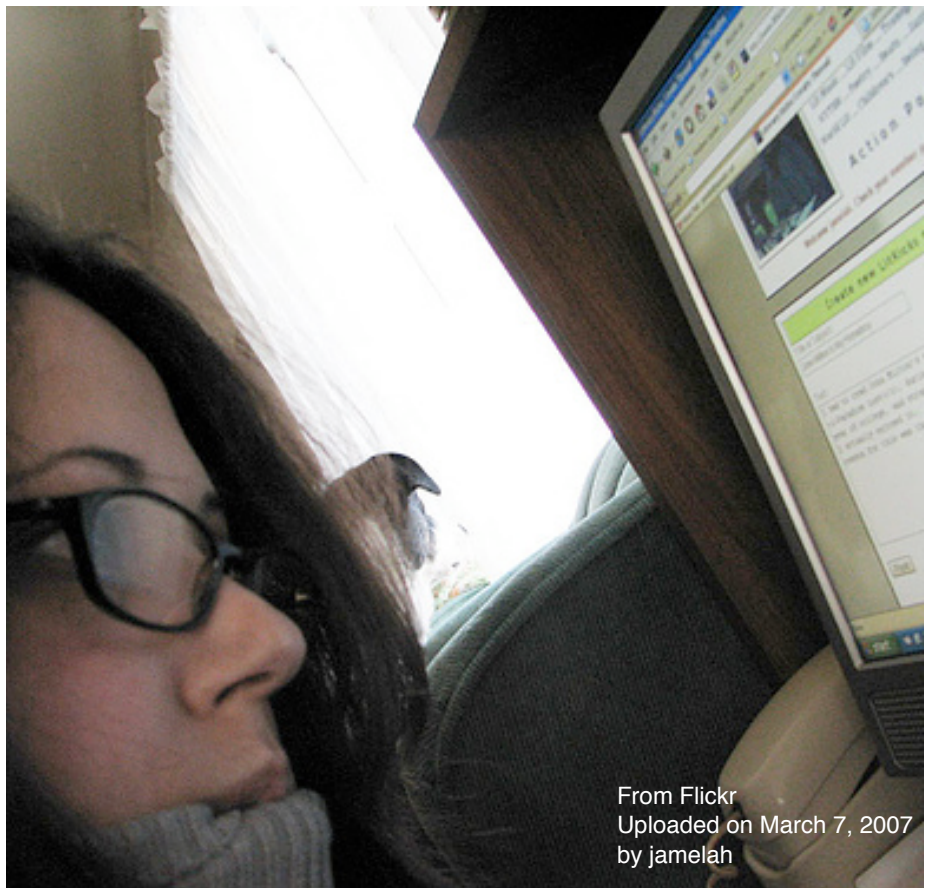


Teaching Tips DE: PRINT



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by jamelah

Teaching a DE Course? This is the place to get started...

Welcome to your role as instructor for a distance education course in 2010!

Orienting yourself to distance education takes a little time. You'll want to save this resource on your computer desktop or print it out (if you prefer) for easy reference.

The Tips and Resources included here were pulled together based on our collective experience as online instructors, facilitators and learners. We hope you will find them useful as you prepare for your first few weeks of teaching an online course.

The first thing to do is to make sure you are set up with access to all of **Your Resources** as listed in the green box on your right. You'll need access to the Faculty Service Centre as it will allow you review your class list and communicate

with your learners before the course start date.

You can get oriented to Distance Education by checking out the Instructors' Guide on the OLT website . In addition, you can find resources, training sessions and workshops related to Vista and online teaching on UBC's e-Learning site or through TAG, UBC's Centre for Teaching and Academic Growth.

Contribute to the community by sharing your comments on the Teaching at a Distance blog.

Finally, you will want to post your list of Key Contacts for easy reference. You'll find it in this document or online on the OLT website.

We suggest bookmarking each of the links on **Your Resources** for easy reference.

Your Resources ...

- 1 Campus Wide Login (CWL)**
<http://www.it.ubc.ca/cwl/homelink.shtml>
- 2 Faculty Service Centre (FSC)**
<http://www.students.ubc.ca/facultystaff/fsc.cfm>
- 3 DE Instructors' Guide**
<http://olt.ubc.ca/distance-learning/instructors-guide/>
- 4 e-Learning at UBC**
<https://www.elearning.ubc.ca/home/index.cfm>
- 5 TAG**
<http://www.tag.ubc.ca/>
- 6 Teaching at a Distance Blog**
<http://blogs.ubc.ca/distanceteaching/>
- 7 Key Contacts List**
http://wiki.ubc.ca/Category:DE_Resources



www.olt.ubc.ca

UBC's Office of Learning Technology website offers many resources related to your teaching role in distance education., including:

- Instructors' Guide
- Instructors' Resources
- Course Listings

Teaching Tips:

5 Things You Can Do to Support Learners

1. Send learners a welcome message prior to the course start.

We know that learners who are welcomed into the course by the instructor tend to get off to a good start early. The Faculty Service Centre (FSC) is your communication tool outside the course environment.

