

The 6 Best Practices of Online Learning



Jason Johnston – University of Kentucky College of Social Work
jasonpauljohnston@uky.edu www.higherelearning.com



There is a high degree of overlap in online and face to face best practices



The Six Best Practices for Learning

Drawing on neuroscience and cognitive psychology, Michelle Miller shows how attention, memory, critical thinking, and analytical reasoning can be enhanced through technology-aided approaches.

Miller, M. D. (2014). *Minds online : teaching effectively with technology*: Cambridge, Massachusetts : Harvard University Press.



From variety of “Best Practice” lists

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education

Susan Ambrose, et al (2010) “How Learning works: seven research-based principles for smart Teaching”

F2F

Boettcher (2006) “Ten best practices for teaching online: quick guide for new online faculty”

American Distance Education Consortium (ADEC)- “Five best practices”

Online

1

Peer to Peer Interaction



1

Peer to Peer Interaction

- Good practice encourages cooperation among students (Chickering and Gamson)
- Allows group collaboration and cooperative learning (ADEC)

1

Peer to
Peer
Interaction

Online Goal: Create
a supportive online
course community
(Boettcher)

2

Active Student Engagement in Learning



2

Active
Student
Engagement
in Learning

Good practice
encourages
active learning
(Chickering and Gamson)



2

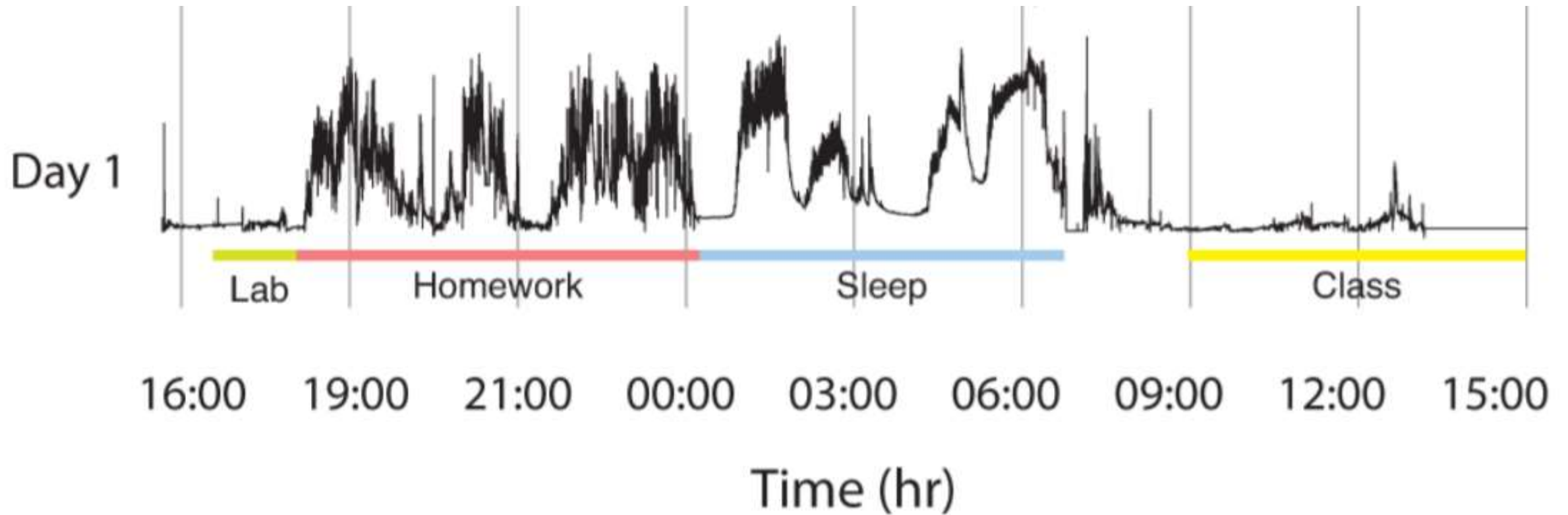
Active Student Engagement in Learning

- To become self-directed learners, students must learn to monitor and adjust their approaches to learning (Ambrose)
- Promote active learning. Encourage active participation and knowledge construction (ADEC)

