

The Pedagogy of Teaching On-line: A Hybrid Approach

(An on-line course and module)

Spring 2005 ACS Technology Proposal

Monique Head, Instructional Technology Consultant
Department of Educational Services, Morehouse College

Background: Rationale for Overall Project

With the continued technological advances in on-line learning, the use of on-line instructional tools has been integrated, in some form or another, into almost every facet of learning. This is especially true within the realm of higher learning institutions. The use of the tools themselves comes with ample directions and/or guides, describing the use of the tools, from a technical point of view. These guides focus on the specific functionality of the program or system. They rarely go into the application of the product, or its use with on-line instruction in association with the on-ground experience.

Furthermore, the training on how to appropriately integrate these tools with the pedagogy of teaching in the traditional sense has been overlooked. A common and unique dilemma that most institutions of higher learning find themselves facing is that of having professors who are subject-matter experts in their fields, but who have not been adequately prepared as to the pedagogy of teaching in and of itself. Secondary instructors in many cases have the opportunity to receive direct coaching on the “art of teaching”, as well as the content for the course, but many college professors find themselves thrust before a class of 50 or more students with only a roster and text book in hand.

One can find information scattered over the internet concerning research on the pedagogy of teaching on-line; and one can find courses and classes offered at traditional institutions on the ‘art of teaching’; but one can not find a concise source of ‘how-to’ instructions concerning the pedagogy of teaching in general and in combination with using on-line tools with some of the fundamentals of teaching. But to give information or instruction on the techniques for teaching on-line and to do so in the context of the environment that instructors will be using is not so evident.

Description: Part of the Project to Be Done Under ACS Funding

Over the next two semesters, I propose to create an on-line learning tool that takes the research of the on-line learning process along with its application, and create a user guide to facilitate the usage of a hybrid on-line learning system. This guide will assist and direct users as to how to instruct classes using a combination of on-ground learning (face-to-face instruction) and on-line learning tools. This tutorial will walk the user thru the process of teaching on-line and the unique challenges this may present. The tutorial will address on-line learning in its broad sense and will allow institutions to adapt it to their specific E-Learning infrastructure. An outline of the information this site will contain can be viewed at <http://facstaff.morehouse.edu/~mhead/webcourse/>.

A Just-In-Time module approach will be used to allow for usage of faculty members new to the classroom and/or E-Learning. It will be designed to accommodate the typical, busy

faculty member that has a limited amount of time to master a number of tasks. It will also allow the user to go at their own pace to capture that information that is most useful to them.

This on-line module will be created in two forms: as an on-line course within a popular E-Learning system (to give the added experience of using the very tool it is striving to explain and to give the faculty the simulated experience their students will go thru). It will also be created as an html site, so that it can be shared with other ACS institutions. This tutorial can then be adopted and customized for use in varying formats native to the institution if that is desired.

The information for the subject matter will come from various courses and research currently in use at institutions. The caveat here is that it will be transformed into a tutorial-like deliverable. There is a core of information that already exists. This will be the seed upon which to grow and cultivate this project.

Timeline: Deliverables/Milestones for ACS Funded Part of Project

I will dedicate two Fridays per month during the Fall and Spring semesters {(approximately 7 months – November thru May) = ~12 Fridays = 96 hours} to code the material. I will take approximately 2 days per month to work with various subject matter experts in the field of instruction to do research to help build the on-line course content. I will then continue on to design and develop the courses for use on the web and within the E-Learning system WebCT. {An extra 2 Fridays has been incorporated to allow for the Christmas Holiday Break and to build in some flexibility in the schedule.}

FALL – research & design

- November: Research and gather material and content for modules
- December: Begin the organization and layout of content as module for E-Learning system
- January: Begin the development of the E-Learning site

SPRING – development and evaluation

- February: Conclude the development of the E-Learning site and begin the evaluation process with pilot group
- March: Apply results of pilot group findings to E-Learning site. Begin the design and development of the HTML mirror site (a copy of E-Learning site in HTML form).
- April: Continue development and design of the HTML site
- May: Complete HTML site and website Q/A. Apply modifications according to evaluation results, if needed

Technology: Technical Requirements for the Project

- HTML (Dreamweaver)
- Learning Management System to host E-Learning version of project (WebCT).
- Web server to host HTML version of project.

Other Support: Institutional and/or Outside Support for Project

I will be calling for information from fellow institutions that have performed some similar research on on-line pedagogy. Some of the institutions that have agreed to help in the

research and development process include Clayton State College, the University of Richmond and the University of Central Florida. The instructional designers at these institutions, my counterparts, will collaborate with applicable information and review the content once it is built. They will be my subject-matter experts in this endeavor. Others may also be solicited as well.

I will rely on a pilot group created at my home institution to go through the site and to validate its usefulness by faculty. This test group will be supplied by the Core Curriculum Committee and various users of the E-Learning system at Morehouse College. My department, Education Services, will be instrumental in providing the “quality time” needed for me to complete this project.

Learning Outcomes: How the Project Will Enhance Teaching/Learning

This project will enhance the teaching process by giving faculty members much needed guidance in the pedagogy of teaching. It will also provide a guide for instructors to refer back to in the development or re-design of courses to incorporate E-Learning. This will ultimately enhance the learning experience of students. They will participate in a more effective on-ground approach to course content, as well as an enhanced learning experience on-line.

Curriculum: How the Project Will Be Integrated into the Curriculum

This module will be used as a prerequisite to the on-line learning workshop for faculty members. It will also be used in a set of workshops for teachers participating in the Core Curriculum Group of the General Education Department.

Assessment: How the Project Will Be Evaluated

A team of teachers will review the content at outset of the development process. This pilot group will give feedback as to the applicability of content and the effectiveness of the method of delivery. Evaluations will be used to apply any modifications needed to the program.

Collaboration and Dissemination: How the Project Will Be Shared with ACS Colleagues

An HTML site will be created which will mirror the E-Learning version of this project. The website will encompass the same elements as the E-Learning site and will allow any institution to adopt and customize the content as they deem necessary.

Respectfully submitted.

Monique Head, Instructional Technology Consultant
Morehouse College
830 Westview Dr.
Atlanta, GA 30314
404.681-2800 x2482
mhead@morehouse.edu