



Teaching Online

© Epigeum Ltd. 2014

First published in 2014 by Epigeum Ltd.

1 Kensington Cloisters

5 Kensington Church Street

London W8 4LD, UK

www.epigeum.com

Legal disclaimer

This course is a skills training package designed to provide the user with guidance only and does not constitute professional or legal advice. We will not be liable to educational institutions or users for any inconsistency between this course and guidelines provided to users from their educational institutions. In the event of any inconsistency, educational institutions and/or users are advised to seek independent legal advice from a qualified legal practitioner.

This course is provided without any conditions, warranties or other terms of any kind. Accordingly, to the maximum extent permitted by law, Epigeum Ltd. provides users with the course on the basis that Epigeum Ltd. excludes all representations, warranties, conditions and other terms (including, without limitation, the conditions implied by law of satisfactory quality, fitness for purpose and the use of reasonable care and skill) which, but for this legal notice, might have effect in relation to the course.

Copyright notice

All rights reserved. The material in this course is copyright and may be used solely in accordance with the terms and conditions set out in the licence agreement. The material is for educational use only and under no circumstances may it or any part of it be offered for re-sale.

You may annotate, copy, or print out sections of text or pictures only where expressly allowed in the product and the accompanying materials, solely for use within your purchasing institution. Worksheets may be freely photocopied for use in the purchasing institution.

If you wish to use the material in any way other than that specified you must apply in writing to the publishers.

The Epigeum product development team

Head of Editorial: Victoria Pavry; **Project Editors:** Emma Clough, Andrew Whittaker, Jamina Ward; **Editorial Assistants:** Tessa Dagley, Sarah Grant, Catherine McGinty.

Head of Production: James Connor; **Web Developer:** Hamza Shaker; **Interactive Web Developer:** Richard Hastings; **Digital Designer:** Tom Pritchard.

Video filming: Richard Hastings, Andrew Langcake, Edward Danson.

Final-Cut Video Editor: Federico Fianchini.

Acknowledgements

The authors and publisher would like to thank the following organisations and individuals for permission to reproduce copyright material:

Teaching Online:

Throughout the *Teaching Online* programme

Dr. D. Randy Garrison, for the use of material from the Community of Inquiry [website] <https://coi.athabasca.ca/> [accessed 17 January, 2014].

Teaching Online:

'Introduction to *Teaching Online*' by Professor Karen Swan

Dr. Jeff Seaman and the Babson Survey Research Group and Quahog Research Group, LLC, for the use of material from Allen, I. E. and Seaman, J. (2013) *Changing Course: Ten Years of Tracking Online Education in the United States*, Needham, MA: Babson Survey Research Group and Quahog Research Group, LLC. Available online at www.onlinelearningsurvey.com/reports/changingcourse.pdf [accessed August 9, 2013].

Taylor & Francis LLC, for the use of content from copyright (1989) 'Editorial: Three Types of Interaction' by M. G. Moore. Reproduced by permission of Taylor & Francis LLC (www.tandfonline.com).

Taylor & Francis Ltd., for the use of content from D. C. Hillman., D. J. Willis, and C. N. Gunawardena (1994), 'Learner-interface interaction in distance education: An extension of contemporary models and strategies for practitioners', *The American Journal of Distance Education*, 8(2): pp. 30-42. Reprinted by permission of the publisher, (Taylor & Francis Ltd., <http://www.tandf.co.uk/journals>).

The Sloan Consortium, for the use of a diagram adapted from Swan, K., 'Learning effectiveness: What the research tells us' in Bourne, J. and Moore, Janet C. (2003) *Elements of Quality Online Education, Vol. 4: Practice and Direction*, Needham, MA: Sloan Center for Online Education: pp.13-45.

Dr. Anthony G. Picciano, for the use of the 'Blending with purpose' model from Picciano, A. G. (2009) 'Blending with purpose: The multimodal model', in *Journal of the Research Center for Educational Technology*, 5(1), Kent, OH: Kent State University.

Teaching Online:

'Mastering online pedagogy' by Professor Peter Shea

National Academy of Sciences, courtesy of the National Academies Press, Washington, D.C., for the use of material reprinted with permission from J. D. Bransford, A. L. Brown & R. R. Cocking, *How People Learn: Brain, Mind, Experience, and School: Expanded Edition* (2000).

Cambridge University Press, for the use of text from Wenger, E. (1998) *Communities of Practice: Learning, Meaning and Identity*, Cambridge: Cambridge University Press.

Taylor & Francis Group LLC (www.tandfonline.com), for the use of material from copyright (1995) 'From teaching to learning: A new paradigm for undergraduate education' in *Change: The Magazine of Higher Learning* by Robert B. Barr & John Tagg. Reproduced by permission of Taylor & Francis Group LLC (www.tandfonline.com).

