The Art of Teaching

A PUBLICATION OF THE TEACHING CENTER, BELMONT UNIVERSITY

THE SLOAN-C FELLOW INITIATIVE AT BELMONT UNIVERSITY

Belmont University’s Teaching Center is in its third year of the Sloan-C Pedagogy and Technology Initiative, begun by former Teaching Center Director Merrie King and continued under the oversight of current Director Mike Pinter and Assistant Director Jason Lovvorn. Most notably, the program consists of sponsoring Sloan-C Fellows in workshops aimed at the improvement of teaching practice involving online venues or technological tools.

The Sloan Consortium is an international leader in online pedagogy, and Sloan-C Fellows at Belmont have benefitted from an array of teaching workshops on everything from course design to specific technological platforms to more abstract topics like student engagement. In addition, three Belmont faculty members to date have taken the next step and are pursuing the Sloan-C Online Teaching Certificate—a course of study that includes a nine-week Foundations course, three related elective workshops and a course-design portfolio.

This edition of the Art of Teaching newsletter offers insights into technology and teaching by several of Belmont’s Sloan-C Fellows. In the selections that follow, past fellows address online pedagogy and digital tools, often through the lens of their Sloan-C workshops and course work.

Please note: Any Belmont faculty currently interested in becoming a Sloan-C Fellow should contact Teaching Center Assistant Director Jason Lovvorn (jason.lovvorn@belmont.edu).

MAKE THE SOCIAL SHIFT AND ENGAGE STUDENTS BEYOND THE CLASSROOM

Kevin S. Trowbridge, Assistant Professor of Public Relations

As a teaching institution, Belmont prizes the faculty’s engagement with students both inside the classroom and beyond. And with today’s emergent social media capabilities and increasingly connected students, the opportunities to connect, interact and collaborate have never been greater.

A recent study released by Pearson and the Babson Survey Research Group found that nearly two-thirds of higher education faculty members are using social media for personal activities but only about one-third are using it for instruction. The results clearly reflect an increasing adoption of social media among faculty members for personal, professional and instructional purposes across academic disciplines and demographics (Moran, Seaman & Tinti-Kane, 2012).

TECHNOLOGY FOR TEACHING & LEARNING

In 1967 Marshall McLuhan observed: “There is a world of difference between the modern home environment of integrated electric information and the classroom. Today’s television child … is bewildered when he enters the nineteenth-century environment that still characterizes the educational establishment where information is scarce but ordered and structured by fragmented, classified patterns, subjects, and schedules” (2001, p. 18). For many classrooms even in the 21st century, McLuhan’s astute observation remains accurate.

From chalkboards and overhead projectors to interactive whiteboards and multimedia presentation systems, classroom design has evolved with instructional technology designed to engage the students in the learning space. For decades most of the advances in instructional technology have kept the instructor at the center of the stage maintaining control and direction of the students’ learning process.

However, the prevalence of personal, mobile technologies now being carried by our students (e.g., laptops, tablets and smartphones) reflects a shift in the culture of digital native learners. As a result, educators must choose either (a) to fight a persistent battle to ban students from using the digital devices in the classroom or (b) to embrace the technology for teaching and learning with the always-connected learners.

SOCIAL MEDIA SHIFTS

Karl Fisch (2006) described a societal shift that was occurring and affecting learners (and educators). His short PowerPoint presentation set to music and titled “Did You Know?” was intended simply to start a conversation among his teaching colleagues at a Colorado high school. However it quickly went viral and continues to be updated with compelling data about the dynamic nature of society vis-à-vis technological advancements.

One of the most notable results of Web-based, mobile technologies has been how users have quickly seized the tools to assume more active roles in the production as well as the consumption of content around which people interact. Relationships are the heart of social media, which encompasses the myriad of interactive platforms through which individuals and communities create and share multimedia content. Social media is interaction-driven and user-controlled around user-generated content. Among the most popular social media tools are Facebook, Twitter, Instagram and Pinterest. But there are hundreds—even thousands—of Web-based tools for consumption, curation, conversation, collaboration and creation.

