Remote and Online Teaching

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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 education 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 synchronous or asynchronous 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 choose 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.