Building Campus Expertise through a Faculty Community of Inquiry for Online Teaching
WELCOME & INTRODUCTION

Karen Skibba
UW-Madison Division of Continuing Studies
Jonathan Klein  College of Letters & Science
Karen Skibba  Division of Continuing Studies
Maria Widmer  School of Education
AGENDA

TeachOnline@UW Background

Community of Inquiry Framework

Opportunity to Connect
BRAINSTORM WITH COLLEAGUES

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WHY SHOULD YOU CARE?
ONLINE LEARNING ACROSS UW-MADISON
Program Goals

1. Prepare faculty to design & teach rigorous and effective online courses.

2. Provide an authentic online learning experience.

3. Bring together instructors from across campus to share ideas, experiences, successes, and challenges about teaching online.
Initial Perceptions
Initial Perceptions

Not as rigorous as face-to-face.
Lose personal connection with students.
Online teaching and learning is easier.
Recorded lecture + big exam = online course
TWO COURSES, ONE GOAL

ADVANCE HIGH-QUALITY ONLINE LEARNING OPPORTUNITIES AT UW-MADISON

Fall Semester
Plan & Design Session

Spring Semester
Facilitate & Manage Session
## EXPERIENTIAL LEARNING

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Synchronous</th>
</tr>
</thead>
</table>

### Online
- Readings/Videos
- Short Activities
- Discussions
- Personal Application
- Resources
- Templates

### Face-to-Face or Webinar
- 90 Minutes FTF
- 60 Minutes Webinar

**Group Discussion & Active Learning Activities**
COMMUNITY OF INQUIRY

COMMUNITY OF INQUIRY

EDUCATIONAL EXPERIENCE
Features and Approach
COMMUNITY OF INQUIRY & TO@UW

COGNITIVE PRESENCE
“The extent to which learners are able to construct and confirm meaning through sustained reflection and discourse.”

(Garrison, Anderson & Archer, 2001)
BRAINSTORM WITH COLLEAGUES

How can you use **cognitive presence** in your faculty development programming?

tinyurl.com/olc-coi
1. STARTING POINT

M1 | Starting Point

Due Sep 6 by 11:59pm | Points 2 | Submitting a website url

Module 1 Starting Point

Begin this module by thinking about your previous teaching experiences and the aspirations you have for your online course.

In each module, we offer a Starting Point activity to jumpstart your thinking on the topic of the week, connect you with ideas from colleagues, and tap into your prior experience as an instructor.

Join your colleagues in responding to the questions in the collaborative document linked below. Feel free to use short phrases or bullet points and resist the urge to be exhaustive!

Go to the M1 Starting Point in Google Drive »
2. ONLINE ACTIVITIES

Participants choose from 14 challenging and applied activities in both Fall & Spring semester.
# 3a. PLANNING SHEET

<table>
<thead>
<tr>
<th>Part 1: Define Course Foundations</th>
<th>Complete this column with information about the online module you are designing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course-Level Objectives</strong></td>
<td>What are the 5-7 most important learning objectives for your course? Think about the big picture. You’ll have a chance to be more specific as you continue to design each module.</td>
</tr>
<tr>
<td><strong>Big Ideas and Essential Questions</strong></td>
<td>Take a moment to consider the most important ideas you want your students to learn after taking your course. If you had a conversation with a student in five years, what are a few big ideas or essential questions that you hope they remember?</td>
</tr>
<tr>
<td><strong>Chunking and Segmentation</strong></td>
<td>TeachOnline@UW Module 1 included information on “chunking” course content. Use the column to the right to outline the high-level modules (units, topics, weeks) of your course.</td>
</tr>
</tbody>
</table>

## Part 2: Begin Designing One Module

- The remainder of this worksheet will allow you to focus on planning a single module for the online course you are designing. This will provide an opportunity to apply concepts we explore during TeachOnline@UW.

### Module Title
- Choose one module. Give the module a title and list it here.
Online Teaching Journal
Philosophy, Strategies & Purposeful Reflection

By Your Name

About this Journal
Throughout the TeachOnline@UW Facilitation & Management course, this journal will offer reflective questions about teaching online. During and after you read and view the content in each online module, use this journal to record your reactions, responses, ideas, concerns, and solutions. Return to your responses from time-to-time as you progress.

