FROM PANDEMIC TO PLANNED:

Preparing for Virtual Teaching and Learning

A webinar brought to you Distance and Online Education and The Office of Teaching, Learning, and Technology

IN THIS WEBINAR WE WILL:

- Identify characteristics of effective virtual courses.
- Discuss key decision points for design and development of virtual courses.
- Select next steps!
Plan and Design your virtual course

SYLLABUS - CORE ELEMENTS

- Basic course information
- Instructor information
- Course objectives
- Course materials and requirements
- Course policies
- Grading and assessment
- Course schedule/calendar

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**ICON - HOME PAGE**

**Welcome Message**
A greeting from the professor intended to welcome you to the course.

**Intro Video**
Watch this video to learn more about the purpose and general requirements of the course.

**Your First Steps**
A list of tasks for you to complete before the course begins.

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**ICON - ORIENTATION**

**GETTING STARTED**

**Start Here**
View this page to learn about the course structure, how to navigate, and prepare for the semester.

**About Your Instructor**
Get to know your instructor by reading their bio and reviewing their contact information.

**Course Tech. Requirements**
Review the necessary technical requirements for establishing a smooth online course experience.

**Introduce Yourself**
Use this forum to introduce yourself to your peers and your instructor.

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**GETTING STARTED**

- START HERE: First Steps
- About Your Instructor
- Course Tech. Requirements
- Introduce Yourself Forum
ICON - MODULAR STRUCTURE

A TYPICAL MODULE

Module 1 | Introduction
- Module Overview & Instructions
- Module Content
- Quiz
- Assignment
- Discussion

Module Overview & Instructions
Learn about the upcoming week’s goals, objectives and other important items.

Module Content
Find items such as lectures, readings, activities, discussions, and other links.

Quiz
Take quizzes to review and assess your content knowledge.

Assignment
Use this item to view assignment description, submission details, and submit assignments.

Discussion
Talk with your peers to build connections, problem solve, share ideas, and enhance your learning.

ICON - MODULE OVERVIEW

MODULE HIGHLIGHTS

INTRODUCTION
We have a lot of great content to cover this week. Be sure to watch the Week 1 Overview video and become familiar with the course syllabus. It is critically important that you are aware of the Pancreatic Cancer Center and all of the resources are free access to you, so you’ll see some course materials intended to provide you with an overview of the Cancer Center.

OBJECTIVES
By the end of this module, you should be able to:
- Describe the resources and services available through the Pancreatic Cancer Center
- Identify and apply for assistance with financially related to a Pancreatic Cancer
- Submit your resume and prepare it to be uploaded on social media

CHECKLIST
Due by Friday at 11:59PM
- READ and WATCH all of the content on the Module 1 Content page
- COMPLETE the Module 1 Quiz
- COMPLETE the Module 1 Application Assignment

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Planning and Designing Your Virtual Course: 
Design & Organization Strategies

Use modules to organize course materials

Present content in multiple formats

Be transparent about course expectations

Assessment Strategies
POLL QUESTION

What is your primary assessment concern?

ASSESSMENT STRATEGIES

- Align course assignments with learning objectives and learning activities.
- Adopt frequent, low-stakes formative assessment strategies.
- Establish academic integrity.
- Provide timely feedback to your students.
Decision Point

- Does my course syllabus have all the core elements?
- How can I structure my ICON page to make it easy to understand and navigate?
- How can I make smart changes to my assessment and grading strategies to help my students learn better and assess their competencies?

Course Delivery

Modalities
<table>
<thead>
<tr>
<th>Synchronous</th>
<th>Asynchronous</th>
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<tbody>
<tr>
<td>• Students learn at the same time</td>
<td>• Students learn at different times</td>
</tr>
<tr>
<td>• Allows for instant feedback and clarification</td>
<td>• Provides flexibility to work at own pace</td>
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</tbody>
</table>

- Used for group work, student interaction, learning activities and assessment.
- Requires instructor planning to make an engaging learning experience for students.

An effective teaching and learning environment addresses virtual classroom **logistics** AND **instructional strategies**.
POLL QUESTION

What is your primary course delivery concern?

Virtual Course Delivery:

**Zoom meeting strategies**

- Set *classroom expectations* for students.
- Use *visuals* to facilitate conversation and aid learning.
- Plan *instruction* for reduced attention span.
Virtual Course Delivery:

**Keeping students engaged**

- Expect students to **prepare for class**.
- Ask open-ended questions to **check for understanding**.
- Include a **variety** of collaborative learning activities.

Virtual Course Delivery:

**Making changes to instruction**

- Consider using **pre-recorded lectures**.
- Virtual content should include extra **instructional guidance**.
- Include **flexible instruction** and prepare for the unexpected.
Decision Point

Situational factors:
- Decisions already made by my department?

Virtual course format and instruction:
- Best mix of virtual delivery formats for my course?
- Facilitation or instructional strategies that need to change due to new delivery format?
- Where can I implement flipped or active learning strategies?
- What is the best use of virtual class time?

Instructor Presence
In An Online Environment
INSTRUCTOR PRESENCE means “being there” for your students

The GOAL:

- to humanize their learning experience
- to have your students see you behind the screen as a real person

At its best, Instructor Presence is about creating a sense of community among the learners in a course.
Promoting instructor presence in online courses requires **intentional course design choices**.

**One more POLL!**

What is your “go to” strategy for promoting instructor presence in your course?
Building Your Instructor Presence: Facilitation Strategies

<table>
<thead>
<tr>
<th>Post announcements to highlight connections</th>
<th>Facilitate critical thinking through online discussions</th>
<th>Define a virtual community building space</th>
</tr>
</thead>
</table>

Building Your Instructor Presence: Direct Instruction Strategies

<table>
<thead>
<tr>
<th>Provide clear and actionable feedback</th>
<th>Make connections to real world applications</th>
<th>Reach out to struggling students</th>
</tr>
</thead>
</table>

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Decision Points

- What strategies am I implementing to establish and maintain my instructor presence?
- Will students have opportunities to engage with the course content, with their peers, and with the instructor?
- How am I soliciting feedback from students?

Next Steps & Takeaways
Where do I begin?

❖ Start with what you have
❖ Reach out to peers for help
❖ Revisit key decision points
❖ Identify strategies to implement

1. Use learning objectives as a guide.
2. Identify course components that need to change for virtual delivery.
3. Update syllabus language to reflect updated virtual delivery strategies.

Begin with your syllabus

Prepare course content

1. Structure your ICON course to be easy to understand and navigate.
2. Make changes that engage students in their learning.
3. Pre-recording lecture content allows you to flip your course.

Plan for engagement

1. Class meetings and virtual content should contribute to instructor-to-student and student-to-student interaction.
2. Regular, consistent communication patterns are key.
3. Provide clear instruction and timely feedback.
Roadmap

**Syllabus**
- Basic information
- Instructor information
- Course objectives
- Course materials and requirements
- Course policies
- Grading and assessment
- Course schedule/calendar

**Assessment**
- Alignment between learning objectives and assessment methods
- Frequent formative assessment
- Procedures to establish academic integrity
- Timely feedback structure

**Revisit Syllabus**
- Modifications based on changes made in previous steps

**ICON (Canvas) Page**
- Home page
- Course orientation
- Modular structure

**Content**
- Synchronous
  - Zoom
- Asynchronous
  - Plan your content
  - Prepare recording at home
  - Record and post
  - Content posted to your ICON site

**Instructor Presence**
- Welcome message
- Course introduction video
- Onboarding videos for high-stakes assignments and/or group projects
- Discussion board participation

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Thank you for attending!