

PRESENTATION PROPOSAL

Conference Name: Society for Information Technology and Teacher Education

Title of Presentation: Teaching in an Online or Blended Classroom: A Beginner's Survival Kit

Brief Description: This presentation offers faculty new to online/blended learning a wide array of theory-based techniques designed for teaching online and technology-enhanced courses. Practical information on a range of topics including course management, social presence, community building, and assessment will be included.

Abstract: With online/blended instruction growing at a more rapid pace than traditional brick-and-mortar approaches, a classroom instructor or college professor who is considering making the switch to online instruction has many things to think about before making the leap. This roundtable presentation offers faculty a wide array of theory-based techniques designed for teaching online and technology-enhanced courses. Practical information on a range of topics including course management, social presence, community building, and assessment will be included. Faculty new to online instruction will explore a plethora of tips and shortcuts for managing their online classes and examine strategies for handling challenges that often accompany distance learning, such as plagiarism, flaming, group problems, and other difficult situations.

I. Four Stages of Effective Teaching Online: Effective online instructors follow four essential stages when developing and teaching a course online: A) develop and structure the learning environment, B) introduce the material, encourage academic and intellectual growth, and C) evaluate the effectiveness as he/she watches the students depart with an understanding and appreciation of the subject that will hopefully remain with them for a lifetime.

II. Develop and Structure the Learning Environment: A) Providing contact information, B) Developing course objectives, C) Establishing attendance requirements and late work policies, D) Developing a course schedule, E) Providing orientation aids, E) Defining grading scales and developing rubrics, F) Outlining communication practices G) Establishing a technology policy.

III. Introducing the Material and Encouraging Growth: A) Welcomes and Introductions, B) Introducing the syllabus, C) Establishing a tone of excellence

IV. Nurturing the Learning Community: A) Providing ample communication, B) Facilitating discussion, C) Building a community of learning, D) Providing feedback to students

V. Planning for the Next Semester: A) Soliciting student feedback on instruction, B) Soliciting student feedback on content C) reflecting on professional practice.

VI. Conclusion

As its title suggests, this roundtable is intended for classroom instructors or college professors who are contemplating teaching their first online/blended course or considering making the switch to online instruction. While familiarity with the general principles of curriculum design would be helpful, there are no prerequisites other than an understanding of basic computer skills and a willingness to learn.

The instructor is a professor of graduate teacher education who has taught technology courses for teachers for more than twenty years. He has developed or adapted numerous online courses and is a frequent presenter at state and national technology conferences. His research interests include the enhancement of online instruction and the development of online learning communities. He holds a Ph.D. in curriculum and instruction and has been successfully teaching on-line for more than a decade.