

Transitioning Courses from Face-to-Face to Online and Hybrid Delivery Models

Overview

The intent of this document is to address common questions related to online teaching and to offer examples and suggestions to maximize the efficacy of online courses being converted from a traditional face-to-face classroom delivery to an online and/or hybrid delivery model.

Common Questions and Concerns

What are the ways in which online and hybrid courses offer powerful, unique, and academically rigorous learning experiences for students?

This is a question we have been exploring as we look to move some of our face-to-face courses to online learning environments. For our program we are particularly interested in ways in which the experiential hands on activities and learner-centered experiences of our face-to-face courses can be replicated within our online offerings. Indeed we are very interested in ways in which students can achieve 'bilateral engagement' by tapping into new and unique ways of presenting content and student driven activities that are found only within online frameworks. A recent (2014) survey of 2,799 faculty members and 288 academic technology administrators performed by Gallup for the online news source, Inside Higher Ed, showed that “most faculty members maintain serious doubts about being able to interact or indeed teach students in online courses.” (Straumsheim, para. 4)

These concerns are often opinion based and do not seem to be supported by the current body of research. Numerous research studies have been conducted since the rise of online learning environments. A meta-analysis of the research literature performed by the U.S. Department of Education “identified more than a thousand empirical studies of online learning” (U.S. Department of Education, Office of Planning, Evaluation, and Policy Development, p. ix) conducted since 1996. On average, the conclusions reached in these studies are similar to the following:

“Results suggest there were no significant differences between the work submitted by students from the online sections and from the face-to-face students, and that the methods of instruction are more important than the delivery platform.” (Dell et al., 2010)

What is bilateral engagement and how is it created in online and F2F learning environments?

The UO Undergraduate Council adopted the “Policy on Faculty-Student Engagement in UO Courses” on January 21st, 2015. The essence of the policy is summed up by the following quotes from the document.

“As a rule of thumb, roughly one-third of a student’s engagement in any given UO course - regardless of format - shall entail bilateral engagement with the instructor.”

“Bilateral engagement...refers to the iterative, responsive nature of a classroom experience.”

“Bilateral engagement shall be defined at the UO in the explicit terms of instructor engagement with students. This engagement may take asynchronous forms, and may or may not entail individualized feedback or one-on-one rapport, but is in any event to be distinguished from the mere assessment of learning outcomes or passive and static assignment of work. The expectation with such mutual engagement is that it involves instructors actively shaping and reshaping the learning experience in response to student work and feedback as the course progresses.”

“Proposed courses which fall below the standard one-third bilateral engagement between instructor and student, as outlined above, will require a response to the prompt below:

‘It is generally assumed that in most traditional classroom courses students engage with instructors 1 hour per week per credit in a classroom setting, and complete 2 hours per credit per week of work outside the classroom. If the proposed course calls for less student-instructor classroom engagement than 1 hour per credit per week, describe how bilateral instructor-student engagement will be achieved in this course to replace what would have happened in the classroom.’”

This new policy raises questions about what types of activities do or do not constitute bi-lateral engagement in F2F, hybrid and online learning environments.

- Is a F2F lecture presentation without a period of Q&A from students bilateral engagement?
- In an OLE, is a discussion board, email, course newsletter or other text based communications a form of bilateral engagement?
- Must communication between a single student and the instructor be “visible/audible” to all students in the course to be considered a form of bilateral engagement?

