

Re-Inventing Myself for Online Teaching

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Why move in this direction?

We must ensure that the remarkable growth in demand for education throughout the lifetime of virtually every citizen can be satisfied.

National Association of State Universities and Land-Grant Colleges (1999)

Why?

Institutions cite various reasons for offering distance education courses delivered through the Internet or other audio/video media (interactive or one-way).

Among the goals are

- Increasing students' access,
- Increasing enrollments by providing access to new audiences, and
- Improving the quality of course offerings

National Center for Educational Statistics (2001).



Why?

- Because distance education can eliminate travel and scheduling constraints, it can increase access to higher education.
- As the costs of computers and other electronic devices decrease, more students will be able to take advantage of these courses.

National Center for Educational Statistics (2001).

Why?

“One of the things that everyone agrees on is that the Internet offers campuses different ways of packaging content to students. What the OpenCourseWare project will give us is the opportunity of sharing that content.”



Robert A. Brown, Provost, MIT (April, 2001)

History suggests that, during an educational revolution, both access and quality can improve in some ways, while being damaged in others.



Dr. Steve Ehrmann, AAHE's Flashlight Project



What are advantages of being a part of this Revolution?

- **Reallocation of discretionary time**
- **Round the clock access**
- **Reduced passive learning**
- **Retention improves**
- **Regurgitation is reduced**
- **Re-assessing ISD**
- **Re-inventing faculty**

Here at the station...



My bags are packed and
I have my ticket- I think
I'm ready to go

I have a syllabus that is my
course "map" so I think I
know where I'm going.

I have my schedule

My itinerary shows my
"content" stops or the
scenery I'll pass.

Decisions, decisions

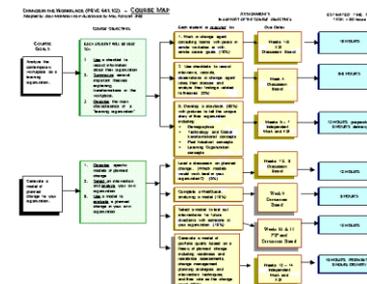
Stand there and watch it go by.



Stand there, think about it and run to catch the train as it leaves

Which train?
The local?
The express?

Buy the ticket in advance...
The ticket looks different



Once on the train...

Open your bag

Content has shifted and you can't find anything.

Scenery has changed

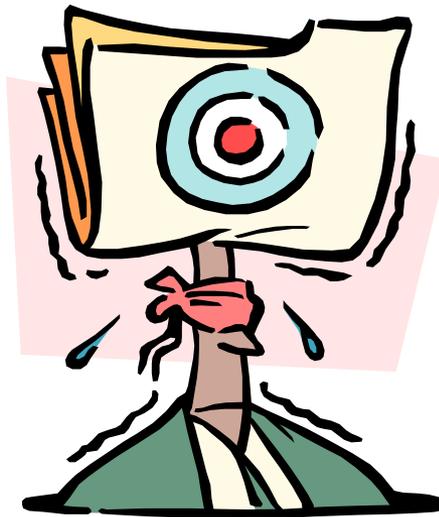
- Watch it go by?
- Take pictures?
- Read travel books and talk about what you see?

How will you prove you went on this trip?

Photos? Dialogs?
Quiz????

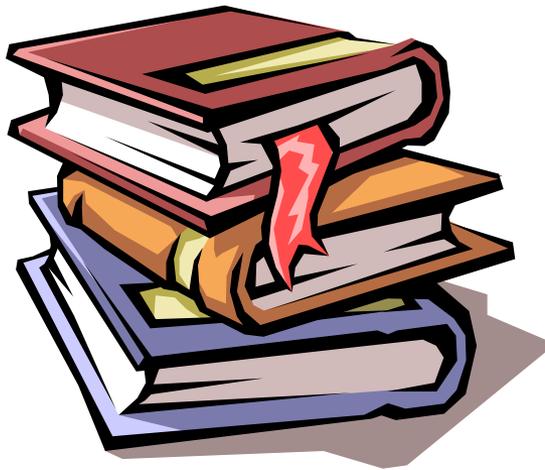


What have I got myself into?



Re-inventing Myself

What does it mean
to be a teacher?