Emerald Group Publishing Limited, for the use of terms defined in Prensky, M. (2001) 'Digital Natives, Digital Immigrants', in *On the Horizon* 9(5): pp.1-6. Available online at www.nnstoy.org/download/technology/Digital%20Natives%20%20Digital%20Immigrants.pdf [accessed August 29, 2013].

Professor Peter Shea for use of material from Shea, P., Hayes, S., Uzuner-Smith, S., Vickers, J., Bidjerano, T., Gozza-Cohen, M., Jian, S., Pickett, A., Wilde, J. & Tseng, C. (2012) 'Online Learner Self-Regulation: Learning Presence, Viewed through Quantitative Content – and Social Network Analysis'. Paper presented at the American Educational Research Association annual meeting, Vancouver, Canada. Available online at www.irrodl.org/index.php/irrodl/article/view/1466/2585 [accessed 30 August, 2013].

Teaching Online:

'Designing and developing your online course' by Dr. Jennifer C. Richardson

Mager Associates Inc., for the use of content reprinted from *Preparing Instructional Objectives* 2012 Revised Third Edition, by Robert F. Mager.

The [American Association For Higher Education & Accreditation \(AAHEA\)](#), for the adapted use of Chickering, A. & Gamson, Z. F. (1987) 'Seven principles for good practice in undergraduate education', in *American Association of Higher Education Bulletin* 39(7), pp.3-7.

Inclusive Design Research Centre at OCAD University for material from *Inclusive Learning Design Handbook* [website]. Available at <http://handbook.floeproject.org/index.php/Home> [accessed December 19, 2013].

W3C [website]. Copyright © [2013 and 2008 respectively] World Wide Web Consortium, (Massachusetts Institute of Technology, European Research Consortium for Informatics and Mathematics, Keio University, Beihang). All Rights Reserved: <http://www.w3.org/Consortium/Legal/2002/copyright-documents-20021231> [accessed 17 January, 2014].

IGI Global, for the use of material from Rogers, P. Clint & Wang, Minjuan (2009) 'Cross-Cultural Issues in Online Learning' in *Encyclopedia of Distance Learning*, 2nd ed., IGI Global, ch.77, pp.527-536; for the use of material from Richardson, J. C., Sadaf, A. & Ertmer, P. (2012) 'Relationship between types of question prompts and critical thinking in online discussions', in Akyol, Z. & Garrison, D. R. (Eds.) (2012) *Educational Communities of Inquiry: Theoretical Framework, Research and Practice*, IGI Global.

John Wiley & Sons, Inc., for the use of material from Smith, P. & Ragan, T. (2005) *Instructional Design*, 3rd edition, Hoboken, NJ, copyright © 2005 John Wiley & Sons Inc.; for the use of Palloff, R. & Pratt, K. (2009) 'The assessment and evaluation toolkit', in *In Assessing the Online Learner: Resources and Strategies for Faculty*, San Francisco, CA, Jossey-Bass, pp.66–135, copyright © 2009 John Wiley & Sons Inc.; for the use of Shank, P. (2007) *The Online Learning Idea Book: 95 Proven Ways to Enhance Technology-Based and Blended Learning*, San Francisco, copyright © 2007 John Wiley & Sons Inc.

Scott B. Johnson and Illinois Online Network (2010), for the use of material from *Online Teaching Activity Index* [website]. Available at www.ion.uillinois.edu/resources/otai/ [accessed December 20, 2013].

Saskatoon Public Schools © 2004-2009, for the use of content from *Instructional Strategies Online* [website]. Available at <http://olc.spsd.sk.ca/DE/PD/instr/index.html> and <http://schools.spsd.sk.ca/curriculum/instructionalstrategies/> [accessed 17 January, 2014].

Taylor and Francis Group, LLC, a division of Informa plc., for material from copyright © 2007 'Frameworks for design and instruction' by C. J. Bonk & V. P. Dennen, in *Handbook of Distance Education* by M. G. Moore (Ed.). Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.

POD Network, for the use of material from Andrews, John D. W. (1980) 'The Verbal Structure of Teacher Questions: Its Impact on Class Discussion', in *POD Quarterly: The Journal of the Professional and Organizational Development Network in Higher Education*. Paper 32. Available online at http://digitalcommons.unl.edu/podqtrly/32?utm_source=digitalcommons.unl.edu%2Fpodqtrly%2F32&utm_medium=PDF&utm_campaign=PDFCoverPages [accessed December 20, 2013].

The Open University (2013), for the use of content from *Creating Open Educational Resources* [website]. Available at www.open.edu/openlearn/education/creating-open-educational-resources/content-section-4.2 [accessed December 20, 2013].

