Abstract: Nearly one-third of all students are taking courses online (Allen & Seaman, 2013). As more people are opting to take courses online, there is a need for a paradigm shift in teaching pedagogy. Being an effective online educator requires teachers to change the way they teach in order to make the switch from an effective face-to-face teacher to effective online facilitator. This change goes beyond simply putting a course into a learning management system (LMS), but requires an understanding of how to actively engage learners in a distance environment in order to ensure the learning outcomes will match those in a face-to-face environment. This paper will examine some of the changes occurring in education with specific attention paid to how online courses are changing the pedagogy of teaching in both the virtual and bricks-and-mortar classrooms.

As more and more students are looking at online courses as an alternative method to complete their education – both in the K-12 and university settings – there is a high need for effective online teaching practices to ensure that students meet the same educational objectives as students taking classes in more traditional, face-to-face methods. What many teachers and college professors do not understand is that teaching online is fundamentally different from teaching in a face-to-face classroom. Many new online teachers quickly discover that teaching online is more than just putting lecture notes into a learning management system and calling it teaching. This poster session will discuss necessary changes in teaching pedagogy, strategies, and instructional design that must be considered as much as the content being presented in online courses.

Presenter background: I began teaching online classes at the high school level in 2001. Over the past 12 years, I have taught online classes at the middle and high school level in addition to the post-secondary level at public and private institutions. I have seen online education evolve from simply posting lecture notes to becoming fully interactive. I have heard students complain about their online experiences. I have mentored new online instructors. My goal with this presentation is to inform potential online teachers of what to expect as they make their foray into the realm of online instruction.