

Innovative Educators

Supporting Academic & Professional Growth In Higher Ed

Preparing For Flexible Course Delivery: Teaching Online Or On Campus

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What Are We Doing???

Emergency
Remote Teaching

- Rapid shifting of instruction originally designed for in-person education to a completely remote format; designed as temporary fix

ONLINE

- Relies completely on remote teaching and learning; driven by asynchronous engagement.

HYBRID

- Utilizes a combination of online and classroom activities; a significant portion of classroom time is replaced by online activities.

HYFLEX

- Simultaneous online and in-person instruction; relies on complete delivery in both modes.

Blended

- Online and classroom experiences are integrated into a cohesive learning experience, but classroom time is not replaced by online activities.

Flipped

- Form of blended learning; utilizes online delivery of course content to expose students to new material outside of class and classroom time to apply the material via active learning.

The reality...



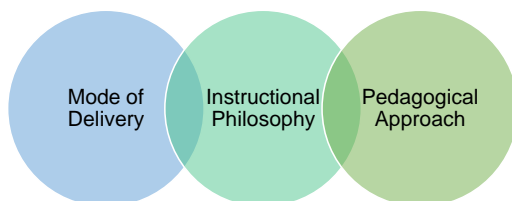
Flexible Teaching:

Intentional plan that allows for adaptable, effective learning experience regardless of instructional mode



Flexible Teaching:

Instruction requires rethinking the teaching and learning relationship... not simply delivering existing content via a new medium.



Designing For Learning:



Active learning

Problem solving

Student ownership of learning

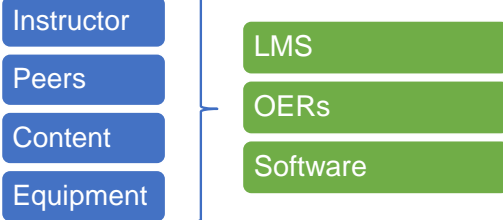
Student-centered

Focus on inquiry and dialogue

Support from technology

Essential Element: Access

What do students need access to in order to be successful in your course?



Establish an Online Foundation

Create a web-enhanced foundation to provide a structure from which instruction, interaction, communication, feedback, and engagement *could* take place

Independent of mode

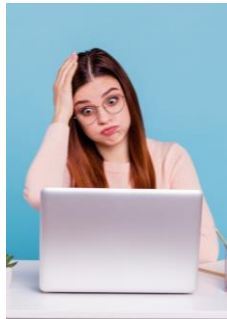
Timeless

Flexible



Greatest threat to effective learning...

COGNITIVE OVERLOAD



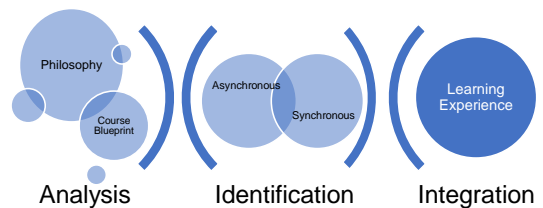
Reduce Cognitive Load Via:

Learning Management System (LMS)	• Centralized "home base" for all learning activities
Classroom Template	• Consistency on structure, flow, general format
Due Dates	• Within class consistency on days/times
Submission Guidelines	• Within class consistency on format and expectations
Technology	• Consistent, limited list of technologies used on as-needed basis

Your Course Structure Should Be:

Consistent	<ul style="list-style-type: none"> • Structure to weekly expectations • Online course design
Clear	<ul style="list-style-type: none"> • Explicit guidelines and directions • Easy navigation
Purposeful	<ul style="list-style-type: none"> • Pedagogical reason for activity • Value in synchronous attendance

Flexible Design Process:



Flexible Teaching Philosophy:

presence → interaction → feedback

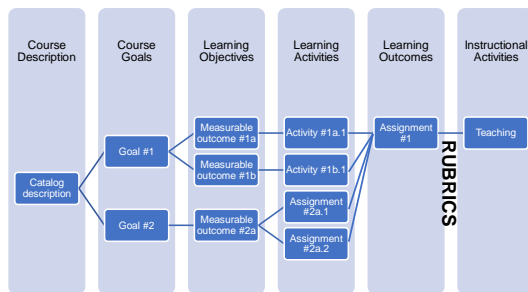
Create environments and experiences that bring students to discover and construct knowledge for themselves.