Unlike traditional media, social media is characterized by an emphasis on personalization. Thus, I find myself abbreviating “social media” as “SoMe.” This fitting contraction serves as a constant reminder not only of the nature
of the media but also the expectations that are being fostered among the
digital native generation that is coming of age with the new media itself.

It’s important to note that while social media continues to expand, traditional
media have not disappeared but are being augmented to support Henry
Jenkins’ concept of convergence culture. In *Convergence Culture: Where
Old and New Media Collide*, Jenkins (2006) posited, “Media convergence is
more than simply a technological shift. Convergence alters the relationship
between existing technologies, industries, markets, genres, and audiences”
(p. 15). The relationships among teachers, students and our academic
subjects are equally being altered. Signifying the convergence culture, social
media simultaneously reflects and facilitates a paradigmatic shift in users’
expectations of media interactions as summarized in the following table.

### Contrasting Characteristics of Traditional and Social Media

<table>
<thead>
<tr>
<th>Traditional Media</th>
<th>Social Media</th>
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<tr>
<td>One-way Communication</td>
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<td>Connectivity</td>
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**BENEFITS OF ENGAGING STUDENTS WITH SOCIAL MEDIA**

Erik Qualman (2011), author of *Socialnomics*, created the popular video
series titled “Social Media Revolution.” Highlighting research on how people
use technology to interact with one another as well as with information,
Qualman insisted that “we don’t have a choice on whether we DO social
media, the question is how well we DO it.” While his target audience for
much of his work is the business world, Qualman’s declaration is germane to
the educational institution and its faculty who seek to remain functionally
relevant in a changing media landscape.

While there are many benefits of using social media to engage students, the
following three are foundational to taking the plunge to integrate social
media into your pedagogical arsenal:

1. **Engage students in a familiar and shared space.** For centuries the formal
   learning environment—the school as well as the classroom—has been a space
   controlled by those in authority. Social media changes that. Social media
   is not just second nature to most of our students; it is natural for them.
   However, the social media space isn’t exclusive to digital natives. As digital
   immigrants, instructors can use the tools of social media to engage the digital
   natives in a shared space.

2. **Extend learning beyond the classroom.** As faculty, we have the opportunity
   and responsibility to engage our students in the learning process. Engagement
   involves more than our interactions during class meetings or office hours. It’s
even more than participating in on- and off-campus projects (e.g., service
learning and extra-curricular activities). Learning is no longer confined to the
formalized blocks of time when we gather face-to-face. Through continuing
engagement through social media, we can facilitate and participate in non-
stop learning.

3. **Model effective uses of social media for learning.** A myriad of opinions
debate the effects of our hyperconnectivity on our brains, sanity and
relationships. Our responses tend to fall into one of three categories: We can
completely disconnect, immerse or strive for a balance. As digital immigrants
and mentors to our students, we have an opportunity to model effective
uses of social media for personal and professional growth. We can assist
students in finding a balance in their online and offline time, demonstrate
how to build a personal learning network for life-long learning, and facilitate
countless opportunities to collaborate and share their newly discovered
knowledge with others through relevant experiential learning using tools that
are readily accessible.

*Trowbridge is a self-proclaimed “social media enthusiast” (evangelist might be a
more accurate description) and an Assistant Professor in the Department of Public
Relations. He teaches courses in social media and public relations research as well as
First-Year Seminar. As an inaugural Sloan-C Fellow at Belmont, he participated in
the online course “Engaging Students with Social Media” in Fall 2011.*

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HOW THE LENS OF ONLINE TEACHING CAN IMPROVE YOUR TRADITIONAL COURSE
Lauren Lunsford, Associate Professor of Education

Last January, I began the Sloan-C Certificate program with the nine-week Sloan-C Foundations Course. I entered the Foundations course a little bit unsure of what to expect and, honestly, unsure of how the material in the course might contribute to my courses, seeing as none of the courses that I teach are fully online. But I had taken one workshop as a Sloan-C fellow and wanted to learn more about the available online tools that would keep my students engaged! I fully expected to finish the certificate program with all of the bells and whistles in my course that would impress even the most tech-savvy millennial.

