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

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 2020

2020–2021
Fall 2020 – Spring 2021

and the future
A Brave New World???

Summer 2021

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>Learning environment</th>
<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>Classroom</td>
<td>Classroom</td>
<td>Zoom</td>
<td>LMS (Blackboard)</td>
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<th>Ask questions/ask for help</th>
<th>LMS (Email)</th>
<th>Email</th>
<th>Office hours</th>
<th>Classroom</th>
<th>Zoom</th>
<th>LMS (Email)</th>
<th>Office hours (via Zoom)</th>
<th>Optional live Q&amp;A sessions</th>
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<th>Students interact with Instructor (learning, engagement)</th>
<th>Classroom (LMS)</th>
<th>Zoom (LMS)</th>
<th>LMS (Ex: Discussion board)</th>
<th>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)</th>
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<td>Students interact with other students (learning activities)</td>
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<th>Give/receive feedback</th>
<th>LMS (Email)</th>
<th>Classroom</th>
<th>Zoom (LMS)</th>
<th>LMS (Ex: Discussion board)</th>
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| Example: For a 3-credit course – How many instructor-student contact hours? | 45 | 45 | 45 | 45 |

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### 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)

- AKA Virtual
- 100% Real time instruction (synchronous)
- Instructor and students meet live through videoconferencing (example: Zoom)
- Instructors and students not at CU locations
- Schedule: All hours are listed
- Learning environment: Zoom
### Online (D)

- **100% online**
- Asynchronous instruction through the LMS
- No live (synchronous) videoconferencing
- No in-person meetings or exams
- No required synchronous meetings
- Learning environment: Blackboard

### Combination of Methods: Blended Delivery

#### Blended Face-to-face (BF)
- Mostly face-to-face (in person) with balance of instruction asynchronous in LMS
- 51% or more of instructor-student contact hours is in person
- Ex: Accelerated courses taught through the Centers: 6-week courses that meet face-to-face with online discussion questions (Instructor-Student interaction)

#### Blended Videoconferencing (BV)
- Mostly videoconferencing (virtual) with balance of instruction asynchronous in LMS
- 51% or more of instructor-student contact hours is real-time live (synchronous). Instructor and students not at CU locations
- Ex: Accelerated course taught for 6 weeks that meet over videoconference with online discussion questions

#### Blended Online (BD)
- Mostly online (asynchronous) with balance of instruction face-to-face (in person) or videoconference (virtual)
- Ex: MA program – most instruction is online; class meets face-to-face for some instruction (testing competencies)
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

Bloom’s Taxonomy

Before Class → Remembering
During Class → Understanding
After Class → Applying

Revised Edition (By Lorin Anderson)
### Learning Activities Across Instructional Methods

**Lower levels of Bloom’s = Before Class Ideas**

<table>
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<tr>
<th>Method</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>
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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>
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### Learning Activities Across Instructional Methods

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

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</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>Debate a scenario or course of action</td>
<td>After: prepare for debate as individuals or groups</td>
<td>Two teams debate during future class</td>
<td>After: prepare for debate as individuals or groups</td>
<td>Two teams use breakout rooms to prepare, come back together and debate</td>
<td>Discussion Threads Voice Thread Activities • Small group discussions via zoom (set by students and recorded)</td>
</tr>
<tr>
<td>Produce new and original work (project, business plan, etc.) and present</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 via Zoom, students turn in all components of project via Blackboard</td>
<td>Presentations recorded and posted via Blackboard, students watch each other’s presentations and respond. Students turn in all components 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>
</tr>
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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?
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Resources and Tools

- 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