Create a Course Blueprint:

Course Description	• What does the course cover?
Course Goals	• What are the overarching targets and focus of the course?
Learning Objectives	• What knowledge, skills and abilities will students master upon course completion?
Learning Outcomes	• How will students demonstrate proficiency of the learning objectives?
Rubrics	• What are the expectations for performance/mastery?
Instructional Activities	• How will you ensure students have the necessary knowledge, skills, and resources to master learning objectives?

Map Your Blueprint:



Source: Blended Learning Toolkit. Available at: <http://blended.online.ucf.edu/process/building-your-course/>

Start with the end in mind...

How will you know if students have mastered the learning objectives?

What activities or assignments will students complete in this module?

What special instructions, tutorials or information is required to complete this module?

What materials will you use to provide this information?



Design a Learning Experience:

Content Presentation

- How can each specific learning module be delivered most effectively?

Interaction & Assessment

- What are the best activities, assignments, interactive exercises and assessments to promote learning?



How Will Students Best Learn?

Asynchronous

Synchronous



Choose a Primary & Secondary Mode:

Primary

- Best instructional or assessment option under ideal circumstances

Secondary

- Meets the instructional or learning objective, but not as effective
- ONLY necessary if primary mode is synchronous



AVOID “Classroom vs. Online”

Synchronous

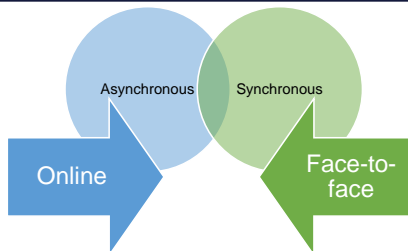
- Focus on things that require immediacy or guidance
- Target difficult concepts

Asynchronous

- Focus on things that require thought, research, development or individual practice

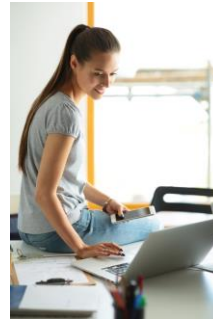
What is the most effective way to provide information, foster interaction, and promote engagement?

Flexible Teaching:



Advances in technology continue to challenge “most appropriate” activities in each mode or environment.

Strengths of ASYNCHRONOUS:



- Ability to “hear” every student
- Allows for differentiated instruction
- Easier to access resources
- Promote preparation for class activities
- Accommodates individualized practice
- Promotes mastery learning

Example Asynchronous Activities:

content presentation	research	asynchronous threaded discussions	online self-assessments	blogs
wikis	virtual field trips	virtual labs	case studies	simulations
concept mapping	interactive learning objects	podcasts	videos	content creation
webquests	annotate documents	annotate videos	screencasts	quizzes/tests

Strengths of SYNCHRONOUS:



- Allows for spontaneity
- Fosters responsive teaching
- Promotes interactivity
- Amenable to specialized equipment
- Easier to target interaction
- Accommodates hands-on activities

Example Synchronous Activities:

lecture	videoconference	debate	group work	demonstration
lab work	guest speakers	games	Socratic questioning	brainstorming
problem-solving	guided discovery	case studies	create artifacts	field trips
ask questions	build or create	use equipment	perform	panel speakers

Select Activities Based on Goal:

What do you want students to know, value, or be able to do?



Focus: Remember or Understand

Question	Asynchronous	Synchronous
Will students struggle to understand the concept?		X
Will different students need different levels of support to reach mastery?	X	
Do I want to explore students' spontaneous reactions or opinions?		X
Do I want students to test their knowledge?	X	
Do I want to ensure that students have sufficient knowledge to participate in activities?	X	
Do I want to ensure time-on-task with learning material?	X	X
Do I want to test memory of information?		X

Focus: Apply or Analyze

Question	Asynchronous	Synchronous
Does student engagement depend upon understanding, analysis, or integration of concepts, theories or research?	X	
Does activity require specialized equipment or resources?		X
Does activity require small group interaction?	X	X
Do I need to demonstrate a skill or task?	X	X
Will students need to review information or demonstration?	X	
Will students need guidance or feedback to progress in learning task?		X
Do you want students to clearly articulate their position on a topic or issue?		X