Activity Mapping Suggestions

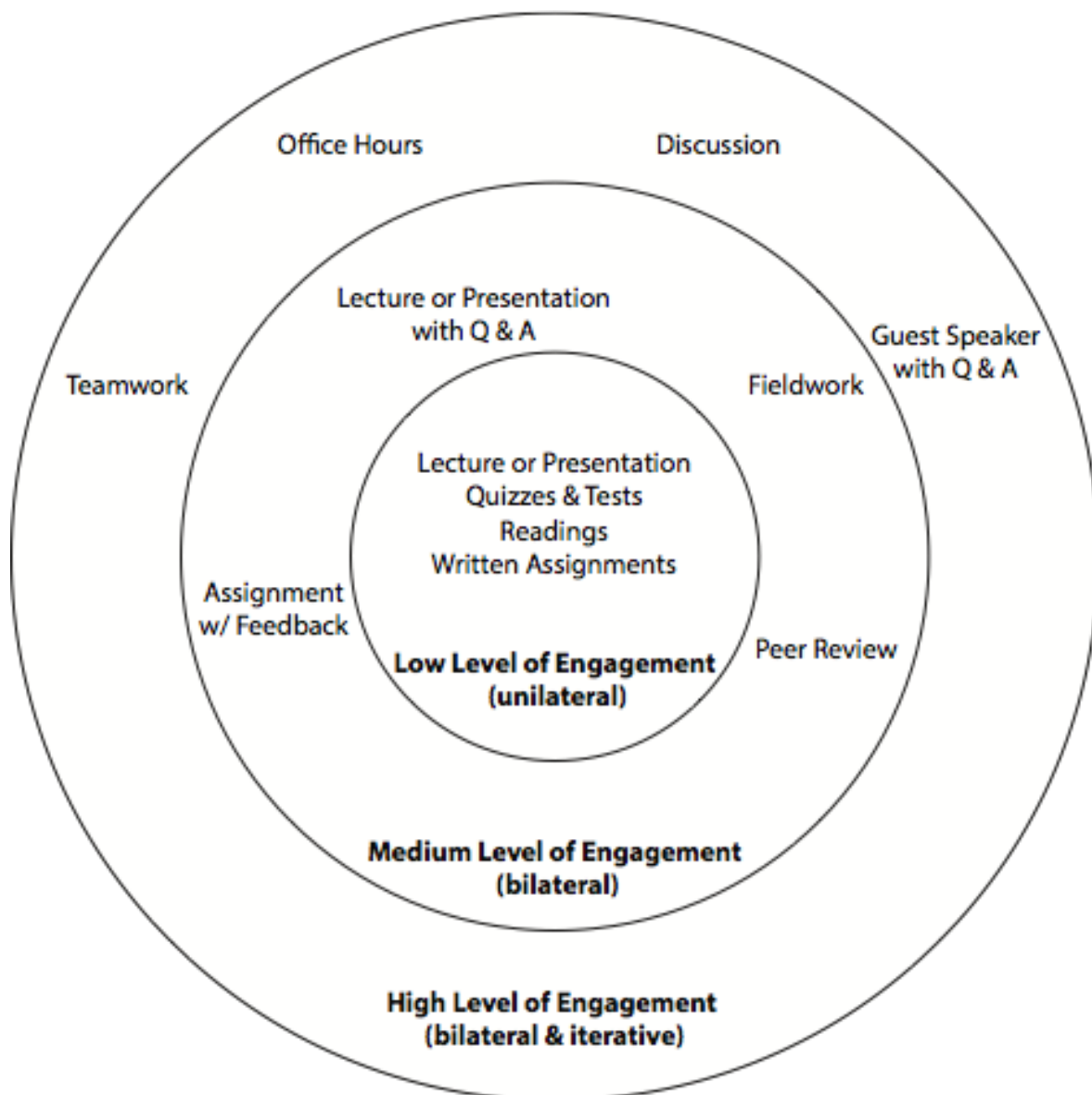
If you do this in the classroom...	then try this in the virtual environment	Recommendations to optimize the learning experience
Lecture	<ul style="list-style-type: none"> - Written Lecture - Recorded Lecture - Slideshow with Voiceover - Screencast with voiceover - TED, YouTube or other recorded video 	Media components incorporated to an OLE should predominantly be interactive. (How is interactive defined?)
Guest Speaker	<ul style="list-style-type: none"> - Record an interview with the guest speaker, students can pre-submit questions or chat/tweet them if the interview is live - Hold a Webinar session using Google Hangout or Hangout On Air - Combine a video of the guest speaker with an asynchronous discussion forum moderated by the guest speaker 	
Reading Assignments	<ul style="list-style-type: none"> - Easily replicated 	
Discussion or Q&A	<ul style="list-style-type: none"> - Discussion Forum - Blogs with Commenting - Facebook Group - Twitter hashtag (#) - Diigo Group 	An ideal OLE enables and supports cooperative learning.
Field Work	<ul style="list-style-type: none"> - Offline activity accessible to all - Online simulation - plus some form of reporting, i.e. written narrative, video documentary, or photo essay 	An ideal OLE supports different types of learning experiences, such as purely online vs. mixed or instructor-directed (expository learning) vs. direct control of learners.
Team Work (i.e. Brainstorming, Discuss & Report, Group Presentation)	<ul style="list-style-type: none"> - Wiki - Collaborative Blog - Google Docs Presentation - Anything from the previous examples (i.e. webinar, recorded presentation, etc.) 	An ideal OLE enables and supports cooperative learning.
Quizzes & Tests	<ul style="list-style-type: none"> - Easily replicated - Caveat: high stakes testing is harder to replicate so design testing with this in mind, i.e. lower stakes, open book, collaborative testing - OR Timed tests, single attempt, proctored 	An ideal OLE provides online quizzes at the end of each unit and gives feedback on the results
Written Assignments	<ul style="list-style-type: none"> - Easily replicated - Caveat: identity verification, require submission through LMS or email 	
Office Hours	<ul style="list-style-type: none"> - Skype, Google Hangout, Email, Texting, Live Chat, Facebook Messaging 	

