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Office of Online Education: Tips for Effective Online Teaching

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Office of Online Education: Tips for Effective Online Teaching

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The practice and the need it addresses	Evidence this practice benefits UNLV Students	Resources and where to find them	How other UNLV teachers might adopt this practice

How do faculty encourage student success in online classes?

To be successful in online classes, students must participate consistently and frequently. This requires a high level of both student-student and student-instructor interaction.

The Community of Inquiry (COI) framework is a process by which faculty develop three integrated elements–social, cognitive, and teaching presence–in their teaching practice. (Garrison, Anderson, & Archer, 2001).

Faculty can make a good first impression, improve student achievement, and get interaction in their online classes off to a great start by:

1. **Welcoming students, giving them an overview of the class, and setting high expectations.**

2. **Starting the class discussions by asking students to introduce themselves.**

3. **Informing students about your availability and how to get their questions answered.**

Most importantly: Let students know that you care and that you are looking forward to working with them this semester.

Interpersonal Interaction & Student Performance

A recent study of 23 online classes "indicates that the quality of interpersonal interaction within a course relates positively and significantly to student grades." (Jaggars & Xu, 2016)

Social presence is "the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities." (Garrison, 2009)

Teaching Presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).

Cognitive Presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson, & Archer, 2001).

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105.

Jaggars, S.S. and Xu, Di (2016). How do online course design features influence student performance? *Computers & Education*, 95, 270-284

online.unlv.edu/faculty

Visit the Office of Online Education website at online.unlv.edu/faculty for related articles and resources.

Faculty Professional Development:

The Office of Online Education offers professional development workshops for faculty interested in improving their teaching practices in online environments. We are happy to work with Deans and Chairs (or their representatives) to create and present custom workshops tailored to individual Colleges or Schools. Contact us at online@unlv.edu for more information.

The Office of Online Education Contact Information

- **Phone:** 702-895-0334
- **Email:** online@unlv.edu
- **New Location:**
  4292 S. Maryland Parkway (MAB)

Additional Tips:

The following tips can improve the overall quality of your online course and make it easier for you to teach effectively:

- Welcome students
- Stay connected
- Encourage student-student interaction, as well as engage in student-faculty interaction
- Incorporate media (i.e., images, audio, video)
- Have a routine
- Create templates
- Keep a journal

For details about each tip, see our "Tips for Teaching Online" handout and visit the Office of Online Education at online.unlv.edu/faculty.