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Module 6: Educators role and behaviour in online teaching environment some tips for success

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About project T4T

T4T - **Tools4Teaching in Digital Education Settings** project focuses on supporting adult **educators** and formal, non-formal and informal training providers to effectively **shift towards digital education** and to provide the same level of learners' **interaction** and 'human-like' experience, as in the physical environment.

The overall project objective is to **strengthen capacity** of adult educators and training professionals to **build and sustain effective group dynamics in digital education settings**, so to better engage their online learners.



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Module Objectives

- ✓ to provide educators with knowledge, understanding, and concepts related to the topic;
- ✓ to help educators understand their role and behaviour in online and blended teaching environments;
- ✓ to give educators useful tools and advice which help them to better understand the topic and adapt given tools in their own courses, training, etc;



Expected learning outcomes (skills and competencies)

At the end of the module, educators will know and understand the main concepts related to the topic of the module

At the end of the module educators will know their role and behaviour in online and blended teaching environments;

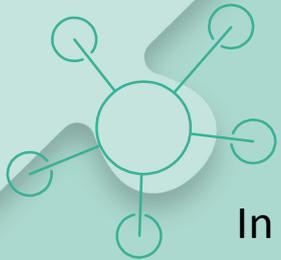
At the end of the module educators will be equipped with online tools and activities which help to provide a successful online experience for learners;

At the end of the module educators will be acquainted with useful tips which help them to teach in the online teaching environment;



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Educators role and behaviour in online teaching environment

In online teaching environment educators should be:

GOOD LEADERS

PROPER GUIDES

INDIVIDUAL AND GROUP MIRRORS

CO-LEARNERS



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Educators role and behaviour in blended teaching environment

TNTP reimagining teaching illustrates educators role as follows:

	RESEARCHER & DEVELOPER	INTEGRATOR	GUIDE
Key Attributes	<ul style="list-style-type: none"> • Development/Innovation-oriented • Designer, tester, tinkerer, risk-taker, creative problem solver 	<ul style="list-style-type: none"> • Integration/Refinement-oriented • Developer, continuous improver, content expert 	<ul style="list-style-type: none"> • Execution/Facilitation-oriented • Adapter, counselor, coach, guide
Differences from Traditional Teacher Role	<ul style="list-style-type: none"> • Works without guidance to create new approaches to personalized learning experiences for students • Tests and vets non-traditional instructional methods, some of which will fail • Adapts instructional practices quickly and fluidly to pilot new ideas • Comfort with technology 	<ul style="list-style-type: none"> • More expansive focus on determining best-fit instructional methods and meshing online and offline activities • May require a broader and/or deeper content expertise • Focused on differentiating student learning pathways (for groups and/or individuals) based on student data 	<ul style="list-style-type: none"> • Increased focus on facilitating student learning rather than delivering knowledge • Able to manage a class where students are often working on different activities and/or following different pathways • May act as a content coach or tutor • Heightened responsibility for choosing and adapting appropriate, differentiated student learning pathways (for groups and/or individuals)

Notes: (1) The following roles describe discrete functions served by a teacher, and are not mutually exclusive. A teacher may hold more than one of these roles.
 (2) These roles do not explicitly provide for the technology maintenance function necessary to the smooth operation of a mature blended learning model; this responsibility may be integrated into any (or all) of the positions detailed above, or may be a separate role.



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Educators role and behaviour in blended teaching environment

In blended teaching environment educators should be:

COMMUNICATORS

MOTIVATORS

FACILITATORS

DELEGATORS



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What educators can do in order to provide a successful online experience for learners?



It is important to get learners' feedback. Therefore, educators can use the animated response to ensure a more interactive online experience. For that purpose, Voki and Powtoon can be used.



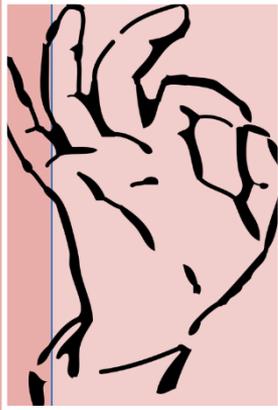
Furthermore, it is crucial to provide cooperative learning. "There are several strategies that can be used to ensure the work is collaborative which includes strategies such as think/pair/share, jigsaw, and flexible grouping" (Peterson-Ahmad and Keeley, 2021). Edublogs, Weebly for education, Zoom breakout rooms, or a shared Google document are examples of tools that can support these strategies.



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What educators can do in order to provide a successful online experience for learners?



Another useful tip for educators to ensure a successful experience is to be simple. It is important to provide various instructions as simply as possible so that every learner will be able to understand them. Also, educators may create a file where the learner will find required instructions during all the training, course, lesson, etc.



Finally, it is important to make the presentation interactive itself. In order to keep the reader's attention and make his/her presentation interactive educators can use tools such as PearDeck add-on for Google Slides and NearPod.



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Practical activities

That's me!

During this activity, learners have to turn off their camera and microphone. Then, one person turns off the camera and microphone and says one statement about himself: “I have a brother!”. A person, who also has a brother, turns on his camera and says: “That’s me!”. Then all learners turn off their cameras and microphones and the next person says the statement about himself. This activity is great for warm-up and to get to know each other.

Note:

- In order to avoid chaos, when a person wants to say a statement about himself, he/she “raises his/her hand” or the educator calls each person according to the list of participants.
- This activity works best using the “gallery view” or something similar so you can see all participants.



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Practical activities

Write and Show

During this activity, learners have to have a sheet of paper and pen. Educators ask them to write down how they are feeling in one word. Also, educators can make this task more difficult and creative by asking learners to Timesdescribe their feelings using the New York headline and, finally. create their own headline that represents their feelings and mood. These activities can be used at the beginning or at the end of the training, course, session, etc. If training, course, etc. lasts more than one day then educators can distribute these tasks over several days. This activity is perfect for getting learners' feedback.

Note:

All learners should be able to see each other's screens for this activity. It works best in "gallery mode" or something similar.



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Glossary

- **Online teaching environment** - it is a set of teaching and learning tools designed to enhance a student's learning experience by including computers and the Internet in the learning process.
- **Blended teaching environment** – is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences.
- **Facilitator** - someone who helps a person or organization do something more easily or find the answer to a problem, by discussing things and suggesting ways of doing things.
- **Humanize** - to make something that is not human seem like a person, or to treat something that is not human as if it is a person.

Revision and Summary

After finishing this module, educators, teachers, tutors, and trainers will learn what is their role and behaviour in the online teaching environment. In addition, they will get some tips which help them to prepare engaging online lessons and courses. Finally, they will get some practical activities that they will be able to adapt to their online lessons and courses and they will help to ensure an interesting online experience for learners.

Tips for further reading (bibliography and links)



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Thank you!

