery recommendations and learner support is needed for these learners as with our other students. (AH)</p>	Answered
12	<p><i>Is there any research evidence on negative effects of screen time for different age cohorts?</i></p> <p>There is a range of research on the effects of prolonged screen time, especially for children. Our learners (TANZ eCampus) are all 16 years+. The majority of our courses require approx. 15 hours study per week, which is just about 2 hours per day, although learners can choose how and when they study. There is also the option for them to print parts and study offline if they want a break from the screen, or just prefer paper-based on occasions. We encourage good practice with screen time (micro-pauses, ergonomics, time off screen before bed etc.), but at the end of the day our learners are adults and can choose to study how they like. (AH)</p> <p>I've done some work on this (see http://www.jofdl.nz/index.php/JOFDL/article/view/421). P.36-37:</p> <p style="padding-left: 40px;">Importantly, computer vision syndrome (CVS) does not seem to be a factor against on-screen reading, as reading from the screen is no more physically demanding than reading from paper. According to one meta-analysis, CVS is more likely to be caused by the position of the screen than by reading from it (Koslowe, Waissman, & Biner-Kaplan, 2011).</p> <p>The real issue is the genre of reading on screen. People tend to associate screen reading with bite-sized, casual reading. There's a great deal of literature on this subject, and I suggest some simple recommended practices might reduce any negative impact from excessive screen time. (MN)</p>	Answered
13	<p><i>How would you manage the increasing learners' strength with the limitations on screen size of Laptop or PC or Smartphone or Tablet?</i></p> <p>I suggest that not all learners will solely have a smartphone... if that's all they have then online learning will be a struggle! Ideally a learning management system will be device-friendly and remember where a student is 'at' as they go from one device to another (iQualify does this). Reading excessive text is a pain from a smartphone, but that simply means that learners doing courses that require engagement with excessive text should get an appropriate device. A smartphone can be good for reading on the go, but not so good for note-taking or long periods of reading. (MN)</p> <p>We can do more to orientate our online students with effective study options. I suggest a 'home' setup of a PC with full keyboard and mouse, with at least two monitors – ideal for researching, writing, note-taking, multimedia, reading and studying; a tablet for more portable study; and the smartphone for those micro-moments you might get from time to time. (MN)</p> <p>At TANZ eCampus we appreciate that our learners want to study anytime, anyplace, anywhere so try to ensure that our courses are easily accessible from any device.</p>	Answered

	However, we do encourage learners to have regular access to a computer to make research and assessment writing so much easier. (AH)	
14	<p><i>Do you have a mind map type diagrammed/list with a range of the online tools and options available?</i></p> <p>No... but any such list would best be searched for with your context in mind. There are multiple tool lists available but only those relevant to your context will be useful. The better you can define your context - 'online tools for the K12 classroom', 'online tools for lecturing', etc – the better the lists will be! (MN)</p>	Answered
15	<p><i>Is there a recommend maximum length of time for keeping learners online in a live Zoom session for example? Is it a question of building up to a longer endurance time, or is there an industry agreed maximum?</i></p> <p>See response to 7 above. (MN)</p>	Answered
16	<p><i>Can we use contemporary techniques used in industry for online learners to effectively achieve their learning? For example, developing agile teams of the learners and coach them to achieve their learning targets in sprints of one to four weeks.</i></p> <p>In our courses we try to teach a range of techniques, programmes and methodologies that learners will find in industry- this might involve running a whole project using Zoho, or running a payroll system such as Xero. The more closely aligned to what is happening out in industry the better for our learners. (AH)</p> <p>Anything's possible! Refer to your learning outcomes, and bear in mind the level of your learners. Also, consider how your own role adds value to the learning process. (MN)</p>	Answered
17	<p><i>Any ideas on teaching coding and debugging online / blended learning? When learning face to face, a student can get some help from Tutor immediately, while the others are given some work to do.</i></p> <p>There are a great many assumptions I would need to make about the teaching context before effectively engaging with this question. If the teaching situation is synchronous, I would suggest seeking to change to an asynchronous methodology so as to permit more time with individuals on an as-needed basis – but this is too simplistic a response! I would need to know more before offering anything useful here. The question is a great example of what I was getting at in my talk; what does 'teaching coding and debugging' actually look like in this situation? (MN)</p>	Answered
Online assessment		
18	<i>How do you make assessment online secure?</i>	Answered (via webinar session)
19	<i>Do you think that students' online participation in a blended course should be graded?</i>	Answered (via webinar session)
20	<i>Can we use online learning for practical skills? How can we assure quality of practical skills?</i>	Answered (via webinar session)
21	<p><i>I am introducing an online course as part of an existing course at a University level Stage Two. Do you think I need to assess prior knowledge of competency students have using the online tools we use? I am conscious not to assume. The rest of the course is delivered on campus.</i></p> <p>Etienne Wenger says 75% of a successful Community of Practice is getting the technology right at the beginning!. It is important that your learners feel comfortable</p>	Answered

