International Journal of Scientific Research in Engineering and Management (IJSREM)
Volume: 06 Issue: 05 | May - 2022 Impact Factor: 7.185 ISSN: 2582-3930

STUDY ON BEST PRACTICES FOR ONLINE TEACHING AND LEARNING

Asst Prof. Vipula Sonkusare
Tuli College of Hotel Management,Nagpur

AIM : To Study on best practices for online teaching and learning

Objectives :

1. The Major Goals Of eLearning
2. To study and impart knowledge and wisdom.
3. To study Enhancing quality learning,

Limitations :Time limit

Purpose of study

Students who took all or part of their course online performed better, on average, than those taking the same course through traditional face-to-face instruction. Effect sizes were larger for studies in which the online instruction was collaborative or instructor-directed than in those studies where online learners worked independently. Most of the variations in the way in which different studies implemented online learning did not affect student learning outcomes significantly. The effectiveness of online learning approaches appears quite broad across different content and learner types.

Key Words: instruction ,online learning,effectiveness of online learning.

Introduction

" The goal, the raison d'etre, the stuff of education is learning. Thus learning effectiveness must be the first measure by which online education is judged. If we can't learn as well online as we can in traditional classrooms, then online education itself is suspect, and other clearly critical issues, such as access, student and faculty satisfaction, and (dare we say it) cost effectiveness are largely irrelevant. Indeed, when online learning was first conceived and implemented, a majority of educators believed that it could never be as good as face-to-face learning. Many still do. In fact, however, we now have good and ample evidence that students generally learn as much online as they do in traditional classroom environments.‖ "No Significant Differences:" For example, Johnson, Aragon, Shaik and Plama-Rivas [2] compared the performance of students enrolled in an online graduate course with that of students taking the same course taught in a traditional classroom. Using a blind review process to judge the quality of major course projects, they found no significant differences between the two courses. The researchers further found that the distributions of course grades in the two courses were statistically equivalent.

The Major Goals Of eLearning

Enhance the quality of learning and teaching. Meet the learning style or needs of students. Improve the efficiency and effectiveness. Improve user-accessibility and time flexibility to engage learners in the learning process.

Online Learning Best Practices for Students

- Find a quiet place for online classes. ...
- Share your virtual class schedule. ...
- Test your system. ...
- Complete assignments and download materials before class. ...
- Mute your cell phone during class. ...
- Mute the mic on your device. ...
- Remember it's a real class. ...
- The AVI-SPL team is ready to help you.

Comparative research on learning outcomes in distance education versus face-to-face instructional settings has a long history, reaching back to the 1920s. The findings of hundreds, perhaps thousands of studies, over the decades and through the 1990s have been consistent - there are no significant differences in learning outcomes achieved by students engaged in faceto-face instruction compared to those participating

in distance education. This holds true regardless of the technology medium used, the discipline, or the type of student. Beginning around 2000, several studies, including meta-studies (review and analysis of hundreds of studies selected for their rigor), began to find significant differences in favor of online learning. These studies culminated in 2010 with a report from the U.S. Department of Education "Meta-Analysis and Review of Online Learning Studies."

U. S. Department of Education. (2010). Evaluation of Evidence-Based Practices in Online Learning: A Meta-Analysis and Review of Online Learning Studies.
http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf

―Earlier studies of distance learning concluded that these technologies were not significantly different from regular classroom learning in terms of effectiveness. Policymakers reasoned that if online instruction is no worse than traditional instruction in terms of student outcomes, then online education initiatives could be justified on the basis of cost efficiency or need to provide access to learners in settings where face-to-face instruction is not feasible.‖ Moreover, with the advances in Web-based and collaborative technologies which are a ―far cry‖ from earlier distance education applications, ―Policy-makers and practitioners want to know about the effectiveness of Internet-based, interactive online learning approaches and need information about the conditions under which online learning is effective.‖

The small body of research focused on the effectiveness of K–12 virtual schooling programs supports findings of similar studies on online courses offered in higher education. For example, the college-level studies find ―no significant difference‖ in student performance in online courses versus traditional face-to-face courses, and in particular programs find that students learning online are performing ―equally well or better.‖ Last year, the National Survey of Student Engagement (NSSE, 2008) study found that online learners reported deeper approaches to learning than classroom-based learners and experienced ―better use of higher order thinking skills, integrative thinking, and reflective learning.‖

