Environmental Law Pedagogy: Part 3

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Overview

- Q&A and reflections from Day 1
- Student engagement
  - Synchronous and asynchronous
  - Online and blended modes
  - Promoting access to teaching materials - presence
- Examples from practice
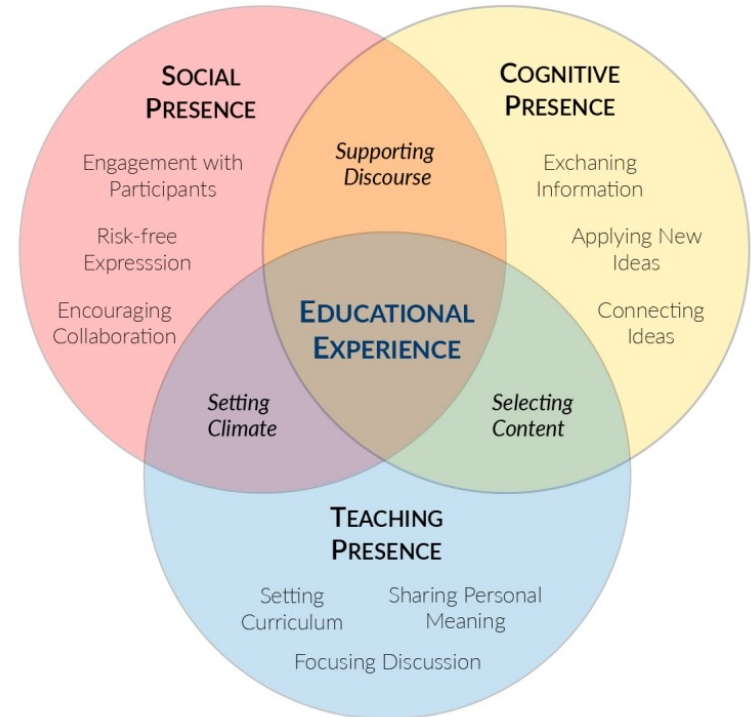
Online teaching *is* different!

- **Synchronous**
  - Teacher is present at the same time as the students
- **Asynchronous**
  - Materials are available online, students work through at their own pace
- **Blended**
  - Combination of classroom and online activities
  - Blend of roles for teacher – also a facilitator

Student Engagement

- **Cognitive presence**
  - Communication which facilitates the critical thinking from which students construct and confirm meaning
- **Social presence**
  - The extent to which participants identify with their community and develop interpersonal relationships, their ability to 'project themselves socially and emotionally as "real" people'
- **Teacher presence**
  - The design and management of cognitive and social processes to realise learning outcomes

The Community of Inquiry Model

SOCIAL PRESENCE
Engagement with Participants
Risk-free Expresssion
Encouraging Collaboration

COGNITIVE PRESENCE
Exchaning Information
Applying New Ideas
Connecting Ideas

Supporting Discourse

EDUCATIONAL EXPERIENCE

Setting Climate

Selecting Content

TEACHING PRESENCE
Setting Curriculum
Sharing Personal Meaning
Focusing Discussion

Adapted from Garrison, D.R., Anderson, T., Archer, W. (1999) Critical inquiry in a text-based environment: Computer conferencing in higher education. *The Internet and Higher Education* 2(2), 87–105

Cognitive Presence

- **Learning management system**
    - Supports delivery of learning materials and other learning tasks – e.g. the learning environment / digital classroom
- **Content creation tools**
    - 'Chunking' content versus recordings of lectures
    - Integration of Open Educational Resources (OER)
- **Networking and collaboration tools**
    - Socially-mediated learning

Social Presence

- Need to make up for lost opportunities to meet in person, and absence of relational cues that build bonds
- Provide opportunities for interaction
  - Messages, emails, group work
  - Introductory posts and social forums
- Relational presence and meaningful shared activity
  - Learning groups and presentations

Teacher Presence

- Instructor visibility
  - Posting introductions, initiating discussion threads, providing written and oral feedback
  - Demonstrating enthusiasm and interest in the subject
  - Creating an environment that is comfortable for all students
  - Dialogue, manner of speech, quality of exchanges with students – checking in and reading the room
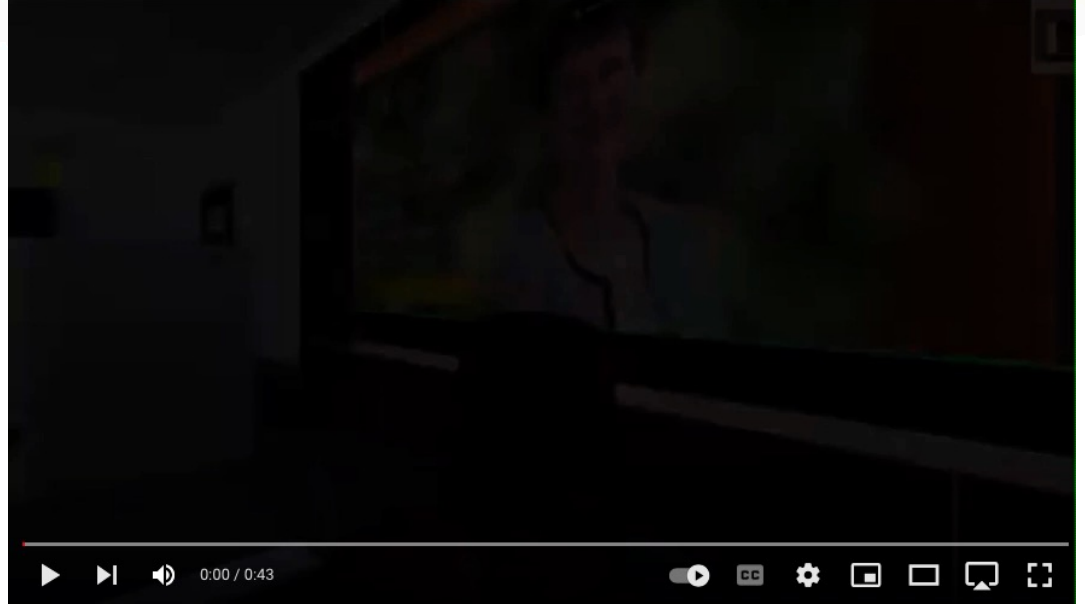
Topic Six: State Environmental

Regulation in Queensland

Other Examples

- Case Studies
- Virtual Debates / Moots
- Online Whiteboard
- Blogging / Class News Forum
- Online Scavenger Hunt / Quizzes

Helpful Tools / Websites

- **Canva** (https://www.canva.com/) – great for creating presentations, posters and more
- **Explain Everything Whiteboard** (https://explaineverything.com) – online collaboration tool
- **Kahoot!** (https://kahoot.com) – create fun and engaging quizzes; see also **Socrative** (https://www.socrative.com)
- **Slack** (https://slack.com) – organisation and communication platform if you do not have an LMS – file course content by topics, arrange students in groups
- **Padlet** (https://padlet.com) – online noticeboard / content sharing
- **Animoto** (https://animoto.com) – video creator
- **Edublogs** (https://edublogs.org) – online blog site

THANK YOU!