

Digital Delerium Closing Statement.

Our group's position on the question of converting from teaching in a face to face environment to an online environment is that it is not a straightforward transition. This position is based on the evidence pointing to the unique requirements of teaching in an online environment. These challenges include:

- the technology: getting to grips with the technology as a teacher, and in turn ensuring that learners reach a level of comfort with the online learning environment that enables them to engage fully in an active learning experience. Many educational institutions offering online learning programmes also offer orientation and skills development workshops for educators, as well as for learners, in recognition of the challenges of beginning to teach or learn in a online environment.
- the pedagogical aspects: new pedagogical models that have been developed for the online environment, such as Gillie Salmon's 5-stage model, speak to the unique nature of teaching in an online environment, and the need for a substantially different design approach to face to face.
- personal skills and qualities: the type and level of tutor-student interaction and student-student interaction that is needed in an online environment require a different style of interaction and relationship between teachers and students, and the nature of this relationship is seen as critical to the success of online teaching.

We believe we have convincingly argued the case for the position that moving from a face-to-face to an online teaching environment is not straightforward. The environment offers substantial opportunities and resources to facilitate a highly active, collaborative learning experience, promoting deep learning. In order to leverage these opportunities to make the most of an online environment, teachers need to evaluate their current style, design and delivery approaches, and take a considerably new approach in the online environment.