



The voyage over 2 half-days:

- Explored and discussed the issues surrounding online learning
- Experienced it from a student perspective
- Built a profile of a good moderator of an online discussion
- Show and tell
- Ideas for future directions

Welcome aboard the Starship Orange for the voyage to Planet Online

Your crew:

Captain Kirk (aka Professor Kevin Parton)
Scotty (aka Sally Brownlow)
Spock (aka Lee Britton)

Online learning - what is it?

- A term used to define the use of the Internet as a medium for offering distance education?
- Just the latest advance in educational technologies that began in a modern sense with chalk and blackboard?

Emerging theory & practice

- Online learning can help to develop active, independent, constructive learners
- Forum discussions encourage collaborative learning
- Role of the lecturer changes to that of a facilitator
- Flexibility in time and place

WebCT learning management tool

- Provides mechanisms for delivering online learning to students in a variety of ways
- Can be used to as an administration tool to record grades, disseminate information, etc.

Who drives - the technology or the pedagogy?

- 'Ask not what you can do with the technology, but what the technology can do for you'
- Decide what your learning objectives are first, then use the technology to design and support them

Why now, why me?

- The world is changing
- Competition, resources
- Changing profile of students
- Survival
- We must

Are there other starships?

At December 2001:

- 207 fully online courses (no f2f)- at 23 Australian universities
- 90% at post-grad level
- 55.6% of all under-grad units have some online component
- Management & commerce significant

Beam me up, Scotty.....

- No, better still, show me how I can colonise Planet Online and grow healthy crops of graduates



A step at a time

- If I haven't yet used WebCT, after today I will start by deciding on one element to focus on and implement it without delay.
- If I am already a WebCT user, after today I will add one more element to the repertoire I already use.

Give up the "P" Drive!

- Put all that stuff on your unit Website
- Students get used to it and it becomes the normal way to access information
- Externals can also access the same information
- Bonus: The WebCT management system tracks student 'hits' on the website

Give up the e-mail!

- Use the private messages facility in WebCT
- Encourage students to post course or content questions in WebCT so that all students can benefit from the response

A quality online experience

- Interaction/collaboration with peers
- Good print materials
- A good moderator
- Timely responses
- Technical support
- Peer support
- Time to reflect

Don't put content online

- Frustrating and boring for learners
- Not interactive
- Online is for learning, not printing stuff off all the time
- Not creative, too teacher-centred

Engaging Planet Online's inhabitants

1. Access and motivation
 2. Online socialisation
 3. Information exchange
 4. Building knowledge
 5. Development
- (Salmon, 2000, 2002)

Access and motivation

- Availability of technical support
- Welcome participants, offer support
- Make clear the value of online learning
- Answer queries about time needed, what they are expected to do
- Stage over when participants have posted first messages

Online socialisation

- Participants get used to the environment
- Build a sense of community and trust
- Online codes of behaviour
- Respect, empathy, comfort, support
- Participants share a little of themselves online

Information exchange

- Messages start to flow freely
- Interaction with course content, participants and e-moderator
- Discovery, information overload, lurkers, demands for help & direction
- Aim for information that is being exchanged effectively

Knowledge construction

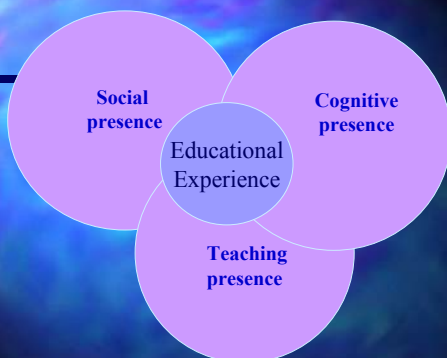
- Interaction more exposed, participative, reflective
- Participants add ideas, share views, disagree, debate, pose questions, brainstorm
- Moderator weaves discussion

Development

- Participants become responsible for own learning, critical thinking, challenge ideas more
- Explore own thinking and knowledge-building processes
- Reflection, networking, articulation, evaluate the technology

Garrison & Anderson Model

- Social presence
- Teaching presence
- Cognitive presence



Community of enquiry (Garrison/Anderson)

Social presence

- Social/emotional projection as 'real' people
- Establishing relationships
- Climate that supports trust, encourages probing questions, contribution of ideas
- Lack of visual cues, e.g. body language

Social presence

- This is my final year – I tell you, I cannot wait!
- Thanks, Ben, that was a fascinating insight!
- I read Pete's comments and found something in common with a fellow student.
- I know a bit about ethics, which is good because I know stuff all about accounting!
- Wow! You are studying the course from overseas. That's amazing. How are you coping?
- G'day Bob and Stu - thanks for taking an interest in my contribution.

Teaching presence

- Design, facilitate and direct cognitive and social processes to realise personally meaningful and educationally worthwhile outcomes
- Create a community of inquiry

Teaching presence

- You should be thinking about the ethics essay which is due on 31st August.
- Remember to contact me or post a message if something is really defeating you.
- Some tips for answering this question....
- Jenny...thank you for your initial message..now you need to step back and really think about the whole process.
- This raises another question you might like to think about.
- Some of you have brought in examples from your own workplace.

Cognitive presence

- Learners construct and confirm meaning through sustained reflection and discourse in a community of inquiry
- Critical thinking, brain-storming, ideas and suggestions, solutions, intuitive leaps, information exchange

Cognitive presence

- I wonder just how many people do undertake their dealings in this manner?
- Is this not institutionalised corruption?
- By keeping the lateral thinking as my mindset, things started to fall into place.
- I also found cross-referencing handy when you are going back over your work to try and find a mistake.
- It is the practice with different scenarios and me learning from my mistakes that has given me the knowledge of what to do and not to do.
- How did or would this make you feel as far as your own ethics and discretionary practice go?

The Salmon model is useful to build asynchronous interactivity through various stages

The G & A model is useful to analyse the type of interaction that is going on, e.g. merely social, knowledge-building, or what?

What did staff gain?

- Confidence, removal of the 'techno-fear' barrier
- New ideas from other participants
- Better understanding of the central role of the forum discussions
- Greater awareness of T & L issues in the online environment

What did we learn about SD?

- Better understanding of different skill/comfort levels
- Better concepts of how to pitch further staff development activities
- More awareness among staff of where they could seek help/mentoring

What happened next:

- Short training sessions on the basics of Web CT
- 'Pulled the rug a little'
- Noticeable increase in staff doing more for themselves in WebCT
- Greater use of discussion boards