Online Learning: A Pedagogical Foundation
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INTRODUCTION

This module is designed to provide instruction on how to transfer a traditional class to one that is online. It will provide a step-by-step guide on how to create a course using sound pedagogical concepts.

This learning guide is intended to serve as a reference upon the completion of the module.

GOALS

After this workshop is complete, the user will know how to:

- Distinguish the difference between Distance Education, Hybrid Education, and Traditional Classroom instruction
- Use sound pedagogic principles to create an effective online course
- Build online communities and facilitate student/faculty interactivity

UNIT 1: MAIN TYPES OF INSTRUCTION OFFERED AT UHH

Traditional

- A course taught entirely in the classroom or the computer lab, which may or may not incorporate teaching formats using the Internet, multi-media technology (audio, video, graphics, etc.) or other appropriate software/hardware tools.

Media- Or Web-Enhanced (Hybrid) Or Distance Education

- A media- or web-enhanced (hybrid) course that combines face-to-face instruction with online activities. Typically, it is taught in the classroom 51%-85% and online 15%-49% of the contact hours designated.
- The online component should include extensive content and major learning tools, such as resources, tutorials, simulations, assignments, presentations, discussion, quizzes, student projects, and adequate reporting methods to account for student enrollment and quality of student online interaction.

Online

- All instruction takes place via the Internet, teleconference, videotape, or other technologic means.
- Physical contact hours account for no more than 15% of the course for reviews and testing only, with the exception of labs for those courses that have a lab requirement.
UNIT 2: PEDAGOGY: TRADITIONAL CLASSROOM VS. ONLINE INSTRUCTION

Based upon what you learned in Unit 1, you already know that there are some basic differences between teaching in a traditional classroom setting and teaching online. For example, when you teach in person you are readily available to your students in the classroom and they know that you will be there to answer their questions. However, when teaching online you need to create these opportunities, such as using the Discussion tool for question and answer sessions and the Email or Chat tool for regular online office hours.

In this unit, we will begin by examining some of the things you need to think about when transferring a traditional class to one that is online. In particular, we will be discussing the following three pedagogical elements:

- Student Learning Styles
- Good Teaching Practices
- Building an Online Community

STUDENT LEARNING STYLES

Understanding how your students learn is very important when designing an online course because not all students learn the same way. Text is the most common form of online content. However, some students learn content better when they hear it while still others need to use experiences and practice to reinforce the lesson. These learning styles are divided into three groups: Auditory, Visual, and Kinesthetic. So, when creating your course online…

Say it (Auditory & Read/Write)
Show it (Visual & Read/Write)
Do it (Kinesthetic & Read/Write)

Say it (Auditory & Read/Write)

This doesn’t mean that you have to record your whole course. Instead, consider:

- Adding a sound file, such as a podcast, that describes the lesson’s hardest or most important concept.
- Adding a sound file, such as a podcast, that summarizes the lesson at the end of the chapter.
- Putting audio files on a CD-ROM and making them available in the library.
Show it (Visual & Read/Write)

Some students learn better when they can “see” a lesson or concept. Consider:

- Adding graphics or pictures to reinforce a lesson.
- If a concept is difficult to explain, maybe a diagram or flowchart would help.
- Timelines – a great way to show the evolution of an event.

Do it (Kinesthetic & Read/Write)

In addition to text, this learning style involves the use of experiences and practice. Some students like to read a lesson and then “do” something that reinforces it. To include this learning style:

- Assign “field trips” and then have the students write a short report or essay about it.
- Have students do research on the Internet and then have them post their results.
- Provide “practice quizzes” where students can assess their knowledge.

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**EXERCISE 1 – LOGGING ON TO LAULIMA**

1. Open the browser of your choice.

2. In the URL address or location field, enter the Laulima server address: [https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal).

3. In the top right-hand corner of the browser window, click on the Login link.

4. Enter your UH user ID and password, then click the Login button.
   - The My Workspace screen will open.

**EXERCISE 2 – REVIEW ONLINE EXAMPLES**

1. In the My Workspace area in the blue course tabs bar at the top of the page, click on the Demo_cynthiae_01_Dev link.
   - The Homepage appears.
   - **Note:** Email cynthiae@hawaii.edu if link is not available in the course tabs bar.

2. On the Homepage, on the left-hand side of the screen, click on the Modules link.
   - The Modules screen appears.

3. Click on the Online Pedagogy link.
   - The Online Pedagogy module screen appears.

4. Click on the Learning Styles link.
   - The Learning Styles screen appears.

5. Review the examples of how different learning styles can be addressed in an online course.
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**Want More Information?**

Discover your Learning Style(s) by taking an online inventory, or even better, have your students take one:

- North Carolina State University – Index of Learning Styles Questionnaire:
  http://www2.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/ilsweb.html
- The VARK Inventory:
  http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/vark.htm

**GOOD TEACHING PRACTICES**

We’ve all heard of the *Seven Principles of Good Practice in Undergraduate Education* by Chickering and Gamson but how do you integrate them into an online course? Online course management software like Laulima makes it easy to incorporate good teaching practices into your course using a multitude of tools, such as Announcements, Discussions and Private Messaging, Gradebook, Practice Tests or Quizzes, and Wikis.