David Burns at Magna Publications, and [Faculty Focus](#), for the use of text from St. Germain, E. (2011) 'Five Common Pitfalls of Online Course Design', in *Faculty Focus: Higher Ed Teaching Strategies from Magna Publications* [website]. Available at www.facultyfocus.com/articles/online-education/five-common-pitfalls-of-online-course-design [accessed August 8, 2013].

Teaching Online:

'Being a successful online teacher' by Dr. Norm Vaughan

Professor Gilly Salmon, for the adapted use of the Five Stage Model, as published in Salmon, G. (2011) *E-moderating: The Key to Teaching and Learning Online*, 3rd ed. Abingdon, Oxford: Routledge. Available online at <http://www.gillysalmon.com/five-stage-model.html> [accessed 9 January 2014].

Virginia Shea and Albion Books, for the use of Shea, V. (1994) *Netiquette*, San Rafael, CA: Albion Books. Available online at www.albion.com/netiquette/book/index.html [accessed August 9, 2013].

- Open Education Europa, for the use of material from Guàrdia, L., Marcelo Maina, M. & Sangrà, A. (2013) 'MOOC Design Principles. A Pedagogical Approach from the Learner's Perspective', in *e-learning Papers* 33: pp.1-6. Available online at www.openeducationeuropa.eu/en/article/MOOC-Design-Principles.-A-Pedagogical-Approach-from-the-Learner%E2%80%99s-Perspective [accessed October 31, 2013].
- David Burns at Magna Publications, and *Faculty Focus*, for the use of text from St. Germain, E. (2011) 'Five Common Pitfalls of Online Course Design', in *Faculty Focus: Higher Ed Teaching Strategies from Magna Publications* [website]. Available at www.facultyfocus.com/articles/online-education/five-common-pitfalls-of-online-course-design [accessed August 8, 2013].
- John Wiley & Sons, Inc., for the use of material on learning contracts from Knowles, M. S. (1986) *Using Learning Contracts: Practical Approaches to Individualizing and Structuring Learning*, San Francisco, Jossey-Bass Publications, copyright © 1986 John Wiley & Sons Inc.
- Valerie Taylor for the use of material from Taylor, V. (2012) 'Facilitating an online discussion', as available at http://wikieducator.org/User:Vtaylor/Discussion_participation#Facilitating_an_Online_Discussion [accessed January 10, 2014].
- Taylor & Francis Ltd., www.tandfonline.com, for the use of material from Nicol, D.J. & Macfarlane-Dick, D. (2006) 'Formative assessment and self-regulated learning: A model and seven principles of good feedback practice', in *Studies in Higher Education* 31(2), pp.199–218. Available online at www.reap.ac.uk/reap/public/papers/DN_SHE_Final.pdf [accessed August 9, 2013]. Copyright © Society for Research into Higher Education, reprinted by permission of Taylor & Francis Ltd., www.tandfonline.com, on behalf of The Society for Research into Higher Education.

Teaching Online:

'Using technology tools for teaching online' by Phylise H. Banner

- Dr. Matt Bower, for the use of material from Bower, M., Hedberg, J. & Kuswara, A. (2009) 'Conceptualising Web 2.0 enabled learning designs', in *Same places, different spaces*, Proceedings ascilite, Auckland 2009. Available at www.ascilite.org.au/conferences/auckland09/procs/bower.pdf [accessed 12 January 2014]. Also for the use of material from Bower, M., Kenney, J., Dalgarno, B., Lee, M. J. W. & Kennedy, G. E. (2013) 'Blended synchronous learning: Patterns and principles for simultaneously engaging co-located and distributed learners', in H. Carter, M. Gosper & J. Hedberg (Eds.), *Electric Dreams: Proceedings of the Ascilite Conference 2013*, Sydney: Macquarie University, pp.92–102. Available online at www.ascilite.org.au/conferences/sydney13/program/proceedings.pdf [accessed February 4, 2014].
- Gartner, for the adapted use of the Gartner Hype Cycle diagram, as it appears at *Gartner Research Methodologies* [website]. Available at www.gartner.com/technology/research/methodologies/hype-cycle.jsp [accessed August 1, 2013].
- Dr. Ruben R. Puentedura and Hippasus, for the adapted use of the SAMR model: <http://www.hippasus.com/rrpweblog>
- Twitter, Inc., for the use of the Twitter logo. © 2014 Twitter, Inc.
- Pinterest, for the use of the Pinterest logo. © 2013 Pinterest.
- LinkedIn Corporation, for the use of the SlideShare logo. LinkedIn Corporation © 2014.
- Yahoo, for the use of the Flickr logo. Reproduced with permission of Yahoo. ©2013Yahoo. FLICKR, the FLICKR logo, YAHOO and the YAHOO logo are registered trademarks of Yahoo.