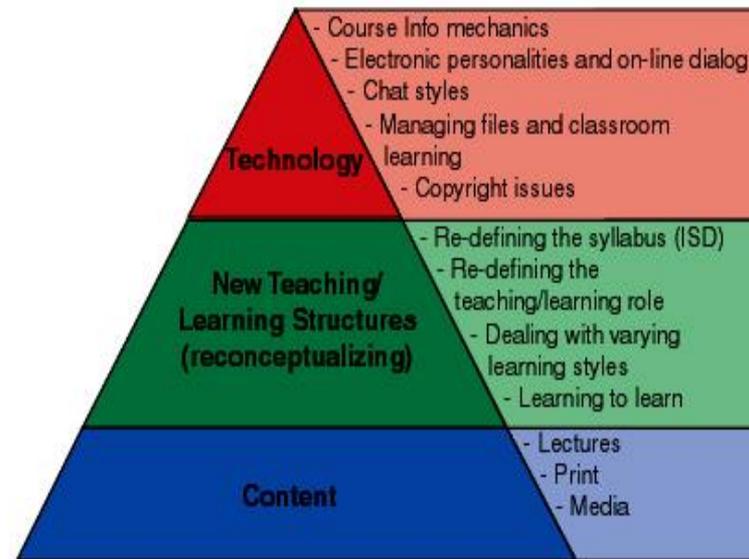


- Role
- Assumptions about learning
- Philosophy of teaching and learning

Re-inventing Myself

What do I have
 to do to
 transform
 myself as an
 online teacher?

