QLT Online Workshop 3
How to establish a strong online teacher presence

KPI12: Students experience a subject that provides structured opportunity for staff-to-student interactions in the online space
QLT (Online) standards

Feedback form: https://goo.gl/57YPpL

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Please share your name, school and anything interesting! What subjects do you teach? What format are they? DE, I, mixed, small/large etc.
The power of...

I2 landing pages

p2p interaction
(peer-to-peer)

s2s interaction
(staff-to-student)
KPI9: Students experience initial quality assured subject Interact2 site landing pages and basic outline
KPI11: Students experience a subject that provides the opportunity for peer-to-peer interaction in the online space
KPI12: Students experience a subject that provides structured opportunity for **staff-to-student interactions** in the online space
Teacher to student interaction.....

WELCOME
What you need to do (KPI12)

Communication: You should be communicating subject information with students clearly and regularly (e.g. announcements or...)

Facilitation: There should be some planned strategies for building teacher presence throughout the session (e.g. using online meetings, or...). You should also initiate discussions (e.g. via the Discussion Boards, or...), not just respond to queries, and make sure you respond to questions at least once a week.
What is ‘Teacher Presence’?

“The question is not as much about creating a teacher presence, but about creating your presence. While we can learn a lot from imitating how others act online, the goal is to allow your own authentic presence to emerge.”

Carole Hunter, QLT Leader

Read Carole’s blog post ‘Finding your own online presence’ on the QLT Online Blog
Teacher role during the asynchronous discussion process:

- Expect students to contribute at a higher level than f2f
- Important as moderator, motivating participation,
- Socializing in the online context,
- Facilitating information exchange
- Encourage peer moderation

Announcements

I2 announcements are **NOT ‘social media’**. They are official university communication.

- Clear subject line
- Adhere to protocol for official communication - greetings and closings
- Add correct signature
- Regular
- Informative
- Consider a weekly ‘template’ approach
- Include hyperlinks and images
Subject line: (Subject code) Week 1 (Name of module or focus)

Dear students

An interesting comment about the previous week, something about the learning that has taken place
Any important information that needs to be shared up front.

What you should be working on:
● List module and other reading material
● List pending assignments
● List online meetings or activities to be part of

What you should be planning for:
● Assignments coming up
● Meetings and activities coming up

Closing greeting

Full name
Signature (with email and telephone)
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Read more about Teacher Presence....

HAAS | LEARNING (Fred Haas, 2015)
“The value of teacher presence early and often in online learning”
https://haaslearning.wordpress.com/2015/02/04/the-value-of-teacher-presence-early-and-often-in-online-courses/

TRANSFORMING EDUCATION (Virginia Vigil, 2014)
“Teacher presence and learner engagement in the online classroom”

Look! Great list of behaviours and strategies!
http://page.teachingwithoutwalls.com/instructorpresencestrategiesci
CSU Examples of Teacher to Student interaction
EMR441 - Deb Clarke
EMH441 - Paul Grover
EMR441
Deb Clarke

As a subject in the CSU Online Teaching and Learning Model pilot study, EMR441 Curriculum Method 1: Health, PE and Outdoor Education was redesigned to include one of Garrison, Anderson and Archer's (2000) overlapping lenses – teacher presence – to promote student engagement in learning by “strengthening the students’ sense of their learning being facilitated by a caring and skilled content and online learning specialist”


TOP 3 - according to Deb!

- Welcome page
- Announcements
- Screencasts

Paraphrase: For the first time in 14 years DE students marks have not been LOWER than I - this may be due to screencasts and an enhanced Teacher Presence, including student engagement with assessment.
EMR441 Landing page....

Getting Started in the Subject

EMR441 Curriculum Method 1: Health, Physical and Outdoor Education

Hi folks and welcome to EMR441 Curriculum Method 1: Health, Physical and Outdoor Education. I’m Dr Deb Clarke and I am your subject coordinator. If you have any questions or wish to chat please feel free to contact me:

dclarke@csu.edu.au

+61 26338 4475 or post a question in the Staff Room.

Read my posting to learn a little more about me, and post your own Blog so your peers/colleagues can learn a little about you too.

In Week 2 of the session I will arrange for an online meeting which will provide you with the opportunity to meet your colleagues.

