



Teaching in Virtual Environemnts

A PROPOSAL FOR THE LOVE.DIST@ANCE PROJECT

Project Reference: 609949-EPP-1-2019-1-PT-EPPKA2-CBHE-JP

OVERVIEW

Love.Distance

The core objective of the proposal is to extend academic accessibility to excluded populations by building capacities for higher education distance learning academic programs.



WHY THIS TOOLKIT?

This project aims to provide a holistic view and solution in building total capacity required to transition from the traditional, frontal model of teaching in institutes of higher education to distance learning.

Quality standards in higher education now mandates the integration of technology in its teaching methods – whether face to face, flipped, hybrid, or solely online.

Specific emphasis is placed on pedagogical, technological, and educational know-how.

With this toolkit we aim to provide the basic skills and competences that virtual teachers should master, specifically for our target populations, and to promote our own training system to achieve this goal.

Although the technology is available, online academic programs require much more than just technology. A vast set of multi-disciplinary capacities should be harnessed to create higher education online academic programs that are engaging, stimulating, intriguing yet are technically easy to master and complete

OVERVIEW

Domains of competences

The domains of competences for online teaching have been extensively reviewed. There are several proposals currently being used. For the purpose of this project we considered the already wide literature on the subject and relied mostly on the works of Guasch, Alvarez and Espasa (2010), Baran,Correia & Thompson (2011); Gulbahar & Kalelioglu (2015), Philipsen; Tondeur; Pareja et al (2019) and Abraham (2020). Other authors and contributions collected on this bookle are all referenced in the bibliography section.



Domains to be covered

Pedagogical

Design and Planning

Technological and Technical

Social and Communication

Contents

Management

Inclusion, accessibility and diversity

Pedagogical Domain

"A teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills and how they develop habits of mind and positive dispositions toward learning"
Koehler, M. J., Mishra, P., & Cain, M. W. (2017).

- Understand and apply learning theories, the learner-centered approach, and collaborative learning;
- Design and implement appropriate instructional strategies, as well as classroom assessment and student engagement techniques;
- Organize and facilitate students' participation and providing guidance and support as needed;
- Use criterion-based assessment to evaluate individual and group performance;
- Motivate students and show enthusiasm and interest;
- Encourage knowledge construction based upon learners' prior knowledge and life experience; Fostering learners' self-assessment and reflection;
- Promote group interaction, collaboration, and teamwork.

DID YOU KNOW THAT?

With the emergence of ICT in schools, the need to add a more innovative approach for learning is increasingly accepted. There are no standard methodologies in distance learning, but emerging approaches such as m-learning: ubiquitous and autonomous learning, which facilitates the construction of knowledge and the development of personal skills for problem solving.

Effective online instructors should understand the fundamentals of online teaching and pedagogy.

Design and planning domain

A solid train

- Understand and apply instructional design principles, models, and theories;
- Organizing and presenting the learning materials in different formats;
- Cooperate with the production team (when available) to design learning activities and select appropriate tools and techniques;
- Using students' previous feedback to develop and design new courses and assess the course design quality by using quality assurance tools and instruments,

DESIGNING AND DEVELOPING ONLINE COURSES IS A DEMANDING TASK

Instructional design is often considered an important role for online teachers. This role is concerned with planning, organizing, and structuring the course components (Anderson et al.2001), designing learning tasks (Goodyear et al.,2001), and designing

interactive technologies and teaching strategies/models (Williams, 2003). Furthermore, it consists of the tasks of maintaining and organizing learning, and making sure that learning goals are achieved (Guasch et al., 2010).

Planning a virtual environment is not only an action undertaken prior to the start of the course, but also an action that requires a concerted effort for the successful completion of the virtual course

Content Domain

insert text

- Express and master extensive knowledge of the content;
- Stating learning goals and objectives that coincide with learners' levels and characteristics;
- Draft and develop learning and assessment activities that align with learning goals and objectives;
- Develop a course outline that includes all course components and elements;
- Design a teaching proposal at the general level and identify each of its phases or elements;
- Develop and select appropriate and varied learning resources that accommodate different learning styles and preferences;
- Link the subject and content with scientific, social, cultural, and any other relevant phenomena;
- Develop an inventory of existing content and resources and any additional content and resources that will be needed.

DID YOU KNOW THAT?

Learning happens in student's interaction with the context, from the use of the contents, planned by the teacher, but at the same time evaluated, classified and elaborated, reinterpreted by the student.

