

## Changing How I Teach On-line

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Upon completion of the *Learning to Listen Learning to Teach* course a month ago, I was still uncertain how to apply my learning to an on-line situation. My students are school teachers taking an on-line course to obtain an additional science qualification. Their course material is archived on a password-protected website. Individual contact with the instructor is primarily through e-mail, with opportunities for one-on-one real time conversation in a chat room. Students make public contact with one another and with the instructor by posting messages to a Discussion Board on the university server.



In the graphic organiser below, I have summarised some of the interactions which have occurred during the current summer session, although the names of the students have been changed to respect their privacy. I am currently working on course revisions for next semester, into which I hope to incorporate principles of Dialogue Education™. While I am still somewhat unsure of myself as a Dialogue Educator, I think I have made a beginning.



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Situation	What I have done in the past	DE idea	What I did this summer
Barium Phosphate has submitted work which is incomplete	Tell Barry what's missing from his work and ask him to resubmit	Let learner make decisions	Identify both strengths and weaknesses of Barry's work and ask him if he wants to resubmit
Calcium Iodide has not taken part in any of the discussions surrounding laboratory work	Identify a posting that requires a response and ask Cal to respond to that particular posting	Offer learner choices	Identify three or four postings that require responses and ask Cal to choose one for his response
Beryllium Carbonate has been complaining about not being able to find internet or print resources for her laboratory experiment	Feed Beryl websites pertinent to her experiment	Learner needs to own problem	Reframe the problem in terms of what about the experiment makes sense to Beryl and then ask her what she would suggest we do about this
Sodium Chloride and Potassium Nitrate, collaborators in my group project, sign up for the same real-time chat slot together	Tell them that each one has to sign up for an individual chat	Distinguish between consultative and deliberative voices	Offer them the option of individual chats or a group chat; give them time to discuss it between themselves, and accept whatever decision they make
During the real-time chat, Magnesium Fluoride has just finished explaining her strategy for teaching new vocabulary	Thank Maggie for her input and move briskly to the next topic on my list	Asking open-ended questions	Thank Maggie for her input, and then ask her if she would like to add anything to what she has just said before we move on to the next topic



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