Recommendations for enhancing the quality of flexible online support for online teachers

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Teaching in the online environment

Welcome | Understanding | Starting | Facilitating | Communicating | Assessing | Evaluating

Search

University map to online teaching

UNDERSTANDING

STARTING

FACILITATING

ASSESSING

EVALUATING

WELCOME

COMMUNICATING

Your Feedback

- Tell us what you think about this resource

Hot Topics

- What is Campus Pack?
- What is Lectopia?
- Policies

Fast Track

- Show me how
- From the community NEW!
- Tips

Understanding	Starting	Facilitating	Communicating	Assessing	Evaluating
Introduction	Policies	Course management	Expectations	Qualities	Definition
Good online teaching	Planning	Engaging with content	Interaction	Academic Integrity	Methods
Good online learning	Course creation	Including all students	Ways of communicating	Feedback	Using evaluation results
Pedagogy	Course design	Managing difficult	Netiquette	Managing	
Why online?	Course conversion	students		Assessment tools	
What is Blackboard?	Staffing	Motivating online students			
What is Lectopia?	Resource development	to be engaged			
What is Campus Pack?					
Other technologies					
Emerging technologies					

Aim

1. What types of support users seek about online teaching and learning?
2. How can search-query data be used to improve the TOE resource?

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Method

- Web user tracking (Google Analytics)
  - Keyword Searches (content analysis)

… search queries represent the underlying learning needs of web users (Rose & Levinson, 2004).

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Method
Content Analysis (Keyword Searches)

Initial sample = 5,665 unique keyword searches (2009 – 2010)

1. Cleansing
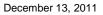2. Codding (Thematic)
3. Classification

Keyword	Visits	Pages / Visits
hew level 6	**15**	**12**
lectopia	20	1
lecture recording	15	1
marking criteria	10	1
mitchell	**20**	**1**
respondus	1	5
non award study	**1**	**1**

Example Keyword report downloaded from Google Analytics

Preliminary Findings

Search Category Name	Subcategory
Tools	Campus Pack, Adaptive Release, Early Warning System, Groups and Lectopia
Blackboard Assessment	Quiz, Grademark, Grade Center and Turnitin
Assessment	Peer assessment and Rubrics
Communication	Discussion, Email and Chat
Online teaching	
Course Management	
Behaviour	Netiquette, Dealing with Difficult Students
Feedback	Examples, Giving / Providing, Formal and Informal

Enhancing the quality of flexible online support for online teachers

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Preliminary Findings

(Broder, 2002)

Informational 42%

'online communication tools', 'blackboard course banner size', 'copyright for students in an online environment' and 'blackboard staff'

Transactional 19 %

'How to make a membership rule', 'engaging and motivating practices in online learning', 'giving grades in online course', 'using online discussion as a course activity'

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Preliminary Findings

Decision Support 7%

'benefits', 'best', 'advantages', 'disadvantages and implications'

'benefits of online communication'

'Implications for online lecturers'

'Best way to give feedback online'

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Recommendations

1. **Focus on increasing staff awareness of the affordance of technologies rather than the "how to's".**

2. **Use staff centred language**
    – 'grades' or marks
    – instructor or teacher
    – pedagogy or teaching

3. **Use transactional search queries to identify opportunities to increase the content relevance of TOE**

Questions?