An online teacher should have an exceptional understanding of a specific area of content. Use your acquired expertise with the ability to help your students engage in lessons to develop a deeper understanding of the subject at hand.

Technological Domain

insert text

- Access various technological resources and tools and understanding their capabilities and limitations of these tools;
- Being aware of the technical potential of, and procedures used to create, e-content, such as e-books and instructional videos;
- Master techniques for recording for educational purposes

DID YOU KNOW THAT?

In order to be an effective online teacher, you must be able to use and learn online tools. Online learning offers teachers and students access to a vast collection of learning tools and resources.

Online teachers are masters at sifting through and selecting just the right resource - a video, simulation, online activity, blog etc, - to enhance student understanding.

In the context of The Love.Distance Project it is also imperative that the online teacher develop skills in video recording and editing

Social and Communication

insert text

- Facilitate and maintain interactive discussion and information exchange;
- Use sufficient and commonly understandable language;
- Appreciate of learner differences and foster multicultural understanding;
- Clearly request information and asking questions;
- Clarifying the purpose and meaning of messages and feedback;
- Emphasizing the important points using font colors and effects;
- Ensure the quality and accuracy of written messages and feedback (ex detecting typographical and grammatical errors);

Active communication and social presence are vital for engaging your online students.

Using different communication tools , online teachers must communicate efficiently and promote interactivity among the learners

Without a solid online classroom community, online classes can feel like self-studies.

Social and Communication

insert text

- Personalize messages and feedback (for example by adding the appropriate sense of humor when possible);
- Using different communication methods to ensure accessibility among the instructor and learners;
- Create and develop respectful relationships and a sense of community among the learners, maintaining a warm, friendly, and inviting atmosphere;
- Showing sensitivity and empathy when communicating online;
- Resolving conflicts and misunderstandings;
- Offer advice, suggestions and clarify doubts.

DID YOU KNOW THAT?

With the emergence of ICT in schools, the need to add a more innovative approach for learning is increasingly accepted. There are no standard methodologies in distance learning, but emerging approaches

such as m-learning: ubiquitous and autonomous learning, which facilitates the construction of knowledge and the development of personal skills for problem solving.

The effective online teacher is aware of the importance of the community feel and will use a professional, yet warm and informal tone in their posts, use collaborative learning assignments, and other creative approaches to engage the community.

Management

insert text

- Being able to clarify the roles and expectations of the instructor and the learners;
- Manage the course time and applying time-saving techniques;
- Demonstrate leadership, management, mentoring, and coaching skills;
- Track course and students' progress on a regular basis;
- Establish and declaring rules and regulations for participation, submission of assignments, timeliness, sending and seeking feedback, and communication protocols;
- Conduct research on classroom teaching then interpreting and integrating research findings and results;
- Maintain contact and networking with online teaching and administrative teams;
- Complying with legal, ethical, and copyright issues and standards.

DID YOU KNOW THAT?

The level of integration of technology in-class appears to be directly related to the teacher's willingness to use the technology in their lessons.

(Camilleri & Camilleri, 2017)

This domain, enables the teacher to carryout planned actions and to adapt them: to meet learning expectations, motivations and needs; to handle the virtual classroom; to manage communication channels and spaces; in other words, to supervise and adjust the ongoing and virtual process

Inclusion, accessibility and diversity

- Use good colour contrasts and a readable font size, especially if you have students with low vision;
- Use subtitles or provide transcripts for videos, so you don't leave out all students that are deaf or have hard hearing
- Provide text to voice materials so you can reach the students that are blind
- Do you have students from ethnic or religious communities that are more reserved or closed to the outside?, Provide small group discussions instead of large group interactions
- Motivate your students with topics that call for their ethnic/religious/diverse background, and make them involved in the discussion
- Do you have students that do not comply or do not show up? Call out to them, ask them what is missing, are there language/cultural barriers you could help overcome?
- Use the cultural knowledge, prior experiences, frame of reference, and performance styles of ethnically diverse students to make learning encounters more relevant to and effective for them

DID YOU KNOW THAT?

Make sure you check the information provided by the UK Home Office regarding design for accessibility <https://ukhomeoffice.github.io/accessibility-posters/posters/accessibility-posters.pdf>

When accessibility is made transversal to all these elements and is integrated in an adequate way in the school life we talk about inclusive education, attention to diversity and, of course, the didactic implications that it has for the professional practice of the teacher.

