Face to Face to Online Teaching & Learning

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Change in Educational Philosophy

- You can teach the same content face-to-face in a hybrid/online setting but the delivery will change.

- Often the translation of face-to-face classes to online classes misses the mark by providing too much content for students to process.

- Avoid seeing online teaching through the lens of face-to-face courses. Try to move from thinking about what *I can't do*, to *what I can do. Be creative and ask, "How can I do this?"*

Educational Philosophy

- Online requires more of a Constructivist approach to learning that is less teacher centered and more collaborative or student centered.

- A combination of pedagogical and andragogical practices.

Near and Far Classrooms

	Traditional Classroom	Online	Near and Far
Space	Instructor and learner in same tangible location	Instructor and learners in a virtual space	Instructor and learners are in both. Some students joining a F2F class or through Zoom
Time	A clear sense of classroom time	Flexible concepts of time online	Both teacher and student meet during a set time (either face to face or Zoom)
Use of senses	Close proximity; can see, hear, and touch objects	Need to adapt senses to relate to one another and create a sense of closeness	Students at a distance can see and hear, but will only be able to touch items they have in their physical space. Resources, papers, submissions, etc. can be shared digitally
Level of interaction	Instructor can easily involve learners in discussion and hands-on activities	Instructor needs to carefully develop and implement discussion and learning activities	The instructors needs to do both, plan in class learning activities such as online discussion and learning activities.
Level of course planning	Instruction can add and adapt teaching strategies at the last minute	Strategies must be intentionally planned and designed ahead of time	Strategies must be well planned and all assignments, content, resources need to be available in Canvas.

Concericao and Lehman (2011)

Instructional Design (ADDIE)

Analysis	Design	Develop	Implement	Evaluate
Pre-planning: Ask important questions about the course	Build a framework for the course	Develop course materials and assemble the course	Begin Teaching	Evaluate the learning outcomes of the course
What are the goals of the course? What is the audience? Is the content theoretical or practical? Is the course lower or upper division? What is the students prior knowledge and experience?	Align course objectives with learning assignments (course mapping) Identity content and strategies for each unit or week of the course Write instructions for the learning unit or week Name the topics for the learning unit or week	Develop course syllabus (template) Build course lectures, assignments, and assessments Build the course structure (weeks or units) Develop rubrics to assess assignments Develop learning community	Include a teaching guide or mentor while teaching the course Include a mid-course evaluation (mid-point of course) Include regular discussion between students and faculty	Did the students achieve the learning outcomes? Course evaluations Content experts assess a major course assignment How can I make this course better?

Analyze
Exploration of how things are and the way they should be– The difference is the performance gap

Design
If a performance gap is identified, this phase will outline performance objectives

Evaluate
Measurement of how well the performance solution achieved the objectives

Develop
The performance solution is created

Implement
Delivery of the performance solution

Analysis

As you develop the class online the following questions need to be asked:

- Nature of the Content: What is the nature of the subject of field of study? Is the subject more theoretical, practical or a combination?
- General context of the course: How does this class fit into the overall scope of the major or university curriculum?
- Specific context of the course: Who is taking the class and how will the online learning context impact student learning?
- Characteristics of students: What are the students motivation in taking the class? What are the students prior knowledge, skills, attitudes about the subject?
- Characteristic of the online instructor-What are your beliefs about teaching and learning? What is your experience with technology and online teaching? What might be some of our your bias about online teaching?

C. Bauer and Mary Jones, 166 in Maddix. Lowe, Estep (2013).

Analysis

- Use a course template that provides uniform information for students.
  - Include consistent course expectations for student (ie. Attendance, number of posts per week, policies, etc.)
  - You need to provide clear expectations about how many time students are to respond per week.

- Decide what resources (books, articles, etc.) are going to be used for the course.
  - Reading amounts may not be as much as face to face class.

