JUST IN TIME SOLUTIONS FOR ONLINE TEACHING

An Introduction to Best Practices for Teaching Online

MITCHELL | HAMLINE School of Law

AGENDA

- Introductions
- Instructional Tools
- Modes of Instruction
- Best Practices for Online Teaching
- Best Practices for Communicating Online
- Best Practices for Assessments
- Transitioning to Online Teaching





INSTRUCTIONALTOOLS







INFRASTRUCTURE OF SUPPORT

- Blended Learning Administration
- Instructional Design
- Multimedia/Learning Technologies
- IT Support
- Disability & Accommodation Services

MODES OF INSTRUCTION

	Synchronous Learning: Occurs live	Asynchronous Learning: Does not occur live
Examples	 Videoconferences, phone conferences, live chats, in-person classes 	 Pre-recorded lectures, online self-directed courses, independent assignments/activities, email correspondence
Benefits	 Can be easier to facilitate high levels of engagement, interaction and collaboration Students can ask questions in real-time and get immediate responses Students have direct face-to-face interactions with faculty and peers 	 Students can generally work at their own pace*— more flexibility for adult learners Students may have more time to digest and reflect on the materials which can lead to more thoughtful contributions Makes education and interaction with others available to students from anywhere
	 making them direct participants in learning May result in less of a feeling of isolation 	 Gives students more control over their learning *students work at their own pace toward set deadlines

BEST PRACTICES FOR TEACHING ONLINE (1)

- Maintain a strong faculty presence in the course
- Provide transparency in all aspects of the course
 - Outline course competencies and learning objectives and ensure they align to assessments
 - Include purpose, task and criteria for activities and assessments
 - Post content in advance
- Simulate real world application
- Include various types of opportunities for students to interact with one another and with faculty

BEST PRACTICES FOR TEACHING ONLINE (2)

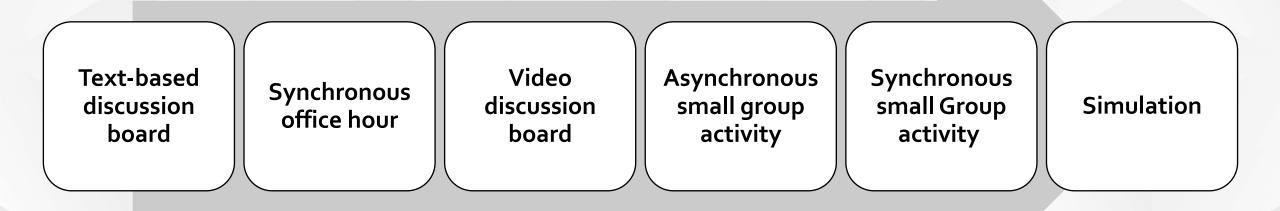
- Employ a consistent course structure and course expectations
- Break content into smaller, organized chunks
- Provide tech support information including course navigation and who to contact with issues
- Collaborate with other faculty member who has online teaching experience
- Ensure course content is in accessible formats for all students
- Have a back-up plan

BEST PRACTICES FOR COMMUNICATING ONLINE

- Include clear instructions (it is better to over-explain than under-explain)
- Provide a policy for how you will communicate to students
 - Feedback on assignments
 - Responding to emails or questions
- Use the syllabus to outline all course expectations and fundamental course information, which may include:
 - Institutional resources
 - Institutional policies and expectations
 - Academic and disability support services
- Use announcements and a general Q&A discussion board to share information with students

BEST PRACTICES FOR ASSESSMENTS

 Include a combination of formative and summative assessments helps to increase engagement, real world application, and retention



TRANSITIONING TO ONLINE TEACHING

Teaching online is not the same as teaching in person.



THANKYOU!

- Thank you for attending today and sharing your ideas. We wish you the best and look forward to collaborating in the future.
- We welcome you to join us at our Blended Learning conference, Designing the Law School Experience, from September 24-26 in St. Paul, MN. For more information, visit: mitchellhamline.edu/conference-2020

