

**INTERNATIONAL PERSPECTIVES
IN ONLINE INSTRUCTION**

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Senior Series Editor: Patrick Blessinger, St John's
University and Higher Education Teaching and
Learning Association, USA

Associate Series Editor: Enakshi Sengupta, Higher
Education Teaching and Learning Association, USA

Published volumes:

- Volume 23 University–Community Partnerships for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 24 Leadership Strategies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 25 Integrating Community Service into Curriculum: International Perspectives on Humanizing Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya
- Volume 26 International Perspectives on Improving Student Engagement: Advances in Library Practices in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Milton D. Cox
- Volume 27 Improving Classroom Engagement and International Development Programs: International Perspectives on Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla Makhanya
- Volume 28 Cultural Competence in Higher Education – Edited by Tiffany Puckett, and Nancy Lind
- Volume 29 Designing Effective Library Learning Spaces in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 30 Developing and Supporting Multiculturalism and Leadership Development – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 31 Faculty and Student Research in Practicing Academic Freedom – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 32 International Perspectives on Policies, Practices & Pedagogies for Promoting Social Responsibility in Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Craig Mahoney
- Volume 33 International Perspectives on the Role of Technology in Humanizing Higher Education – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 34 Humanizing Higher Education through Innovative Approaches for Teaching and Learning – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 35 Humanizing Higher Education through Innovative Approaches for Teaching and Learning – Edited by Enakshi Sengupta, Patrick Blessinger and Mandla S. Makhanya
- Volume 36 Integrating Research-based Learning across the Curriculum – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 37 International Perspectives in Social Justice Programs at the Institutional and Community Level – Edited by Enakshi Sengupta and Patrick Blessinger
- Volume 38 The Role of External Examining in Higher Education: Challenges and Best Practices – Edited by Enakshi Sengupta, Patrick Blessinger, Andrew Ssemwanga, and Barbara Cozza
- Volume 39 International Perspectives on Supporting and Engaging Online Learners – Edited by Jaimie Hoffman and Patrick Blessinger

INNOVATIONS IN HIGHER EDUCATION TEACHING AND
LEARNING VOLUME 40

INTERNATIONAL PERSPECTIVES IN ONLINE INSTRUCTION

EDITED BY

JAIMIE HOFFMAN

Noodle Partners, USA

University of Wisconsin-La Crosse, Wisconsin, USA

and

PATRICK BLESSINGER

International HETL Association, New York, USA

St. John's University, New York, USA

Created in partnership with the
International Higher Education Teaching and Learning Association



**Higher Education
Teaching & Learning**

<https://www.hetl.org/>



**emerald
PUBLISHING**

United Kingdom – North America – Japan
India – Malaysia – China

Emerald Publishing Limited
Howard House, Wagon Lane, Bingley BD16 1WA, UK

First edition 2022

Copyright © 2022 Emerald Publishing Limited

Reprints and permissions service

Contact: permissions@emeraldinsight.com

No part of this book may be reproduced, stored in a retrieval system, transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise without either the prior written permission of the publisher or a licence permitting restricted copying issued in the UK by The Copyright Licensing Agency and in the USA by The Copyright Clearance Center. Any opinions expressed in the chapters are those of the authors. Whilst Emerald makes every effort to ensure the quality and accuracy of its content, Emerald makes no representation implied or otherwise, as to the chapters' suitability and application and disclaims any warranties, express or implied, to their use.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

ISBN: 978-1-80043-673-2 (Print)

ISBN: 978-1-80043-672-5 (Online)

ISBN: 978-1-80043-674-9 (Epub)

ISSN: 2055-3641 (Series)



ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

Certificate Number 1985
ISO 14001



INVESTOR IN PEOPLE

CONTENTS

<i>About the Contributors</i>	vii
<i>Series Editors' Introduction</i>	xiii
Chapter 1 Introduction: International Perspectives on Online Instruction <i>Patrick Blessinger and Jaimie Hoffman</i>	1
Chapter 2 Supporting Online Learners in Psychology: An Analysis of the Use of Videos in an Undergraduate Statistics Course <i>Janie Busby Grant and Karin Oerlemans</i>	9
Chapter 3 Activating Communities of Learning among Online Energy and Environmental Science Graduate Students with Vlogging and Scholar-Practitioner Interviews <i>Jennifer da Rosa</i>	25
Chapter 4 Best Practices in Online Faculty Management: Strategies and Case Studies <i>Michelle Dennis and Sarah Fornero</i>	55
Chapter 5 Student and Facilitator Experiences of Team Learning in Online Environments: Synergies, Divergences, and Implications for Practice <i>Cassie Hague and Lucilla Crosta</i>	69
Chapter 6 Three Lenses on Lurking: Making Sense of Digital Silence <i>Caroline Kuhn, Leo Havemann, Suzan Koseoglu and Aras Bozkurt</i>	83
Chapter 7 Retrieval Practice and Online Learning <i>April Millet, Nate Turcotte and Shulong Yan</i>	95