Teaching Online:

'Studying online: A guide for students' by Phylise H. Banner

- Dr. Jeff Seaman and the Babson Survey Research Group and Quahog Research Group, LLC, for the use of material from Allen, I. E. and Seaman, J. (2013) *Changing Course: Ten Years of Tracking Online Education in the United States*, Needham, MA: Babson Survey Research Group and Quahog Research Group, LLC. Available online at www.onlinelearningsurvey.com/reports/changingcourse.pdf [accessed August 9, 2013].
- Open University Press, for the use of material from Talbot, C. *Studying at a Distance. A Guide for Students*, 3rd ed. © 2010. Reproduced with the kind permission of Open University Press. All rights reserved.
- CAEL, Dr. Kolb and Alice Kolb, for material adapted from Kolb, A. & Kolb, D. (2009) 'On becoming a learner: The concept of

learning identity' in *Essays on Adult Learning Inspired by the Life and Work of David O. Justice. Learning Never Ends*, CAEL Forum and News: pp.5-13. Available online at www.learningfromexperience.com/media/2010/05/on-becoming-a-learner-the-concept-of-learning-identity.pdf [accessed August 5, 2013].

- The Sloan Consortium, for the use of material from Fetzner, M. (2013) 'What do unsuccessful online students want us to know?', in *Journal of Asynchronous Learning Networks* 17(1), pp.13–27; for the use of
- Swan, K. & Shih, L-F. (2005) 'On the nature and development of social presence in online course discussions', in *Journal of Asynchronous Learning Networks* 9(3), pp.115–136.
- Taylor & Francis Group, LLC, a division of Informa plc, for the use of material from copyright © 2012 *Supporting Students for Success in Online and Distance Education*, 3rd ed. by O. Simpson. Reproduced by permission of Taylor and Francis Group, LLC, a division of Informa plc.
- Luciano Passuello, for the use of *15 Time Boxing Strategies to Get Things Done* [online article]. Available at www.litemind.com/time-boxing [accessed 9 January 2014].
- Taylor & Francis LLC, for the use of content from copyright (1989) 'Editorial: Three Types of Interaction' by M. G. Moore. Reproduced by permission of Taylor & Francis LLC (www.tandfonline.com).
- Taylor & Francis Ltd., for the use of content from D. C. Hillman., D. J. Willis, and C. N. Gunawardena (1994), 'Learner-interface interaction in distance education: An extension of contemporary models and strategies for practitioners', *The American Journal of Distance Education*, 8(2): pp. 30-42. Reprinted by permission of the publisher, (Taylor & Francis Ltd., <http://www.tandf.co.uk/journals>).
- Elsevier, for the use of content reprinted from *The Internet and Higher Education*, 10(1), Alfred P. Rovai, 'Facilitating online discussions effectively', pp. 77-88, copyright 2007, with permission from Elsevier; for the use of content reprinted from *The Internet and Higher Education*, 14(3), Sang Joon Lee, Sandhya Srinivasan, Trudian Trail, David Lewis, Samantha Lopez, 'Examining the relationship among student perception of support, course satisfaction, and learning outcomes in online learning', pp.158-163, copyright 2011, with permission from Elsevier.
- Dr. Martha Snyder, for material from Snyder, M. M. (2013) *Ten Discussion Forum Etiquette Tips* [unpublished document], Ft. Lauderdale, Florida: Nova Southeastern University.
- Cambridge University Press, for the use of content from Brown, P. & Levinson, S. (1987) *Politeness: Some Universals in Language Usage*, Cambridge: Cambridge University Press.
- Professor Mark Brown, for the use of material from Brown, M., Keppell, M., Hughes, H., Hard, N., Shillington, S., & Smith, L. (2012) 'Student Guide: Seven Habits of Highly Effective Distance Learners'. Available online at www.wikiresearcher.org/images/d/d8/137425_Brochure_h_res.pdf [accessed August 5, 2013].
- Anderson, M.S (2013) *Research Integrity: Social and Behavioural Sciences* [online course], London: Epigeum © Epigeum.

Every effort has been made to contact copyright holders of material reproduced in this product. We would be pleased to rectify any omissions in subsequent editions of this electronic product should they be drawn to our attention.

Photographs/images

Unless otherwise credited within the course pages, all images have been reproduced with permission from the **Fotolia** image bank.

Entypo pictograms by Daniel Bruce – www.entypo.com

Websites

The websites used in this product were correct and up to date to the best of our knowledge at the time of publication. Epigeum accepts no responsibility for the content of external websites, and nor does a link or a mention of such a website imply endorsement or approval.

Video interviewees

All job titles that appear in video straplines and transcripts were correct at the time of filming.

Epigeum would like to thank the family of Dr Bruce Chaloux (1948-2013) for allowing us to use the footage from his interview, recorded in September 2013. He was greatly enthused by the *Teaching Online* project and we were blessed to have benefited from his vast experience and expertise.