NOTE: NOT INTENDED TO BE AN EXHAUSTIVE LIST OF F2F AND ONLINE LEARNING ACTIVITIES

A Spectrum of Engagement

Envisioning how various learning activities could map to the concept of bilateral engagement regardless of whether the delivery model is in a face-to-face or online setting, the AAD Online Course Committee has chosen to consider bilateral engagement within a spectrum, i.e analog in contrast to binary (black and white, either/or).

We offer the diagram below as one way of conceptualizing the types of activities that take place in a classroom or online learning environment in regards to the level of interaction that takes place between an instructor and the students, as well as student to student and community to student. We are making the presumption that a learning activity may fall anywhere within this spectrum depending on how the activity is structured, and at times will encompass multiple levels all at once. What we do as teachers and learners is influenced by how we do it, i.e. the level of attention and intention we bring to the activity.



Appendix A: Desirable Characteristics of an Ideal OLE?

Following is a list of characteristics identified as desirable in an online learning environment by researchers at Arizona State University through a review of recent research literature relevant to online learning. While this review and the identified characteristics are intended to inform creators of online learning environments (learning management systems), these characteristics were deduced from research on effective online pedagogy and therefore can be similarly applied by instructors creating online courses.

1. The ideal OLE must utilize computer tutorials and online learning activities.
2. Media components incorporated to an OLE should predominantly be interactive.
3. An ideal OLE makes use of affect, attitudes, intrinsic and extrinsic motivation to create a positive attitude in facilitators and learners.
4. An ideal OLE supports different types of learning experiences, such as purely online vs. mixed (Means et al., 2010) or instructor-directed conditions (expository learning) vs. direct control of learners (Gao and Lehman, 2003; Zhang, 2005; Zhang et al., 2006; and Dinov et al., 2008).
5. An ideal OLE provides online quizzes at the end of each unit and gives feedback on the results (Grant and Courtoreille, 2007).
6. An ideal online learning environment should be customizable and adaptive in order to suit the diverse needs of learners (Kulik, 1991, Nguyen, 2007).
7. An ideal OLE provides assistance for learner reflection.
8. An ideal OLE provides scaffolding for online learning.
9. An ideal OLE is accessible anywhere, 24/7, as long as mobile and/or internet technologies are available.
10. An ideal OLE enables distance learning through learning activities that are interactive.
11. An ideal OLE enables and supports cooperative learning.
12. An ideal OLE addresses multiple intelligences by making use of and providing different learning styles.
13. An ideal OLE conforms to educational standards. Any OLE that aims to provide curricular support for an educational system needs to be aligned with the standards associated with it.
14. An OLE must possess the flexibility to adopt new and useful instructional paradigms as they emerge.
15. Thus, the OLE must come with online and/or offline professional development modules such as tutorials, seminars, webinars, etc.
16. Thus, the OLE must come with guidelines on how to make the most of it, i.e. how to implement it within different settings.