Chapter 8 Reflecting on the Theory of Transactional Distance in Addressing Barriers to Student Engagement in Open Distance Learning <i>Ramashago Shila Shorty Mphahlele and Matlala Violet Makokotlela</i>	113
Chapter 9 Analyses of Online Course Syllabi for Planned Interactions and Learner Support <i>Sandra A. Rogers and Gurupreet K. Khalsa</i>	125
Chapter 10 Perspectives on Effective E-tutoring that Motivates and Enhances Students' Learning through Learner Management Systems and Social Media <i>Gloria Sauti</i>	143
<i>Name Index</i>	157
<i>Subject Index</i>	165

ABOUT THE CONTRIBUTORS

Patrick Blessinger is an Adjunct Associate Professor at St. John's University, a Math and Science Teacher at the New York State Education Department, and an Educational Research Scientist at the International Higher Education Teaching and Learning Association (in consultative status with the United Nations). He is an Editor and Author of many books and articles and also an Educational Policy Analyst and Contributing Writer with UNESCO's Inclusive Policy Lab, *University World News*, *The Hechinger Report*, *The Guardian*, and *Higher Education Tomorrow*, among others. He teaches courses in education, leadership, and research and also serves on doctoral dissertation committees. He founded and leads a global network of educators focused on teaching and learning. He has served on accreditation certification committees for various universities and schools. He regularly gives presentations and keynote addresses at academic conferences around the world. He has received several educational awards, including: Fulbright Senior Scholar to Denmark (Department of State, USA), Governor's Teaching Fellow (Institute of Higher Education, University of Georgia, USA), and Certified Educator (National Geographic Society, USA).

Aras Bozkurt is a Researcher in the Department of Distance Education at Anadolu University, Turkey and in the Department of English Studies at the University of South Africa. He has an MA and PhD in Distance Education. He conducts empirical studies on online learning through resorting to critical theories including connectivism, rhizomatic learning, and heutagogy. He is interested in emerging research paradigms including social network analysis, sentiment analysis, and data mining.

Janie Busby Grant is a Senior Lecturer at the University of Canberra, Australia. She conducts research in cognitive psychology, in particular examining future-oriented cognitions and their influence on everyday decision making. She also engages in collaborative health problem-solving research projects, including cross-disciplinary research with external and government organisations. She has extensive tertiary teaching expertise focusing on using flexible teaching methods with large, multidisciplinary student cohorts. She is an active researcher in the education space with publications and conference presentations, and has received recognition through both individual and team-based teaching awards. She supervises research students at all levels and engages in both peer review and grant review nationally and internationally.

Lucilla Crosta has been working in National and International Higher Education since 2004, specifically in online Master and Doctoral degrees in Education.

She has extensive experience in the adult e-learning field both inside European Commission funded projects and as an adult trainer in a blended modality. She gained her PhD in 2009 at the University of Lancaster (UK). Since 2013, she has been Honorary Lecturer and Assistant Director in the EdD Program run in partnership between Laureate Online Education and the University of Liverpool. Her research interests are related, but not limited to: online doctoral supervision, learning in virtual teams and communities and the use of artificial intelligence in Higher Education

Jennifer da Rosa is the Program Coordinator for Johns Hopkins University's Energy and Environmental Programs. She has a background in geology, oceanography and science education, specializing in climate change misconceptions. Her research interests include earth and environmental science cognition, online learning pedagogy, science misconceptions, behavioral economics as applied to climate and environmental problems, public land policy and the application of social science methodology to explore environmental issues. She was formerly an instructor with the United States Naval Academy's STEM Center for Education and Outreach, where she worked with midshipmen and faculty to offer science and engineering outreach programs. She has developed courses in climate change, natural disasters, environmental sustainability, renewable energy technology and policy, the social science of climate change, GIS, public land policy, and several intensive field courses. Prior to her teaching career, she served as a Civilian Oceanographer for the Naval Oceanographic Office's Warfighting Support Center at Stennis Space Center, Mississippi. She received her Doctor of Education (EdD) in Curriculum, Teaching, Learning, and Leadership at Northeastern University. She has an MS in Geoscience with specialization in oceanography from Texas A&M University and a BS in Geology from South Dakota School of Mines and Technology.

