The invisible audience: Engaging students in live online teaching environments.

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Summary

• Background to Royal Holloway and the delivery of information literacy teaching.

• Some of the issues with delivering live online teaching.

• Our approach to planning live online teaching.
Traditionally sessions have been delivered face-to-face. This meant travelling to Bedford Square in central London on occasion.

Royal Holloway is increasing the number of postgraduate programmes from its Bedford Square building in central London.

This will create a number of issues regarding access to the library, based in Egham, the delivery of information skills teaching and increases in travel costs.

To address the issue of delivering teaching the library will be using Adobe Connect to deliver live online teaching sessions.
Issues with delivering online teaching

• Loss of visual clues from audience, difficult to check if attendees are completing tasks or engaged with session.

• More pressure on presenter to be verbally engaging.

• Tasks delivered in face-to-face sessions don’t always replicate into online teaching.

• Assessment - confidence vs competence.

• Varying audience sizes – 1-200 attendees.
General Considerations:

• Begin at the end – what do you want attendees to leave the session with?

• It’s a different environment to face-to-face. What new possibilities are there?

• Can things be delivered outside of session or do they have to be delivered live?

• How can you check learning?

• Manage expectations at the beginning of the session.

• In Adobe Connect you can record the session and edit the video afterwards to make it more interactive.
Our approach to online teaching

Starting the session:

• Share the session’s objectives.

• Start with a diagnostic question.

  How confident are you using LibrarySearch?

  Are you able to find [insert resource] on LibrarySearch?

  What do you think is the Harvard reference for [insert resource]?

  What subject are you studying?

• You should try to gain information which helps steer or inform your session.
Our approach to online teaching

Demonstrations:

• Why do the attendees need to learn this? What is the value to what you are teaching them?

• Explain things one way, explain it another way and give an example of how it can be applied (where possible).

• Repeat steps. Invite people to replicate the demonstration themselves while you conduct it.

• Is there information you gain from the poll at the beginning which you can refer back to?
Tasks:

“It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does.” (Shuell 1986)

• Scaffold the task (where possible) to make it incrementally more difficult.
• Give the opportunity (where possible) for people to personalise it. This does create problems with assessment.
• Is there a resource that attendees can complete during the session?
Our approach to online teaching

Tasks:

Examples of activities:

• Locked box/crack the code.
• Treasure hunt.
• Lowest number of results (searching for resources).
• Moodle quizzes and activities – fill sentence blanks, word sort, drag and drop, ranking.
• Padlet.
• Replicate demonstration.
Assessment:

• This is the most difficult part in ‘one shot’ sessions.

• Confidence vs Competence.

• Poll - Do they feel more confident than they did at the start of the session? Are you able to complete the following [insert activity/task]?

• A good activity will have assessment built into it. Were they able to achieve the correct outcome? If it is a quiz do they get the correct answers?

• Doesn’t just have to be at the end, can be after each task or section.

• I’ve struggled to find discourse on this specific subject.
Our approach to online teaching

Quality questioning:

Bloom’s Taxonomy

- **Remember**
  - Recall facts and basic concepts
    - define, duplicate, list, memorize, repeat, state

- **Understand**
  - Explain ideas or concepts
    - classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

- **Apply**
  - Use information in new situations
    - execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

- **Analyze**
  - Draw connections among ideas
    - differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

- **Evaluate**
  - Justify a stand or decision
    - appraise, argue, defend, judge, select, support, value, critique, weigh

- **Create**
  - Produce new or original work
    - design, assemble, construct, conjecture, develop, formulate, author, investigate
Our approach to online teaching

Signposting:

• Links back to managing expectations. While you should aim to engage everyone in the session is that a reasonable expectation?

• You can’t keep stopping for individuals who haven’t understood or completed a task. How can you manage this?

• Do you have further resources you can point them towards for further help?

• What other support do you offer? 1-2-1 support, email, live chat, LibGuides?
Our approach to online teaching

Use of language and presentation style:

• You create a persona, a teacher version of you. Parker Palmer (1997).
• Pace, don’t go too fast. Exaggerate emphasis on important points.
• Nothing more powerful than a well timed pause.
• Try to address the audience in the singular.
• Summarise information at the end of section.
• Refer to results in poll. Personalise it where possible.
• Context – when will this skill/knowledge be useful?
Resources

• Bloom’s taxonomy.


The End

Any questions?