Introduction to Four Instructional Methods

At CUWAA
Summer, 2021
Introduction

- Who we are
- Who are you? (poll)
- Why this session?
  - Your department might have courses using these instructional methods
  - Provide development and resources that support effective course design and teaching, regardless of instructional method
  - March 2020 required a pivot, the future...?
  - 2021-22 Academic Year theme and verse (Mequon) is Isaiah 64:8 Shaped with Purpose "But now, O LORD, you are our Father; we are the clay, and you are our potter; we are all the work of your hand." (ESV)
Looking back, looking forward

March 2020
Beginning of pandemic, quick adjustments made

2020–2021
Fall 2020 – Spring 2021
- ??

Summer 2020
Two required sessions for all full-time faculty and some part-time faculty
Expanded use of technology, best practices for course design and Blackboard

Summer 2021
and the future
- A Brave New World???
Program Objectives

• Compare and contrast the three primary instructional methods: Face-to-face, Videoconferencing, Online and the 4th*

• Examine learning activities and assessments organized around learning outcomes, and determine how they may look different depending on instructional method.

• Discuss resources and technology related to various instructional methods.
Regardless of Instructional Method – All Courses Have:

- Students
- Instructor
- Learning outcomes
- Learning environment
- Content, resources
- Learning activities organized around learning outcomes
- Assessment of learning outcomes
Students: Who are my learners?

- Traditional college age or older adult?
- Work/life experience?
- Campus resident, commuter, attend at a distance?
- Why is this student taking my class?
  - Relevance
  - Motivation
Instructor:
Who am I?

- What are my assumptions?
- What do I expect from my students?
- How do I communicate my expectations?
- What are my strengths and challenges?
- How did I learn this stuff?
What are we learning?

Outcomes: A statement of what students should be able to do

- Global (GLO) - by graduation
- Program (PLO) - by the end of program
- Course - by the end of the course
- Unit - by the end of the unit

Outcomes

- Convey expectations
- Incorporate *Bloom's Taxonomy*
- Start with a verb
  - Avoid Demonstrate, Understand
- Guides learning activities
- Used to assess student learning
Sample Unit Outline – Is anything “wacky”?

• Objective: Students will understand case studies.
• Content:
  • Text – Chapters 4 and 5
  • Two case studies
  • Video
• Activities:
  • Lecture and formative quiz
  • Pair reading/share of one case study
  • Watch video – take notes
• Assessments:
  • Exam at end of unit
  • Written analysis of second case study
The Learning Environment

Where students can...

- Ask questions, ask for help
- Interact with instructor and other students (engagement)
- Give/receive feedback
- Learning environment and interaction depends on instructional method
## Learning Environment, Interaction, Content and Resources

<table>
<thead>
<tr>
<th>Face-to-face (in-person)</th>
<th>Videoconferencing (virtual, live)</th>
<th>Online (asynchronous)</th>
<th>Combination of methods*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning environment</strong></td>
<td>Classroom</td>
<td>Zoom</td>
<td>LMS (Blackboard)</td>
</tr>
<tr>
<td><strong>Content/Resources</strong></td>
<td>LMS (Blackboard) + Classroom</td>
<td>LMS (Blackboard) + Zoom</td>
<td>LMS (Blackboard)</td>
</tr>
<tr>
<td><strong>Ask questions/ask for help</strong></td>
<td>LMS Email</td>
<td>LMS Email</td>
<td>LMS Email (via Zoom) Optional live Q&amp;A sessions</td>
</tr>
<tr>
<td></td>
<td>Office hours Classroom</td>
<td>Office hours Zoom</td>
<td></td>
</tr>
<tr>
<td><strong>Students interact with Instructor (learning, engagement)</strong></td>
<td>Classroom (45 hours – 3 credit class) (LMS)</td>
<td>Zoom (45 hours – 3 credit class) (LMS)</td>
<td>LMS (interaction time varies) (Ex: Discussion board) How much interaction is done live/in-person (Zoom or classroom) and in LMS (asynchronous) depends on the combination of instructional methods (Instructor-Student Contact Hours)</td>
</tr>
<tr>
<td><strong>Students interact with other students (learning activities)</strong></td>
<td>Classroom (LMS)</td>
<td>Zoom (LMS)</td>
<td>LMS (Ex: Discussion board)</td>
</tr>
<tr>
<td><strong>Give/receive feedback</strong></td>
<td>LMS +Classroom</td>
<td>LMS +Zoom</td>
<td>LMS</td>
</tr>
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</table>
Four Instructional Methods