Michelle Dennis currently serves as the Interim Executive Dean of the Online Campus of Adler University. She previously served as the Chair of the Department of Leadership and Applied Psychology and has served as the Director of multiple graduate programs. She has held various positions in the field of higher education over the past 20 years and previously worked as a statistician. She also serves the Online Administration Network of the Association for Professional, Continuing and Online Education, and she is a member of the Illinois Coalition for Higher Education in Prisons. She earned her PhD in Clinical Psychology from Marquette University, her MA in Training and Development from Roosevelt University, and her MEd in Higher Education Administration from the American College of Education. She has published in the areas of online faculty management and virtual student and faculty engagement.

Sarah Fornero is the Interim Vice President of Finance and Operations at Adler University. Immediately prior to this role, she served as the Executive Dean of the Online Campus, where she was the Chief Academic Officer overseeing the academics and operations of the Online Campus and information technology

for the university. During her tenure, from 2015 to 2020, the Online Campus has doubled in size, resulting in over 330 students, with a persistence rate of 95%. She works closely with faculty and staff to create an engaging learning environment for online students – leveraging best practices and current technology to bring students and faculty together in a participatory virtual environment. She is a member of professional organizations, including the University, Professional, and Continuing Education Association and the Online Learning Consortium. She has shared her expertise with thousands of educational professionals as a presenter at regional, national and international conferences. She is also published in the field of online and distance learning. Prior to Adler University, she was a middle and high school Mathematics Teacher in Flint, MI and Barrington, IL. She holds a BS in Education and an MA in Education from the University of Michigan, and her EdD in Curriculum and Instruction from the University of Florida.

Cassie Hague has worked in Higher Education for more than 10 years. After gaining her PhD from the University of Exeter in 2010, she worked at Futurelab in the UK researching issues related to the future of education. Since 2012, she has worked as an Honorary Lecturer for the EdD program run in partnership between the University of Liverpool and Laureate Online Education. She has also taught online for the University of Strasbourg, and the American Business School in Paris as well as supporting undergraduate and graduate students in face-to-face contexts. Her research interests include the development of creativity, critical thinking, and digital literacies in educational contexts, and understanding innovation in education. She lives in Paris, France.

Leo Havemann is a Digital Education Advisor at University College London and has been an educational technology practitioner for over 10 years. Working in this space allows him to draw upon previous experiences studying and teaching literary, media, cultural, and communication studies, and working in libraries and industry. He is also currently a Postgraduate Researcher at the Open University (UK), with a particular research interest in open educational resources, practices, and policies.

Jaimie Hoffman is an innovative leader and educator with over 20 years of experience leading across multiple contexts in higher education including 15 years of teaching online. Expertise in creating ecosystems that are inclusive and provide remarkable support for online learners. Highly skilled in visioning and strategic planning, assessment and data-driven leadership, fiscal management, adult/student learning and development theories, leadership development, designing and implementing programs for historically marginalized populations, and leveraging technology for student engagement and learning. Expertise in hiring, training, coaching, leading, and managing remote teams and vendors against KPIs while optimizing for scale. Accomplished at directing projects involving multiple stakeholders, programs, and deliverables in fast-paced, start-up, and innovative environments. Accomplished at leading initiatives involving multiple

stakeholders, programs, and deliverables in fast-paced environments. Passionate, student-focused, and published in support, engagement, and instruction in online learning. Leverages radical candor to drive toward excellence and brings joy and laughter along for the ride.

Gurpreet K. Khalsa is a resident of Mobile, Alabama, having lived previously in Ohio, Washington State, India, New Mexico, and California. She received her PhD in Instructional Design from the University of South Alabama and Master's in Education from California State University, Los Angeles. She taught middle and high school English classes for over 20 years and contributed to the California Writing Project's initiative to improve student academic writing. As well, she achieved National Board certification. She is a part time Online Instructor in Graduate Education Programs at University of South Alabama and University of Alabama at Birmingham.