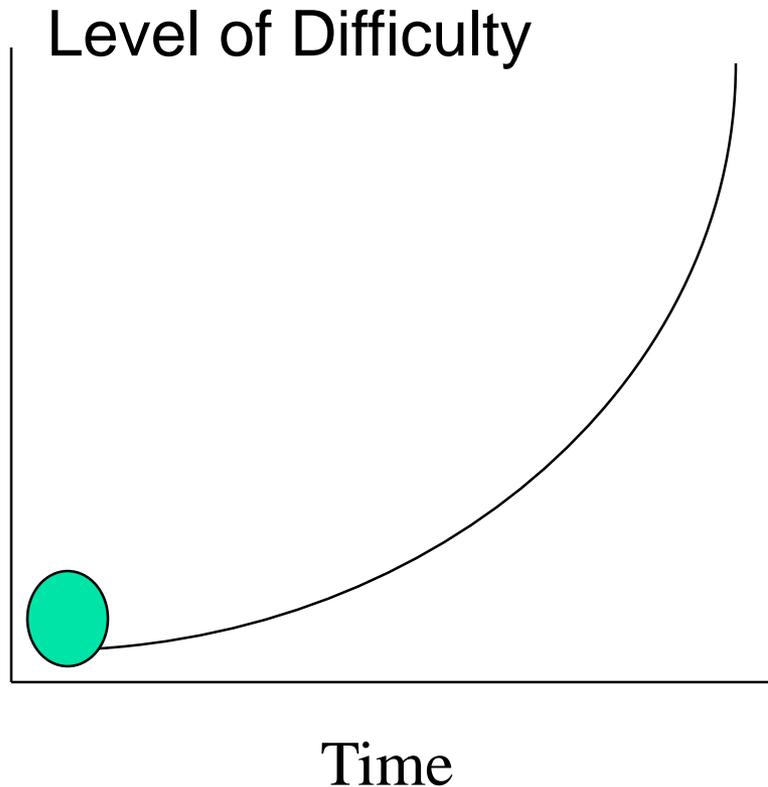
Layers of Course Information



Joan McMahon



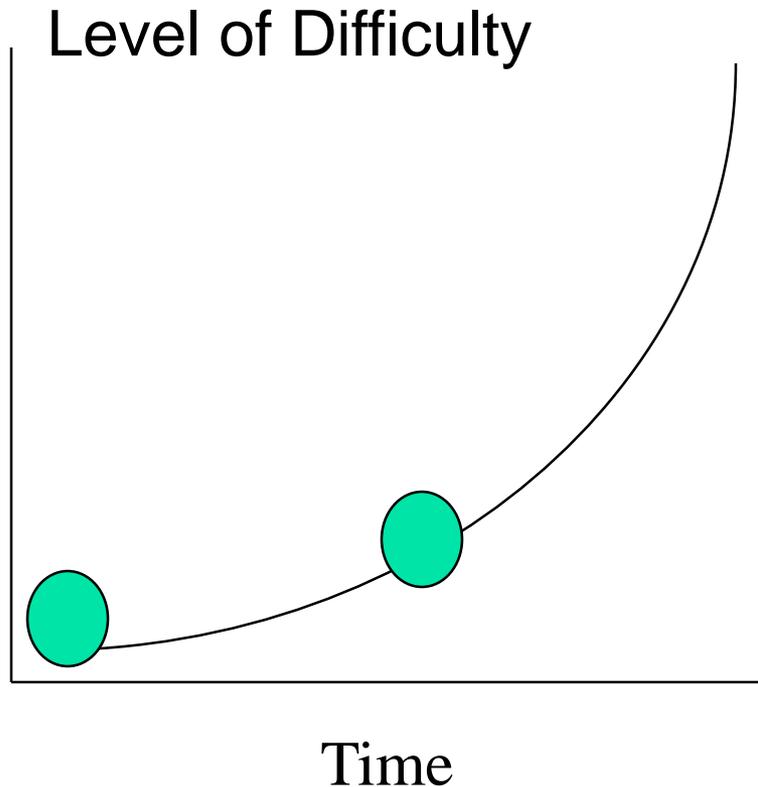
The Faculty Learning Curve



**Design (content) files
on computer**



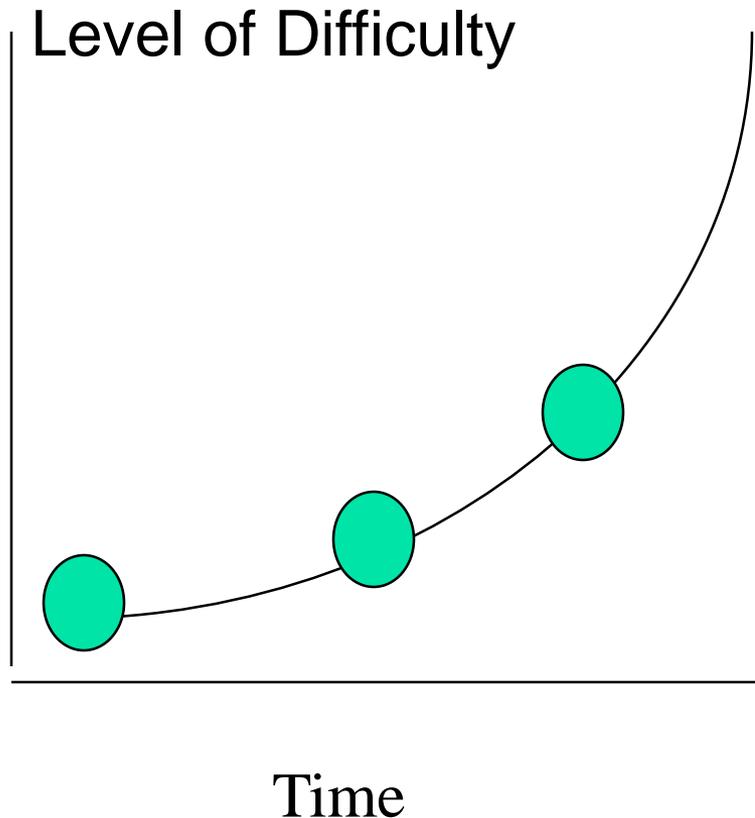
The Faculty Learning Curve



**Reformat to html
and/or Rich Text
Format (rtf)**

for viewing on most
computers (Mac and PC)
in most word processing
software in any version

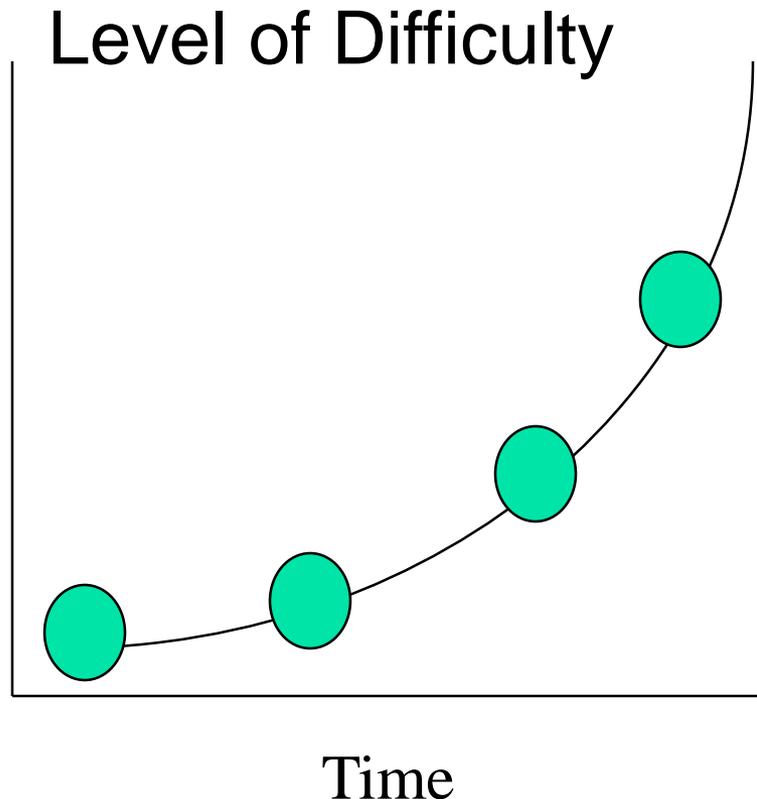
The Faculty Learning Curve



Learn course design/ mechanics and upload files

- Rethink the course design
- Repackage files in a different order (generic syllabus, schedule, assignments)
- View files and reformat for easier online reading.
- Take control of the discussion