The most valuable elements of the course were quite surprising though. Rather than solely exploring the bells and whistles of technology, this course involved examining the true foundations of my course materials. Teaching online requires that you adopt a new lens for course design and presentation. Online students expect to have all relevant information communicated to them digitally via course documents rather than through discussions with professors. Within the world of online teaching, the face-to-face time that we have with our students begins to feel quite luxurious as online teaching requires a level of clarity and efficiency without one-on-one explanations to which I am accustomed.

By imagining that I did not have face-to-face time with my students, I was forced to provide an incredible amount of detail and clarity in my course documents. The old standby—“this will be explained more in class”—no longer applied. At times this part of the course felt like an exercise in losing one of my five senses, and I realized how valuable that face-to-face time is and how much I rely on it. While online courses certainly have the capabilities to provide a Q&A session via Google Hangout or the like, it is imperative that materials and tasks presented to students are of the utmost clarity. As a result of my Sloan-C experience, I spent time examining each document in my course and paying close attention to the information that I was conveying to my students. Further, as part of Sloan-C Foundations classwork, I shared my course documents with other faculty across the country to receive their feedback on the information in my assignments. Students (and the reviewing faculty) should be able to glean the necessary information for the assignment solely from the documents and associated rubrics. Achieving this kind of transparency and precision was a challenging task, and the process was invaluable for fine-tuning my course.

Perhaps the most difficult element of the Foundations course (but in the end one of the most helpful), was the assignment that required us to identify the specific learning objectives for EACH of our class sessions. Wow. I had previously been working hard to focus on the specific learning outcomes for each of my courses, and scaling down to a new level of detail was pretty difficult. Honestly, I can’t imagine tackling this level of detail for each class when teaching a course that meets three times a week. However, I learned that thinking about class sessions in clusters and then assigning learning outcomes to those clusters can really help “map” students toward final, overall learning outcomes. Going through this exercise and pinpointing outcomes for each of my weekly class sessions made my course material much more efficient and functional for my students. My syllabus now indicates exactly which learning outcomes we’ll be focusing on each week. I should add that, since I’ve been using this method, I’ve already found myself having to make changes to each class’s focus as we move through material. This process has made me concentrate much more on my students’ learning outcomes rather than simply “what we’ll talk about that day” or what the class topic is. What began as a course in online teaching turned out to be a much-needed exercise in course design and assessment.

In summary, I think that my most valuable lessons involved how important clarity is in course design as well as how precious face-to-face time is. This process brought an added level of clarity and precision to my course materials that I hope my students will appreciate. Moreover, going through the process of imagining my class without face-to-face time made me realize exactly how critical that time is for getting to know my students and engaging them in meaningful dialogues. These connections and discourses are the elements that separate us as teachers and make our Belmont teaching community truly great. In the end, I believe I am more of an advocate for hybrid education—one that embraces BOTH online elements as well as meaningful face-to-face time.

I would recommend the Sloan-C certificate program to all faculty, whether they are planning on teaching online courses or not. The benefits to this program were well beyond the virtual teaching community. In the end, I have been able to look at all of my course materials through different lenses, develop a deeper appreciation for the time that I have with my students and add quite a few nifty technology tools to boot!
Between recently completing an online graduate degree and co-facilitating an online course in Community Health, I knew a thing or two about teaching in the online setting. From a student’s perspective, I knew a good online teacher from an apathetic one. I knew when the teacher was engaged; I knew when the teacher was emotionally absent from class most of the time. I learned most when the teacher was personal, interactive and exhibited some humor from time to time.