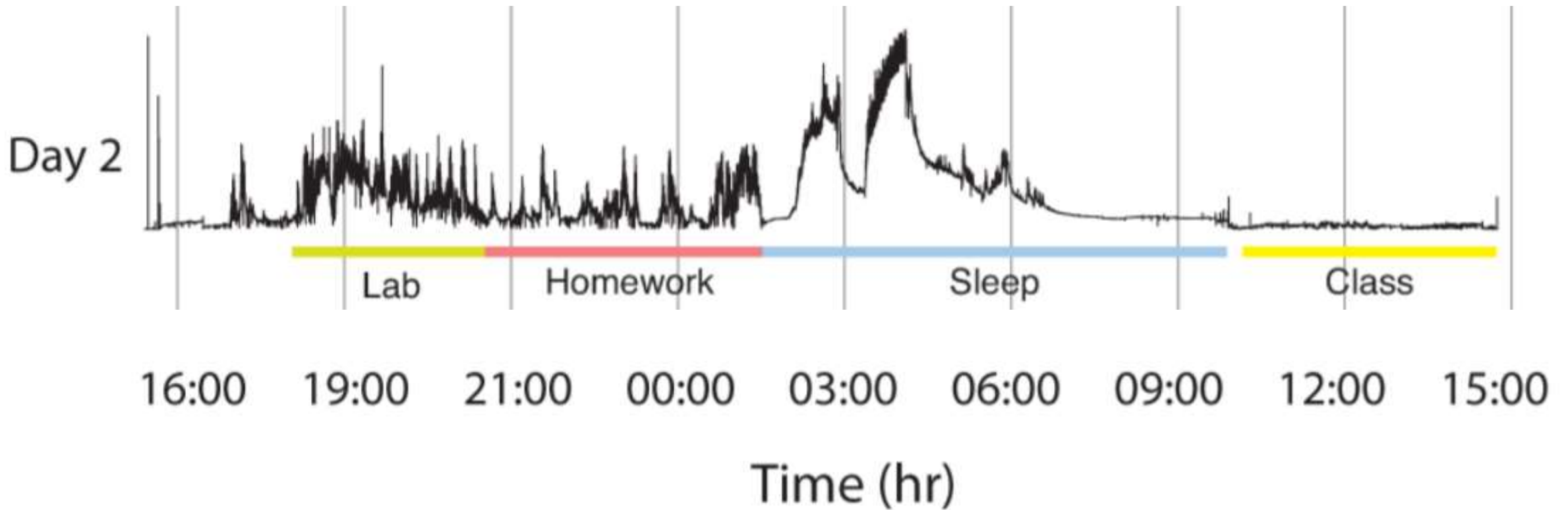
MIT EDA Study



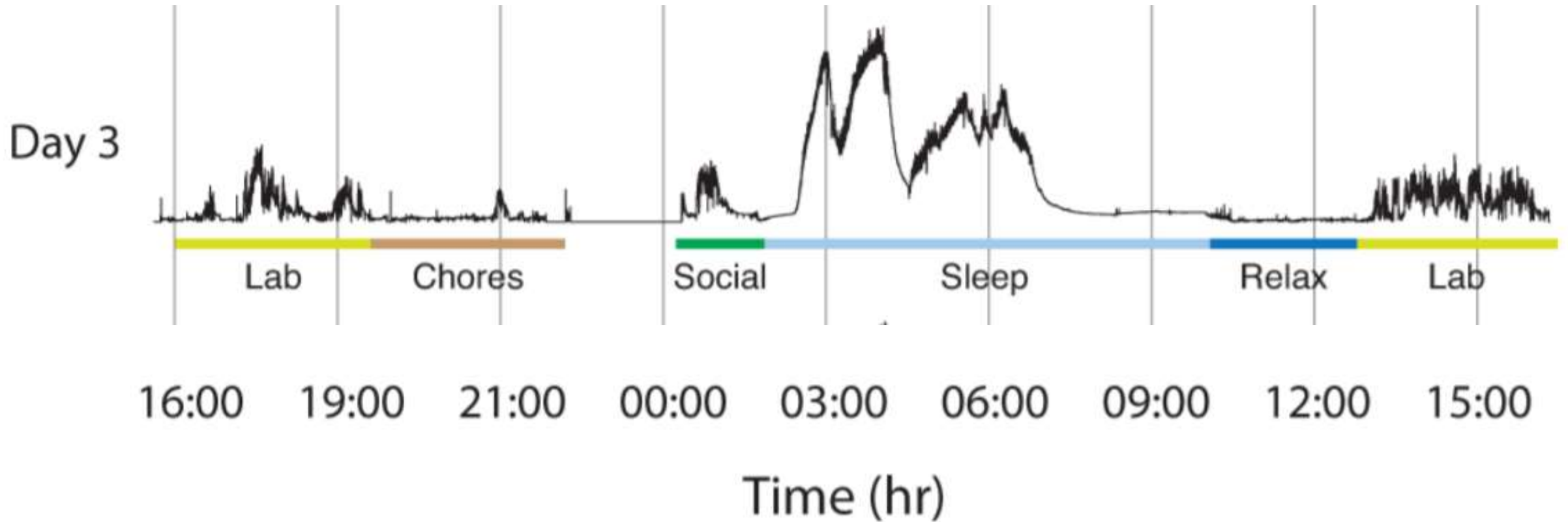
Lectures are not Active Student Engagement