	<p>with whatever online tools you choose to use, so ensure they have access to relevant resources, YouTube videos etc., and gauge their competency at the start of you are not sure. (AH)</p> <p>‘Do you think I need to assess prior knowledge of competency students have using the online tools we use?’ I think you can only gain from this activity. (MN)</p>	
22	<p><i>Would you recommend Onenote or a something similar for interacting with students during an online session? I struggled with the sharing of Word documents and PowerPoints when teaching via Teams.</i></p> <p>We use OneNote, also the group facility in SmartThinking for group collaboration. You can use Word or PowerPoint online via Teams for collaborative work, but there are a whole range of tools. Find what is right for you and the learners. (AH)</p> <p>It all depends on what you mean by ‘interacting with students’. Depending on the situation, a synchronous chat client might be better than OneNote. Teams has a great chat feature... it all depends (sorry to say!) on the actual context you’re in. (MN)</p>	Answered
23	<p><i>When developing online assessments or sessions, is there any protocol around peer reviewing and moderation?</i></p> <p>At TANZ eCampus we follow standard academic model of moderation and peer review, including pre, post and intra-assessment moderation. (AH)</p> <p>Yes, the same as for any forms of assessment. (MN)</p>	Answered
Online learner considerations		
24	<p><i>Can you talk about experiences or suggestions in an ESOL online class? How do you keep low level learners engaged and supported?</i></p>	Answered (via webinar session)
25	<p><i>Have you found that there are different online needs between level 3 learners and say level 5 learners?</i></p>	Answered (via webinar session)
26	<p><i>What have been the challenges for learners from low income demographic and rural areas?</i></p> <p>Often they fall into two key areas- logistics and financial (which often overlap). To study effectively online learners need access to a reliable computer, good internet and adequate data. In addition, we often find that financial pressures mean they take on additional work which impacts on their time to study. Alternatively they enroll to study full-time to get a student allowance when sometimes they would be better to start off slow and do one course at a time. Our Student Advisors work with the learners to try to find a solution that works for them individually, but it can be challenging for many learners. (AH)</p> <p>As above, great advice from Ali here. I would add that sometimes rural bandwidth is precious; giving a student the option to download their materials at once is good practice. (MN)</p>	Answered
27	<p><i>I see two questions above asking about different cultural expectations in an online environment. I’m interested in this too. You mentioned students need to feel a sense of belonging, e.g. including whakatauki, pepeha etc. What about international students? We have many from India, Sri Lanka, China and many other cultures.</i></p> <p>In any LMS it’s possible for students to develop their online profile. I suggest drawing attention to this, and modelling profile disclosure as a means of getting students to take pride in and share a bit about themselves. A structured activity whereby students</p>	Answered

	are asked to quiz one another about their backgrounds, share Maps links to the town or city they live in, etc can work well. (MN)	
28	<p><i>Confidence could be a barrier to participation for some learners. What strategies would be recommended to help engage these learners?"</i></p> <p>As much preparation and support as possible! Having access to a range of resources on-line to help with everything from logistics, to time management and study skills. Importantly learners are often whakama about admitting they are struggling and lack the confidence to ask for help, so being proactive and establishing those relationships so learners know they can approach you for help. (AH)</p> <p>Depending on your context (sorry!) you might invite less visible students to draft posts for you to provide some feedback on before the student posts in a discussion forum. In an institution I previously worked for we held a two-week orientation course for new students in which we taught them the dynamics of online discussion and gave them opportunity to practice. A simple phone call also works wonders! (MN)</p>	Answered