From an educator’s perspective, I knew too well the missing nuances and absent tones of voice in online learning that can lead to misunderstood attitudes. I knew students’ tendencies to answer in ways they thought I wanted to hear. I knew the downsides of online learning and considered them to be inevitable to a degree; however, the title of this workshop, “Using Your Personal Teaching Style in the Online Classroom,” intrigued me enough to check out the possibility that there might be help to become a better online teacher.

The workshop involved input of all kinds, as online teachers from around the world joined in online discussions facilitated by a seasoned instructor. The discussions were lively, challenging and encouraged networking and idea-sharing among the participants.

Among the practical help I gained from the workshop were how-to ideas for conveying friendliness, using storytelling, inserting planned/unplanned humor and making the appearance of the course more personal and inviting. I have been able to consciously incorporate each of these ideas specifically in responding to students’ discussion posts and written assignments. I made small changes to the appearance of my course home page to make it more warm and personal. It takes more time to respond personally to students, but their responses show more engagement and appreciation of the subject matter. I appreciate the opportunity to take the Sloan workshop. Networking with other online teachers was a priceless experience!

I began my new journey—to learn about online learning—by joining the facilitator of the course, New to Online: The Essentials, for an engaging overview of the workshop topic. During the original live session, I, along with the other students, had the opportunity to begin learning about key research, discuss ideas, ask questions and interact with fellow students. I gained important insight about how the course (and other online courses) would be taught. Further, I made important connections with the other participants. The course objectives were well-defined, verbally during the introductory section as well as in writing.

As a class, we looked at online course design and roles and expectations for online courses—tenets which set the stage for how any online course should be developed. We watched videos and read many articles discussing the general topic of how to transition to online teaching. Focus was placed on active learning and student-faculty interaction. Also, a great amount of time was spent discussing how to provide timely responses to students in an online environment.

We also covered current research that relates to online teaching and examined the increase in online courses at many universities. From digital libraries provided by the workshop, we were able to review research which was most interesting to us individually. In addition, we discussed concerns over implementing online courses. Some concerns centered on how to overcome a lack of technical knowledge of computers and programming, how to best evaluate students in an online community and how to interact online.

I appreciate being given the chance to take the class entitled New to Online: The Essentials. It was a well-presented course in which I was introduced to programs being established in the online world, as well as the research about online teaching. The amount of coursework and the time given to complete same was acceptable, and the instructor was readily available to respond to any questions or comments we might raise. It was well worth my time to learn more about online teaching and online learning, much of which will be implemented in my current courses.

This introductory course created in me a desire to learn more specifics about online teaching and learning, such as programming, syllabus writing, audio and visual software, and tablet usage. The course also reminded me that online teaching is just beginning, and it is certainly the way of the future of education. Most importantly, taking the course gave me confidence in my abilities as an online facilitator. And, I am excited to learn more about online learning so that my knowledge base and confidence grows!
The Art of Teaching

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As a class, we looked at online course design and roles and expectations for online courses—tenets which set the stage for how any online course should be developed. We watched videos and read many articles discussing the general topic of how to transition to online teaching. Focus was placed on the need for online courses to be engaging, interactive, and collaborative. We discussed the importance of creating a welcoming and supportive online environment.

The workshop involved input of all kinds, as online teachers from around the world shared their experiences and insights. From an educator’s perspective, I knew too well the missing nuances and subtleties of online teaching. From a student’s perspective, I knew a good online course was one in which the teacher was engaged; the teacher was visible and approachable. The teacher from an apathetic one. I knew when the teacher was engaged; I knew when the teacher was emotionally absent from class most of the time. The workshop provided a good overview of the workshop topic. During the original live session, I, along with the other participants, had the opportunity to begin learning about key concepts and strategies for online teaching.

Provided by the workshop, we were able to review research which was the increase in online courses at many universities. From digital libraries to online environments, the amount of coursework and the time given to complete it were generous. The course objectives were well-defined, verbally during the introductory section as well as in writing.