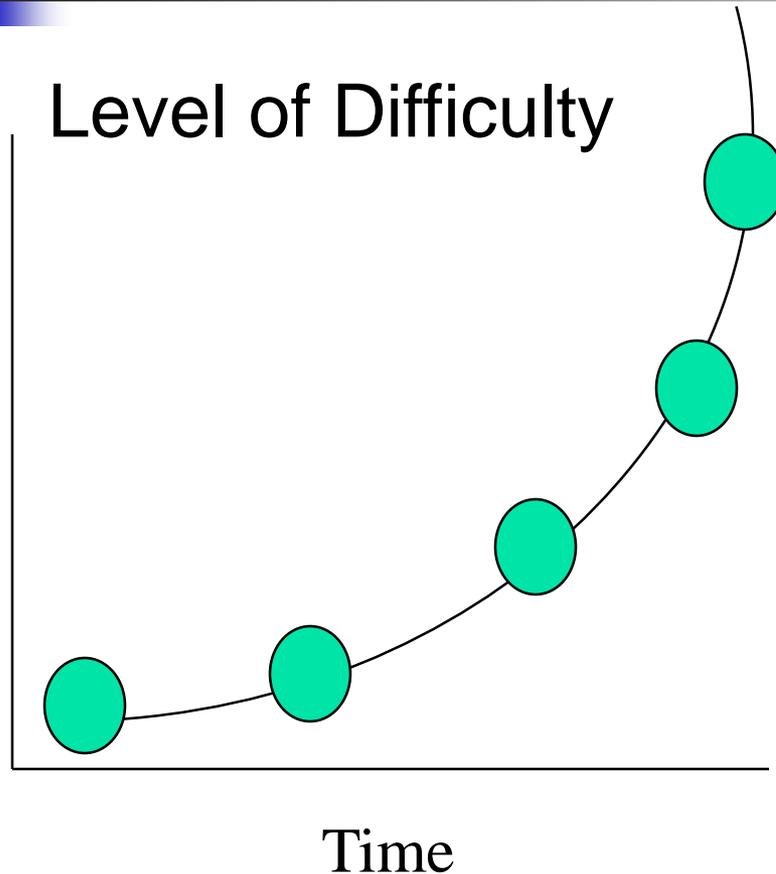
The Faculty Learning Curve



Learn Course Management Strategies

- Labeling files
- Re-thinking the entry level or how to enter the course.
- Designing inventories to assess skills.
- Turning control of the discussion over to the students

