

## Online teaching: for new tutors in the Faculty of Arts and Education

*This teaching support document aims to provide new tutors with some descriptions of the 'everyday' online teaching challenges and provides some strategies to deal with them.*



## Faculty Pro Vice Chancellor

Dear Colleagues,

I offer you all a sincere welcome to this very important project in the Faculty. The Faculty of Arts and Education is extremely proud of our focus on and achievement in teaching. For this Faculty, perhaps more so than others, excellent teaching and the best possible learning outcomes for students, is very personal. I commend this project to you and hope you will be able to engage with this work. The Faculty acknowledges the outstanding commitment to teaching from our casual, sessional and part-time colleagues. We recognize that you bring the richness of recent professional experience as well as strong commitment to teaching for learning in each of your disciplines. We have few opportunities to value these strengths and this initiative is designed to be both respectful and developmental. Teaching in a University sector requires special professional knowledge and not every expert professional is automatically an expert University educator in that profession. With all these factors in mind, I encourage you all to embrace this opportunity to increase your knowledge, skills and understanding in this wonderful profession. Above all, I wish loads of fun and enjoyment in your own learning.



Brenda Cherednichenko  
Pro Vice-Chancellor, Arts and Education.

## Faculty General Manager

Welcome to the Faculty and I look forward to meeting you in the near future. As Faculty General Manager (FGM), it is my role to ensure the administration of the Faculty is running smoothly to ensure the teaching and research in the Faculty can be undertaken. There are approximately 65 professional staff (also known as general staff) within the central Faculty who are there to support you as well as staff in the School Office who will be your main point of contact. There are seven functional areas that make up the administrative structure as follows:



- Student Services
- Finance
- Research
- International and Partnerships
- Resources (including IT, Space and OH&S)
- Administration Services
- Education Services (including Cloud/D2L and Curriculum development)

If you are unsure at any time where to obtain the help you need, please email:  
[fgm-artsed@deakin.edu.au](mailto:fgm-artsed@deakin.edu.au).

## Introduction

CloudDeakin is the University's online learning environment. The Learning Management System or LMS is powered by software called Desire2Learn, abbreviated to D2L. Through CloudDeakin students can access learning materials, electronic readings, recorded lectures, assessment items, engage in online discussions and submit assignments online.

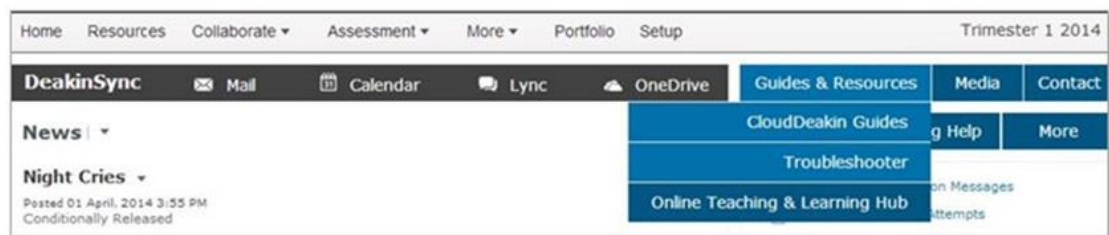
To assist you in your online teaching The Education Services team have developed an Online Teaching and Learning HUB. The HUB aims to provide information on CloudDeakin and associated technologies, how they fit together, and how you can best use them to enhance the online learning experience of your students.

This space will be updated and evolve over time, as new and improved practices are established, and new technologies are introduced. You can use this resource to find information about CloudDeakin, copyright, etc. It also has a range of resources that relate to online teaching.

You can access the Online Teaching and Learning Hub at:

<https://d2l.deakin.edu.au/d2l/home/93075>

Alternatively you can click the blue 'Guides & Resources' button on the help widget of your CloudDeakin site, and select 'Online Teaching & Learning Hub':



## USING CLOUDDEAKIN

To familiarize yourself with CloudDeakin explore the resources below:

1. What is CloudDeakin  
<http://www.deakin.edu.au/students/clouddeakin>
2. Navigating CloudDeakin  
[http://air.deakin.edu.au/public/media/Navigating+CloudDeakin+%28Staff%29/0\\_xzc9ua7m](http://air.deakin.edu.au/public/media/Navigating+CloudDeakin+%28Staff%29/0_xzc9ua7m)
3. Using discussions in CloudDeakin  
[http://air.deakin.edu.au/public/media/Using+Discussions+in+CloudDeakin/0\\_lmcb3caw](http://air.deakin.edu.au/public/media/Using+Discussions+in+CloudDeakin/0_lmcb3caw)
4. Help with CloudDeakin  
<https://www.deakin.edu.au/learning/clouddeakin/help-with-clouddeakin>  
Student guides are also available at this site.