**EXERCISE 3 – REVIEW ONLINE EXAMPLES**

1. At the top of the screen, click on the **Next** link.
   - The Good Teaching Practices screen appears.
2. Review the examples of how different Laulima tools can be used to incorporate good teaching practices in an online course

**Want More Information?**

Here are a couple of excellent online articles:

- Seven Principles of Good Teaching Practice, Dr. James W. King:
  http://www.crlt.umich.edu/gsis/SevenPrincipals.pdf
- Implementing the Seven Principles, Arthur Chickering & Stephen Ehrmann:
  http://www.ttlgroup.org/programs/seven.html

The following table provides some helpful ideas:
<table>
<thead>
<tr>
<th>Good Teaching Practice…</th>
<th>How Do I Do That Online?</th>
<th>What Laulima Tool Can I Use?</th>
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| Encourages contacts between students and faculty | • Have weekly “office” hours online  
• Use Email  
• Have “class” pictures | • Chat  
• Private Messaging  
• Resources |
| Encourages cooperation among students | • Have students work on group projects  
• Set up class mentors to aid those having problems  
• Ask students to critique each other’s work | • Wiki or Blogger  
• Chat  
• Discussion |
| Encourages active learning | • Create links to outside web sites to make the subject come alive  
• Ask students to keep a journal  
• Provide simulated demos or videos | • Resources or Web Content  
• Blogger  
• Modules or Resources |
| Gives prompt feedback | • Offer regular assessments so students can gauge their knowledge  
• Encourage students to use discussions so everyone sees their question and your answer  
• Have weekly office hours when students know you will be there | • Quizzes or Practice Tests  
• Discussion  
• Chat |
| Emphasizes time on task | • Clearly outline expectations  
• Set clear time limits on assignments  
• Have students plan their work | • Syllabus and Content Modules  
• Assignment  
• Schedule |
| Communicates high expectations | • Clearly state objectives; what your expectations are for student behavior, etc.  
• Show class statistics relating to assessments  
• Have a weekly “exemplary” student or work example | • Syllabus and Gradebook  
• Syllabus and Modules  
• Discussion, Resources, or Modules |
| Respects diverse talents and ways of learning | • Add audio files to explain a difficult concept  
• Add pictures to reinforce lessons  
• Assign a field trip and have students write a report or short essay | • Modules or Resources  
• Modules or Resources  
• Assignment |
BUILDING AN ONLINE COMMUNITY

Online courses, by nature, can be isolating, especially if there is no face-to-face classroom time as in the case of an online course. Because of this, it is very important to facilitate a sense of community online. Strong online learning communities share a number of the following characteristics: identity, trust by all members, a sense of membership, rituals, history or shared past, & recognition. Consider these ideas:

Identity – Just as you do in your face-to-face class, you should also begin your online course with class introductions. This gives students a chance to get to know each other and establish their identities.

Trust - Everyone needs to feel as though they belong and that all opinions are valuable so the environment needs to be one of openness and sharing. Students also need to be able to trust in what the instructor says and does. This means that you should have a strong, detailed syllabus and that you stick to what you say.

Membership - By virtue of the fact that they are enrolled in the class, students are members. However, membership can also mean fostering an idea that “we’re all in this together.” Get students talking to each other early by utilizing such communications tools as discussion and chat.

Rituals - Let’s face it, a lot of us are creatures of habit. Students like to know that requirements will be consistent for all assignments, or that the instructor will always have “office” hours on Mondays from 3-5pm. So, be sure to build this type of continuity into your online course.

History or Shared Past - When students complete assignments, attend instructor assigned events, or complete online activities, this establishes a shared past for the online community. Students have a means to relate to each other, which facilitates online discussion.

Recognition - One of the best ways to encourage high expectations in your students is to recognize their efforts. Online, this can be very important because of the inherent isolation that comes with distance education. Recognition, or the promise thereof, can be very motivating.

EXERCISE 4 – REVIEW ONLINE EXAMPLES

1. At the top of the screen, click on the Next link.
   ➢ The Online Learning Community screen appears.

2. Review the examples of how to build communities and facilitate interactivity among students and faculty in an online course.

3. When finished, in the top right-hand corner of the browser window, click on the Logout link.

4. Close the browser window

Want More Information?

Here are a couple of excellent online articles:

➢ Building Communities – Strategies for Collaborative Learning, Soren Kaplan:

➢ Online Learning: Social Interaction and the Creation of a Sense of Community, Joanne M. McInnerney & Tim S. Roberts:
Conclusion of Workshop’s Activities

- Questions and answers or clarifications about workshop content
- Have your expectations been met?
- Completion of a workshop evaluation

The module is complete

HELPFUL RESOURCES:

- For assistance, call me at 933-3226, send email to cynthiae@hawaii.edu, or come by the Instructional Technology Lab in UCB 120. Lab hours: Monday through Friday, 8:00 to 5:00 (usually closed from noon to 1:00).


- Laulima @ UHH Community Weblog – This blog is intended to provide up-to-date information. http://weblog.uhh.hawaii.edu/weblog/laulima/