The Faculty Learning Curve



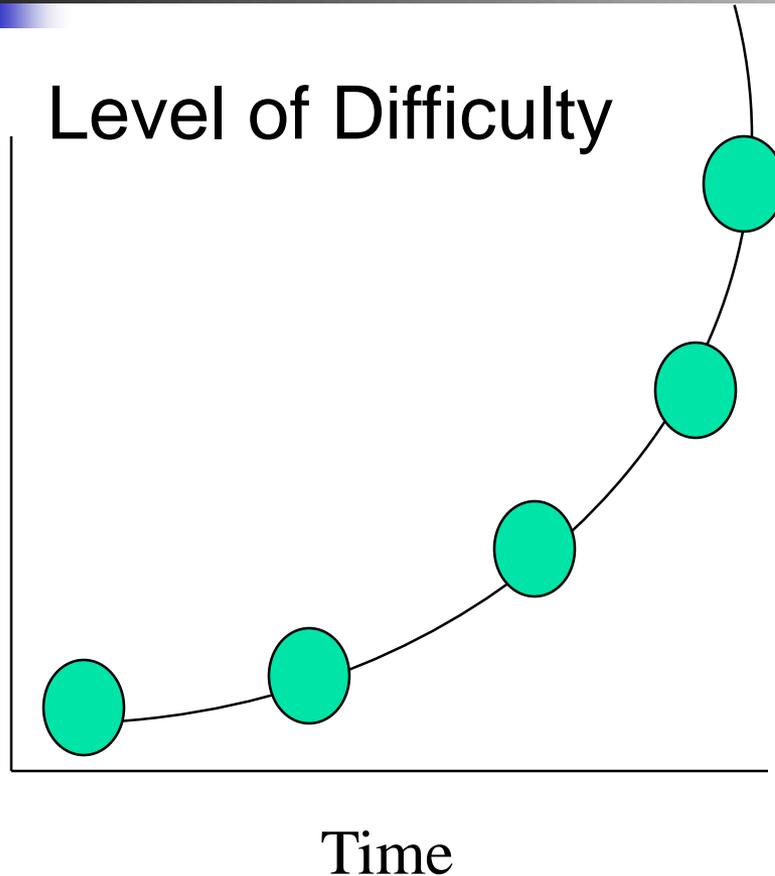
This issue may be a problem

- **Bells and Whistles New Technologies** such as

- Video (bandwidth)
- Voice
- CD-ROM

don't address essential learning issues

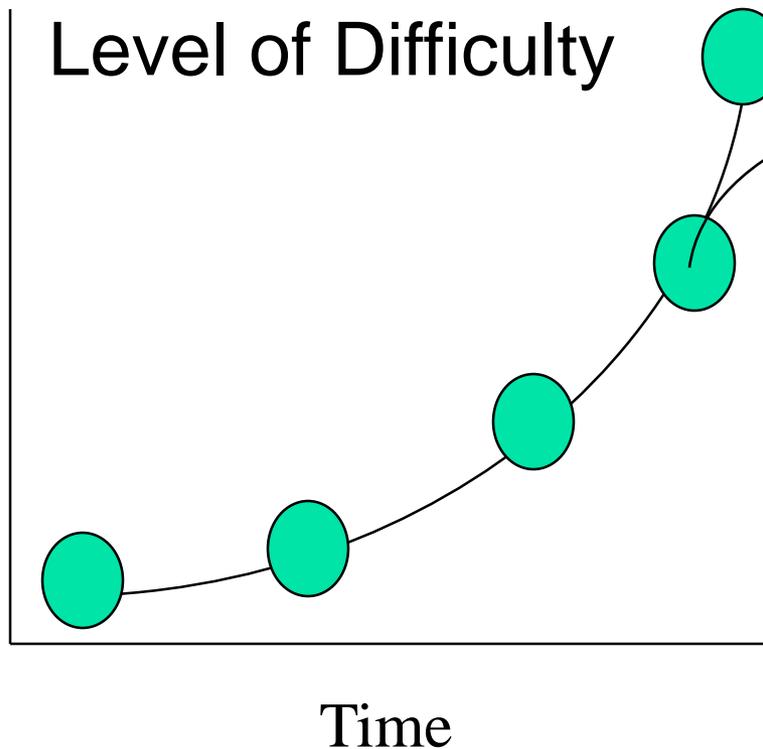
Deviating from the Curve



