From face-to-face teaching to online teaching: Pedagogical transitions

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fulfilling lives

- Literature
- Method
- Findings
- Outcomes

ICT is changing spaces

(Allen & Seaman, 2010)

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Changing instructor role

- "if educators are changing teaching places, they need to redefine themselves in light of the change in landscape" (Meloncon, 2007, pp. 37-38)

- From replication to transformation

- Redefining professional identity, re-examining philosophy and refining pedagogical practices over time

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Online Teaching Roles

Berge (1995)	Garrison, Anderson and Archer (2000)	Berge and Collins (2000)	Goodyear et al. (2001)	Morris, Xu and Finnegan (2005)	Weltzer-Ward (2011)
Managerial		Manager	Manager/ Administrator		Managing
Pedagogical	Design and Organisation	Editor	Designer	Course customiser	
			Assessor	Grading and Assessment	
	Facilitating discourse	Discussion leader	Facilitator	Course facilitator/ Process facilitator	Guiding discourse
Social		Firefighter/ Filter	Adviser/ Counsellor		Supporting
	Direct instruction	Content expert	Content facilitator		Instructing
Technical		Helper and marketer	Technologist		

Method

- Aim to build an understanding of the change that academics experience when moving from face-to-face to blended and online teaching

- Following 2 academics, different ICT skills, over 4 years

- Data: 3 x 1 hour interviews; archived online discussions

STAGE 1:
Instructors sceptical and resistant to online teaching

- **Flexibility:** ease of access to materials: students choose engagement/interaction; online area largely a repository
- **Online discussion:** limited student interaction; strong teacher participation
- **Teaching presence:** majority of instructor posts facilitated discussion by encouraging, acknowledging and reinforcing student posts; next most common type of post was to present content and questions.

STAGE 2:
Some blended experience and introducing fully online

- Becoming more comfortable online
- **Less content provided:** time and space to increase quantity and quality of discussion; provided models and scaffolding
- **Online discussion:** looking for new ways to engage students; still concerned about the frequency and depth of student contributions
- **Teaching presence:** High level of facilitating discourse by drawing in participants and prompting discussion.

STAGE 3:
Working f2f, blended and fully online

- Less critical and more open about new possibilities of teaching online
- Online considered a space rather than a repository
- **Online discussions:** high expectations; increased interaction with explicit links to learning activities and assessment tasks
- **Teaching presence:** Teaching presence: direct instruction to promote higher order thinking and increased student engagement through direct instruction, design and organisation and facilitation of discussion.

What did the instructors say?

- "embarrassed about what I used to do online"

- "experimental and curious about what is possible in the online space"

- "mindful of the online learner experience"

- "participants don't need to shoot from the hip; we can all refer back to learning materials etc. before responding"

More of what they said

- "the more I pour in the less room there is for others to contribute"

- "need to understand how online discussion forums might contribute to teaching and learning"

- "steep and ongoing learning curve".

- Signification change in pedagogical practice

- Growth was spiral in nature

- Paradigm shift in how they communicated with their students in online discussions and in the ways that they designed courses

How do the perceptions of instructors change over time?

- Initial resistance and scepticism regarding quality of outcomes
- Large transformation in teaching assumptions, beliefs and practice
- After one online course they were positive in their approach to teaching online and the resulting student outcomes

What influenced instructor change?

- Opportunity to see an analysis completed by a 3rd party and discuss it provided the stimulus for instructors to reflect on their pedagogy and make immediate changes to their practice

- Intellectual courage to have someone else analyse their online discussions and then discuss how they constructed, deconstructed and reconstructed their philosophy and practice

- Searched for professional development and professional readings to support their pedagogical journey

- Two participants from one regional university, within the discipline of teacher education

- Highly individualised outcomes

- Future

  - expand disciplines and sites

  - role and expectations of students

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