

Feedback video topic 2

In this video I will address the main characteristics of online education regarding pedagogy, media, technology, time and space. I'll cover these topics by trying to make logical connections between them.

Let's start with **time and space** because they help define the remaining topics.

Teaching and learning in a classroom are confined to a physical location and occur at a certain hour and date. All interactions are happening in that specific setting, which can be much more spontaneous and adaptable when compared to learning online. In fact, not being time and space dependent brings the flexibility that everyone recognizes when characterizing online education. Communication is therefore asynchronous and mainly text-based, using tools like email, chats and forums, giving learners more time to think and to reflect.

To be able to communicate effectively, at any moment and any time, we need to make use of **technology**. In the first place, technology has to be user friendly, easy to navigate and to find yourself around. But most of the times the platform you use doesn't depend on you, but was an institutional decision. Anyway the way you use the platform influences the learning experience. Therefore it's important to design instruction in a consistent way by building patterns, which helps the learners manage time and resources. It's extremely important that learners know what to do, in other words, what's expected from them.

Remember that the content you provide in the course – text, videos, etc. – will be your learners' first impression. In this way a well-organized course structure, with content patterns that reveal week after week or topic after topic with crystal clear instructions are fundamental. This consistency allows the learners to focus on the content and learning experience and gives them the opportunity to plan around recurring course events.

Understanding these technological implications brings us to another important point, namely how we convey the message and the need to select the most appropriate **media** that should be available in multiple formats. A friendly and well-organized learning environment is the first step. Second, and getting more into detail, we need to think about the content itself, which should be cut down into smaller chunks to make learning more digestible and interactive. As you might imagine a long lecture of 1 or 2 hours will be hard for your learners to follow. Why? Because there's a big chance that it will be boring, but mostly because it's a passive format by nature that lacks interaction. And from the constructive alignment principles we know that people learn more by actively using information rather than passively receiving it. In online learning, producing shorter knowledge clips followed by quick questions for learners to check and apply key concepts is a more effective approach because it helps maximize listeners' retention. From a pedagogical perspective this approach might be basic, not representing leading pedagogical practices, and perhaps suitable for only some type of courses. But from an organizational perspective this is a very accessible, flexible and scalable method.

This brings us to the last point of this video, the **pedagogy** of online education. As explained earlier, the constructive alignment approach sees learning as an active process and where students learn by doing. In this way, one important thing to take into account is that for learning to happen, a certain action is required. It's always about what your learners are able to do in the end of each learning activity, and ultimately at the end of the course. In other words, it starts with defining the learning objectives, and making sure it's aligned with the assessment and with the teaching and learning strategies. Your learners will have to produce something, they will have to make their learning explicit in order to receive feedback and be redirected if necessary. Other important pedagogical

considerations are related to the course delivery, namely if there's an e-moderator facilitating the development of a learning community or if the learner is studying more independently in a self-paced course. This decision is naturally dependent on the course topic, learning objectives and the target audience. Nevertheless the principles of active learning, widely used in online learning and in education in general, also apply.

In sum, and as discussed in this video, developing online education requires thinking about all these elements that are inter dependent. Having this in mind will help you anticipate issues and enable you to design and develop a more effective course experience that matches the needs of your target audience.