But is this the
“right” direction

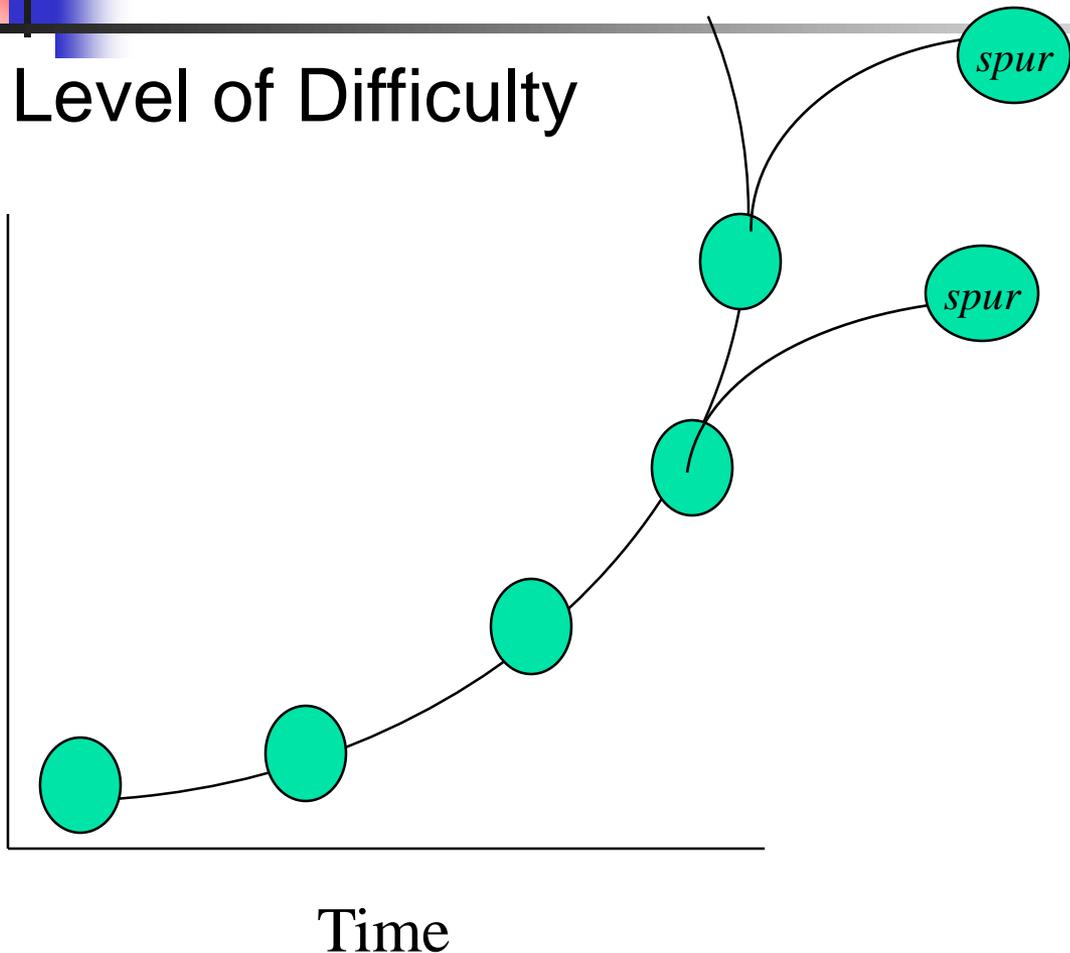


Helping students learn online



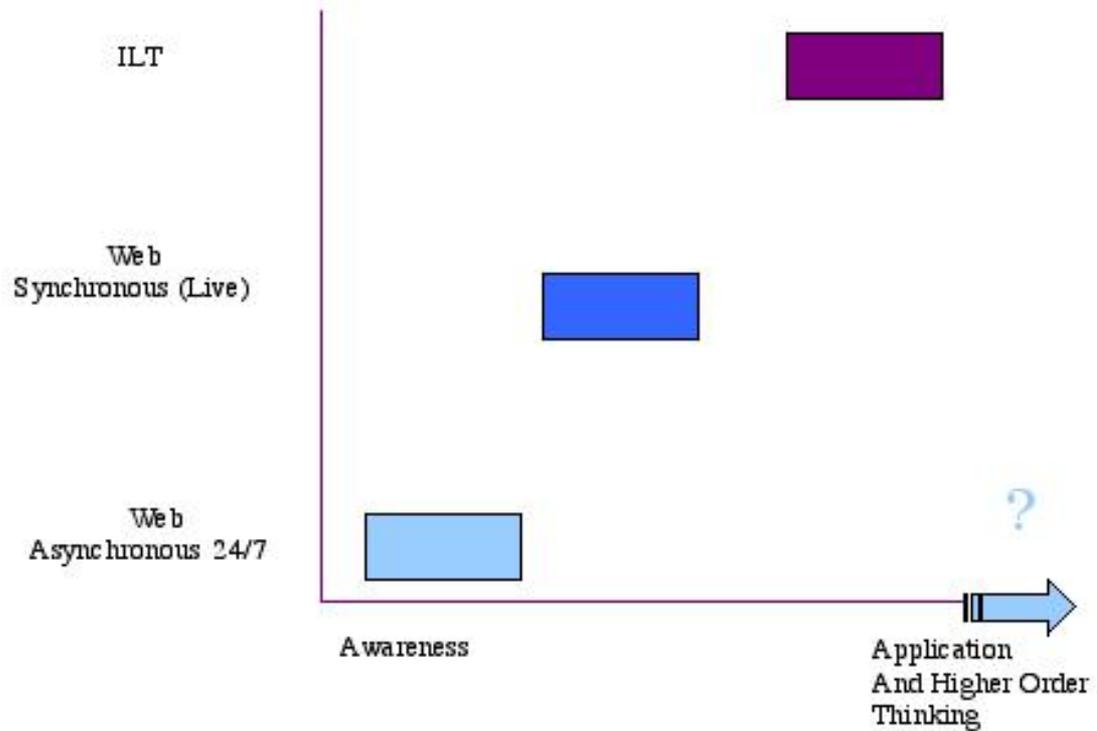
- Something is wrong with the deliverable - whose fault?
- Analyze what the learning issues are
- Design learning solutions