Appendix B: Good Teaching Rubric

Good teaching has a number of different qualities that all add up to an enriching and engaging experience for the students. In order to determine if someone is providing quality instructor, it is important to have some predefined characteristics from which to assess that instructor. The main categories to consider are teacher qualities, classroom pedagogy, and how student centered the learning environment is. Then subcategories can be utilized to help further define these characteristics. The rubric below is based on the “course materials.”

	Poor/Unacceptable	Mediocre	Acceptable	Good	Ideal
Teacher Qualities					
Positive Environment	Negative Environment - Students belittled for lack of knowledge	Neutral Environment - Little praise or insincere praise and faults are highlighted	Mildly Positive Environment - Students get some praise, but faults are noted as failures	Positive Environment - Students get praised	Very Positive Environment - Students while aware they are not perfect, feel accomplished after each class
Enthusiasm for Material	Instructor actively bad mouths topic, school, and/or other faculty	Instructor mildly understands why the material is being presented, but does nothing to "sell" the importance to students	Instructor appears interested in the material and properly presents/demos the material to the students	Instructor is visibly engaged and excited in the material and is working to engage the students through demos and discussions	Instructor's excitement is contiguous to the class, they are given real world examples of its importance and the demos are engaging to the students
Engages Students	Instructor is out of the classroom often and students feel they are unimportant	Instructor will assist students when asked, instructor is sitting down or out of the room occasionally	Instructor interacts with students when asked or if clear mistakes are being made	Instructor is moving around the room to help students activities and discussions	Instructor is actively seeking out students to assist, checking in when students aren't asking questions, and making sure that everyone is on task, and understanding the material
Organized	Unorganized - Instructor is late to class, unprepared	Instructor is on time and has a general plan for the day, but seems scattered and unfocused	Instructor has a plan for day, understands the desired outcomes from production, starts and ends class on time	Instructor has a well written plan for the day, knows the production schedule, and maintains control of the class	Instructor has a clear goal for the day, objectives for the students to complete, an organized lecture/discussion and maintains control of the class

Knowledgeable	Instructor appears to have little to no confidence in his/her understanding of the material or the material appears to be new to the instructor	Instructor appears to have a basic textbook level understanding of material, is not able to answer questions	Instructor is able to touch on material more in-depth than the textbook and is able to answer most questions, may have to research unusual questions	Instructor understands the material and how it pertains to the overall course.	Instructor is very knowledgeable about the material, has real world experiences/ information to relate to students, and is able to convey that information to the students successfully
Classroom Environment					
Facilitates Deep Learning	Instructor and students merely go through the motions of class without attempting any further understanding beyond the textbook	Instructor asks basic questions to make sure students are reading the material and marginally attempts to tie material to other classes	Instructor and students discuss the material and its importance to the field	Discussion centers on real world examples, how the material ties into other classes, and students are actively adding to the information presented	Classroom discussion moves beyond text to real world experiences and how the material is used in different situations while allowing students to voice their own connections
Clear Goals Set	Instructor has no clear plan or expectation of the day and thus the students are unsure of desired outcomes	Students have a basic understanding of classroom conduit, however standards are not set and learning objectives are not defined in relation to classroom activities	Syllabus, given at the beginning of the term, outlines daily activities and defines student roles and expectations throughout the term	Expectations of activities are communicated to students as well as personal expectation of student behavior, some objectives are outlined	Objectives are outline at the beginning of class, students understand their personal expectations of conduit, and rubrics are used so students understand quality standards
Real World Value Shown	Students are unclear how the day's material has relevance in the real world	Instructor prattles on about their personal experiences while tangentially mentioning the material and it's importance	Instructor relates material to industry and personal experiences	Instructor relates material to both industry and personal experiences, highlighting how the students will use the material in their futures	Instructor relates material to both industry and to experiences the students can understand, multiple segments discussed and students are encouraged to contribute
Interactive Class	Students are not engaged in classroom, they just sit in chairs and listen (if that)	Instructor does most of the talking, students are asking questions sporadically	Instructor and students are actively discussing material - instructor does some lecturing/demos	Instructor and students are equally engaged with the material	Instructor is facilitator who is merely guiding the class, while the students are center stage actively working with the material