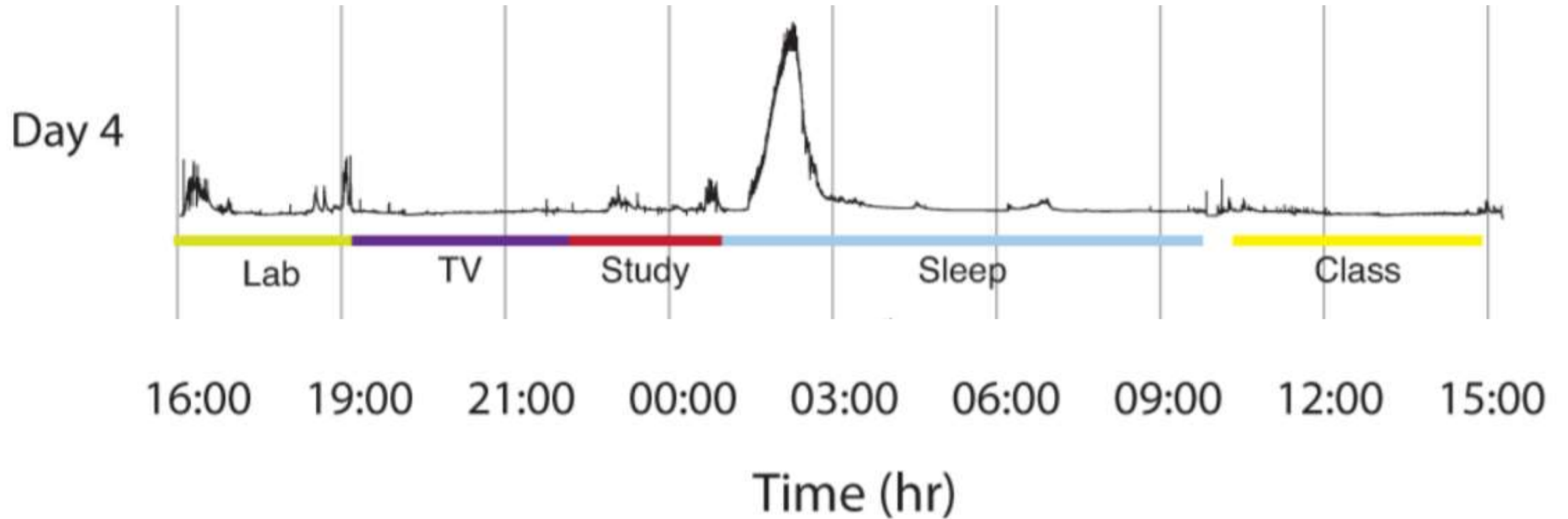
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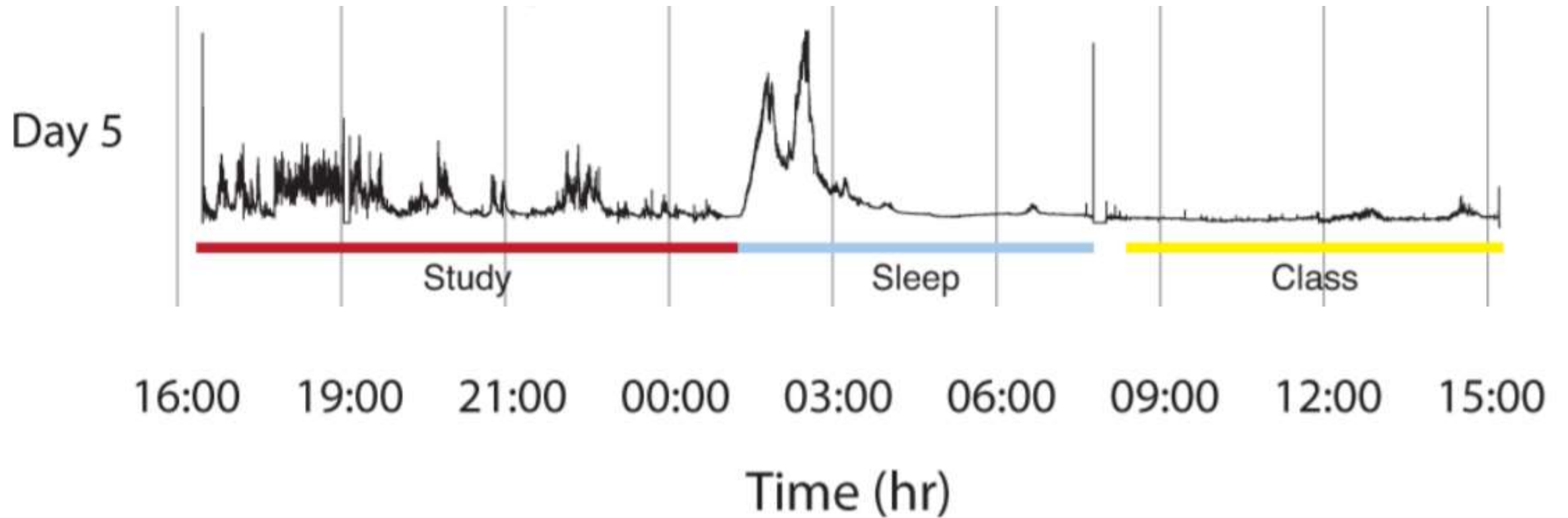
