Once a curriculum has been established and new or existing courses modified to reflect any curricular changes, the courses making up the curriculum must be successfully implemented. The effectiveness of the technical tools in presenting materials is important to the success of a course. Each segment of the curriculum should work as well as planned. The pedagogical design and its implementation are of primary interest to teachers and administrators.

However, learners approach courses differently. They determine a course’s and a curriculum’s effectiveness by the ease with which they use a course and institutional Web site. Students often determine the value of a course by how much they enjoy using the tools and how well the teacher helps them interact easily with other learners and the materials. Learners do not care why a specific brand or type of tool was chosen; they want to make sure that it works, is easy to use, and meets their expectations.
The day-to-day use of technology has a big impact on the way learners perceive a course. Technology and accessibility also frame learners’ perceptions of the rest of the curriculum and the institution. As a teacher who facilitates a course, you want to make sure that you use tools well and can help learners successfully use the technology for a positive educational experience.

Not all online classes use the same tools, and currently, many online education programs rely heavily on writing-based tools such as bulletin boards, chat sessions, and e-mail. Some teachers, working with full-time course designers or on their own, are implementing more interactive designs, such as streaming audio or video, two-way voice communication, and two-way online video. All these tools provide real-time communication that appeals to learners with different learning preferences and styles.

Many learners who take courses through colleges or universities lack access to higher-tech forms of instruction and communication. To ensure that the course design can reach the broadest market possible, the educational design generally favors low-tech communication. As online courses presented by an institution progress, and as market analysis shows that the program’s potential online students have more access to advanced technology, more interactive media are introduced. This plan allows learners gradually to upgrade their home or office computer systems. It also helps accommodate learners who do not have their own computers and still rely on public access to computer technology, through on-site university or college computer labs or public libraries.

Online training may involve much higher levels of technology, especially if the business requiring the training is actively involved with e-commerce or specializes in some aspect of computer technology. Higher-tech communication and instructional options may be offered by commercial vendors of training programs or in-house departments created to customize training for employees. Educational institutions may rely on program vendors, but they are more likely to use courseware or other “do it yourself” options.

Because, for the time being, at least, many colleges and universities emphasize the use of e-mail, whiteboards, bulletin boards, written chat sessions, and word-processed assignments, the print-based forms of communication are highlighted in this chapter. Tools used to facilitate chat...
Dialogue Pedagogical Strategies Perceived to Enhance Online Interaction: Instructors’ Perspective
www.igi-global.com/article/dialogue-pedagogical-strategies-perceived-to-enhance-online-interaction/181813?camid=4v1a