Study Guide Provided	Instructor provides no information about the tests and what will be covered	Instructor mentions the topics, but does not clearly define the material to be tested	Instructor makes sure all students are aware of the lecture and text material that will be covered	Instructor actively covers in class the material that will be on the test and has defined the material in the syllabus	Instructor provides written material (study guides) that documents what will be covered and why it is important for the test and the course
Student Centered Learning					
Adjustment to students	Instructor has one set of information that is presented regardless of the individual class makeup	Instructor slightly modifies the pace of the course to fit the skill/understanding level of the class	Instructor considers the individual students when planning each day's lesson and tailors the presentation to fit the student's understanding of the material	Instructor modifies the material presentation and the pace of the course based on the students, their feedback, and their display of material understanding	Instructor looks at each class individually and makes sure the students are given the information in a way they can best absorb it, modifying the presentation as needed, and conferring with students regularly
Feedback Provided	Students are given no feedback on performance - just grades - OR - feedback is all negative. Grade input is delayed.	Feedback is given in eCompanion - nothing said to student about classroom performance	Feedback is given during critique, personal performance isn't discussed - not updated in eCompanion	Feedback of performance is given in class and on eCompanion, but problems are not addressed in person	Students understand their outcomes - grades and quality before grades are entered into eCompanion because of the informative critique given in class
Respectful	Instructor patronizes students, shows disdain for their work, is openly disrespectful, and/or doesn't have time for the students, doesn't learn student names	Instructor clearly sets him/herself on a pedestal above students - but engages students in discussions and listens to questions	Students feel instructor listens and answers questions truthfully, and students feel like the instructor genuinely wants to be present in class	Students feel like the instructor is responding honestly to their interactions and the students feel like an important part of class	Students feel respected in class, instructor asks questions and interacts with students as if the students are equal in social class
Approachable and Open	Instructor is openly hostile to students, argumentative, or doesn't have time to "deal with them"	Students feel like instructor will answer questions but is unwilling to reach out to the students or meet them at their level	Students feel instructor is available for meetings outside of class, but don't often use office hours	Students who are struggling in class feel comfortable seeking out instructor during office hours for additional help	Students are actively seeking out the instructor for further information/insights outside of class. Students ask for recommendations
Active Listening	Instructor has no time for students or their questions - nothing they say is important or meaningful to class discussions	Instructor will answer questions, but doesn't listen actively and often doesn't understand the full breath of the question posed	Instructor listens to questions and answers them before moving on to the next point	Instructor actively seeks questions from the class to make sure everyone understands the material before moving on	Instructor actively listens to questions and in answering, tries to bring more students into the discussion - material is presented with time for questions/discussion built in

Rapport with Students	Instructor has no desire to get to know students - they should want to get to know the instructor	Instructor gets to know a couple of "bright" students in the class - they are the important ones	Instructor quickly learns each student's name and then slowly learns bits and pieces about each student over the term	Instructor has a desire to know each student as a person and slowly works on that during the course	Instructor works to learn about each student and their background early in the term to help tailor the class to the students' needs and backgrounds
Values Student Input	Instructor is unaware of student opinion in the class and doesn't work to change that	Instructor acknowledges that students are participants in the class, but doesn't seek feedback from them	Instructor reads student journals for information about the course and uses that information to improve the course in an ongoing process	Instructor seeks opinions from a few key students as to their perception of the class and how it could be organized more efficiently	Instructor actively seeks information from a wide variety of students about their insight into the class and how it could be modified to improve the student experience

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