

# Online Curriculum: Insights of an ICT Coordinator

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# Kaye College Online Courses

For working students

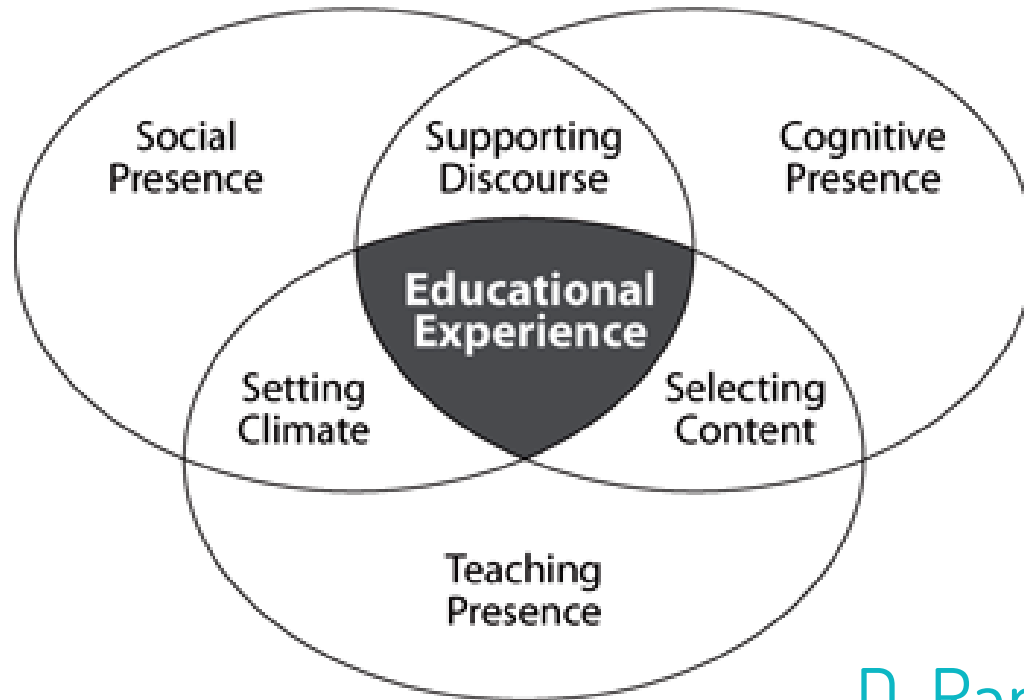
For inter-college collaborations

For massive introductory courses

Preference of lecturers

In “state of emergency”

# The Online Educational Experience



D. Randy Garrison

# Teaching Presence (man/interface)

## **Absence of teaching presence:**

- ▷ Lack of commitment
- ▷ Confusion and abandonment
- ▷ Boredom

Disengagement... dropout

# Teaching Presence (man/interface)

## **“Over” teaching presence:**

- ▶ Mainly one2one interaction
- ▶ No peer social and academic communication

Detachment and disinterest

# Objectives

Maintaining commitment

Raising interest

Facilitating interaction

# Maintaining commitment



## Course Design

- ▶ Activities throughout the semester
- ▶ A clear, preferably steady schedule - public calendar
- ▶ A rich and organized site - preferably by date
- ▶ A written contract
- ▶ Self-monitoring options - progress, activities, achievements

# Maintaining commitment



## In Practice

- ▶ F2F/online meeting and video about course
- ▶ “Light” interventions - reminders, demonstration of student work
- ▶ Group or personal F2F or online meetings - Hangouts, Skype...
- ▶ Online support - technical and academic issues



# Raising Interest



- ▶ Media - videos, text, animation, interactive forms...
- ▶ Division of content to segments- videos up to 8 min.
- ▶ Multiple sources - TED lectures, interviews with experts, articles, Khan Academy...
- ▶ And as always (but more so) meaningful and creative assignments, humor...

# Facilitating Interaction



## Activities

- ▶ Individual activities - assignments, online quizzes, online/F2F presentations
- ▶ Collaborative activities - forum discussion, collaborative assignments (projects, essays), scheduled synchronic meetings
- ▶ Course social network with lecturer as participator only - Google+ community, Facebook group, #Twitter

# Facilitating Interaction



## Assessment

- ▶ A detailed list of assessed components *from the start*. What is graded is perceived important:
  - ▶ Forum contributions - quantity, quality, references to peers' contribution, help to peers
  - ▶ Collaborative activities - quantity of edits (drive add-on), self report of activities
  - ▶ Lecturer, peer and self assessment using rubrics
  - ▶ Minimum contribution to the social network

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<https://goo.gl/eUag9U>

