Remote and Online Teaching

Lisa Kenyon
Faculty Director, CTL
Professor, Biological Sciences

WRIGHT STATE UNIVERSITY

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Remote Teaching

- Temporary shift to alternative delivery mode due to crisis
- Remote teaching solutions will return to earlier formats
- Primary objective is not to re-create a robust educational educational ecosystem but rather temporary access to instruction

Online Teaching

- Develop a pedagogical sound online course - careful design + instructional designer
- The design and planning process can take 6-9 months
- Design consideration has impact on the high quality of the course (Quality Matters)
- Complex design based on dimensions of modality, pacing, student-instructor ratio, pedagogy, instructor/student role online, assessment, and online communication.

(Educause Review, 2020)

Remote Teaching

- An online course where 100% of the direct faculty-led instruction is delivered in a <u>synchronous</u> or <u>asynchronous</u> instruction mode. Students do not need to be on-campus for any portion of the course, homework/independent student preparatory work or evaluation.

Synchronous (D1S)

Fully Online/**Set Meet Time**: Students meet **live** online during published scheduled days and times.

- Students in remote classes will have a high-level, real-time interaction with their faculty instructor and fellow students during the scheduled times.

- Examples
  - Use real-time video conferencing tool (Blackboard Collaborate Ultra, Webex) that lets you add files, share applications, and use a virtual whiteboard to interact with students.

Asynchronous (D1A)

Fully Online/**No Set Meet Time**: Students do not meet on specific days and times, which allows for a great deal of flexibility.

- Students work at their own pace or scheduled due dates.
- Faculty can provide interactions with students and communicate via written or digital communications.
- Examples
  - Self-paced modules or time-released modules in Pilot
  - Faculty can record video lectures or video reactions/responses
  - Conduct class activities such as annotated Perusall readings, podcasts, active learning, and laboratory assignments.
  - Students can also participate in asynchronous video postings such as Flipgrid and Adobe Spark.

Fully online/student choice (D1A/D1S)

- **Still work in progress** with Faculty Senate Undergraduate Academic Policy Committee (UAPC).

- Fully online with both synchronous and asynchronous delivery options, with set meet time.

- Students will have choice to chose either modality for online delivery.

Face-to-Face (D4)

A course that is offered with direct faculty-student interaction occurring primarily in-person, may include some online instruction (not to exceed 20%).

- There is no remote option.
- The learning objectives of these courses cannot be imparted remotely; for example, clinicals, practica, and labs involving use of equipment.

Flexible Delivery (D5)

- This delivery approach combines in-person delivery with a remote option.
    - Faculty must provide a remote option for students to select.
    - A remote option allows for students unable to attend the in-person components of a course to participate in the course.
    - Faculty have choices in how to deliver this remote option (live broadcast, recording, or some other delivery of course material).
    - Examples include online lectures with in-person discussions/hands-on activities, in-person lectures/hands-on activities with remote options, and adopting "flips" etc

Remote Teaching and Online Proctoring

- Shift toward remote teaching has increased the use of proctoring tools such as Respondus, Proctorio, etc.
- **Challenge 1**: Student privacy concerns with video monitoring.
- **Challenge 2**: Differential treatment of accommodation of student needs especially for times and testing.
- **Next Steps:**
  - Raise Awareness: Awareness of the anxiety that students feel with these programs. Need to raise awareness of both of these concerns and especially inconsistencies.
  - Recommendations: Shift toward alternative assessments, include CTL assessment workshops, reduce use of online proctoring in classrooms for assessments, etc.