Review of literature

Growth of Online Learning Research on the growth of online learning, as tracked by the annual Sloan Surveys and others, indicate that it is fast-paced and substantial. The explanations for the growth, based on survey research, are traced to the economic downturn, the increasing adult student population, and the growing belief among academic leaders that it is as good, or better, than face-to-face learning. The College

of 2020 study, Chronicle Research Services, suggests that the growth of online learning is also in response to the new college student who is older, more technologically savvy, and in need of an accessible, low cost educational option. Research now includes more and more studies of the continuing growth of online learning within and across countries, making it a global phenomenon. Allen, E., & Seaman, J. (2010). Class Difference$: Online Education in the United States. Retrieved from http://sloanconsortium.org/publications/survey/class_differences.

Online enrollments continue to grow at rates faster than overall higher education. Enrollments in online courses increased by 21 percent between 2009 and 2010, compared with an increase of two percent for campus enrollments. More than 5.6 million students were enrolled in at least one online course in fall 2009, an increase of nearly one million students over the previous year. ―This represents the largest ever year-to-year increase in the number of students studying online,‖ said study co-author Elaine Allen, co-director of the Babson Survey Research Group and Professor of Statistics & Entrepreneurship at Babson College. Report highlights include: 63 percent of institutions surveyed said that online learning was an essential part of their future strategy; Almost 30 percent of all enrollments now are in online courses; Nearly three-quarters of institutions report that the economic downturn has increased demand for online courses and programs;

Bates, T. (2011). 2@11 Outlook for Online Learning and Distance Education. Contact North. Retrieved from http://search.contactnorth.ca/en/data/files/download/Jan2011/2011%20Outlook.pdf

The author structured the paper by topic rather than by the chronology of the reviewed

studies or the studies' author names. Many studies produced information relevant to multiple topics, and therefore are explained partially in each topic, as is relevant to the topic. There are six fundamental components of online higher education (adult learner characteristics, curriculum development, course development, assessment, instructor roles, and technology). Due to the overwhelming abundance of research on each of these six components, this paper will convey the findings of the first three in detail, then the latter two in brief, followed by discussion and conclusion sections. The topic of assessment represents another massive literature review of its own, with hundreds or thousands of completed studies to evaluate. Despite the vast spectrum of

reviewed studies, many consistent best practices reveal themselves.

Holt goes on to review and agree with Dewey (1966), Knowles (1984), a n d Kolb (1984),saying that "learners need to be involved with the learning plan," as well as Glennon (2004)"The learner should be actively involved in shaping the purpose and direction of the learning

place (Holt, 2010, p. 130-131). Holt also referenced in agreement the findings of Dynan, Cate, & Rhee (2008). Their research revealed that not all learners are ready for self-directedness and can benefit from it only in proportion to their level of maturity.

This clarified that self-directedness correlates with age, but with maturity as a mediator variable. In fact, very few eighteen year olds in 21st Century America qualify as "adult learners," due to underdeveloped maturity levels. This is why many adult education programs specify that students be older than 21 to enroll, including Colorado Christian University's College of Adult and Graduate Students. Overall, Holt did great research in assimilating findings, but produced no statistical evidence in support of the findings. However, he was in agreement with the author of this paper that "a single unified 'theory' of adult learning is neither desirable or possible, that learning cannot be construed as a solely mental process existing within the mind of an individual" (2010, p. 60).

Research-based Teaching Strategies

- Comparing, contrasting, classifying, analogies, and metaphors. ...
- Summarizing and note-taking. ...
- Reinforcing effort and giving praise. ...
- Homework and practice. ...
- Nonlinguistic representation. ...
- Cooperative learning. ...
- Setting objectives and providing feedback. ...
- Generating and testing hypotheses.

Some of the best ways to make learning "stick" include **connecting content with meaning, encouraging self-testing instead of rote memorization, and giving frequent, low-stakes assessments**.

