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

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Today

- Literature
- Method
- Findings
- Outcomes
<table>
<thead>
<tr>
<th>Proportion of Content Delivered Online</th>
<th>Type of Course</th>
<th>Typical Description</th>
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<tbody>
<tr>
<td>0%</td>
<td>Traditional</td>
<td>Course with no online technology used — content is delivered in writing or orally.</td>
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<tr>
<td>1 to 29%</td>
<td>Web Facilitated</td>
<td>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.</td>
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<tr>
<td>30 to 79%</td>
<td>Blended/Hybrid</td>
<td>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.</td>
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<tr>
<td>80+%</td>
<td>Online</td>
<td>A course where most or all of the content is delivered online. Typically have no face-to-face meetings.</td>
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(Allen & Seaman, 2010)
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
## Online Teaching Roles

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<tbody>
<tr>
<td><strong>Managerial</strong></td>
<td>Manager</td>
<td>Manager/Administrator</td>
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<td>Managing</td>
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<td><strong>Pedagogical</strong></td>
<td>Design and Organisation</td>
<td>Editor</td>
<td>Designer</td>
<td>Course customiser</td>
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<td><strong>Facilitating discourse</strong></td>
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<td>Guiding discourse</td>
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<td><strong>Social</strong></td>
<td>Firefighter/Filter</td>
<td>Adviser/Counsellor</td>
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<td>Supporting</td>
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<td><strong>Direct instruction</strong></td>
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<td>Instructing</td>
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<tr>
<td><strong>Technical</strong></td>
<td>Helper and marketer</td>
<td>Technologist</td>
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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
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.
Limitations and future research

- 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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