

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

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Today



- 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.



- “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

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		



- 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

Findings: Instructor changes in perceptions and modifications of pedagogy

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”.

What change in pedagogical practice did academics report?



- 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

Questions/concerns



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