Online Learning Best Practices for Students

- Find a quiet place for online classes. ...
- Share your virtual class schedule. ...
- Test your system. ...
- Complete assignments and download materials before class. ...
- Mute your cell phone during class. ...

- Mute the mic on your device. ...
- Remember it's a real class. ...
- The AVI-SPL team is ready to help you.

.Despite the age of the seven principles for good practice in undergraduate education (1987), these principles remain best practices in the classroom, regardless of the method of instruction. However, as you will note, their application in the e-learning environment has been expanded with the acquisition of new technologies, changes in learning and teaching theories, and the growth of the Internet and learning management systems. The seven principles for good practice …

1. Encourages contact between students and faculty
2. Develops reciprocity and cooperation among students
3. Encourages active learning
4. Gives prompt feedback
5. Emphasizes time on task
6. Communicates high expectations

Respects diverse talents and ways of learning. Build Online Community There is a growing trend in the e-learning community to use the first week of class to develop an effective online student community before advancing into content. This emphasizes its importance as part of the e-learning experience and student success. The online community is a communication network where students can safely communicate with their peers and the instructor about matters of content. As shown in the diagram below (Garrison and Vaughn, 2008), the groups form within the social space, but focus on specific discourse (content) developed by the instructor. It is within this space that student can work together to confirm or debate mutual assumptions about the content. It is not about socializing, but rather, engaging in an educational experience. The online community also serves a system of support, trust, and continued motivation. Research reveals that courses with effective community networks have higher student success rates and lower drop rates. But building a successful online community within a course does not happen automatically. It takes cooperation and continued effort by everyone involved with the instructor at the heart of the endeavor

The scope and availability of online offerings continues to expand globally. Demand for more intensive, short-term courses that provide opportunities for up-skilling has increased in the wake of massive open online courses (MOOCs), and this increased demand has in turn expanded the availability of online degree programs. As many as six million students in the USA were undertaking online education in 2015, with nearly five

million of these students studying an undergraduate college (tertiary) qualification (Allen and Seaman, 2017). Similar trends have been noted in the Australian context. Recent scoping reports of the Australian Higher Education sector have highlighted continual, rapid growth in online enrollments, but also a degree of "blurring" of boundaries, due to the increased adoption of technologies to support the on-campus learning experience (Norton and Cherastidtham, 2014; Norton and Cakitaki, 2016). Changes to Australian funding policy have also enabled more public universities to invest in online offerings (Kemp and Norton, 2014), contributing to the continuing growth of this sector.

Online modes of study have been found to be equivalent to on-campus environments with respect to key outcomes such as student academic performance (Magagula and Ngwenya, 2004; McPhee and Söderström, 2012) and student satisfaction (Palmer, 2012). However, online offerings also pose some key differences to on-campus modes of study. Accessing course materials online allows unprecedented levels of flexibility and accessibility for students from around the world and overcomes geographical barriers that might prevent students accessing on-campus course offerings (Brown, 1997, 2011; Bates, 2005). The nature of the online education environment also means that course delivery needs to compensate for the lack of immediate physical infrastructure, relying more heavily on asynchronous methods of communication. There is also emerging evidence that online student cohorts differ from on-campus cohorts with respect to factors such as age and work or family commitments (Bailey et al., 2014; Johnson, 2015), which also speaks to the demand for more flexible, career-driven online offerings. The requirements of online students as a distinct demographic are another factor for consideration when planning and developing an online course.

With the abovementioned differences between on-campus and online education in mind, there is a duty for online education providers to continue to research and implement best practice for online modes of study. As fully online offerings continue to develop, new

modes of delivery necessitate continual adjustment and evaluation to ensure that courses meet student needs. One such development is the move toward intensive mode courses.

Summary:
Applications to Intensive Online Learning Environments

In reflecting on the discussion points raised in the current review, it is apparent that online environments and intensive online environments are likely to share many "ingredients" in common. Both contexts share similar modes of communication, structures, learning materials and methods, assessment principles, and skills requirements of both instructors and students. Nevertheless, the compressed timeframes involved in intensive online learning mean that the reliance on effective communication, technology, learning, and

feedback strategies increases, and the corresponding demands on teacher and learner competencies are higher.

