

## **Teaching Online Courses: TA Roles and Resources**

- What I'll be talking about today
  - context of online teaching  
*where "online" is defined as most interactions taking place online, so not face-to-face courses with a website or online homework, etc*
  - Online learning from a student perspective
  - Online teaching from an instructor/TA perspective
- **What role does online learning have at Illinois**  
*show of hands: how many people have ever taken a course online? How many have taken an illinois online course?*
  - Growth in online courses at UIUC follows national higher education trends
    - 5.6 million is 1 million more more than reported the previous year.
    - 21% growth rate for online vs. 2% growth rate for f2f  
*locally, 50% of summer credit is transfer credit, 2007-2009, 21% increase in Parkland college transfer credit, much of that is online courses*
    - nearly 30% students take at least 1 course online nationally  
*locally, in the college of LAS, opportunities to teach and be a teaching asst in an online course will continue to expand.*
  - Online courses are offered both to residential and non-residential students
  - LAS Online is the college online course initiative  
*student surveys: students indicate an eagerness to take gened courses online, less eager to take major courses online.*
    - Flexibility
    - Access
    - Learning environment
  - **Online Learning from a student perspective**
    - time management
    - work independently
    - online social interaction
    - students believe level of work will decrease, flexibility and free time will increase  
*we offer courses in both 16 week and 8 week formats. 8-week summer and 8-week during the semester (for example, 2nd 8-week courses). In our course evaluations, students are sometimes suprised at the pace of 8-week courses.*  
  
*When we teach online, in order to help our students be successful, we need to address time management, online interaction (help students learn how to interact professionally online), set proper expectations.*
  - **Online Teaching from the instructor perspective**
    - role shift: from presenter to facilitator  
*<http://www.designingforlearning.info/services/writing/ecoach/tenbest.html>*
    - be present: announcements, discussion board postings, private emails
    - interactions: teacher-student, student-student, student-resource.
    - clear expectations: how much time per assignment, per week. Tell students when they can expect your feedback, or a response. Let them know when you will be away from the course.
    - Mix asynchronous and synchronous activities
    - informal feedback
    - Professional development for online learning
      - ION: Illinois Online network
        - [www.ion.uillinois.edu](http://www.ion.uillinois.edu)
        - most courses \$60 for non-credit, also available for credit through UIS
        - college of LAS will pick up the non-credit tab for grad students and instructors in LAS (choose UIUC LAS Online registration option, send email to [jwitte@illinois.edu](mailto:jwitte@illinois.edu))
        - several 8-week courses to get a master of online teaching certificate
      - SLOAN-C
        - Available at no cost to instructors and TAs teaching online courses
        - contact [jwitte@illinois.edu](mailto:jwitte@illinois.edu)
    - Dept specific orientations in the works
      - stay tuned -- check our newsletter