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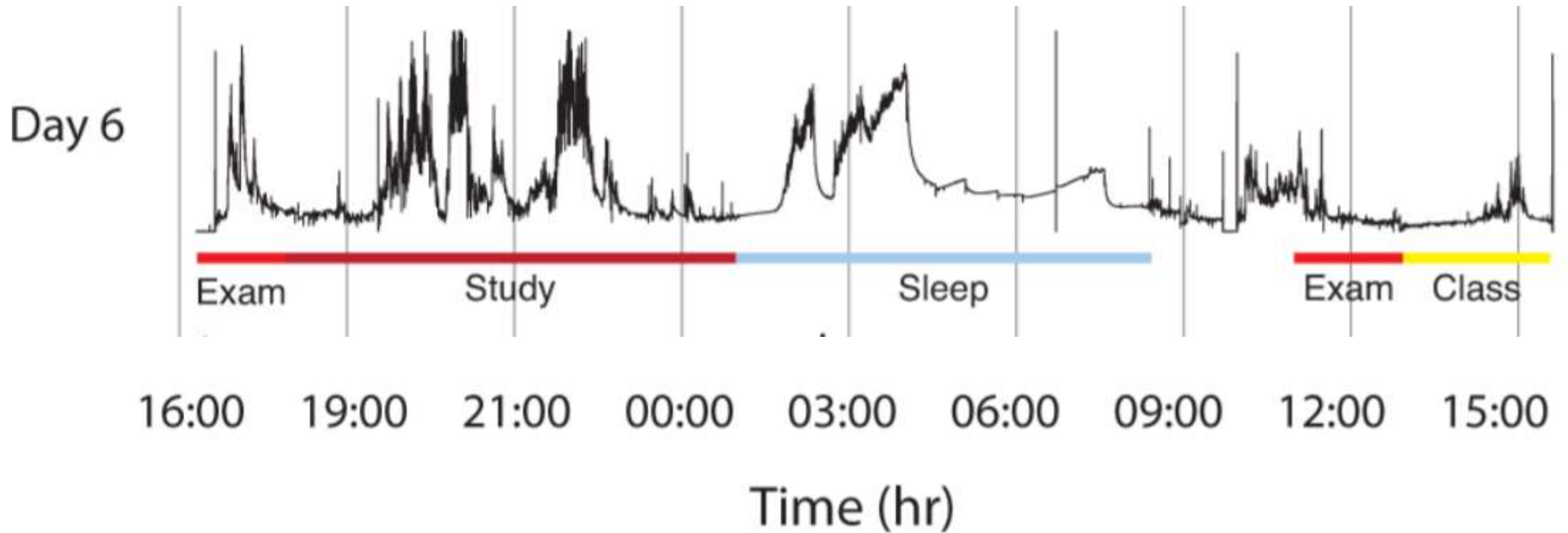
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