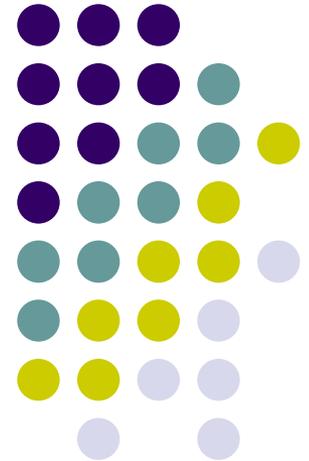
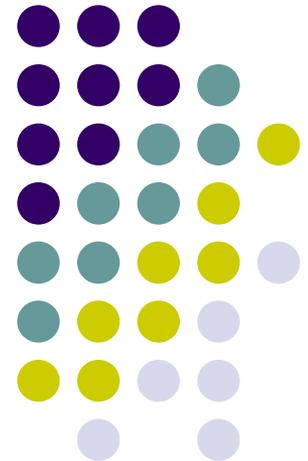


Realizing the Potential of Online Learning



Faculty Incentives to Develop and Teach Online Courses

Michelle L. Pilati
President, Academic Senate for
California Community Colleges





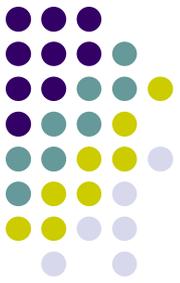
Caveats

- Online is not for every instructor, student, or course.



Caveats

- There is no magic bullet.



Which faculty to incentivize?



- Pioneers
- Curious
- Nervous



What to incentivize?

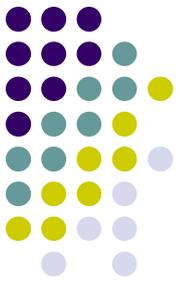
- Development and teaching of **quality** online courses.
- Pioneers
 - Increasing quality – incorporating new technologies, exploring new pedagogies.
 - Taking the course to the “next level”
- Curious and nervous
 - Development of pedagogically sound online materials to enhance instruction



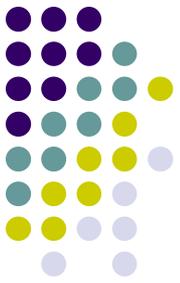
“Built-in” incentives?

- Anytime, anywhere.
- Increased one-on-one interaction with students.
- More time-on-task for students who need it.
- Adaptable...

**“Building planes while they
are in the air”**



My personal favorite...



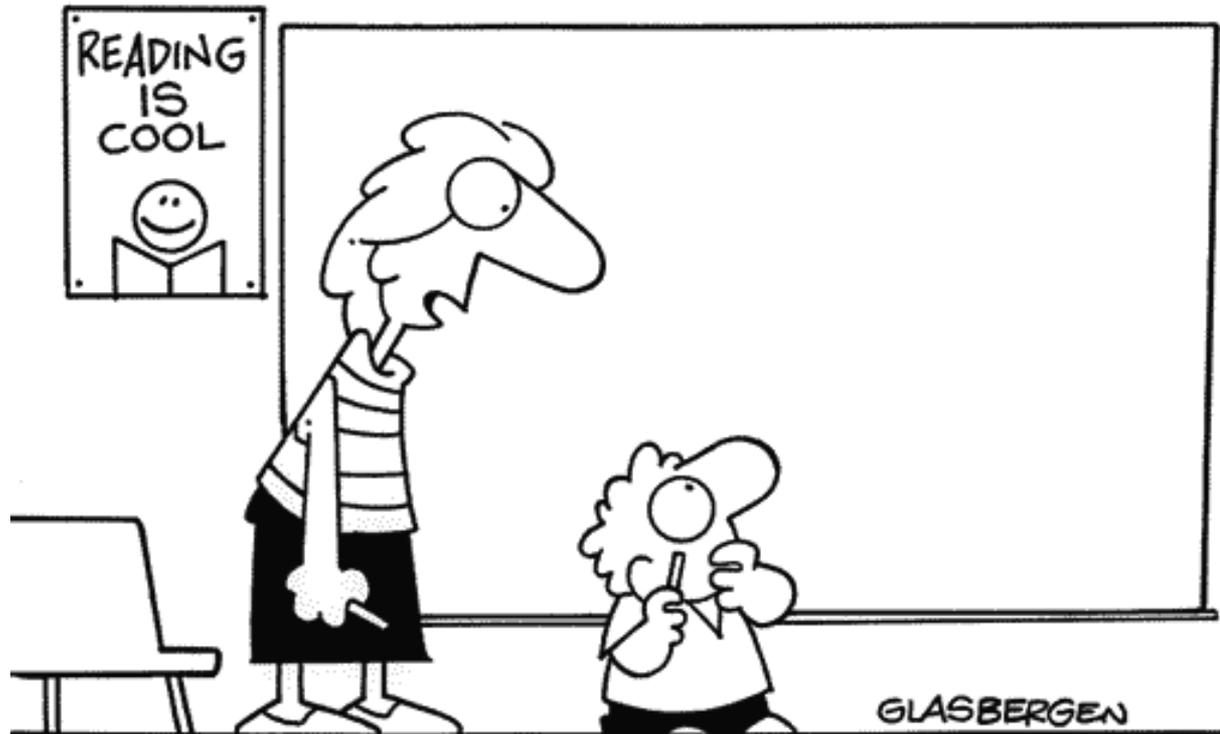


Incentives?