This introductory course created in me a desire to learn more specifics about online teaching and online learning, much of which will be implemented in my current courses. The Essentials. It was a well-presented course in which I was introduced to the use of social media and technology for teaching and learning. Notice the similarities to Bloom’s Digital Taxonomy.

1. Categorize social media tools by their primary functions and purposes. Notice the similarities to Bloom’s Digital Taxonomy.

2. Begin to use social media for your own professional development.

3. Create a network of colleagues with whom you can share best practices related to the use of social media and technology for teaching and learning.

4. Discover experts in your field of study and curate lists of those experts (e.g., using Twitter, Facebook, blog rolls, etc.) to share with your students.

5. Take advantage of seasonal breaks (i.e., winter, spring, summer and fall) to learn and experiment with new tools.

6. Begin to use the new social media tools to create and share content of your own (i.e., through blogging, tweeting or sharing some instructional content).

7. Don’t rush to do it all at once. Gradually add social media tools to your pedagogical toolbox. Consider starting with one class and explain to your students that you’re experimenting with something new.

8. Seek feedback from the students on what’s working and what’s not.

9. If it doesn’t work or if you become frustrated, don’t give up. Modify and try it again.

10. Realize that no one is a guru in using social media. Some have done it more than others, so learn from them. This embodies the slogan adopted by the Social Media Club: If you get it, share it.

10 STEPS TO ADDING SOCIAL MEDIA TO YOUR TEACHING TOOLBOX

by Kevin S. Trowbridge

Realizing the potential value of social media for learning is just the first step to integrating it with your pedagogical strategies. Since there are hundreds of social media tools from which to choose, it can easily become overwhelming. Consider these tips as you get started with the journey:

Social Media Tools for Teaching & Learning

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples of Tools to Get You Started</th>
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<tbody>
<tr>
<td>Consumption</td>
<td>Google Reader (RSS aggregation); Twitter (microblogging); WordPress (blogging)</td>
</tr>
<tr>
<td>Curation</td>
<td>Evernote, Pinterest, Storify, Delicious (social bookmarking)</td>
</tr>
<tr>
<td>Conversation</td>
<td>Facebook Groups, Twitter (social networking); Skype, Google Hangouts</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Google Apps, Dropbox, Zoho</td>
</tr>
<tr>
<td>Creation</td>
<td>WordPress, Blogger (blogging); PBWorks, Wikispaces (wikis); Prezi, Slidesocket (presentations); YouTube, Flickr, Slideshare.net (media sharing)</td>
</tr>
</tbody>
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Flickr, Slideshare.net (media sharing) (wikis); Prezi, Slidesocket (presentations); YouTube, Flickr, Slideshare.net (media sharing)
SLOAN-C WORKSHOP: FAIR USE AND THE TEACH ACT, A CLOSER LOOK
Jenny Rushing Mills, Coordinator of Reference Services, Bunch Library

I took this course because as a librarian I get a lot of questions pertaining to issues of copyright and fair use. Although Belmont’s Office of University Counsel has a policy on copyright, faculty still struggle when trying to determine “fair use.” The library faculty would like to work with University Counsel in order to offer more practical guidance and possibly training sessions to ensure that we are in compliance, especially when it comes to the use of library resources. Although I was hoping for more definitive answers from the course, I did take away a much better understanding of fair use and the Teach Act and discovered some excellent resources that will help us make sound, well-informed decisions when questions do arise.

Fair Use and the Teach Act in Nutshell: Fair Use allows you to use copyrighted materials without permission, but it is not sufficient to say that the use is for educational purposes and therefore fair use. A four-factor test must be applied and a balanced judgment must be made. The four factors are:

1. Purpose or character of the use (educational or commercial)
2. Nature of the work used (published vs. unpublished; factual vs. creative)
3. Portion or amount of the work used
4. Impact on the market for the work (including the market for permissions)

The Teach Act (2002) revises copyright law to allow accredited, nonprofit educational institutions additional opportunities for using copyrighted materials for teaching and learning, especially for distance education. To use copyrighted works in Blackboard instructors must reasonably:

• limit access to copyrighted works to students currently enrolled in the class;
• limit access only for the time needed to complete the class session or course;
• inform instructors, students and staff of copyright laws and policies;
• prevent further copying or redistribution of copyrighted works

It is important to note that the Teach Act only covers use of materials during class time such as a movie clip or poetry reading. It does not cover materials an instructor wants their students to read, study, watch or listen to outside of class. For that, we must continue to rely on fair use.