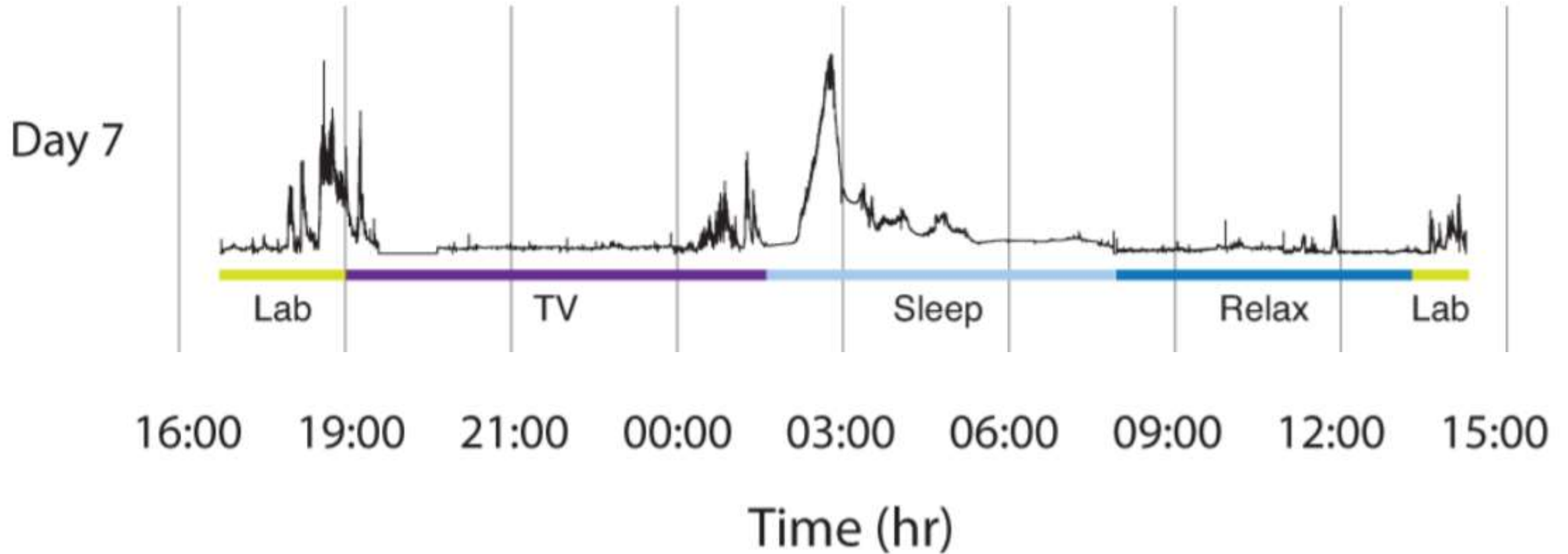
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Lectures are not Active Student Engagement