The Love Dist@ance Training Program

A GUIDE FOR OUR TRAINING OF TRAINERS SESSIONS

Brought by our trusted partners

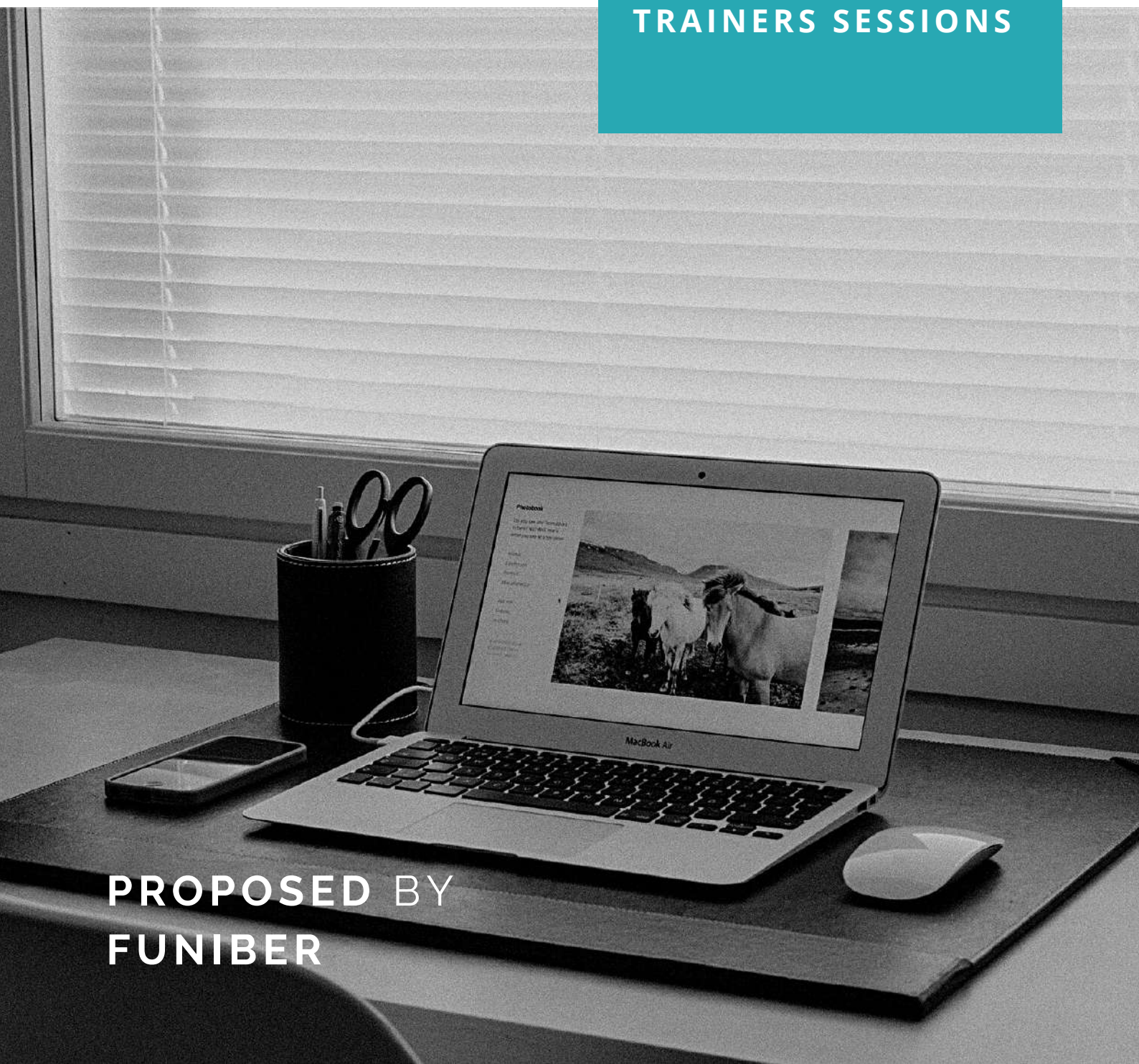
FUNIBER- FUNDACIÓN UNIVERSITARIA
IBEROAMERICANA

LOVE.DIST@ANCE
**TRAINING
PROGRAM**



**A GUIDE FOR OUR
TRAINING OF
TRAINERS SESSIONS**

**PROPOSED BY
FUNIBER**



FROM

- Perception of a new educational reality.
- New attitudes and beliefs about teaching and learning.
- Openness to change.

TO

- Teaching in virtual learning environments.;
- Video recordings for educational purposes.
- Creation of virtual learning environments.



TROUGH

CONCEPTS

- E-learning concept trends.

