



Summer 2020 Faculty Professional Development
Strategies for Crafting Quality Remote Education

by the Office of Educational Development

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Lesson 1:

Something Old. Question 1.

Take a few moments to think about (and share with your co-conspirators) some of the struggles you had with the sudden switch to Emergency Remote Teaching (ERT) and some of the things you hope to improve for next semester.

Something Old. Question 2.

Based on an OED student survey, conducted at the end of the Spring 2020 semester, what was our students preferred instructional method?

- A) Synchronous Lecture (live in-person)
- B) Asynchronous Lecture (pre-recorded)
- C) Collaborative Team Based Learning
- D) Hybrid of collaborative team based learning and asynchronous recorded lectures

Something Old. Question 3.

How do you define a quality educational experience? Take some time to specifically articulate (with your group or in a personal journal) attributes of the moments that most often foster true learning for you and your team at work. How and when do you learn best?

Something Old. Question 4.

Look back at your notes of attributes that foster your most effective learning experiences. How do those elements compare to the environment you create in your course(s)?



Lesson 2:

Something New. Question 1.

If you are familiar with Bloom's commonly used taxonomy for classifying educational learning objectives into levels of complexity—you may notice that the seven principles of andragogy essentially map to it yet flip the perspective to that of student engagement. See if you can spot the connections.

Analysis of organizational structure.

Diagnosing learner needs and interests

Knowledge of previous material.

Planning goals mutually & Creating a cooperative learning climate

Synthesis of something new.

Carrying out the design to meet objectives with selected methods, materials, and resources

Comprehension of material meaning.

Evaluating: assessing the learner, the learning and outcomes.

Evaluation: ability to judge the value of new material.

Designing sequential activities to achieve these objectives.

Application to new and concrete situations.

Helping learners to formulate learning objectives



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Something New. Question 2.

Setting aside any technical reservations you may have—take a few moments to brainstorm:

- List your courses.
- Pick your favorite course (or your most obtuse course).
- List the learning objectives from that course (hint: they should be listed in your syllabus or mapped within LEO).
- Pick one learning objective that could be enhanced by a clinical diagnosis scenario and write the patient's presenting symptoms.
- If you are doing this lesson in a group, share your ideas with your peer group, and spur one another on.

Something New. Question 3.

Philip Hanlon, President of Dartmouth College recently said, “I imagine that a kind of passive learning experience could be developed in conjunction with Google or Microsoft and be widely disseminated, but I don’t think it will achieve the same kind of mental growth and quality of mind development. If you think about it, the age-old way I would notice someone was falling behind is I would be lecturing in class and I would look for the puzzled, deer-in-headlights look on Joe’s face. That’s why I think that the residential, in-person experience is going to remain the gold standard.”

Stepping back and assessing our learners, the reality of pre-pandemic class sizes, all that we've just discussed regarding tertiary education students' learning modalities, and our emerging "new normal"—how does Hanlon's comment strikes you—does it ring true, or seem tone deaf?



Lesson 2:

Something Borrowed. Question 1.

As you look back on your notes from today, in particular your personal best learning experiences—write down one thing you could implement for a specific course to improve your presentation, or student engagement, or student knowledge retention.

Something Borrowed. Question 2.

Select one of your courses and take a few moments to review the calendar of class events. Review the course objectives and your lecture schedule. How closely do they align? Can you modify your lecture content to more closely align with the stated outcomes? Write a brief lecture summary statement for each session that makes clear to students the value of the content.

Something Borrowed. Question 2.

Since you were just reviewing your course learning outcomes and objectives—craft a hypothetical assignment aligned with one or more of them utilizing the criteria outlined the excerpt from How to Make Learning Matter to Online Students.