#OpenTeach:
Professional development for Open Online Educators

Project Team
Needs Analysis
“I think for me the best tutors that we’ve had have been very proactive and communicated with us in the forums. I think our anxiety levels are lowered because we understand that other people have the same types of questions that we have and I like tutors that, I think I just like a lot of contact. They contact us a lot. So, they let us know what their expectation are and are very responsive.” (Student A)
Teaching Online is different....
<table>
<thead>
<tr>
<th>Effective online teaching</th>
<th>Competencies</th>
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</thead>
<tbody>
<tr>
<td>Presence</td>
<td>Communication  Modelling online behaviours  Cordial learning environment  Expectations  Listen to students</td>
</tr>
<tr>
<td>Facilitation</td>
<td>Facilitate interaction  Promote interactivity  Encourage cooperation  Resolve conflict  Encourage active learning  Implement instructional strategies</td>
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<tr>
<td>Supporting students</td>
<td>Feedback  Monitor student progress  Time management  Manage learning environment  Content knowledge  Responsiveness</td>
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Social presence

Facilitating discussion

Supporting students

Live online teaching
Designing the course
Scenario Based Learning

@ABC_LD tweet description of #openteach teaching online is different! Learn how to best engage your online students. @DrJamesBrunton @Clare_Gormley @cnishe @sammi_trev @eam0 @glynnmark
Eimear is thirty three years old and has been working in the OEU, as a tutor, for nearly three years. She works in IT, in a private firm.

Eimear tutors both to enhance her CV, and because she enjoys it. Of course the money helps pay the mortgage!

Eimear completed a masters in IT applications about 7 years ago, on a part time basis, while working in IT. The course was mainly delivered face to face, but she did do one module that was partly online.

Eimear never reports any problems with the technology, she sorts them out herself. When she has issues with the VLE, or needs more information on assignments she will consult the OEU team.

Eimear has attended some of the OEU introductory online sessions, she is always willing to implement any new teaching techniques suggested. But her time is precious.
DCU Loop Version of course
Eimear’s Dilemma

Activity 1 (10 minutes)
- What should Eimear do?
- Groups, A3 sheet with prompts
- Resource for support material

Activity 2 (10 minutes)
- What do you think of the course materials?
- Individual, A3 sheet with prompts

Today's Activity – Social presence (draft!)
Meet Eimear

Eimear is a bit worried about this year's change to fully online. She is nervous about how she will get to know her students and how to support them without meeting them on campus. Last year she found it difficult to get the students involved in online activities, but she used the face to face classes to prompt more online interaction. The course starts next week, and the first live online tutorial is in two weeks. She would like to get some sense of her students and their backgrounds before the online class.

What should I do?

1. Look up the student profile on the VLE and then ask them more details in the first online class
2. Create a dedicated Discussion Forum in your VLE where you and the students can share short bio’s and aspirations for the course.
3. Run an icebreaker exercise in a dedicated Discussion Forum in your VLE where you and the students can get to know each other
4. Or is there something else you could do?
What did you suggest?

How can social presence be established and maintained in online courses?
Go raibh maith agaibh