Stacey is a past student who shares her experiences of the subject. Click on her photo and she will provide you with some key tips relating to studying this subject by distance.

Don’t you just want to push the button?

Previous student shares

Alternative contact methods

Greeting!

Alternative approach to navigation
Curriculum Method 1: Society and Environment Successful Teaching

Teacher presence elements:

- Engaging multimedia on landing page
- Hyperlinks from landing page to discussions
- Discussion forum design for communication and teacher feedback on contributions
- Weekly podcasts
- Regular online meetings in Adobe
Navigation that has sub-headings and includes all modules

Discussion forum with summarised lecturer feedback

Lecturer feedback thread

- Thread Actions
- Click
- Delete

15/03/16 18:14
LECTURER FEEDBACK Discussion Forum 2
Paul Grover
Published
1

02/03/16 13:49
Module 1 Topic 2 Discussion Forum
Paul Grover
Published
0

Paul Grover
LECTURER FEEDBACK Discussion Forum 2

Hello everyone,

Thank you for the rich and insightful comments here - this will be a relatively brief feedback commentary as the learning activity for the discussion forum was quite tightly focused. What interests me is the way the Graduate Teacher summaries you have created indicate the qualities of a successful teacher at that particular stage of their career. This is a useful guide and resource for you in both undertaking your interview and in your critical reflection on the responses of the teacher you interview. As you read different people’s summaries you do get a strong sense of the diverse qualities (skills and knowledge and dispositions) a successful teacher will exhibit and possess in their professional roles and responsibilities - in the classroom, with colleagues, within the school culture/context, in their professional learning and in the community.

When you look at the elements of the Australian Professional Standards for Teachers you can see the comprehensive nature of the professional role of a teacher. Teachers are required to gather evidence in their professional practice to demonstrate the achievement of these standards during their professional career, and this is an ongoing professional development process. So, when you look at the stage development across the different professional categories in the second part of the learning activity, this demonstrates quite clearly the diverse ways this professional growth and development will be exhibited in a teacher’s professional life - in their teaching, in school involvement, in community involvement and in professional learning. All these aspects will inform your own thinking about the features that constitute successful teaching that will at the same time enhance successful student learning.

Thanks again for your thoughtful and focused responses, and all the best for your assessment item 1 planning and preparation.

Paul
Weekly Topic Minilecture Podcast

**Topic 12 Minilecture Podcast (11 mins)**
Attached Files: Topic 12 Minilecture Podcast.mp3 (9.911 MB)
This Minilecture Podcast (11 mins) focuses on the following topics:
- assessment item 2 questions and the final week of study
- Standard 6 & Standard 7 of the Australian Professional Standards for Teachers - and Topics 11 & 12 (Study Module 3)
- content and agendas for Wednesday’s live tutorial (Wed 5-6pm)

**Topic 11 Minilecture Podcast (9 mins)**
Attached Files: Topic 11 Minilecture Podcast.mp3 (8.002 MB)
This minilecture podcast (9 mins) focuses on these study elements:
1. Articulate on using Google Scholar in assessment item 2
2. An update on the Content and Submission Guide for assessment item 2
3. Assessment item 2 resources and lesson planning
4. The Topic Study program for the final 2 weeks of our subject study
5. Assessment item 2 support resources update

**Topic 10 Minilecture Podcast (13 mins)**
Attached Files: Topic 10 Minilecture Podcast.mp3 (12.25 MB)
The focus of this week’s minilecture podcast is:
- The Topic study and its relationship to the assessment item preparation
- Literacy and Numeracy activities – how to integrate them into your planning of the content of the scripted lesson plan
- Resources for assessment item 2 planning

**Topic 9 Minilecture Podcast (11mins)**
Attached Files: Topic 9 Minilecture Podcast.mp3 (10.24 MB)
This Topic 9 Minilecture Podcast (11mins) focuses on the following topics:
- Samples for Assessment Item 1 and their value for Assessment Item 2
- Sample lesson plans arising as a guide for assessment item 2
- Research resources for EED502 Part 2 assessment item 2 - locating research resources
- This week’s tutorial and the value of the tutorials for assessment item planning and online Topic studies in Topics 8 & 9
- Release of all Topics to the end of the subject study

Regular podcasts shared - description text and length included
Adobe Connect Tutorial Online Meeting

ADOBE CONNECT ONLINE MEETING ROOM
Click on this link to enter the Adobe Connect Meeting Room - then please login as a ‘Guest’ to enter the live tutorial meeting.