Sections

Module 1: Roles of an Online Instructor

Module 4: Facilitating Online Discussions

Module 2: Supporting eLearners

Module 5: Course Management Strategies

Module 3: Communication & Participation

Module 6: Lessons Learned

Module 1: Roles of an Online Instructor
Consider the roles of the online instructor and the skills and strategies that are needed to succeed.
COMMUNITY OF INQUIRY: COGNITIVE PRESENCE

4. GROUP REFLECTION
“My big takeaway from this course is an overall increased awareness of the components necessary for creating, delivering and managing an online course.”

TO@UW Participant
COMMUNITY OF INQUIRY & TO@UW

TEACHING PRESENCE
“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)
BRAINSTORM WITH COLLEAGUES

How can you use teaching presence in your faculty development programming?

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Modeled:

Persistent Presence

Feedback

Accountability
COMMUNITY OF INQUIRY: TEACHING PRESENCE

Modeled:

Course organization
Variety of technologies
Research-based content
Quality Matters Standards
COMMUNITY OF INQUIRY: TEACHING PRESENCE

Encouraged:

Sharing of ideas
Participation
Course completion
COMMUNITY OF INQUIRY: TEACHING PRESENCE

Provided:
Guidance
Encouragement
Variety of opinions
Continuity
“Seeing that the facilitators were engaging with what I was doing, rather than just grading for completion was something that made me want to participate more and made me feel like my voice was being heard.”

TO@UW Participant
COMMUNITY OF INQUIRY & TO@UW

SOCIAL PRESENCE
“The ability of participants to identify with the **community**, **communicate** purposefully in a **trusting** environment, and develop **interpersonal relationships** by way of projecting their individual personalities.”

(Garrison, 2009)
BRAINSTORM WITH COLLEAGUES

How can you use social presence in your faculty development programming?

tinyurl.com/olc-coi
## COMMUNITY OF INQUIRY: SOCIAL PRESENCE

<table>
<thead>
<tr>
<th>OFFERS</th>
<th>NEEDS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can you share with others?</td>
<td>How can a TO@UW peer help?</td>
</tr>
<tr>
<td>❖ Teaching strategy</td>
<td>❖ Teaching strategy</td>
</tr>
<tr>
<td>❖ Course idea</td>
<td>❖ Course idea</td>
</tr>
<tr>
<td>❖ Canvas tip</td>
<td>❖ Canvas tip</td>
</tr>
<tr>
<td>❖ Resource</td>
<td>❖ Resource</td>
</tr>
</tbody>
</table>
Online and F2F discussions

- Grouped college colleagues during F2F sessions to **build on existing local connections**.

- **Mixed disciplines in online discussions** to ensure exposure to a variety of opinions and ideas.
A variety of spaces for free talk:

F2F: Lunch with 15 mins of free time
A variety of spaces for free talk:

Online discussion forums: Internet Café and Share Resources
Participants shared the “trauma” of the student experience:

- Falling behind on activities
- Feeling overwhelmed at times

*Pain as Social Glue: Shared Pain Increases Cooperation* (Bastian, Jetten, & Ferris, 2014)
“I really valued meeting and getting to know people outside of my department who were similarly interested in improving teaching.”

TO@UW Participant
COMMUNITY OF INQUIRY

EDUCATIONAL EXPERIENCE
Now that I've participated in TeachOnline@UW, I see the (nearly endless) possibilities of what can be done with online instruction.

I previously saw online instruction as more limited than in-person instruction, but that view has changed.
TEACHONLINE@UW: PROGRAM IMPACT

175
PARTICIPANTS

350
ONLINE COURSES IMPACTED

16,000
ONLINE STUDENTS IMPACTED
OUTCOMES

99% GAINED PRACTICAL KNOWLEDGE

95% MADE IMPROVEMENTS
100% ARE SATISFIED WITH THE PROGRAM

100% RECOMMEND THE PROGRAM TO OTHERS

100% VALUE EXPERIENTIAL PROGRAM FORMAT

85% SHARED LESSONS LEARNED WITH COLLEAGUES

89% NOW INCORPORATE ACTIVE LEARNING STRATEGIES
This has by far been the **best course I've taken online.** This is the caliber that we should expect to see from UW-Madison and I would highly encourage her and the department to hold workshops to teach other faculty members how to effectively teach in an online environment.

- Online Student
TeachOnline@UW

Jonathan Klein
jbklein2@wisc.edu

Karen Skibba
karen.skibba@wisc.edu

Maria Widmer
maria.widmer@wisc.edu

Resources Shared:
Planning Worksheet
Online Journal
TeachOnline@UW Program Details