2. Follow up with learners who have not logged in or who are lagging behind.

Out of sight - out of mind can be a problem for some learners involved in DE courses. Contact with learners reminds them that you are there, expecting their engagement in the course. The FSC is your vehicle for communication outside of the course.

3. Provide timely feedback and be present in the course.

Let learners know (in your course welcome message) how they can contact you, when, and how soon they can expect a response. Be clear about your role in discussions, etc.

4. Use the Calendar Tool.

Adding assignment deadlines, exam dates and exam application deadlines to the course calendar is helpful for students and easy for you to update.

5. Know about resources for learners.

Be familiar with academic support resources for learners. Review the Learners' Links on your course menu.

Academic Support

LEAP is a one stop academic resource for learners. You can partner with us to offer online office hours or tutorials online. Ask us: cindy.underhill@ubc.ca



From Flickr
Uploaded on March 20, 2008
by Mr_Stein

Communicating early with your learners sets a positive tone.
Here are some sample communications if you need a place to start...

Sample Welcome E-mail

Please follow the directions you have been provided with for accessing your course and acquiring course materials. If you need further reference, check the OLT website at: http://olt.ubc.ca/distance_learning/

Once you have logged into the course you should familiarize yourself with some of the items on the left navigation bar. If this is your first online course, I encourage you look through the Orientation to Learning Online site that you have been given access to. It should appear on your list of courses in Vista or WebCT.

Please read the Introduction, Welcome and/or Course Overview section of the site, taking a look at the course schedule, and glancing at the assignment requirements.

If your course is online, go into the section called Discussions or Forums. You should always read the Announcements forum first, since this is where I will be posting important messages. You will notice that I have already posted a welcome message—try posting your own 'hello' message in the Main forum that introduces yourself to your classmates. If you are having any technical problems, you can contact the OLT help desk at olthelpdesk@exchange.ubc.ca. It is also important that you read your [Learner's Guide](#). It contains important information about distance education.

The course will get busy very quickly, so I encourage you to get logged on and become familiar with the content as soon as possible. I look forward to reading your introductions!

Sample Welcome Course Message/Post

Welcome to this course. I am looking forward to being your instructor and I do hope that, when the course is over, you (and I as well) will have enjoyed the experience. You can contact me at...

Don't be afraid to ask questions, ask for clarification, and share your ideas. As instructor, I will be acting as guide to the discussion. I won't be laying down the law or telling anyone what to think. So don't be afraid of what I or anyone else shares in the forum. I will certainly intervene if a discussion goes off course.

Remember, I am here to guide you through the content and support your learning as you discuss issues and concepts presented here with myself and your peers.

The Teaching
Professor/
Online
Classroom/
Distance
Education Report

All members of the UBC teaching community have access to free subscriptions to all of these newsletters. You just need to register once to receive monthly articles to your email.

To Register:

1. Go to: <http://www.magnapubs.com/licenses/subscribe.html>
2. Enter your email address and a password.

3. When prompted, enter:
Voucher Code: UNIVBC
PIN number: 0103

Key Contacts for Instructors in Distance Ed.

Course Development Support	Contact
Instructional design	Your course developer.
Course Edits/ web design	Not sure who that is? Contact jeff.miller@ubc.ca
Course management/ scheduling/ texts & materials	
Learner Support	Contact
Registration	Enrolment Services: Brock Hall
Withdrawal/Extension (standing deferred)	distance.education@ubc.ca
Advising/ Referral to Faculty	Paul Poole (manager): 604 822 9435
Exams	Contact
exam bank	Enrolment Services: Brock Hall
exam scheduling (invigilated exams)	student.exams@ubc.ca
exam conflicts (students)	Sheila Williamson (exams coordinator): 604 822 8116
Technical Support	Contact
vista (webCT) support	olthelpdesk@exchange.ubc.ca
General technical support/ referral	
Policy/ Resource Development	Contact
courses	LS Steering Committee
learners	jeff.miller@ubc.ca 604 822 0735
faculty	ppoole@exchange.ubc.ca 604 822 9435

Revamping Your Course?

Consider Generative Learning Strategies

Generative learning was originally established by Wittrock in the late 1970s as a method to support learners' meaningful interactions with the content they are learning. These 4 strategies are suggested by Dave S. Knowlton, EdD, in the March 27, 2009 edition of the Online Classroom.

Recall



Visual Images and mnemonics can help learning recall steps in a procedure or "rules" they may need to apply when thinking about a problem.

Organization

Learners who organize information, concepts and relationships/connections between themes according to their own "maps" tend to learn more effectively than those who don't. Text based examples (lists, etc) are useful, but graphical organizers (concept maps, venn diagrams etc) can be very effective.

Integration



Integration is the process by which learners integrate new knowledge with existing knowledge. Examples include the use

of metaphor or paraphrase to translate a concept into a learners' "own words."

Elaboration

Elaboration means connecting new content with extended information, often including real-world examples and synthesizing content between disciplines.