STUDENT NEEDS

- Student's learning characteristics
- Student's background

DIDACTIC POTENTIALS

- Didactic potential of different virtual learning environments.

TEACHING IN VIRTUAL LEARNING ENVIRONMENTS

RECORDINGS FOR EDUCATIONAL PURPOSES

CREATING OF VIRTUAL LEARNING ENVIRONMENTS

Teaching in virtual environments

At the end of this training module, you will be able to :

- Identify the theoretical foundations for innovative educational proposals based on ICT.
- Identify the characteristics of teaching and learning in virtual learning environments as related to digital competencies.
- Analyze the concept of e-learning and virtual teaching and learning environments and distinguish between the different types of virtual environments with their pedagogical possibilities.
- Analyze the group of students the teacher will work with and the learning objectives for the best pedagogical intervention.
- Develop the specific competences for the educational elements that will play a role in the virtual learning environments..

Recordings for educational purposes

At the end of this training module, you will be able to :

- Analyze the audience the video is aimed at to define the tool, the type of discourse and the recording length.
- Identify the essential information that the video resource must communicate to understand the objectives, contents, and methodologies for its use.
- Reinforce the information already discussed to facilitate the previous knowledge's implementation on the subject to be treated.
- Design the videos using symbolic elements and all the narrative possibilities of audiovisual language.
- Include facilitators such as indexes with the most significant aspects, graphics with information tracking, etc.

Creating Virtual Learning Environments

At the end of this training module, you will be able to :

- Adapt the environment effectively: coordinated space-time organization, arbitration of learning strategies and decision making or problem solving.
- Demonstrate technological skills related to the use of computer tools for accessing and managing information.
- Manage linguistic strategies to facilitate the process of intercommunication through the mastery of technological and linguistic languages and encourage teamwork and enhance the social or ethical commitment derived from it.
- Integrate understanding, sensitivity, and knowledge that enable obtaining an overall vision of reality as a whole.
- Analyze situations, relationships, and synergies between the parties that make up the virtual learning environment

References and Bibliography

All the information provided in this guide is available in the literature and has been developed by the following authors :

- Albrahim, F. A. (2020). Online Teaching Skills and Competencies. Turkish Online Journal of Educational Technology - TOJET, 19(1), 9–20.
- Anderson, L. W., & Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives: Complete Edition. New York: Longman.
- Baran, E., Correia, A.-P., & Thompson, A. (2011). Transforming online teaching practice: critical analysis of the literature on the roles and competencies of online teachers. [Http://Dx.Doi.Org/10.1080/01587919.2011.610293](http://dx.doi.org/10.1080/01587919.2011.610293), 32(3), 421–439. <https://doi.org/10.1080/01587919.2011.610293>
- Burden, K., Kearney, M., Schuck, S., & Hall, T. (2019). Investigating the use of innovative mobile pedagogies for school-aged students: A systematic literature review. Computers and Education, 138, 83–100. <https://doi.org/10.1016/j.compedu.2019.04.008>
- Goodyear, P., Salmon, G., Spector, J. M., Steeples, C., & Tickner, S. (2001). Competences for online teaching: A special report. Educational Technology Research and Development, 49(1), 65–72. <https://doi.org/10.1007/BF02504508>
- Guasch, T., Alvarez, I., & Espasa, A. (2010). University teacher competencies in a virtual teaching/learning environment: Analysis of a teacher training experience. Teaching and Teacher Education, 26(2), 199–206. <https://doi.org/10.1016/j.tate.2009.02.018>
- Gulbahar, Y. (2015). Competencies for e-Instructors: How to Qualify and Guarantee Sustainability. Contemporary Educational Technology, 6(2), 140–154. Retrieved from www.ibstpi.org

References and Bibliography

- Koehler, M. J., Mishra, P., & Cain, M. W. (2017). What is Technological Pedagogical Content Knowledge (TPACK)? 193(3), 13–19.
<https://doi.org/10.1177/002205741319300303>
- Philipsen, B., Tondeur, J., Pareja Roblin, N., Vanslambrouck, S., & Zhu, C. (2019). Improving teacher professional development for online and blended learning: a systematic meta-aggregative review. *Educational Technology Research and Development* 2019 67:5, 67(5), 1145–1174.
<https://doi.org/10.1007/S11423-019-09645-8>
- Williams, P. E. (2003). Roles and Competencies for Distance Education Programs in Higher Education Institutions. *The American Journal of Distance Education*, 17(1), 45–57.
https://doi.org/10.1207/S15389286AJDE1701_4