

# 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.**

# PRESENCE

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*“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

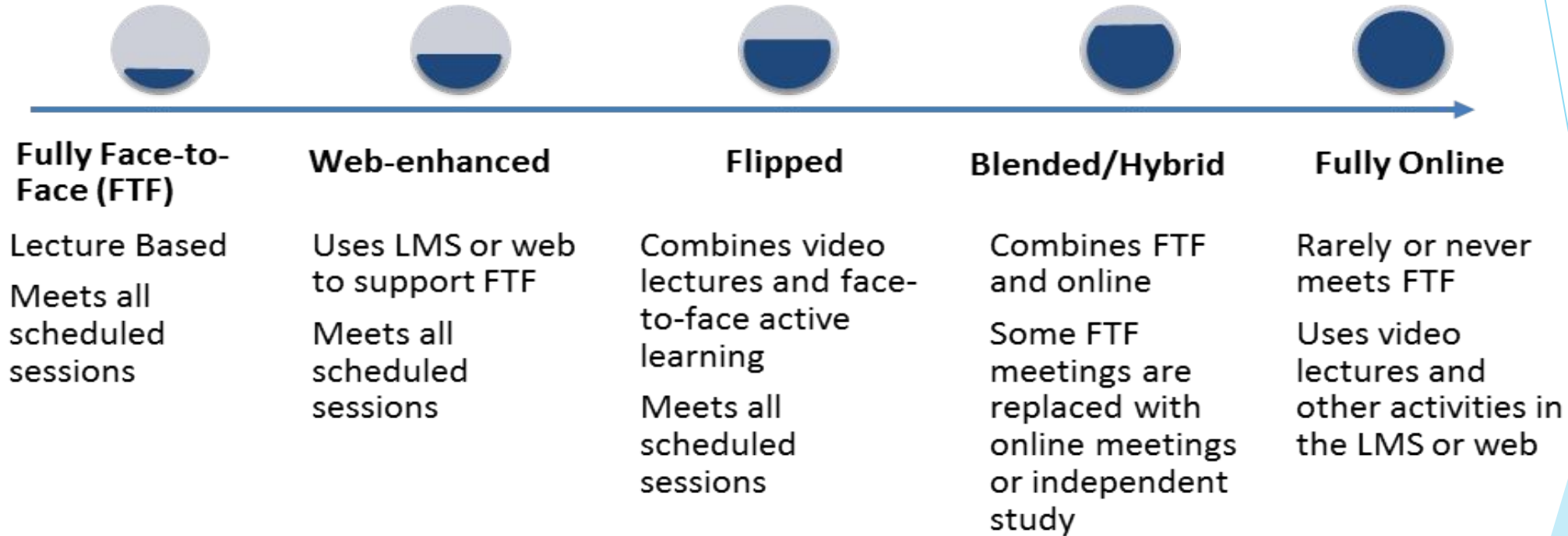
By the end of this workshop you will be able to:

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

A large, bold, light blue number '1' is positioned in the upper center of the slide. The background features abstract geometric shapes in various shades of blue, primarily on the right side, creating a modern, professional look.

**Define your mode of delivery and  
set expectations for students**

# Mode of Delivery



# 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

# 2

**Design your course to generate  
interaction with and among students**

Multimedia  
Project based **assignments**

Manage group sizes

Active **learning**

Chunk lessons

Discussions

Parse your time

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?

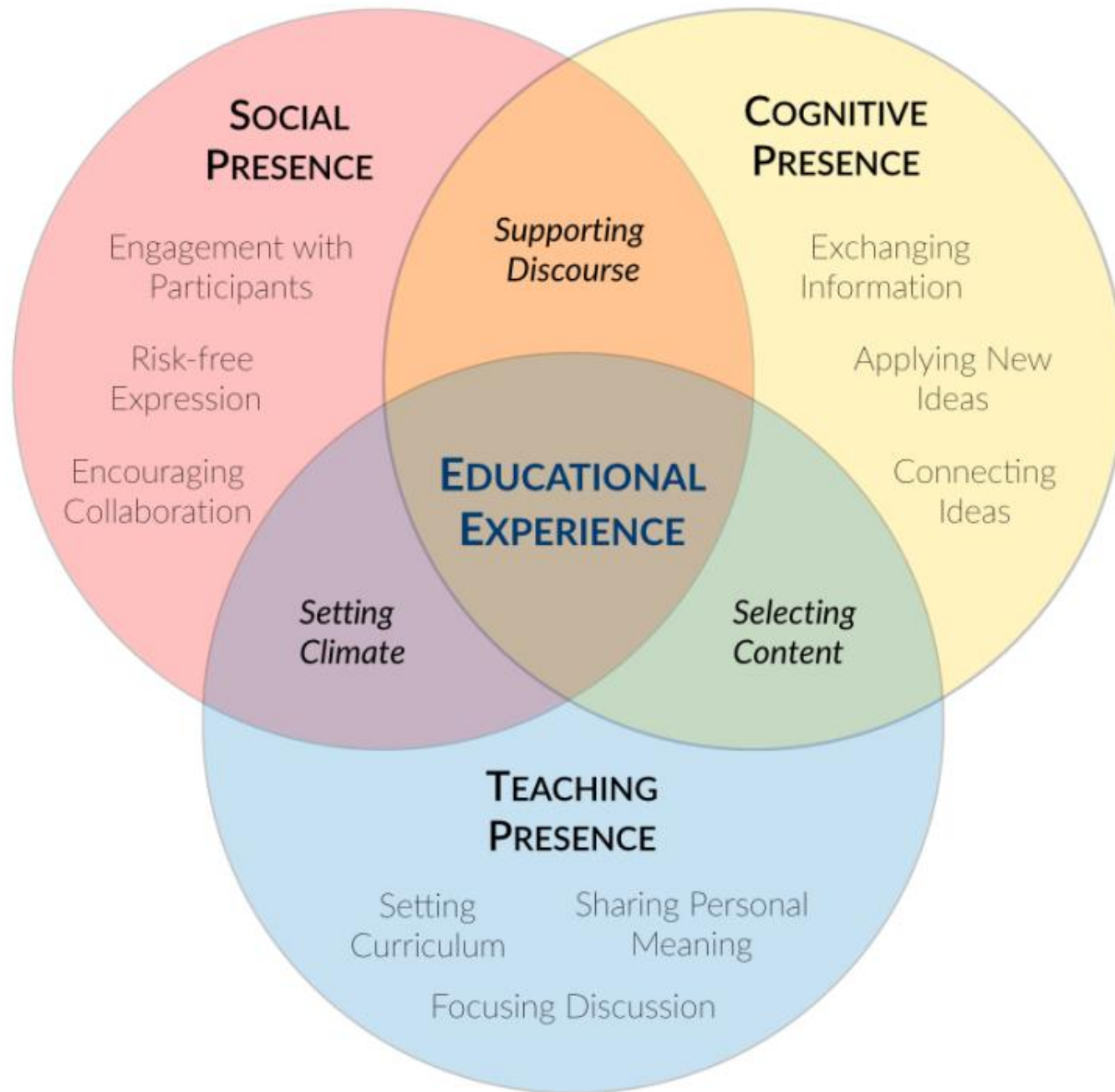
...Asynchronously?





**Utilize the Community of Inquiry  
(Col) 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).



# 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

Beck, D. (2015, September 9). Community of inquiry: Cognitive presence. *The EvoLLLution*, Teaching and Learning. Retrieved from <https://evollution.com/programming/teaching-and-learning/community-of-inquiry-cognitive-presence/>

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