Adobe Online Tutorial 12 (17 mins)
The final live Tutorial was held this evening, and it was a short meeting (17 mins) as most people are focusing on final planning for assessment item 2 of course (thanks for joining me in the late afternoon). I give some tips and hints for making best use of our subject site resources, and provided some final comments for your subject study. The address for the 17 min recording is:
https://connect.csu.edu.au/s7ztz6sG/lo/

Adobe Online Tutorial 11 (1 hour)
This week’s live tutorial focused on the following topics:
1. Questions on assessment item 2 - word count for EED502 Part 2, research method in EED502 Part 2, resources for assessment item 2 (06mins-15mins approx)
2. What is the most important thing to remember when teaching as a teacher? (a question for an experienced teacher) (15mins-25mins approx)
3. How have you remained so passionate for so long? (Insights from teaching experience) (25mins-35mins approx)
4. If there was one thing you would have done differently when you first became a teacher what would it be? (a question for an experienced teacher) (35mins-45mins approx)
5. How have you managed to incorporate multimedia into your course to cater for all students’ abilities? (Insights from practice) (45mins-55mins approx)
6. Concluding comments - and next week’s live tutorial.

Adobe Online Tutorial 10 (25 mins)
This is a shorter tutorial (25 mins) as we had a smaller number of questions and issues and I am very aware that people are focused on their planning for assessment item 2. The topics to support your assessment item 2 planning:
1. Key resources for finding evidence from the literature (EED408) and research information (EED502) - BOSTES assessment information (Topic 10) and Google Scholar (about 00-10 r)
2. Locating literature and research resources for assessment item 2 from the interactive subject site resources, prescribed text and beyond (10-29mins)
https://connect.csu.edu.au/s013tf0y4.png/

All the best for your Topic studies and learning activities, and for assessment item 2 planning...don’t hesitate to ask any questions via our assessment item 2 discussion forum (for Part 1).
Cheers,
Paul
What strategies would you like to know more about?
What strategies can you share today?
Quality check in Session 2

27 June
(Landing page)

Session 2 Mid-session break
(Interaction)
FoArtsEd Site to support KPI development

Welcome to QLT Online FoArtsEd sandpit

THIS IS WHERE YOU WILL FIND NEW IDEAS AND STRATEGIES FOR IMPROVING APPROACHES TO ONLINE LEARNING. IF YOU WANT TO KNOW SOMETHING...JUST ASK!

JULIE LINDSAY

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Tel: (02) 6333 4507

Hello everyone!
This i2 organisation is designed for all schools and subjects in the Faculty of Arts and Education to support improving online learning across all subjects. This applies specifically to KPI9, KPI11 and KPI12. Participants are also invited to read and learn from the QLT blog/website - and join in the community discussion!

For more 'How to...' inspiration and to view the complete collection of workshops, videos and support material across KPI9, 11 and 12 access the FoArtsED QLT 'How To' doc.

How can online learning approaches improve and enhance student engagement in subjects?

A little about me...
I am the Quality Learning and Teaching Leader (online) for the Faculty of Arts and Education. I am also an Adjunct for the School of Information Studies.
QLT Online – Blog and Community

http://uimagine.edu.au/qltonline/

Blog posts advice & tips

Community – login, discuss & share
Professional development for QLT

Watch the Faculty of Arts and Education space on the QLT blog!
http://uimagine.edu.au/qltonline/professional-learning/faculty-of-arts/

Book a PD session to support KPI 9, 11 and 12 development across courses and subjects.

Julie Lindsay
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Support from Division of Student Learning (DSL)

If you would like support to meet or exceed QLT requirements outside the support offered by the QLT leads the process is that you will submit an SRS to DSL using https://online.csu.edu.au/de/dewsrsc.sqt?run=TopicRequest
Email me
jlindsay@csu.edu.au
anytime

Feedback form: https://goo.gl/57YPpL