Helping students learn complex concepts online

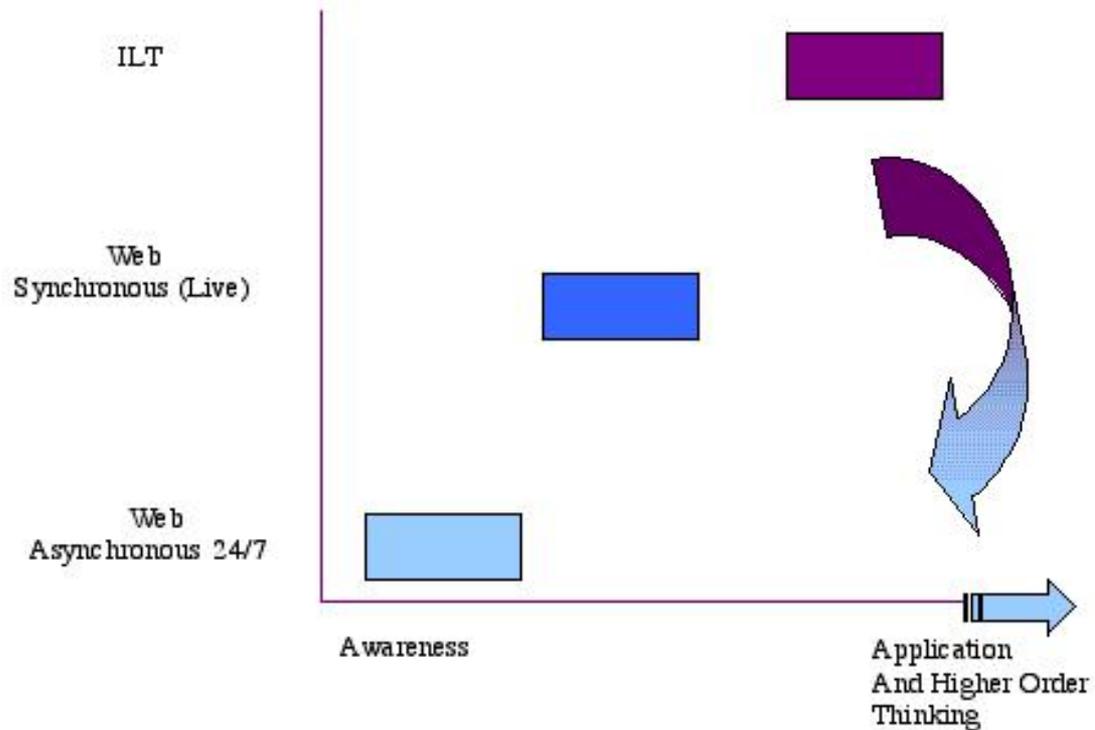


- Phone/fax
- Logic problems = use webbing
- Organization of thinking = sticky notes, cut and paste, outlines, powerpoint notes
- Clarity of thinking = peer review

How does the faculty role shift?



Relationship between (ILT) to Web-supported courses



Your Challenge?

Thinking about both
issues at the
same time



- Your own learning curve
- Your students' learning and retention.



Thanks!

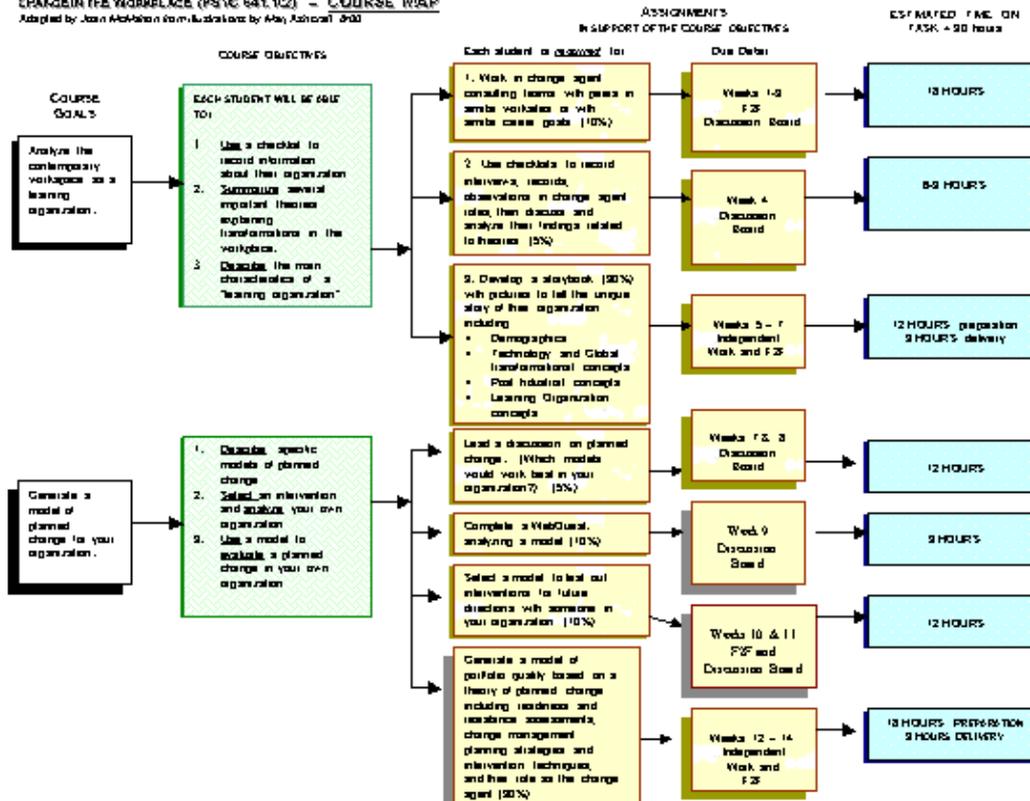
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<http://www.towson.edu/~mcmahon>