Acceptable uses include making copies for one-time distribution to students in class or linking to an article from a library database in Blackboard. In my experience, most problems arise when the use does not meet the tests of “brevity,” “spontaneity” and “cumulative effect.” For example, permissions are required when materials are not owned by the library and are repetitively copied and used by the same teacher from term to term, whether in print or in Blackboard.

Sue Maszaros, Unit Head for Library Systems & Collections Management, and I have created a Copyright and Fair Use LibGuide that will provide links to many of the resources I discovered through this class: http://belmont.libguides.com/copyright. The library faculty will add to this guide and will plan additional programming next year to help faculty with fair use questions. In the meantime, feel free to contact us with any questions you have.

REFLECTION ON MERLOT 101
Lauren Lunsford, Associate Professor of Education

Online or hybrid courses? Synchronous or asynchronous courses? Coursera, EdX, or Khan Academy? Web 2.0, anyone? How do we integrate this swirl of information into our courses to make them “web enhanced” and actually make our courses better?

We all feel the pressures to keep our classes innovative and engaging, and these expectations can feel daunting as we find our students arriving in our classes with more and more tech skills each year. The Sloan-C Fellows program, facilitated by the Belmont Teaching Center, has been an amazing vehicle for working towards better technological proficiency. As a Sloan-C Fellow I took part in a workshop entitled “Merlot 101,” and the rewards were two-fold: I learned a great deal as a student in an online learning environment and at the same time I found a great platform to technologically enhance my own coursework.

As a teacher I often wonder if online sessions that I’ve conducted were truly engaging and meaningful or if they were simply a shortcut for students and akin to a correspondence class. As I participated in this workshop, I learned a great deal just from being a student in an online learning environment. It was very clear which students participated a great deal and brought insightful thoughts and questions to our group, as opposed to the students who merely completed the requisite “one post, one reply” to the discussion board and posted assignments at the last minute. Because the environment was so collaborative the “slackers” were even more evident.

Just like learning in our classrooms, students get out of the experience what they bring to it, regardless of whether the class is held in a brick and mortar building or in an online community. I completed the workshop feeling confident that online learning experiences can be done well and that I could do them well, but that the process puts more responsibility on the learner than is typical in a traditional classroom.

The content that I was able to glean from the experience also impacted my teaching a great deal. Merlot.org is a fantastic portal for assignments, papers, videos, learning modules and other materials that are submitted and evaluated by other university instructors. I have found a number of resources that I have used in my courses, and I have had a number of my graduate students sign up and utilize the site. I found the content provided by my Sloan-C Workshop to be incredibly helpful. Still, however, I think that playing the role of a student in an online environment is really what brought the most insight for me as an instructor.
Teacher presence has been shown to increase effectiveness of student outcomes, but teacher presence in online learning environments was a mystery to me until recently. Although substantial literature speaks to the importance of presence in online learning, I never encountered a clear definition of online presence until last fall when I had the opportunity to take a Sloan-C seminar entitled "Personal Teaching Style." The focus of the seminar included means by which instructors can personalize the design and delivery of their online courses, strategies for becoming familiar with the dynamics of an online classroom and ways to develop a strong sense of community in your online classes.

This reflection shares my new understanding of the critical topic of presence and speculates about future changes in the teaching/learning on-line venue. Three areas of insight regarding teacher presence will be discussed; these are design and organization of the course, facilitation of discourse in the course, and the scholarly exchange of the knowledge to direct learning.

