Transitioning from Face-to-Face to Online Teaching

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I know what I need to do first.

I know how many students are in the class and if I know anyone.

What have you already experienced?

I have the opportunity to introduce myself to the instructor and the other students.

I know who the instructor is and what do they look like.
“I felt like I was teaching myself.”

“I didn’t get to know anyone in my class.”

“I didn’t know where to find anything.”
Objectives

By the end of this workshop you will be able to:

1. Define your mode of delivery and set expectations for students
2. Design your course to generate interaction with and among students
3. Utilize the Community of Inquiry (CoI) framework to foster meaningful learning
1. Define your mode of delivery and set expectations for students
Mode of Delivery

- **Fully Face-to-Face (FTF)**
  - Lecture Based
  - Meets all scheduled sessions

- **Web-enhanced**
  - Uses LMS or web to support FTF
  - Meets all scheduled sessions

- **Flipped**
  - Combines video lectures and face-to-face active learning
  - Meets all scheduled sessions

- **Blended/Hybrid**
  - Combines FTF and online
  - Some FTF meetings are replaced with online meetings or independent study

- **Fully Online**
  - Rarely or never meets FTF
  - Uses video lectures and other activities in the LMS or web

Adapted from https://www.csusm.edu/ats/idesign/coursedesign/teachingonline/index.html
Fully Online Courses

Synchronous:
- Require students and instructors to be online at the same time. Ex. live lecture that is streamed to students over the web.

Asynchronous
- Instructor provides reading materials, recorded lectures, tests, and assignments that can be accessed at any time. Student completes the material at their own pace.
Setting Expectations for Students

► Program description
► Syllabus: Mode of Delivery Statement
► Video introduction that provides a tour of the course.
► Homepage video addressing topical issues; can be changed periodically.
► Summary video for each week of the course.
► Q&A area for students in the Discussions tool
Activity 1
Design your course to generate interaction with and among students
Multimedia assignments
Project based assignments
Manage group sizes

Active learning

Chunk lessons
Parse your time
Discussions
Peer review
Active Learning

- Mix of discussions, collaboration, video, audio, hands-on, etc
- Appropriate for any mode of delivery, but helpful since online learning lends itself to be passive

Chunk Lessons

- Not long pages of text
- Short lectures (10-20 minutes each)
- Vary the format
- Flipped Classroom
Discussions

- Helps students develop social presence
- Research shows a more equitable process

Group Sizing

- Smaller class sizes
- Groups of ten or fewer
  - Discussion, collaboration, peer critiques, groups activities
Multimedia Assignments

- Gives opportunity for students to express themselves in another format
- Allows for a rich format for students to conduct peer review
- i.e. voiceover PPT projects

Project Based Learning

- Allows for practice of real-world skills
- Students can learn from each other and construct their own knowledge
Peer Review

- Obtaining critical insight from others’ work during the review process
- More aware of their advantages and weaknesses
- Fosters community

Parse Your Time

- Online courses can consume you
- Pick and choose where to insert your voice
- Give students agency where appropriate:
  - Roles in forum discussion
Activity 2

In-class presentations, reimagined as what?

...Synchronously?

...Asynchronously?
Utilize the Community of Inquiry (CoI) framework to foster meaningful learning
Teaching Presence

...is defined as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educational worthwhile learning outcomes. (Garrison et al., 2000).
Teaching Presence, cont.

- Design & Organization
- Facilitation
- Direct Instruction
Cognitive Presence

...is the extent to which the participants in any particular configuration of a community of inquiry are able to construct meaning through sustained communication. (Garrison et al., 2000).
Cognitive Presence, cont.

- Triggering events
- Exploration
- Integration
- Resolution
Social Presence

...the ability of learners to project their personal characteristics into the community of inquiry, thereby presenting themselves as ‘real people.’ (Garrison, Anderson, & Archer, 2000).
Social Presence, cont.

- Affective expression
- Open communication
- Group cohesion
Activity 3
Bonus Tips!

► Midterm course evaluation (Col instrument?)
► Take an online course
► Quality Matters
► Build a network; find a mentor
Questions?
References