Suzan Koseoglu is an Academic Developer (Research and Development in Technology Enhanced Learning) at Goldsmiths, University of London. She holds an MEd and PhD in Learning Technologies. Her area of expertise is online learning with an emphasis on open and networked scholarship and socio-cultural aspects of learning in further and higher education contexts. Her recent research focuses on openness in education, exploring open educational practices and the intersection of power and pedagogy in hashtag communities.

Caroline Kuhn is an Open Educator and Researcher. She works as a Senior Lecturer in Education and Technology Enhanced Learning at Bath Spa University. For many years she lived and worked in Venezuela as a Mathematics Teacher in Tertiary Education. Her PhD brought her to Europe in 2011 and spent a year as a Guest Researcher at the Freudenthal Institute for Science and Mathematics Education in the University of Utrecht where the core ideas of her PhD matured into the thesis of her dissertation which challenges deterministic and common-sensical approaches to the use of technology. The focus of her investigation is on students' daily entanglements with digital technologies while investigating how students' agency is shaped by the institutional culture and the socio-technical relations. She has been an active participant in open fora for open education. Her interest is in supporting pupils in their process of becoming better students.

Matlala Violet Makokotlela, PhD, is a Lecturer at the University of South Africa in the Department of Science and Technology Education. Her research interest is in the curriculum, sustainability, climate change, open education resource, and open distance learning.

April Millet recently celebrated her 25-year anniversary with Pennsylvania State University. During that time, she earned a Master of Education from the Instructional Systems Program in 2006 and held several different appointments in nearly every division in the university building experience in many different areas. The posts that she held include Business Services managing the Copyright

Clearance Office, Information technology managing the Web-based Training program, Student Affairs leading the cocurricular education efforts, the College of Business designing online courses, and for the past 8 years in the Dutton e-Education Institute, the College of Earth and Mineral Sciences' learning design unit, designing and developing courses and providing faculty development. She has expertise and experience in faculty development, educational technology, and designing and developing residential, hybrid, and online courses. She is currently an Assistant Teaching Professor and Learning Designer at the Pennsylvania State University.

Ramashego Shila Shorty Mphahlele, PhD, is a Senior Lecturer in the Department of Early Childhood Education, University of South Africa. Her major research interests lie in the area of student engagement, student support, and open educational resources.

Karin Oerlemans is the Principal Consultant at Kairos Consultancy and Training. An Adjunct Senior Lecturer at the University of Canberra, she has worked extensively with the academics there to intentionally incorporate flexible and online learning methodologies within their courses, to support the learning of all students. She works cross-sectorial to support academics and schoolteachers to understand and implement inclusive education for students who need additional support, drawing on a Universal Design for Learning framework. Her research focus is on curriculum development and implementation to create inclusive environments that authentically model the kind of world we want for our children.

Sandra A. Rogers is a Digital Learning Specialist with the Research, Teaching, and Learning Department at the University of California – Berkeley. She received her PhD in Instructional Design from the University of South Alabama and a Master's in Teaching from the University of Alabama. She has been teaching, training, and designing in a variety of educational settings both in and outside the United States for 25 years. Her international experience includes English Teaching Fellow to Mozambique, Peace Corps Volunteer to Honduras, Alabama–Guatemala Partners to the Americas Teacher Exchange, and Association of Brazil–America Visiting Instructor. Search *Teacherrogers* for her online projects.

Gloria Sauti is a former Post-Doctoral Fellow at the Archie Mafeje Research Institute. She holds a Bachelor of Arts with Law, an Honors in International Relations, and a Master's degree in Anthropology from the University of the Witwatersrand in South Africa. She commenced her LLB studies and later pursued her PhD at the University of the Witwatersrand. Her doctoral research explores the analysis of social interaction on social networking sites in which she also showcases the impact of social media on education as well as South Africa's indigenous cultures and what seems to result in acculturation and enculturation due to intercultural interaction. Her research was conducted both in South Africa and the United States where she lives. Apart from her research, which is of an interdisciplinary nature and includes women and land, poverty and gender

among others, she has been a tutor at University of South Africa since 2013, and continued in her position while working on her postdoctoral research. She was later appointed as a Lecturer and supervised almost a dozen e-tutors which enabled her to explore both perspectives of e-tutors and students. Her current research focuses on teenagers' mothers and ways in which they can benefit from ODeL education.