DESIGN AND ORGANIZATION

My first insight about presence in the classroom involved redefining the role of the teacher in creating the online environment for learning. New knowledge reflects how teacher presence begins before any course design and planning occurs. Course presentation is critical in transmitting teacher presence and the personality of the instructor. Often, students view our courses first through the course homepage. This initial look allows students to see the instructor’s appropriate use of the technology and provides enticement for engaging in learning.

During my Sloan-C workshop, a rather revealing learning experience was an assignment to post my own course home page for others to see and evaluate. I discovered that I send a very impersonal image through my course home page. The home page consisted largely of content/syllabus folders and contained little personality or enticement to the student. The home page got down to business without any orientation on how to manage course content. Furthermore, if students were evaluating my expertise in technology, they would assume that I was not technologically fluent, and even worse, they would find that the course home page was difficult to navigate. This was my first lesson in the lack of presence.

Although I was happy with the organization of the course, I would frequently get student questions on where to find things. In my Sloan workshop, I learned that the organization needs to be more public, and I see better now why there were so many questions about locating class files. A prior course that I took for online teaching suggested a video with detailed instructions on how to navigate the course. In future courses I want to add greater detail up front on how to navigate course content and thereby increase my class presence.

Changes to the home page might include adding some of my personality since a more personal touch might be helpful to draw in learners. This addition would reveal some characteristics about me as the teacher, rather than just present students with a bunch of folders. I might also include an image and more descriptive explanation of how the course works on the home page. These changes will ideally make students feel wanted in the course.

FACILITATING DISCOURSE

Facilitating discourse helps to maintain interest and motivation in the course. The Sloan-C seminar discussed how teachers often employ our full personalities in the face-to-face teaching, but then become very impersonal in our online presentation. Full engagement in the learning activities increases the learner’s motivation.

As part of my workshop, I reflected on how I am quite animated in my in-class sessions, often sharing personal practice stories and frequently using humor. My trademark is to learn student names after the second class period and address them by name the entire semester. This personal discourse often connects students to the learning environment and increases their commitments to not only their own learning, but also to the instructor.

In my online environments, I share little about myself as a person. In addition, because I was not seeing the students in class, it was difficult for me to learn their names, and I could not recognize them when they came to my office with comments or questions.

I took to heart the idea that there needs to be more sharing of discourse and more strategies to help students connect with me and with the other learners in the course. This improvement can be done through discussion board postings and through other personal communications with the instructor and with other students. Key to this process is how the course presentation reflects the personality of the teacher and encourages personal dialogue with the instructor.

SCHOLARLY EXCHANGE OF KNOWLEDGE

Finally, there is teaching presence which actually includes the scholarly exchange of the knowledge in order to direct learning. We teachers are often very good at showing our organization in online courses, but we lack ways to show our teaching expertise. Many students comment on their evaluations that they feel as if they are teaching themselves. This issue may be because we lack a sound teaching strategy in skillfully presenting our knowledge and understanding.

Currently I use Tegrity videos as a mode for lecture, but even though I create the videos, the student ultimately decides to use them or not. Additionally the impersonal nature of the videos might give the impression that there are no means to dialogue with the instructor.

In revising my class presence, instructional strategies for sharing knowledge might include more descriptive comments in student feedback which serve to clarify and expand thinking. In addition, some of the aforementioned, different modes of interaction could expand sharing of knowledge and dialogue between me and my students. These strategies might include podcasts and synchronous lecture activities.

FINAL THOUGHTS

This seminar went way too fast, compressing the entire course into seven days. However, I am very appreciative of the opportunity availed to me by the Belmont Teaching Center. I recognize that this experience provided me with a number of necessary tools in the areas of design and organization, discourse facilitation and scholarly exchange of knowledge. I anticipate using these skills to further enhance my presence in my online learning environments in an effort to foster more positive learning outcomes for my students.
FROM HERE TO ANYWHERE

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