

# JUST IN TIME SOLUTIONS FOR ONLINE TEACHING

An Introduction to Best Practices for Teaching Online

MH

MITCHELL | HAMLINE

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# 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

# INSTRUCTIONAL TOOLS



# INFRASTRUCTURE OF SUPPORT

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

# MODES OF INSTRUCTION

	<b>Synchronous Learning: Occurs live</b>	<b>Asynchronous Learning: Does not occur live</b>
<b>Examples</b>	<ul style="list-style-type: none"><li>• Videoconferences, phone conferences, live chats, in-person classes</li></ul>	<ul style="list-style-type: none"><li>• Pre-recorded lectures, online self-directed courses, independent assignments/activities, email correspondence</li></ul>
<b>Benefits</b>	<ul style="list-style-type: none"><li>• Can be easier to facilitate high levels of engagement, interaction and collaboration</li><li>• Students can ask questions in real-time and get immediate responses</li><li>• Students have direct face-to-face interactions with faculty and peers making them direct participants in learning</li><li>• May result in less of a feeling of isolation</li></ul>	<ul style="list-style-type: none"><li>• Students can generally work at their own pace*—more flexibility for adult learners</li><li>• Students may have more time to digest and reflect on the materials which can lead to more thoughtful contributions</li><li>• Makes education and interaction with others available to students from anywhere</li><li>• Gives students more control over their learning</li></ul> <p><i>*students work at their own pace toward set deadlines</i></p>

# 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

**Text-based  
discussion  
board**

**Synchronous  
office hour**

**Video  
discussion  
board**

**Asynchronous  
small group  
activity**

**Synchronous  
small Group  
activity**

**Simulation**

# TRANSITIONING TO ONLINE TEACHING

Teaching online is not the same  
as teaching in person.



# THANK YOU!

- 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](http://mitchellhamline.edu/conference-2020)

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