Nate Turcotte is an Assistant Professor at Florida Gulf Coast University in the department of Leadership, Technology, and Research. Nate has a PhD in Learning, Design, and Technology from Pennsylvania State University and has experience teaching undergraduate and graduate courses in online, hybrid, and face-to-face formats. Prior to finishing his PhD, he worked as a Research Assistant for the John A. Dutton e-Education Institute. At the institute, he worked closely with faculty to research best practices for teaching and learning in online settings. He is also well versed in designing and developing online courses. Currently, his research explores teaching and learning across formal and informal technology-enhanced learning settings.

Shulong Yan has assisted with designing the curricula and collecting and analyzing data for an afterschool design club. She is currently a PhD candidate in the Learning, Design, and Technology program in the College of Education at the Pennsylvania State University. Her dissertation focuses on understanding and supporting group's failure management in collaborative design context. Areas of interest and expertise include interaction analysis of video-based research, design and evaluation of human-centered challenges and design thinking materials for elementary school children, and evaluating learning design to support online learning.

SERIES EDITORS' INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning is more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

1. present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries,
2. present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices, and
3. consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, Innovation is positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that leads to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes represent all disciplines from a wide range of national, cultural, and

organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and lifewide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

Patrick Blessinger

*Founder, Executive Director, and Chief Research Scientist, International
HETL Association*

CHAPTER 1

INTRODUCTION: INTERNATIONAL PERSPECTIVES ON ONLINE INSTRUCTION

Patrick Blessinger and Jaimie Hoffman

INTRODUCTION

For the past few decades, online learning has been one of the fastest growing areas of educational technology. During this period, we have seen the rise of new online colleges and universities as well as the adoption of online learning in traditional brick-and-mortar institutions. With the advent of the Covid-19 global pandemic in 2020 and 2021, the adoption rate of online learning has moved from an optional service to a mandatory one. The adoption of online learning has, in turn, required higher educational institutions to completely rethink the nature of teaching and learning and how it can be provisioned to meet the needs of students, institutions, and society.

As a result, online learning has transformed the way higher education institutions provision teaching and learning. Although online learning technologies have been in existence for the past few decades, educational institutions used these technologies to varying degrees, often as just an adjunct to traditional face-to-face teaching and learning. Prior to the pandemic, some institutions embraced this mode of provisioning as a way to create more diverse, flexible, and effective learning spaces for students, whereas other institutions were relatively more slow to integrate online and hybrid learning technologies into their mix of teaching and learning options.

However, as a result of the pandemic, all educational institutions are now required, out of necessity, to figure out how best to implement online teaching and learning across the entire institution. What was once an option or nice-to-have is now a necessity. Thus, the great challenge for higher education institutions was not

so much how to implement online teaching and learning but how to do it effectively. To achieve this outcome, colleges and universities were forced to ramp up the learning curve on online/remote technology adoption very quickly. This involved technology implementation, faculty training and professional development and adjustments of university and departmental budgeting, among other items.

RESEARCH ON ONLINE LEARNING

Many studies have concluded that if designed, implemented, and provisioned properly, online learning can be as or more effective as traditional face-to-face learning for many different types of courses across programs and grade levels (Martin, Sun, & Westine, 2020; Nguyen, 2015). For instance, a meta-analysis of more than 1,000 empirical research studies that measured student learning outcomes in online and blended learning environments in higher education versus face-to-face learning environments in higher education (U.S. Department of Education, 2010) concluded that, “When used by itself, online learning appears to be as effective as conventional classroom instruction, but not more so.” (p. xviii).

In addition, the study found that hybrid learning (combination of face-to-face learning and online learning) outperformed both face-to-face learning alone and online learning alone, suggesting that there are advantages to combining the traditional medium with the electronic medium. However, the study does not demonstrate that online learning is superior as a medium. In other words, the electronic medium is not inherently superior to face-to-face. Although the study was not able to break down the specific effect size by curricula used, pedagogy used, and time spent on tasks by students. The study suggests that it is the right combination of course variables that gave blended learning the advantage.

Another significant finding of the study showed that the effect size was greater for online courses that were instructor-led versus courses where students worked independently. Thus, the report concluded that “... the observed advantage for blended learning conditions is not necessarily rooted in the media used per se and may reflect differences in content, pedagogy and learning time” (p. xv).