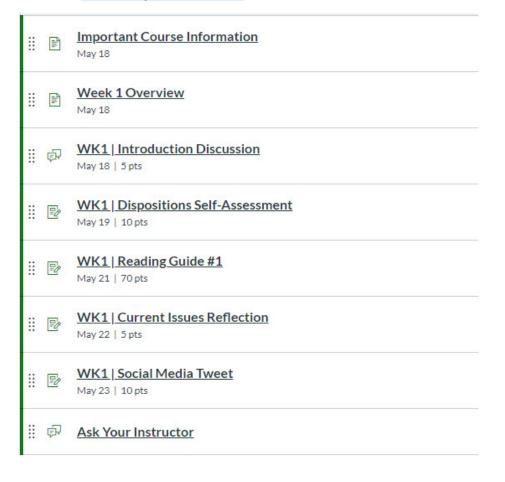- Is the course going to be more theoretical or practical in scope?

Design

- Align your course outcomes with assignments.
  - Develop assignments that move from lower levels of learning to higher levels.
    - Lower levels (recalling information, test, quizzes)
    - Higher levels (case studies, critical book reviews, peer assessments, reflective papers, research papers).

- Organize course based on units or weeks
  - Focus on topics during the week that include reading and reflection questions.
  - Zoom meetings
  - Discussion boards (use discussion board rubrics)

Course Design Recommendations

- Think of the big "rocks" you plan to cover in the class because you can't cover the same amount of content in face to face class.

- The use of textbooks becomes more important with "near and far" education, since the books can help provide a greater continuity for the course (maybe one book that provides the course overview).

- Require students to engage in discussion or assignments at least two times per week (two touch points).

- Organize your class around the 15 week format, with either weekly assignments or modules (depending on your template)
  - For example, 5 modules with 3 weeks in each module

Organization of Course

Weekly Modules

⠿	📄	**Important Course Information** May 18
⠿	📄	**Week 1 Overview** May 18
⠿	💬	**WK1	Introduction Discussion** May 18	5 pts
⠿	📝	**WK1	Dispositions Self-Assessment** May 19	10 pts
⠿	📝	**WK1	Reading Guide #1** May 21	70 pts
⠿	📝	**WK1	Current Issues Reflection** May 22	5 pts
⠿	📝	**WK1	Social Media Tweet** May 23	10 pts
⠿	💬	**Ask Your Instructor**

Modules (3 weeks each)

⠿ ▾ Module 1

⠿	📄	Module 1 Overview

Week 1

⠿	📄	WK1	Course Orientation
⠿	📄	WK1	Video Lecture
⠿	💬	WK1	Discussion 5 pts
⠿	📝	WK1	Class Participation & Attendance 15 pts

Week 2

⠿	📄	WK2	Video Lecture
⠿	💬	WK2	Discussion 5 pts
⠿	📝	WK2	Class Participation & Attendance 15 pts

Week 3

⠿	📄	WK3	Video Lecture
⠿	📝	WK3	Class Participation & Attendance 15 pts
⠿	📝	WK3 Collaborative Assignment 0 pts
⠿	💬	Ask Your Instructor

Lessons Learned in Course Development

- More is less….More variety of student learning activities and less faculty content.
- Don't fill the week up with too many assignments or discussion boards—maybe plan on three touch points per week.
- Create assignments that are challenging and move from lower to higher levels of learning.
- Set a reasonable amount for writing and reading for a given week. Shorter essays of 300-500 words.
- The more faculty presence in the class the more community of learning is developed and the reduction of transactional distance.
- Include different cognitive domains of learning in the course

Lessons Learned in Course Development

- Provide student feed back early and often. If possible within 24-48 hours.
- Include a weekly checklist or virtual tour of your class.
- Gather everything together first, find great resources.
- Ask for help when you're stuck
- Look for great examples

✚ What works…

- Video feedback and presence
- Options for meeting learning outcomes or assignment requirements
- Frequent announcements | informal and formal
- Authentic engagement |share stories, ask questions to gauge how students are doing |interesting facts
- Group Assignments and collaboration
- Student created presentations and assignment
- Repetition
- Time management
- Participation in Discussions
- Office hours
- Weighted Grades

What doesn't work!

- Discussion prompts that read like assignments
- Lack of grading and feedback
- Daily tasks with limited availability
- Too many technology tools
- No assessment rubrics
- Lack of student to student collaboration
- Too much to grade
- Inconsistency in assignment requirements
- Scanned articles, resources or tools using flash without accessibility for disabled students
- Long, long video lectures
- No breaks….some weeks should be lighter than others.

Q&A

You have Questions

We have Answers