Instructor presence remains a critical factor in all modes of online study, and particularly so in intensive online environments, where instructors need to work to establish and maintain student engagement. Pedagogical approaches need to account for learner competencies, characteristics, and preferred learning approaches. This is especially important given the emerging demographic differences between online and on-campus cohorts. Intensive online learning environments should take account of potential barriers that can lead to increased attrition, such as perceived isolation, competing work/family commitments, poor motivation, lack of engagement with content, and technical challenges. There are particular time pressures evident in an intensive online course when needing to identify and rectify such barriers, and regular monitoring of student progress can help to quickly identify and address potential concerns. Providing comprehensive orientation services is key to ensure students are adequately informed and linked to ongoing support services. Communication plays a pivotal role in enhancing the online learning experience through peer-to-peer and student-to-instructor dialog. Ongoing flexible technical support is also vital to manage any technical issues that arise. Finally, well-being services and the provision of online well-being content such as mindfulness resources are important steps toward the prevention of online student mental health concerns.

On a more general note, a flexible and responsive approach to all activities is critical in intensive online environments. Where there are student or instructor skills gaps, it becomes more time-critical to identify and address these, or potential barriers can become a greater risk of student attrition. Likewise, if students are not able to adopt a proactive approach to time management and prioritize study deadlines, the risk of overwhelm and stress increases. Academically, understanding key content and successfully completing assessment tasks becomes of greater importance in the intensive online environment. Future research would benefit from understanding any specific factors related to student and instructor readiness for intensive online study, so that institutions adopting intensive study modes can provide the maximum chance of a successful experience for all involved.

It is apparent that intensive online courses offer a range of benefits to students and staff, including accessibility, opportunities for embracing new technologies, and promoting independent, self-regulated learning. These benefits need to be considered alongside some of the known barriers associated with online education; potential student disengagement, work-life balance difficulties for students working full-time, and technological challenges for both students and instructors. It is imperative to continue to monitor and meet student needs that are particular to the online environment, so that online courses can adapt to

changing future needs. With the move for tertiary institutions to consider more intensive modes of online degree study comes an increased responsibility to understand how best to prepare students, instructors, and student support mechanisms to succeed in intensive online learning environments. Consideration of the factors discussed in the current review will guide institutions and educators to maximize student success in intensive online courses as this sector continues to rapidly evolve. Future research is well positioned to continue deepening understanding of best practice as it applies to intensive online education.

References

Akcaoglu, M., and Bowman, N. D. (2016). Using instructor-led Facebook groups to enhance students' perceptions of course content. *Comput. Human Behav.* 65, 582–590. doi: 10.1016/j.chb.2016.05.029

CrossRef Full Text | Google Scholar

Allen, E., and Seaman, J. (2017). Digital Learning Compass: Distance Education Enrollment Report 2017. Babson Survey Research Group, e-Literate, and WCET.

Google Scholar

Alvarez, I., Guasch, T., and Espasa, A. (2009). University teacher roles and competencies in online learning environments: a theoretical analysis of teaching and learning practices. *Eur. J. Teach. Educ.* 32, 321–336. doi:10.1080/02619760802624104

Cho, M.-H. (2012). Online student orientation in higher education: a developmental study. *Educ. Technol. Res. Dev.* 60, 1051–1069. doi:10.1007/s11423-012-9271-4

CrossRef Full Text | Google Scholar

Colorado, J. T., and Eberle, J. (2010). Student demographics and success in online learning environments. *Emporia State Res. Stud.* 46, 4–10.

Google Scholar

Coomey, M., and Stephenson, J. (2001). Online learning: it is all about dialogue, involvement, support and control – according to the research. *Teach. Learn. Online Pedagogies New Technol.* 37–52. Available at: http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.458.4620&rep=rep1&type=pdf

Google Scholar

Coonin, B., Williams, B. F., and Steiner, H. (2011). Fostering library as place for distance students: best practices from two universities. *Internet Ref. Serv. Q.* 16, 149–158. doi:10.1080/10875301.2012.618796