Given these findings, it suggests that effective teaching and learning, regardless of the medium used to provision the course, is based on proper design of the course. The study suggests that to produce effective learning, key elements of the course should include (1) active instructor engagement and learning facilitation, (2) properly aligning the pedagogy(s) used and learning activities used to the course curricula and the learning outcomes sought, (3) properly aligning learning activities, and (4) sufficient time on learning activities.

EFFECTIVE ONLINE LEARNING REQUIRES GOOD COURSE DESIGN

Whether face-to-face or online, effective online learning starts with effective course design. Effective course design centers around several key principles: understanding learner needs, active and engaged learning, learning outcomes, and instructor facilitation.

Learner Needs

Understanding the needs of the learners is important. To the extent possible, this involves taking into consideration the background and demographic characteristics of the students. It involves taking into account the grade level, academic preparation, and prior knowledge of the students. Because online learning goes beyond the time and space limitations of physical brick-and-mortar constraints, it can provide greater flexibility in learning. Online learning is more flexible, in terms of access and communication, because it can be provisioned with both synchronous and asynchronous technologies for anytime, anywhere communication and interaction.

Understanding online learner needs involves having a good understanding of key learner characteristics, including learner demographics, academic characteristics, course preparation, learner social and emotional characteristics, and motivational characteristics. To the extent possible, instructors should invest some time in getting to know their audience (students) and what they hope to get out of the course (outcomes), and why they are taking the course (motivation).

Based on this backwards design process (i.e., start with the end in mind), the instructor is in a better position to design the structure and content of the of the course, such as what type of content to include, what type of learning activities to include, how best to structure the flow of the course, and how best to facilitate the course.

Active and Engaged Learning

As discussed previously, online or hybrid learning can provide advantages to teaching and learning. Technology is a tool. Its effectiveness is only as good as the person using the tool for the right purpose and in the right way. As such, its proper use can enhance learning or its improper use can diminish learning. Technology, no matter how technically sophisticated it is cannot save a course that is poorly designed, but, all else equal, if a course is properly designed to achieve appropriate learning outcomes, it can provide advantages such as access to a more diverse array of curricula resources, the opportunity for better student collaboration, and the ability to create more flexible learning spaces.

Active learning, as opposed to passive learning, is considered an important element in good course design. Active learning requires active student participation with the instructor and peers, active engagement with the course content, active engagement with meaningful learning activities, and active engagement in higher order thinking (e.g., as illustrated in Bloom's Taxonomy of Learning Objectives).

Active learning is embedded in the social learning context. Active learning occurs when students have appropriate control, as decided upon by the instructor, over what and how they learn in order to facilitate a higher degree of self-regulated learning. These principles have huge implications for how a course is designed and the roles and responsibilities of the instructor and students in the course. Giving students more control of their learning does not mean that the instructor does not play an important and active role in the course. Quite the opposite.

In active learning, the instructor's role is expanded. The instructor is still the content expert and remains a key source of knowledge for students but not the only source of knowledge. In active learning, the instructor also becomes the main

facilitator of learning. The role of the instructor shifts from content expert to instructional leader. This implies that the instructor must know how to effectively lead the course and facilitate the learning process. Instructional leadership not only requires a high degree of cognitive intelligence but also a high degree of emotional and social intelligence. Thus, the instructor's role shifts from a one-dimensional role to a multidimensional role.

Learning Outcomes

The instructor must have a good sense of what the learning outcomes should be for the course. Learning outcomes are defined as what the learner will achieve at the conclusion of the course. Learning outcomes should be appropriate to the program objectives and course content, and the outcomes should be both challenging and reachable for the students. Learning outcomes should also be consistent with universally accepted learning objectives, such as those outlined in Bloom's Taxonomy, and universally accepted learning standards, such as those defined by recognized national or international educational associations or accreditation bodies or government agencies.