Focus: Evaluate or Create

Question	Asynchronous	Synchronous
Do you want to push students to think more deeply via Socratic questioning?		X
Do I want to hear the thoughts or responses of every student?	X	
Do students need to create an artifact?	X	X
Do I want to promote student-centered exploration of a topic?		X
Do I want students to be able to defend their position or opinion?	X	X
Do I want students to work collaboratively to explore an issue or case study?		X
Do I want students to integrate and evaluate information from a variety of sources?	X	

Motivate and Monitor:

Readings

Websites

Videos

Webquests

Self-guided exploration

Lecture

Synchronous Interaction

Design learning activities that motivate and monitor use of content resources



Instructor's Role in Content Delivery:



Use Learning Object Repositories:

General

- MERLOT
 - <https://www.merlot.org/merlot/index.htm>
- MIT Open Courseware
 - <http://ocw.mit.edu/index.htm>
- Carnegie Mellon Open Learning Initiative
 - <http://oli.cmu.edu/>

LMS Specific

- Canvas Commons
 - <http://www.canvaslms.com/news/press-releases/instructure-introduces-canvas-commons>
- Blackboard xplor
 - <http://www.blackboard.com/sites/xplor/>

Use Video Repositories:

Source	Website
YouTube	http://www.youtube.com/
YouTube EDU	http://www.youtube.com/education
Khan Academy	http://www.khanacademy.org/
MIT+K12	http://k12videos.mit.edu/
Ted Talks	http://www.ted.com/
Ted ED	http://ed.ted.com/
Hulu	http://www.hulu.com/
TeacherTube	http://www.teachertube.com/
SchoolTube	http://www.schooltube.com/
MovieClips	http://movieclips.com/

Teaching Technologies:

Video	<ul style="list-style-type: none"> • YouTube; www.youtube.com • Loom; https://www.loom.com/
Video with Discussion	<ul style="list-style-type: none"> • Loom; https://www.loom.com/
Customize Online Videos	<ul style="list-style-type: none"> • EdPuzzle; https://edpuzzle.com
Presentation	<ul style="list-style-type: none"> • Google Slides • PearDeck; https://www.peardeck.com/
Webquest	<ul style="list-style-type: none"> • Create Web Quest; https://createwebquest.com/ • Zunal; http://zunal.com/
Animation	<ul style="list-style-type: none"> • Moovly; https://www.moovly.com/
Screencast	<ul style="list-style-type: none"> • Loom; https://www.loom.com/ • Screencast-o-matic; www.screencast-o-matic.com
Audio	<ul style="list-style-type: none"> • Audacity; https://www.audacityteam.org/

Identify Implementation Based on Mode

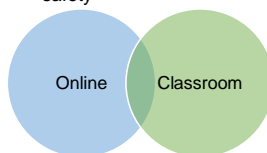
Asynchronous

- Implementation always online



Synchronous

- Implementation based on institutional policy, health mandates, personal safety



Example

Instructional Activity	Primary Mode	Implementation	Secondary Mode	Implementation
Content Presentation (difficult concepts)	Synchronous	Classroom Lecture	Synchronous	Videoconference
Content Presentation (basic concepts)	Synchronous	Classroom Lecture	Asynchronous	Recorded Lecture
Socratic Discussion	Synchronous	Classroom Discussion	Asynchronous	Threaded Discussion
Test (Memorization)	Synchronous	Classroom Test	Synchronous	Video Discussion
Content Mastery	Asynchronous	Mastery Quiz	---	---
Research Exploration	Asynchronous	Threaded Discussion	---	---

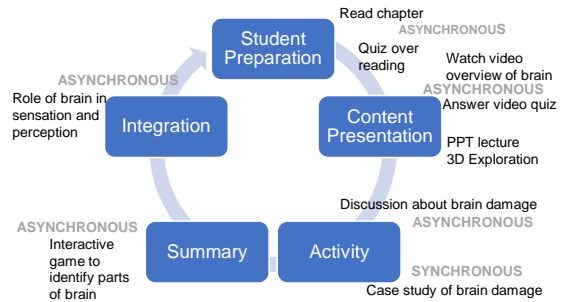
Example

Learning objective:

- Understand the structure and function of the brain.