If you require assistance with CloudDeakin please email the Arts Education CloudDeakin support team: [artsed-clouddeakin-support@deakin.edu.au](mailto:artsed-clouddeakin-support@deakin.edu.au).

## Teaching online

There are many pedagogical similarities to teaching face-to-face and teaching online, but the teaching practices we use online may need different emphases. This booklet uses common questions by lecturers and tutors about online teaching practice to provide some teaching strategies and ideas for sessional tutors at Deakin. According to Pelz' (2004) Principles of Effective Online Pedagogy, students need to be assisted with engagement in three key areas to achieve an effective online learning environment.

These key areas are:

- Helping individual personalities to exist in the community by expressing mood, feelings and emotion.
- Helping students to stay motivated and engaged with readings, attending discussion sessions and thinking about other students' responses.
- Helping students to 'belong' to establish and maintain group commitment.

The following questions and answers are based on Pelz's principles but the strategies are very practical.

**Question. What is a good way to start teaching the online unit?**

**Suggestion:** It is a good investment to spend time at the beginning of the unit 'showing students around' the unit. Here are a few ideas:

- Post a welcome video of yourself
- Provide a short biography of yourself
- Direct students to the unit guide information
- Inform students how they can contact you and your availability
- Show students where to get help with CloudDeakin.  
<http://www.deakin.edu.au/learning/clouddeakin/support-for-students>

*View the video, [Navigating resources](#) this highlights how to navigate the resources section of your CloudDeakin site.*

Your Unit Chair will have written more detailed information for students so focus more on establishing a group relationship or **online community** and being able to answer questions about the unit.

## ONLINE DISCUSSIONS

**Question. How can I create the 'community' in this 'online community'?**

**Suggestion:**

- Create opportunities for students to introduce themselves to each other
- Ask students to post a hello message to the student below them in the class list
- Ask students to use their preferred name in discussion forums or posts
- Present an open, fun 'problem' in discussion forums for students to solve.

**Question. Why do I have to engage in online discussions?** ("I am ok with the technology but I can't get everyone to talk")

**Suggestion:** A main element of online teaching is engaging students in discussion. This is necessary because:

- It helps individual students make sense of the learning materials and activities
- It stimulates recall and reflection about the learning materials and activities
- It is essential for creating a sense of community so students can collaborate and connect with each other.

**So here are some ideas for online discussion**

- 1) Introduce the idea of discussion protocols at the beginning of the unit. Direct students to the Deakin social media guide. The link to this document is located in every unit discussion space for students to access.  
<http://www.deakin.edu.au/socialmedia/assets/resources/deakin-social-media-guide.pdf>  
 Contact the unit chair if you have any concerns regarding the appropriateness of a post.

It would be excellent to engage students in developing the protocols (they may well be highly experienced in this). Regardless, the discussion protocols need to include:

- Clear expectations for students and for yourself (eg response time to postings)
- Ways in which communication takes place (eg BlackBoard Collaborate, discussion threads)
- All students are respectful of online community through purposeful listening and thoughtful commentary
- Students should feel very welcome to ask clarifying questions of the tutor and each other
- Students should expect pauses in discussions (and therefore should not feel anxious)
- Students should expect to participate in structured discussion activities as well as informal discussion
- Students should expect the tutor to encourage student-to-student discussion (rather than tutor-to-student discussion only)
- Students should expect to take discussion leadership at times
- Students should expect to be asked to reflect on their discussion participation.

2. Think about **question types – didactic, open or guided**, and then think about the discussion purpose you want to achieve. Which form of questioning would suit best suit your desired discussion purpose? Online discussion forums lose effectiveness without the development of thoughtful and relevant questions and instructor’s moderation of responses. The following guidelines are recommended to promote the important element, constructivist thinking, in the online discussion and pedagogy
  - a) Pose a stimulating question (open question)
  - b) Brainstorm answers to the question (open question)
  - c) Compare ideas (guided question)
  - d) Fuse to the curriculum (Didactic/instructive or guided questions).

View the Online Teaching and Learning HUB, choose:

- Communication
  - Discussion
    - Uses and Benefits/Tips and Resources for a range of ideas on how to engage with your students through discussion spaces  
<https://d2l.deakin.edu.au/d2l/home/93075>

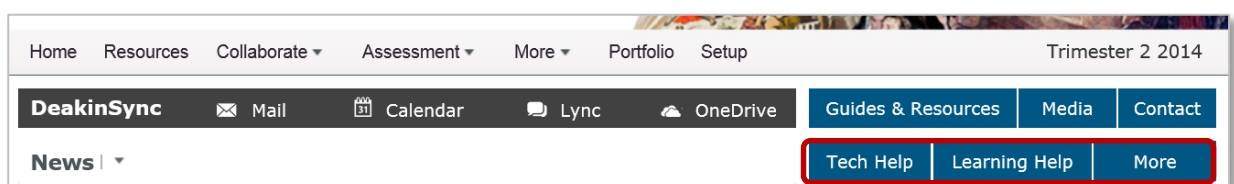
**Question. How can I manage all my students’ email queries?** (“I seem to get so many emails from students asking for help”)

- **Make it very clear how students are to communicate with you directly – for example, specific online discussion posts or another online forum.**  
Email should only be used for personal matters and formal requests for extensions. Tell students of the likely response time to an email as per Faculty guidelines.
- The Faculty’s expectation is that student queries are to be responded to within one working day. Note that staff taking any short periods of leave during teaching need to set up an out of office message on email indicating who students should contact instead to resolve the query within one working day.