Instructor Facilitation

Assuming the course is designed properly, the instructor is perhaps the most important factor in effective learning. Effectiveness of instructor facilitation includes such factors as instructor engagement and feedback. There are also factors that are difficult to evaluate because there are, for instance, intangible characteristics that can make a huge difference in student engagement and motivation, such as the personality of the instructor, the demeanor and tone of the instructor, leadership characteristics of the instructor, course management, power relationship between the instructor and students, and institutional support. Research indicates ([Bain, 2004](#)) that the best instructors, regardless of subject or grade level:

- Know their subject matter extremely well.
- Stay up-to-date on the latest research in their field and related fields.
- Understand the broader issues and implications in their field.
- Develop strategies and methods for effectively teaching the content and assessing student learning.
- Develop class discussions and learning activities that keep students engaged throughout the course.
- Able to simplify complex concepts so students can understand and apply them.
- Make the course interesting and relevant to the practical lives of students.
- Have genuine concern and respect for students and value their input.

Course Assessment

Instructors must embed in the course different ways to assess what and how much the student has learned. Common assessments include formative and summative assessments. Assessments include assignments, projects, portfolios, and tests.

Course Evaluation and Quality Assurance

The department of institution should track relevant data on the course such as retention and dropout rates, learner attendance and participation, and any other metrics deemed appropriate to success of the course. Student evaluation of teaching surveys have now become commonplace as one way to evaluate student feedback on the course and the instructor. Putting in place a systematic and automated means to collect and analyze course data allows the institution to compare metrics across courses and programs. These data, in turn, become part of the data used in institutional research.

CHAPTER SUMMARIES

In the chapter titled, “Supporting Online Learners in Psychology: An Analysis of the Use of Videos in an Undergraduate Statistics Course,” by Janie Busby Grant and Karin Oerlemans, the authors discuss how post-secondary teaching in Australia utilizes a different delivery modes to support a flexible student learning. These resources include a wide array of curricula and media that can be adapted to online and hybrid delivery modes. In spite of this rapid migration to digital delivery of educational services, the authors state that not all student groups benefit equitably as evidenced by falling participation rates among vulnerable student groups. It is within this context that the authors discuss the development and implementation of a federally funded program called SAFFIRE which aims to revamp a curriculum at a medium-sized Australian university by using new technologies to increase flexibility, access, and support for students. SAFFIRE allowed the university to create more flexible resources by investigating the drivers, barriers, and other factors related to the deployment of change. The authors present a case study that examines the effectiveness of curricula delivery via video in an undergraduate psychology statistics course. Thus, the effectiveness of video-based learning was assessed by way of access rates, and feedback and performance metrics. The results reveal evidence for the use of video aids to improve academic performance and student satisfaction.

In the chapter titled, “Activating Communities of Learning among Online Energy and Environmental Science Graduate Students with Vlogging and Scholar-Practitioner Interviews,” by Jennifer da Rosa, the author presents two case studies about online graduate student engagement. The authors examine student engagement through the lens of Bronfenbrenner’s ecological systems theory. The first case study examined a course titled, Sustainability Science, wherein students used VoiceThread to create video blogs in order to discuss their values, relationships, and perspectives on environmental degradation, social justice and quality of life. The second case study examined a course titled, Solar Energy, Technology, and Policy, wherein students interviewed a solar energy expert, professional, entrepreneur, and policymaker. The author discussed how the assignments cultivated student-to-student interactions and community building. These courses allowed students to better engage with the course content and to better apply their new knowledge and make better professional connections.

In the chapter titled, “Best Practices in Online Faculty Management: Strategies and Case Studies”, by Michelle Dennis and Sarah Fornero, the authors examine faculty management strategies that effectively prepare faculty to teach online courses in order to better engage students and improve learning outcomes. Key elements of faculty management strategies include direction, feedback, professional development, rewards, and evaluation. The author discusses how these areas can improve faculty and student satisfaction and engagement, which in turn, can lead to improved academic performance, which in turn, can help achieve program and department goals such as increasing student retention, decreasing faculty attrition, building a sense of community, as well as improving operational efficiencies and cost reductions. The authors discuss the best practices in online faculty management that enhance all these outcomes.

In the chapter titled, “Student and Facilitator Experiences of Team Learning in Online Environments: Synergies, Divergences and Implications for Practice,” by Cassie Hague and Lucilla Crosta, the authors compare student and faculty perceptions of learning support in online team. The authors discuss salient theories on learning teams such as constructivism and social learning. The authors focus on student autonomy and facilitator presence to gain a better understanding of online team learning. Within this lens, the authors examine student perceptions of tutor involvement. The authors used a mixed methods research method to understand student needs and faculty practices and used these findings to determine the implications for e-pedagogy development for engaging international students in online graduate courses.