Example



Avoid the “Curse” of Web-Enhanced Instruction...

Expectations of time investment should be aligned with in-class requirements.

Rice Course Workload Estimator:
<https://cte.rice.edu/workload>



Effective Flexible Teaching:

Presence

Interaction

Feedback



Value Synchronous Time:

Prioritize limited synchronous time to maximize impact.

- Collaborate on course projects
- Participate in authentic learning activities
- Facilitate in-depth discussions of important course concepts
- Clarify misunderstandings
- Promote engagement with course material

Design Active Engagement:

Classroom Activity	Flexible Activity
Discussion	Asynchronous discussion, small group synchronous
Group collaboration	Online workgroups with discussion and chat space
Presentations	Video presentations with online discussion
Demonstration	Screencast or video
Video	Annotated video, video discussion, video quiz
Interactive review	Website annotation
Create or analyze document	Google Doc, Wiki
Reflection	Journal (blog/vlog), discussion
Quiz	Mastery quiz, video response, discussion
Test	Timed, video, or modified exam

Use Technology to Enhance Flexibility

Classroom Activity	Online Activity	Technology Tool
Discussion	Asynchronous Text Discussion	LMS; Google Classroom "Discussion"
	Asynchronous Video Discussion	FlipGrid; https://info.flipgrid.com/
	Synchronous discussion	Google Meet Zoom; https://zoom.us/
Group collaboration	Online workgroups	LMS; Google Classroom "Groups"

Use Technology to Enhance Flexibility

Classroom Activity	Online Activity	Technology Tool
Discussion	Asynchronous Text Discussion	LMS; Google Classroom "Discussion"
Presentation / Demonstration / Performance	Video	YouTube; www.youtube.com Loom; https://www.loom.com/
	Video with discussion	Loom; https://www.loom.com/
	Visual Presentation / Interactive Lecture	Google Slides PearDeck; https://www.peardeck.com/
	Webquest	Create Web Quest; https://createwebquest.com/ Zunal; http://zunal.com/
	Animation	Moovly; https://www.moovly.com/
	Screenecast	Loom; https://www.loom.com/ Screencast-o-matic; www.screencast-o-matic.com
	Audio	Audacity; https://www.audacityteam.org/

Use Technology to Enhance Flexibility

Classroom Activity	Online Activity	Technology Tool
Show Video	Annotated video	EdPuzzle; https://edpuzzle.com/
Document creation, review or critique	Website annotation	Hypothes.is; https://web.hypothes.is/
	Wiki	Google Docs
	Concept Mapping	Popplet; http://popplet.com/
Reflection	Journal - blog	Google Docs
	Journal - vlog	Loom; https://www.loom.com/
Quiz	Mastery quiz	LMS; Google Classroom "Quiz"
Test	Timed exam	LMS; Google Forms "Locked Mode"

Cognitive Load Reminder:

"When you've got a solution in search of a problem, that's probably a bad thing."

Kelly, R. (2013). Blended Learning: Integrating Online and F2F. *Online Classroom*, 12(12), 1,3.

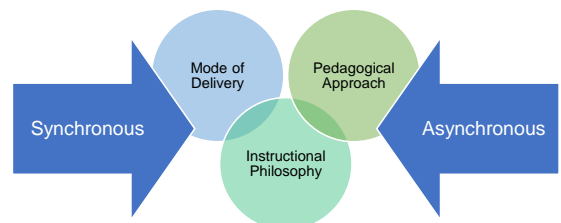


Cheating in the Flexible Classroom...

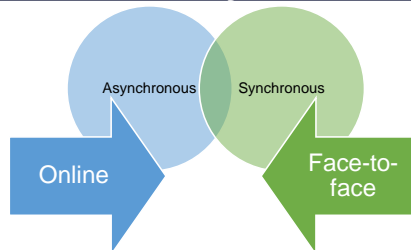
- Re-evaluate assessment strategies; focus on purpose
- Adjust assignment expectations to promote personalization
- Utilize multimedia and alternative assessment modes
- Integrate individualized assessment



Shift Your Instructional Philosophy:



Distinction Increasingly “Fuzzy”...



As technology advances, there are growing opportunities to shift instructional activities to meet practical demands.

Questions? Comments? Ideas?



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