The Three Main Building Blocks
• Face-to-face (in-person)
• Videoconferencing (Virtual, live)
• Online (asynchronous)

Combination of Methods
• Blended
  • Combination of one live, synchronous method and asynchronous (online)
• Polysynchronous
  • Combination of two live, synchronous methods (face-to-face and videoconference)
Face-to-face (F)

- 100% in-person
- Real time (synchronous)
- Everyone in the same CU room
- Schedule: All hours listed with one CU room
- Up to 15% videoconferencing (virtual) is allowed under Occasional Use Policy
- Learning environment: Classroom, occasional Zoom
### Videoconferencing (V)

<table>
<thead>
<tr>
<th>AKA Virtual</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% Real time instruction (synchronous)</td>
</tr>
<tr>
<td>Instructor and students meet live through videoconferencing (example: Zoom)</td>
</tr>
<tr>
<td>Instructors and students not at CU locations</td>
</tr>
<tr>
<td>Schedule: All hours are listed</td>
</tr>
<tr>
<td>Learning environment: Zoom</td>
</tr>
</tbody>
</table>
Online (D)

<table>
<thead>
<tr>
<th>Feature</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% online</td>
<td></td>
</tr>
<tr>
<td>Asynchronous instruction through the LMS</td>
<td></td>
</tr>
<tr>
<td>No live (synchronous) videoconferencing</td>
<td></td>
</tr>
<tr>
<td>No in-person meetings or exams</td>
<td></td>
</tr>
<tr>
<td>No required synchronous meetings</td>
<td></td>
</tr>
<tr>
<td>Learning environment: Blackboard</td>
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</tbody>
</table>
## Combination of Methods: Blended Delivery

<table>
<thead>
<tr>
<th>Blended Face-to-face (BF)</th>
<th>Blended Videoconferencing (BV)</th>
<th>Blended Online (BD)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mostly face-to-face (in person) with balance of instruction asynchronous in LMS</td>
<td>• Mostly videoconferencing (virtual) with balance of instruction asynchronous in LMS</td>
<td>• Mostly online (asynchronous) with balance of instruction face-to-face (in person) or videoconference (virtual)</td>
</tr>
<tr>
<td>• 51% or more of instructor-student contact hours is in person</td>
<td>• 51% or more of instructor-student contact hours is real-time live (synchronous). Instructor and students not at CU locations</td>
<td>• Ex: MA program – most instruction is online; class meets face-to-face for some instruction (testing competencies)</td>
</tr>
<tr>
<td>• Ex: Accelerated courses taught through the Centers: 6-week courses that meet face-to-face with online discussion questions (Instructor-Student interaction)</td>
<td>• Ex: Accelerated course taught for 6 weeks that meet over videoconference with online discussion questions</td>
<td></td>
</tr>
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</table>
Combination of Methods: Polysynchronous (P)

Use only in special circumstances

Combination of two live, same-time (synchronous) methods

Use of face-to-face (in-person) and videoconferencing (virtual)

Some students in CU room with instructor

Some students remote

Schedule: All hours listed with one CU room
Polysynchronous Learning Environment

- High tech classroom set up
- Need to manage students in classroom and student attending via Zoom at the same time
- Classroom set up at Ann Arbor is different than Mequon
- Many resources on the Instructional Continuity portlet on the faculty tab of the portal
So far today...

- Students
- Instructor
- Learning outcomes
- Learning environment
- Content, resources
- Four Instructional Methods
  - F, V, D → BF, BV, BD, P

  * Learning activities organized around learning outcomes
  * Assessment of learning outcomes
Sample Activities Across All Instructional Methods and “Before-During-After” Model
Learning Activities Across Instructional Methods
Lower levels of Bloom’s = Before Class Ideas

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>F2f w occasional Zoom</th>
<th>100% Virtual</th>
<th>Online asynchronous</th>
<th>Bloom’s Level and Sample Objective Stem</th>
<th>Considerations &amp; Assessments</th>
</tr>
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<tbody>
<tr>
<td><strong>Short Lecture</strong></td>
<td>Live – in-person Before: watch recorded before class</td>
<td>Live via Zoom Before: watch recorded before class</td>
<td>Recorded, viewed via Blackboard Sequence: “do this first”</td>
<td>Remember/Knowledge Students will recall facts about.....</td>
<td>Plan for appx 10 minutes of lecture, then break for formative knowledge check</td>
</tr>
<tr>
<td><strong>Quiz</strong></td>
<td>In-person via Blackboard Before: take before class</td>
<td>Live via Zoom and Blackboard Before: take before class</td>
<td>Taken asynchronously via Blackboard Sequence: “do this after reading/lecture”</td>
<td>Understand/Comprehension Students will explain...</td>
<td>Set timer. Could use Respondus Lockdown Browser and/or Monitor. Could students complete in pairs? Could students write quiz questions?</td>
</tr>
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## Learning Activities Across Instructional Methods