In the chapter titled, “Three Lenses on Lurking: Making Sense of Digital Silence,” by Caroline Kuhn H., Leo Havemann, Suzan Koseoglu, and Aras Bozkurt, the authors investigate the concept of online lurking using a phenomenological inquiry. The authors discuss the different meanings of the term lurking and they propose three lenses through which to understand the term: lurking as troublesome, lurking as ordinary practice, and lurking as political. The different and multilayered perspectives of the term suggest that lurking behaviors derive from different lurker motivations that are situated in a variety of contexts. The authors attempt to provide a critical analysis of what online silence might mean for students and instructors.

In the chapter titled, “Retrieval Practice and Online Learning,” by April Millet, Nate Turcotte, and Shulong Yan, the authors discuss why it is important that instructors create experiences and opportunities for students to learn. The authors note that, regardless of how teaching and learning is provisioned, the goal of producing learning outcomes is the same. The authors discuss the importance of using knowledge-checks to assess how well students have learned the content by embedding quotations directly into the course content. Knowledge-checks are a form of low stakes of retrieval practice. The authors explain how retrieval practice can be used in online courses to keep students engaged and provide them with opportunities for retrieving content.

In the chapter titled, “Reflecting on the Theory of Transactional Distance in Addressing Barriers to Student-engagement in Open Distance Learning,” by Ramashego Shila Shorty Mphahlele and Matlala Violet Makokotlela, the

authors investigate the barriers to student engagement in the opened distance learning. In this literature review, the authors suggest that key barriers to effective teaching and learning arise from the interaction of teacher and student personalities. The authors also found that poorly designed courses and lack of learner autonomy are also factors. The authors note that these interrelated barriers to student engagement combine to reduce the effectiveness of teaching and learning.

In the chapter titled, “Analyses of Online Course Syllabi for Planned Interactions and Learner Support,” by Sandra A. Rogers and Gurupreet K. Khalsa, the authors state that the syllabus can serve as a plan and blueprint for discussing the design and redesign of the course. The author discusses a rubric called the Online Community of Inquiry Syllabus Rubric© (OCOISR) which was developed for instructors and course designers to review online course plans for continuous improvement. OCOISR assesses how well a course utilizes the following dimensions in online college courses: cognitive presence (CP), social presence (SP), teaching presence (TP), and learner support (LS). This chapter reviewed 31 online syllabi across various subjects to evaluate their potential for cultivating an online community of inquiry. In this action research study, the lead author, who serves as the college’s instructional designer, provided course-specific recommendations to instructors on how they can improve their syllabus and their courses.

In the chapter titled, “Perspectives on Effective E-tutoring that Motivates and Enhances Students’ Learning through Learner Management Systems and Social Media,” by Gloria Sauti, the author discusses how online teaching and learning has become a ubiquitous phenomenon among all higher education institutions around the world as a result of the global pandemic. As a result, the author believes that online learning has led to a greater dependence on electronic communication systems. At the University of South Africa (Unisa) where the author teaches, students interact with lecturers and e-tutors through its Learner Management System (LMS). E-tutors’ role includes assisting students, facilitating active participation, responding to student queries, and grading their assignments, as well as assigning tasks for students to complete. This chapter provides strategies for effective e-tutoring.

CONCLUSION

As discussed in this chapter, online learning has now become a normal part of teaching and learning. Although online learning has been around for the past three decades, the global pandemic of 2020 and 2021 has fast-forwarded its adoption around the world. Now the focus is not so much on the technologies themselves, which are mature, but rather on how best to use that technologies to create an effective teaching and learning experience for instructors and students. This chapter has outlined the key principles involved in designing online courses and the key practices that instructors can use to create effective learning. Within this context, the chapters in this book illustrate important examples of how these principles and practices are being implemented around the world at different institutions.

REFERENCES

- Bain, K. (2004). *What the best college teachers do*. Cambridge, MA: Harvard University Press.
- Martin, F., Sun, T., & Westine, C. D. (2020). A systematic review of research on online teaching and learning from 2009 to 2018. *Computers & Education, 159*, 104009. <https://doi.org/10.1016/j.compedu.2020.104009>
- Nguyen, T. (2015). The effectiveness of online learning: Beyond no significant difference and future horizons. *Journal of Online Learning and Teaching, 11*(2), 309–319.
- U.S. Department of Education. (2010). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Retrieved from <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>