Office of E-Learning, Innovation, and Teaching Excellence (ELITE)

Contributing to a Culture of Transformation: Adapting, Innovating, and Rediscovering Your Love of Teaching

Facilitators:

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Fall 2021 Professional Week
Surviving to Thriving: *Restore, Evolve, Transform*

Attendance Form

Please sign into the session using the QR code
or the web address in the chat box.

You must sign in to receive credit.

Summer 2021 Professional Development Institute
Surviving to Thriving: *Restore, Evolve, Transform*

Introduction

During this workshop, you will explore various teaching models (e.g., face-to-face, blended, hybrid, and HyFlex) and learn how they can be used to transform the continuum of teaching and learning at MC.

Session Outcomes

Upon completion of the session, you will be able to:

- Describe the various teaching models.
- Evaluate the various teaching models in relation to professional practice.
- Plan for ways to leverage the various teaching models as we emerge as a post-pandemic institution.

Online

Asynchronous: Learning event taken on-line, at the time of your choosing, by yourself, and self-guided.

Synchronous: Course offering requires the instructor and all enrolled students to interact online during the same class time. Students interact through text, video or audio chat. A synchronous learning environment enables students to attend a class from a distance in real time.

Rosen, A. (2009).

Blended/Hybrid

A learning event in which a section of course material is delivered to the student via an online channel or platform and the remaining portion of the material is presented face to face.

ONLINE SUNY (2020)

Hyflex

A learning event that combines online and face-to-face instruction into a single course section. Students are provided different options for participating in class such as synchronous (by Zoom), asynchronous, recorded lectures, and others.

ONLINE SUNY (2020)

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Advantages of Blended and Hybrid Courses

Advantages of blended and hybrid courses include:

- Greater flexibility in scheduling
- Increased engagement through online content
- Ability to track learning
- Students are encouraged to own their learning

Giarla, A. (2012).

Breakout Room Roles

You will have 30 minutes to discuss the questions among your group members. Please assign the roles below among the members of your group. Collect your group's best ideas and have the ideas ready to paste into the chat area to share with all participants.

Moderator:
- As a group, decide which of the questions to discuss.
- Ask the questions.
- Invite comments from all group members.

Time Keeper:
- Keep the group on time to ensure all questions the group selected are addressed.
- Ensure all group members have an opportunity to contribute.

Recorder:
- Capture the group's ideas in an MS Word document.
- Invite the group member's input until the description accurately expresses the idea or teaching strategy.
- Prepare to paste your group's ideas into chat when we return to the plenary session.

Breakout Rooms

Topics for Discussion

1. Which of the models discussed interests you and why?

2. What do you need in order to get back to "normal?"

3. What did you learn over the past year that you will continue to do when you return to on-campus teaching?

4. As we return to campus, what do you need to maintain (or to restore) your love of teaching?

Survey

https://www.surveymonkey.com/r/YPBNPD2

References

Giarla, A. (2012). Student Motivation in Blended Classroom. Retrieved from:
https://www.teachthought.com/technology/the-benefits-of-blended-learning/

OPEN SUNNY (2020). Online Learning Data Definitions. Retrieved from:
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Rosen, A. (2009). eLearning2.0: Proven Practices and Emerging Technologies to Achieve Real Results. New York, NY: AMACOM.