### Mid-Level of Bloom’s = During Class Ideas

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</tr>
</thead>
</table>
| **Respond to scenario/solve problem** | In-person discussion, small group work | Discussion via Zoom – use chat, full Zoom room and/or breakout rooms | Possibilities of small group project or individual assignment  
  - Discussion Threads  
  - Voice Thread Activities  
  - Small group discussions via zoom (set by students and recorded) | Apply/ Application  
  Students will report... | Ample time for students to work. Ensure all materials, readings are loaded in Blackboard. Exercise of applying information to various contexts. Turn in written summary/response. |
| **Compare/contrast two scenarios /case studies** | In-person discussion, small group work | Discussion via Zoom – use chat, full Zoom room and/or breakout rooms | Possibilities of small group project or individual assignment  
  - Discussion Threads  
  - Voice Thread Activities  
  - Small group discussions via zoom (set by students and recorded) | Analyze/ Analysis  
  Students will diagram... | Drawing connections among ideas. Analyze characteristics of multiple strategies  
Ample time for students to work. Ensure all materials, readings are loaded in Blackboard. Turn in visual representation of analysis – Venn diagram, concept map, etc. |
Learning Activities Across Instructional Methods

Upper Level of Bloom’s = After Class Ideas

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<tr>
<td><strong>Debate a scenario or course of action</strong></td>
<td>After: prepare for debate as individuals or groups</td>
<td>Two teams debate during future class</td>
<td>• Discussion Threads • Voice Thread Activities • Small group discussions via zoom (set by students and recorded)</td>
<td>Evaluate/Synthesize Students will debate.... And defend their own position on....</td>
<td>Justify a decision or course of action. Consider a participation grade, as well as turning in a personal evaluation of the debate experience and the scenario.</td>
</tr>
<tr>
<td><strong>Produce new and original work (project, business plan, etc.) and present</strong></td>
<td>After: Work outside of class on project. Presentations in class, students turn in all components of project via Blackboard</td>
<td>After: Work outside of class on project. Presentations recorded and posted via Blackboard</td>
<td>Create/Evaluation Students will design.... And present their proposal...</td>
<td>Produce new and original work. Allow students multiple weeks to work on; consider having milestones along the way, such as outlines, rough drafts, reference lists.</td>
<td></td>
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</table>
Assessment of Learning Outcomes

- How do I build up to summative evaluations/assessments?
- What kinds of assignments demonstrate the learning described in the outcome verbs?
- Can I provide learners choices to demonstrate their learning?
- How does your course fit in with the whole course of study?
So far today...

- Students
- Instructor
- Learning outcomes
- Learning environment
- Content, resources
- Four Instructional Methods
  - F, V, D ➔ BF, BV, BD, P
- Learning activities organized around learning outcomes
- Assessment of learning outcomes
• Instructional Continuity Resources channel on faculty tab of portal

• **CELT Blog**
  - Blackboard for Instructors
  - Blackboard A to Z

• **Zoom**
  - Zoom Basics
  - Zoom Interactive Tools

• **Making Recordings**

• **OneNote and OneDrive**

• **Voicethread**
  - Voicethread sign up for faculty

• **Polysynchronous teaching and Mequon room set up**

• Lots of free resources you can explore on your own!
  - Google Docs
  - Kahoot
  - Near Pod
References and Favorite Teaching Books


Where to Get Technology Help

Zoom Technology or Polysynchronous Technology
Contact the Help Desk
• Mequon
  • 262-243-4357
  • ithelpdesk@cuw.edu
• Ann Arbor
  • 734-995-7424
  • information.technology@cuaa.edu

Blackboard
• CELT (face-to-face, videoconferencing, blended – BF, BV)
  • celtsupport@cuw.edu
  • 262-243-2358
• Blackboard Support (online, blended – BD)
  • Blackboardsupport@cuw.edu
  • 262-243-4327