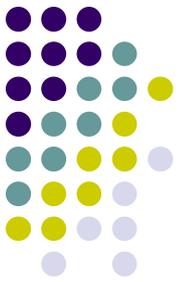
- Financial support
- Reasonable expectations
 - Class size
- Support
 - Training
 - Pedagogical
 - Technological
 - On-going
 - For students



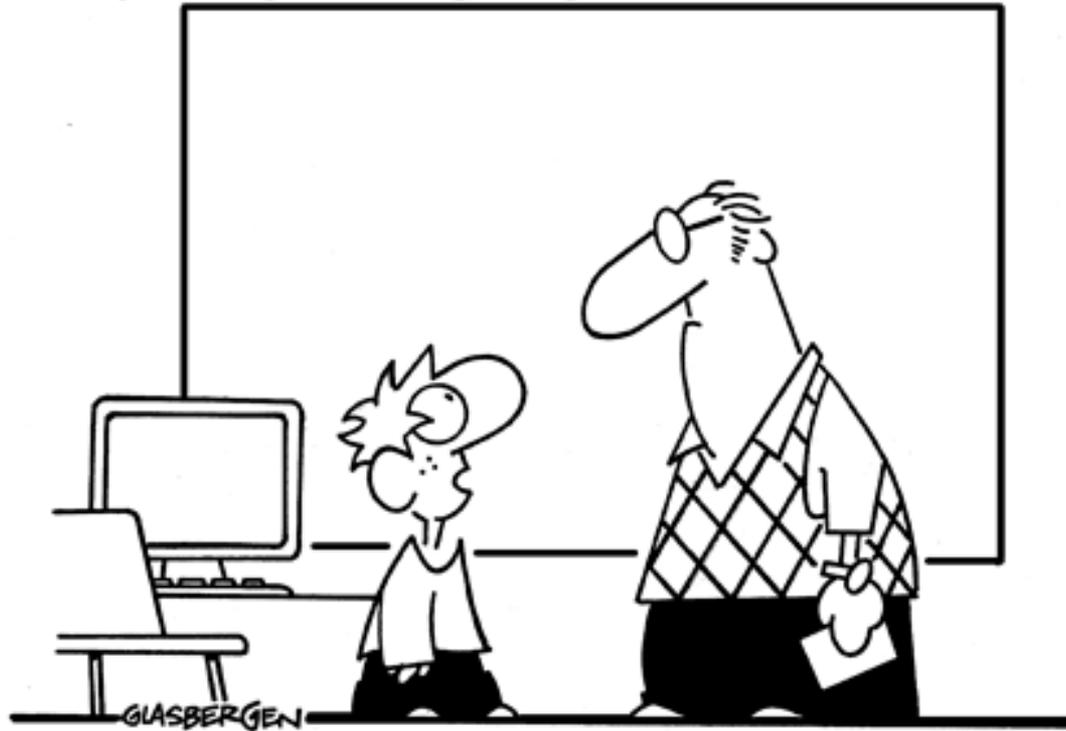
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“There aren’t any icons to click. It’s a chalk board.”

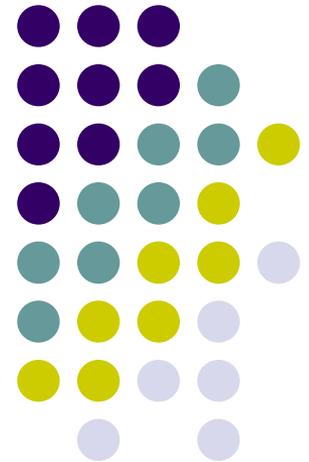


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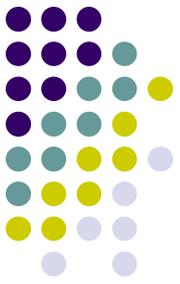


"I don't have my homework. My dog deleted it."

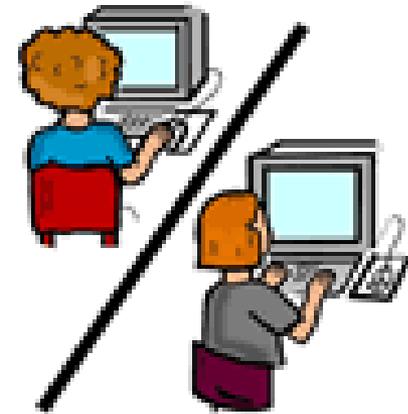
Interactivity in Distance Education

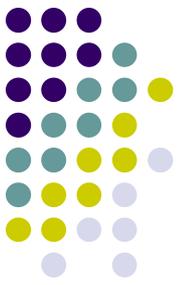


Interaction in Distance Education



- Instructor – Student
- Student – Student
- Student – Technology
- Which is most important?





Why interaction?

- <http://www.netnet.org/instructors/design/interaction/>
- “Interaction in a distance learning environment is a key factor in the success of the course. Students may feel **apprehensive** about using the technology in a web-based class... Incorporating interactive strategies early in the course helps the student overcome these misgivings, and can also serve to unite the students so that they see themselves as **part of a whole**. Social interaction, especially between students, can complement instructional interactivity goals.



Why interaction?

- If the students feel more relaxed with each other and the technology, they are more inclined to engage in meaningful reflection and discussion on course topics and concepts. When students reinforce the subject matter in their own words through interaction with their peers, they gain a deeper understanding and higher retention level.
- Online students consistently ask for more **student-to-student interaction**. This interaction keeps the student from feeling like they're simply plodding through an online tutorial or taking a one-on-one independent study course.”



Communication - Methods

- Documents/postings
- E-Mail (external or internal)
- Discussion
- Chat
- Phone
- Office Hours (in person)
- Webinar