

Foregrounding Online Instructor Preparation and Professional Learning

(The 4 E's of Research During the Pandemic:
Experimentation, Engagement, Emotions, and
Innovative Educational Delivery:
Online Teaching and Learning SIG)

Discussant

Curtis J. Bonk, Ph.D., Indiana University
cjbonk@indiana.edu



Key Points

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Key Points: General

- All: There are millions of teachers taking on new roles and we need to understand what happened and what works.
- GMU (and all): And there is a ton of data at your fingertips
- GMU: Data is out there awaiting your interesting questions
- GMU: There is a need for additional research on global education and self-directed learning.
- GMU: Need to team up for economies of scale. Assemble a team which is interested and motivated in your topic and has expertise.

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Key Points: General

- Enilda and Nadia (Tampa and OSU): Don't wait until AERA to finish your papers; if possible, submit before the conference.
- GMU: New learning environments such as MOOC camps.
 - You need to publish a paper on MOOC camp structures.
- Smart: Build on the shoulders of giants (motivation and self-efficacy: Bandura, Ames, Wigfield, Ormrod, Pintrich, Eccles, etc.) (technology: Richardson, Truman-Davis, Picciano, Seaman, etc.)

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Key Points: Instruments

- Smart. For rapid info, use or modify existing schemes and instruments (e.g., the Online Teaching Motivation Scale)
- COVID Team: Metacognitive Technological Pedagogical Content Knowledge (M-PACK)
- GMU: Academic Community of Engagement (ACE) Framework from Jered Borup

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Key Points: Emotional

- Smart (and Tampa and OSU): Teachers must be supported by administration and institutional support.
- McGill: Effective teaching involves and wide range of emotions. Life is full of emotions, but perhaps no time like now.
- COVID Team: Fatigue, anxiety, stress, sitting all day—physical pain (there is a need for flexibility, need to share practices, student centered where and when possible.
- McGill: Emotional experiences during the pandemic need to be better understood: What did we do? What do we do now? Will it continue into the future?

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Key Points: Engagement

- GSU (and others): What is engagement and how can we measure it? Whether it is affective, behavioral, or cognitive.
- GSU (and others): The increasing focus on the affective side; the psycho-social emotional needs.
- GSU (and others): Teachers needs skills in affective engagement like developing relationships, facilitating communication, and instilling excitement for learning.

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Key Points: New Educational Training Models

- McGill: Should we change the way that teachers are trained? If so, how so?
- Tampa and OSU: We have been jump started toward transformative change or have the potential for it.
- Tampa and OSU: Digital pedagogy has risen in importance. Now how do we measure it and enhance it?
- Tampa and OSU: What are the new instructional delivery models for this digital age?
- Tampa and OSU: This is often not experimental nor creative pedagogy, but simply (or not so simple) adaptation to the conditions.
- Tampa and OSU: We are reactive creatures. How can we be trained to be more proactive?

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Key Points: New Educational Models

- GMU: Be creative somewhere in your work (bMOOCs)
- GMU: Stronger communities come from the blends of virtual and FTF
- GMU: Loads of interesting and important language learning from MOOCs and open ed during pandemic.

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Key Points: New Models

- GMU (and others): Need new models of educational delivery; which includes volunteers, facilitators, and informal learning.

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Key Points: Need for Training

- Tampa and OSU (and all): Read this paper if you're an online learning trainer or a teacher and learning center staff member or director.
- Tampa and OSU (and all): Quick hits not extended reflections—webinars, workshops, colleague advice, friends, social media searches, etc. How to extend and connect all that in a COP/COL?
- Tampa and OSU (and all) need create innovative and transformative learning experiences that impact instructors and students' digital practices.
- Tampa and OSU (and all) lack of clear guidelines.

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Key Points: Engaging Pedagogy and Models

- COVID Team (and all teams): How were pedagogical approaches impacted or affected by the pandemic? How comfortable with new models and tools? Can these practices and ideas and new models transfer to a post-pandemic age?

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