3

Emphasis on
Practice and
Student
Effort



3

Emphasis on Practice and Student Effort

Share a set of very clear expectations for your students and for yourself as to:

1. How you will communicate and
2. How much time students should be working on the course each week (Boettcher)

3

Emphasis on Practice and Student Effort

- Good practice emphasizes time on task.
- Good practice communicates high expectations (Chickering and Gamson)
- Goal-directed practice coupled with targeted feedback enhances the quality of students' learning (Ambrose)

4

Personalization
to the
Individual
Student



4

Personalization to the Individual Student

- Students' prior knowledge can help or hinder learning
- Students' current level of development interacts with the social, emotional, and intellectual climate of the course to impact learning (Ambrose)

5

Variety



5

Variety

- Good practice respects diverse talents and ways of learning (Chickering and Gamson)

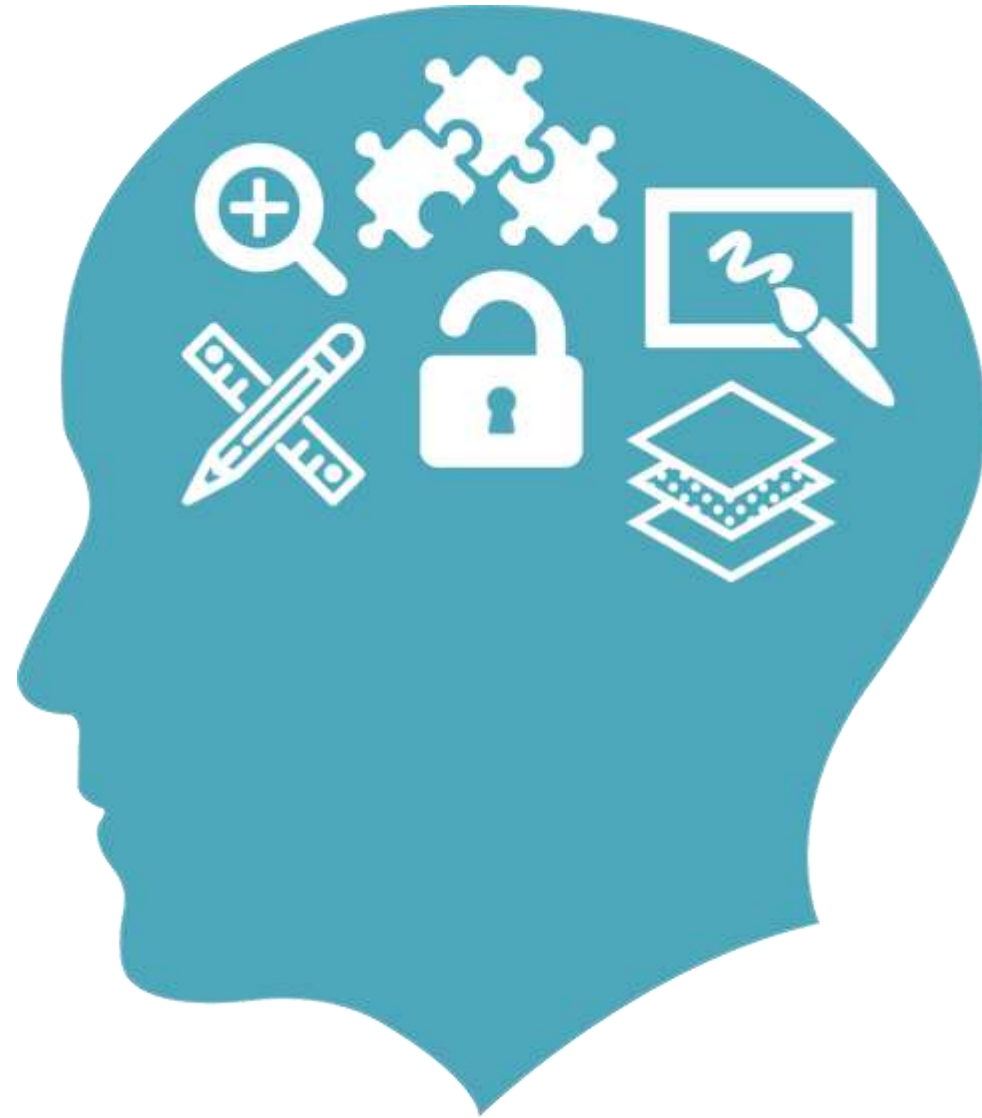
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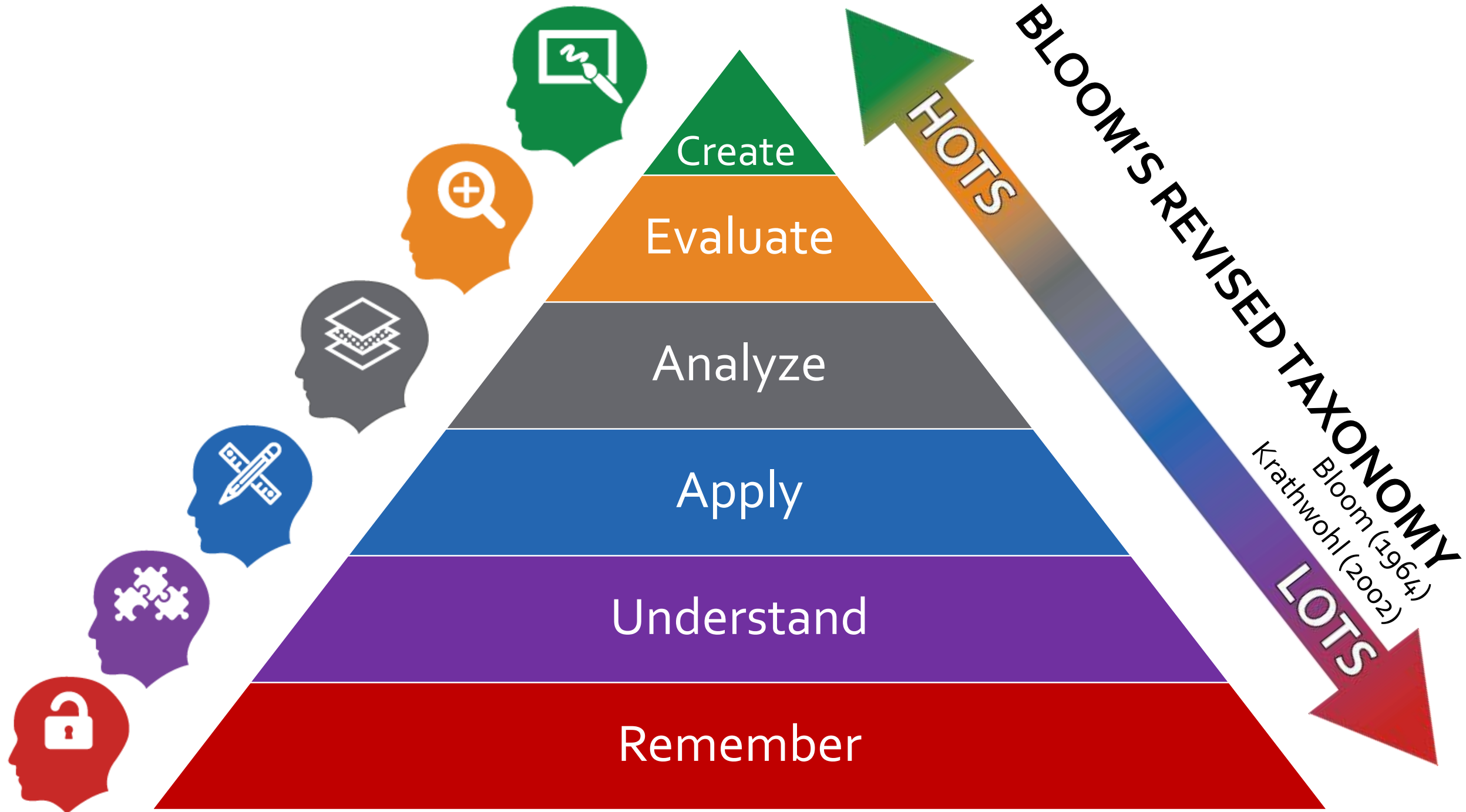
Variety