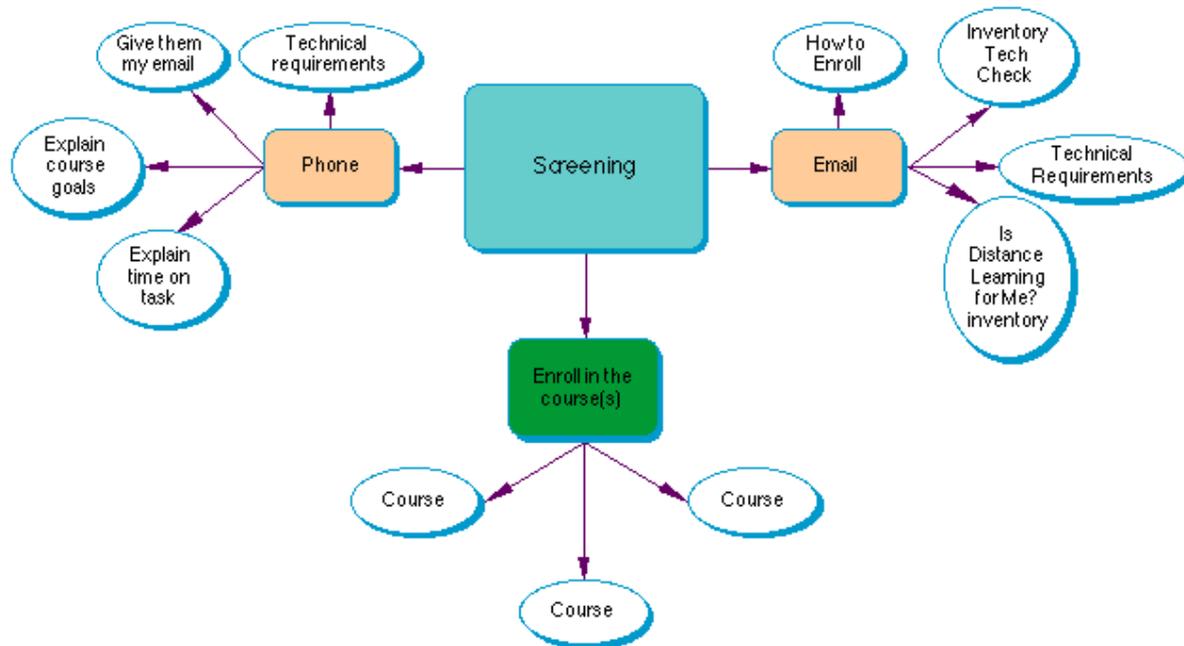
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Rethink the Course Syllabus

CHANGING IN THE WORKPLACE (PSYC 641.102) – COURSE MAP
 Adapted by Joan McMahon from illustrations by Alex Ashcraft 2002

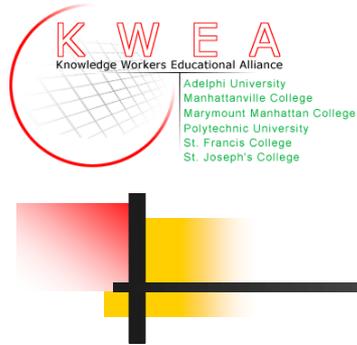


Screening students



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Learning to Learn Online

[http://polaris.umuc.edu/~rouellet/
learning/links.htm](http://polaris.umuc.edu/~rouellet/learning/links.htm)



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Powered By



Course Information

[[Top](#)] : [[Working with Joan](#)] :

My Role - [Link to File](#) (3090 bytes)

My Role

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The Knowledge Expert

If the content of the fields of Human Resource Development and Health Education, or any discipline for the matter, changes every 72 days, it becomes impossible for me to keep up with the details of every specific concept for every student's project. I do, however, have to keep up with the major concepts and their use in the disciplines as part of my professional "content expert" role.

My expertise is more in helping students learn and in creating learning structures so you can use the new knowledge in the field as it changes. Learning to learn is the "content" of this process of web teaching and learning

The Coach/Mentor

With background in adult education, training and development, curriculum design, counseling, and behavior change, I assume the role more of coach and mentor than of content specialist. I am a guide to resources, a problem solver with you on blocks to learning, an advisor.



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Course Information

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Assumptions I make about Learning - [Link to File](#) (4289 bytes)

Assumptions about Learning

(Based on the Constructivist Theory of Learning)

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Learners are Independent and Self-Directed.

Learners take responsibility for their own learning. They ask questions instead of someone else asking for them. They seek out information, instead of being directed to do so. They are proactive in learning rather than reactive.

Learners can self-manage the class tasks with minimum guidelines

Learners can generate new knowledge.

If the knowledge base of the universe is changing every 72 days, then we must continue to develop skills in learning to learn.

As a professor, I actually cannot "teach" you anything. This is an educational philosophy known as "constructivism."

I can expose you to learning opportunities, but only you can learn. I can't teach you insight; that is something you

