Being an Online Lecturer

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Online Educators

• Capturing the experiences of online educators

• Exploring discussion board dialogues

• Sharing examples from practice
Capturing the experiences of online educators

• Observation of online practice using data

• Ethnographic stance in approaching the data in the online space

• Interviews and a focus group to co-construct understanding of the lived experiences of online educators
How much experience do you have as an online educator?

- None or very little
- A few months
- About a year
- About five years
- Ten years or more
How much experience do you have as an online educator?

- None or very little (A)
- A few months (B)
- About a year (C)
- About five years (D)
- Ten years or more (E)

- Ten years or more
- None or very little
- About five years
- A few months
- About a year
Online lecturers participation

• “I know I respond really quickly in an online context because I live online, I’m online all the time … I am intravenously connected to my phone which has my work e-mails coming through to it…”

• “I think a lot of our online modules are courses that just don’t sleep … they’re expecting feedback really quickly and I think there’s an expectation that you will be a constant presence”

• “reacting very quickly to student responses means that you get more feedback”
Online lecturers experiences

“Online you don’t see their face, you can’t hear their tone of voice”

“Conversation ... that doesn’t happen naturally on a discussion board”

“You have to be connected to a human being ... that there’s a human being there, I’m there”
What is the educators role when facilitating module discussion boards?

Confirm, consolidate or challenge knowledge and understanding of module content, concepts etc.

Encourage students to participate - develop student’s confidence to post, self-esteem, emotional well-being

Facilitate dialogue - draw together the discussion and stimulate further posts
Comparing online discussions

Affect

Knowledge

Dialogue
Comparing lecturer comments

<table>
<thead>
<tr>
<th>Affect</th>
<th>Knowledge</th>
<th>Dialogue</th>
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<tbody>
<tr>
<td>‘Many Thanks Jo for sharing your thoughts’</td>
<td>‘You are on the right track re- ... It is the ... which has the greatest impact’</td>
<td>‘Thanks for these thoughtful postings ... It is a hugely worrying situation ... You looked at... What do you think ... Many people have ... Does anyone want to add to this?’</td>
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<tr>
<td>‘You are making good progress here...’</td>
<td>‘But careful when you talk about the ... at the end of the last ... the first ... cycle has a ...’</td>
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<tr>
<td>‘Keep at it Molly, you are getting there’</td>
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Knowledge – Confirm, consolidate or challenge knowledge and understanding of module content, concepts etc.

Affect – Offer support and reassurance - develop student’s self-confidence, emotional wellbeing

Dialogue – Draw together the discussion and stimulate further discussion.
Developing Pedagogy

Examples:

• ONE: Affect - Webinars

• TWO: Dialogue - Collaborative Modules

• THREE: Knowledge - Undergraduate Portfolios
Webinars
Foregrounding Affect:

- Shared Whiteboards
- Break-out rooms
- Timers
- Polls
- Video / Audio
Collaborative Modules
Foregrounding Dialogue:
Asynchronous module activities
Foregrounding Dialogue: Dynamic dialogic spaces

**Full collaboration** — tasks and ongoing discussion collaboratively completed in webinars or chat rooms

**Partial collaboration** — tasks carried out individually alongside discussion in webinars or chat rooms

**Collaborative Reflection** — tasks carried out individually, groups meet to reflect on progress
Digital Portfolios
Foregrounding Knowledge:

X1034 Portfolio
EXAMPLE

My Skill Development

During the module I have developed a range of digital skills. Digital skills are important because they are used widely in education settings. I can now engage with a range of digital texts and use multimedia to deepen my own understanding and present important information to others. The digital context enables anyone to publish their work. I have developed a range of skills to check the validity of online information. I have also started a Learn to Code online course as coding is a useful skill for children to learn.

Checking the validity of online sources is very important as not everyone on the internet is trustworthy. This also connects to my literacy development as when I am searching for information online I need to be discerning and use similar skills to those I developed in Literacy. Understanding how code works supports me to do this. Through undertaking an online module in coding I understand how web-pages are created. I also learnt about the ways in which web searches can be manipulated.
Current Context

Commodification

Neo-liberal and consumerist discourses

Responsibility of online educators – boundaries, balance, wellbeing
Foreground Purpose and Pedagogy

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