- Use a variety of large group, small group, and individual work experiences
- Use both synchronous and asynchronous activities (Boettcher)
- Provide Multiple levels of interaction (ADEC)

6

Emphasis
on Higher
Thought
Processes





6

Emphasis on Higher Thought Processes

- Base learning on higher-level thinking skills – analysis, synthesis and evaluation
- Focus on real world, problem solving (ADEC)

6

Emphasis on Higher Thought Processes

- To develop mastery, students must acquire component skills, practice integrating them, and know when to apply what they have learned (Ambrose)

6

Emphasis on Higher Thought Processes

- Prepare discussion posts that invite questions, discussions, reflections, and responses (Boettcher)
- Make meaningful assignments that encourage students to create (Johnston)

Six Best Practices

- 1 Peer to Peer Interaction
- 2 Active Student Engagement in Learning
- 3 Emphasis on Practice and Student Effort
- 4 Personalization to the Individual Student
- 5 Variety
- 6 Emphasis on Higher Thought Processes

Resources

BOOKS

Carey, B. (2014). *How We Learn: The Surprising Truth about When, where and why it Happens*. Pan Macmillan. [Amazon Link](#)

Miller, M. D. (2014). *Minds online : teaching effectively with technology*: Cambridge, Massachusetts : Harvard University Press. [Amazon Link](#)

ARTICLES

Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. C., & Norman, M. K. (2010). *How learning works: Seven research-based principles for smart teaching*. John Wiley & Sons. Retrieved from <https://xa.yimg.com/kq/groups/50920643/1355492245/name/How+Learning+Works.pdf>

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Poh, M. Z., Swenson, N. C., & Picard, R. W. (2010). A wearable sensor for unobtrusive, long-term assessment of electrodermal activity. *IEEE transactions on Biomedical engineering*, 57(5), 1243-1252. Retrieved from <http://affect.media.mit.edu/pdfs/10.Poh-etal-TBME-EDA-tests.pdf>

Final
Comments
&
Questions?



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