

Supplemental Materials
How Can Preparing to Teach Online Improve my Face to Face Teaching?

Faculty Reflection Prompts & Activities

Teaching Persona: Who am I? What do I want to project to my students? How can or should I communicate my identity to students?

Personal Connections: How many of your resident students do you really get to know? In what context are these connections made? How intentional are you about getting to know *all* of your students?

Clarity: Select one assignment. Assume the work will be completed by online students. How clear is your writing? Share it with a colleague for feedback about where and how students might misunderstand your intent.

Interaction: Consider integrating an online discussion in your face-to-face class. Incorporate the dialogue results in subsequent classwork, exams or other assessments. Tangential “add-ons” aren’t as effective as online discussions that are well integrated in the course. Gather feedback from students about the process and learning implications of online discussion.

Assess: How often do you revisit the forms of assessment in your course? What are the dominant grade determinants? Are there other alternatives? Consider experimenting with one new assessment, formative or summative.

Links to Free Tools

<https://prezi.com/>

<http://www.pechakucha.org/>

<https://www.pinterest.com/>

<https://www.youtube.com/>

<https://www.animaker.com/>

<https://piktochart.com/>

<https://www.canva.com/>

<https://venngage.com/>

<https://www.thinglink.com/>

<https://kahoot.com/>

<https://www.wix.com/>

<https://www.weebly.com/>

Engage in Online Learning

When was the last time (if ever) you participated in an online course *as a student*? Consider enrolling in a massive open online course (MOOC) or other online class, primarily for the purpose of self-discovery about learning and teaching. Keep a journal throughout. How can the experience of being a student, online, improve your teaching, face-to-face? Here are a few reflection prompts:

- What were aspects of this learning environment frustrated you?
- In what ways do you think your teacher might have reduced those frustrations?
- What lessons can this teach you about instruction face-to-face?
- What positive aspects did you discover about this format for learning? What surprised you? What was unexpected- good or bad?
- What are the best aspects of online learning that you hope to integrate in your pedagogy to strengthen it in the future?

References & Recommended Reading

- Al-Shalchi, O.N. (2009). The Effectiveness and Development of Online Discussions. *Journal of Online Learning and Teaching*, 5(1), 104-108.
- Anderson, B., & Simpson, M. (2004). Group and class contexts for learning and support online: Learning and affective support online in small group and class contexts. *The International Review of Research in Open and Distance Learning*, 5(3). Retrieved from <http://www.irrodl.org/index.php/irrodl/article/view/208/291>
- Faculty Focus. March 3, 2014. <https://www.facultyfocus.com/articles/online-education/top-10-rules-developing-first-online-course/>
- Faculty Focus. July 6, 2009. <http://www.facultyfocus.com/articles/effective-classroom-management/how-to-use-the-first-day-of-class-to-set-the-tone-for-entire-semester/>
- Faculty Focus. 10 Principles of Effective Online Teaching: Best Practices in Distance Education. <https://www.facultyfocus.com/free-reports/principles-of-effective-online-teaching-best-practices-in-distance-education/>
- Carnegie Mellon Eberly Center for Teaching Excellence & Educational Innovation <http://www.cmu.edu/teaching/designteach/teach/firstday.html#2>
- Goffe, W.L. & Kauper, D. (2014). A survey of principles instructors: Why Lecture Prevails. *The Journal of Economic Education*, 45(4), 360-375.
- Mesa Community College Center for Teaching and Learning. <http://ctl.mesacc.edu/teaching/designing-an-online-course/>