Direct students to the various support structures within the Faculty and University for example:

- **Ask and See program**  
<https://d2l.deakin.edu.au/d2l/home/191201>
- **Study support**  
<http://www.deakin.edu.au/students/study-support?d2l=default>

Inform them that links to help and information can also be accessed via the unit site navigation bar:



**Suggestion:** An online environment has some strong advantages for tutors on this point. You can use the online community and online space to post further support or solutions so that students refer to the site rather than write to you individually.

- Establish a discussion forum where students know there will be questions and answers about assessment posted (from you as well as other students – this can also be made anonymous)
- Establish a location where students can locate all ‘solutions’ or ‘examples’, or links to past exams
- Try to add visuals to these learning support locations  
(Note: In your discussions posts you can insert links to resources within CloudDeakin and externally by inserting a quicklink. You can also embed video and audio from other sources by clicking the insert stuff button, or create video and audio postings by clicking the insert video and audio button.)

**Question.** *“I am a bit worried that students will misinterpret me or other students because we can’t see one another.”*

**Suggestion:** Model the tone you are after from students.

- Choose words carefully
- Remember the diversity of your students
- Use a friendly and conversational tone
- Write in a positive tone
- Don’t use capital letters for whole words as it can be interpreted as yelling
- Establish a manner that while friendly, doesn’t lead to overfamiliarity – maintain your teacher identity
- Avoid responding if emotional, wait, edit and ask someone to review if you think the response maybe controversial or misinterpreted.

## USING BLACKBOARD COLLABORATE TO TEACH ONLINE

As part of your teaching load you may also be required to run a tutorial using Blackboard collaborate. It enables participation from within and outside the University anywhere/anytime. Most things you do in your 'face to face' teaching can also be done using Blackboard collaborate.

Blackboard collaborate includes the ability:

- to talk in real-time
- to post text messages to participants during a session
- to use a whiteboard or show a presentation
- to share an application so participants can view your computer screen
- to poll participants and publish the results
- to record sessions
- to use video
- to place groups into separate breakout rooms.

*View the Online Teaching and Learning HUB, choose:*

- *Communication*
  - *Blackboard Collaborate*
    - *Uses and Benefits and Tips*  
<https://d2l.deakin.edu.au/d2l/home/93075>
    - *Register for a [BB Collaborate Capacity building session](#)*

## Further Deakin Development Resources

### CLOUDDEAKIN SUPPORT

CloudDeakin support for staff, from the Faculty's Education Services team email:

[artsed-clouddeakin-support@deakin.edu.au](mailto:artsed-clouddeakin-support@deakin.edu.au)

Student support for CloudDeakin is provided by eSolutions:

<http://www.deakin.edu.au/about-deakin/administrative-divisions/esolutions>

Online University wide CloudDeakin support for both staff and students:

<http://www.deakin.edu.au/learning/clouddeakin/help-with-clouddeakin>

Faculty of Arts and Education Online Teaching and Learning Hub:

<https://d2l.deakin.edu.au/d2l/home/93075>

Teaching and Learning for sessional staff (Deakin Online Course):

[https://www.deakin.edu.au/learning-futures/ers/event.php?event\\_id=869](https://www.deakin.edu.au/learning-futures/ers/event.php?event_id=869)

Teaching Development opportunities

<http://www.deakin.edu.au/learning-futures/introduction-to-building-capacity>

### IT SUPPORT ARTS AND EDUCATION

IT and resources assistant

Phone: 5227 1473

Arts Ed Resource services

<https://wiki.deakin.edu.au/display/artsedresources/Resource+Services>

### IT SUPPORT UNIVERSITY WIDE

eSolutions

<http://www.deakin.edu.au/about-deakin/administrative-divisions/esolutions/it-help>

### GENERAL INFORMATION FOR ARTS AND EDUCATION STAFF

For general information on Faculty staff matters, please see the Faculty of Arts and Education

Staff Only Pages: <http://www.deakin.edu.au/arts-ed/staffonly/index.php>

Payroll email address for casuals and sessional

HRSD payroll team: [hrrsd-payroll@deakin.edu.au](mailto:hrrsd-payroll@deakin.edu.au)

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