3 KEY THINGS
TO CONSIDER WHEN DESIGNING REMOTE TEACHING

Are you preparing to teach online due to the coronavirus emergency, but need a place to start?

One simple way to guide your planning is to think about online learning (like many forms of learning) as involving three key elements (Anderson, 2008):

Student-Content, Student-Student, and Educator-Student interactions.

STUDENT ENGAGEMENT WITH CONTENT

Consider how students will interact with the content. The goal here is often to develop content knowledge or cognitive learning. Examples include:

Content via readings, existing videos, instructor-created mini-lectures (e.g., recorded and/or delivered synchronously), viewable "expert" or exemplar social media feeds, websites, online reports, etc. Ideally, content interactions build in rapid, responsive feedback.

Assess students' knowledge acquisition and application (formatively or summatively) via student reading responses, reflections, essays, case studies, quizzes, etc.

STUDENT-STUDENT INTERACTIONS

Look for ways to foster peer-to-peer learning and build community. The goal here is usually to support social learning abilities and connections. Examples include:

Online discussion forums or (a)synchronous "break out" groups (e.g., via collaborative documents, phone or audio discussions, or videoconferences).

Assess students' social learning (formatively or summatively) by observing and providing feedback on the process and products of their interactions.

EDUCATOR-STUDENT INTERACTIONS

Educator-student communication is a key part of creating a supportive learning environment. Here the main aim is usually to establish a strong teaching presence. Examples include:

Online office hours or virtual coffee chats, (a)synchronous discussion or dialogue about key information (e.g., responsive audio-visual presentations and recordings), reminders and check-in messages (e.g., via email).

Give timely feedback on student performance and questions posed.

OTHER ELEMENTS

Of course, there are many complexities to creating good teaching and learning. But these three things can provide a helpful lens when rapidly moving online.

Just as with your face-to-face courses, many of your design choices will depend on contextual factors, learning goals and outcomes, and assessment elements, too.

Reference:
Anderson, T. 2008. *The theory and practice of online learning* (Chapter 2, 2nd ed.).