



INSTRUCTIONAL METHODS

In a COVID World

ABSTRACT

Teaching is not one-size fits all, especially in the current pandemic. There are many choices you have when it comes to presenting your course to your students. Included are 11 instructional methods along with the pros and cons of each along with questions you may want to answer prior to teaching the course.

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Introduction

It can be hard to figure out how to teach students who normally meet face-to-face in an online format. Most have heard of face-to-face (physical or brick-and-mortar) teaching, hybrid (flipped falls under this category), and online (e-learning). But there are models in between these that can help you decide what is best for your students and yourself.

The following are ways to plan your classes to maximize student benefits while minimizing the danger to yourself and others.

- The first 4 instructional methods focus on **faculty teaching on campus for all classes while the students may be either on campus or off.**
- Then the next 2 instructional methods after that focus on **faculty teaching either online or face-to-face based on student need.**
- The next 3 instructional methods focus on the **faculty teaching mainly online with only a few scheduled face-to-face meetings.**
- The final two are the methods you are most used to hearing about: **fully online and fully face-to-face**

With every scenario, there will always be a consideration for students who cannot come to campus. Regardless of which scenario you choose, ***there should always be a plan for students who must take the entire class online.***

As with everything, there are benefits and concerns to these styles of teaching. Keep these in mind as you plan your course.

Benefits

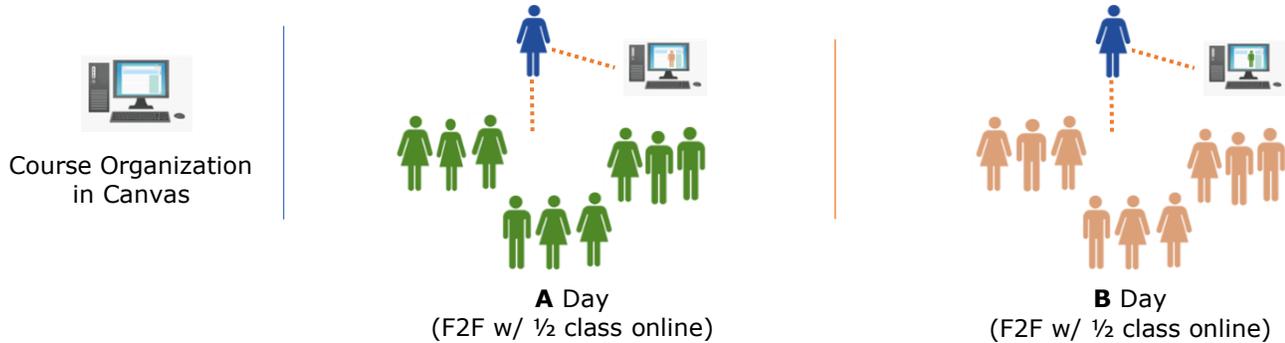
1. Students will have the option to take the course in the method that best suits their learning and/or current environment
2. Focuses the course on the objectives and creativity in reaching those objectives due to the planning that a hyflex course needs
3. If a classroom or building is closed due to the virus, other teaching methods are in place to keep students from falling behind
4. Faculty will have a variety of instructional methods in case an issue or high-risk situation develops either on campus or in their personal lives.

Concerns

1. Faculty need to have an online certification to teach any hybrid, online, flipped or hyflex course
2. Hyflex courses take time to create and cannot be done right before a class goes live. At least 4 weeks at a minimum should be given to design the course. Development may occur as the course is being taught.
3. Faculty or students may get sick and cannot come to class for almost a month due to the virus and then quarantining after the virus
4. Faculty or students may need to take care of a family member who is sick
5. Technological issues for faculty or students may occur and a plan is needed in case that happens (i.e. no Internet, spotty or unreliable connection, proper equipment is unavailable or too expensive, etc.)
6. Students are sick on campus and the classroom and/or building is closed down for a day or more for a deep clean (this would mean online needs to take precedence during this time)

Faculty Teaches On Campus for All Classes, Students May Either be On Campus or Online

Choice 1: Simulcast Lecture, commonly known as A/B Day



Seat Time: 1/2 of class in person, 1/2 class online

Set Up:

- On A Day, 1/2 class is taught in a classroom, the other 1/2 is simultaneously taking the class over Zoom
- On B Day, the audience switches. The 1/2 that was in person on A day are now online and the 1/2 that were online, are now in person.
- The faculty member is always in the classroom.

Engagement: Engage with students in the classroom and online. May need to use specialized equipment if you want to show papers in class, such as a document camera.

Pros: Closer to traditional teaching methods, less up-front preparation. Students who must always be online can do so without issue.

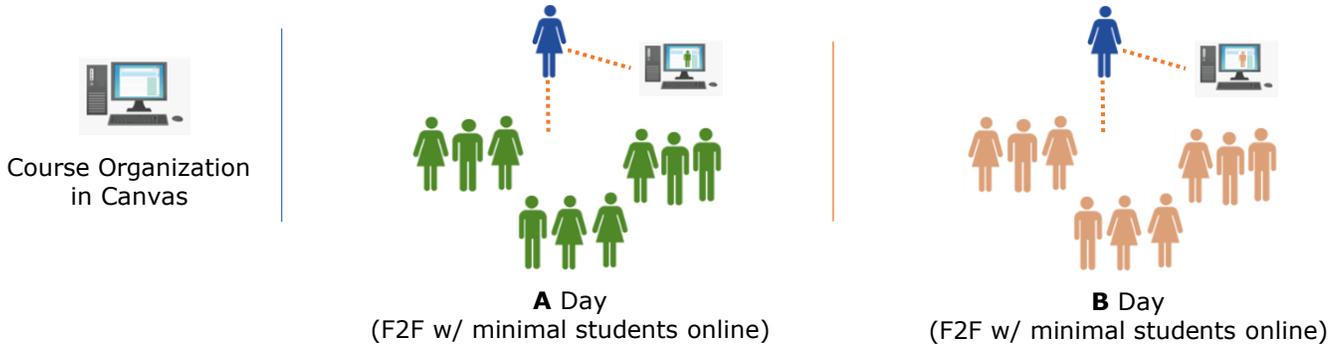
Cons: Difficult to manage face-to-face and online space simultaneously. Can have technological issues for faculty and students.

Questions to Ponder:

- How do you know which students have come to f2f training already?
- How do you enforce coming to class?
- What do you do if you or the students get sick?
- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- Do you need training on the equipment in the classroom?
- Do you know where to stand so students online can see you and not just the audience?

Faculty Teaches On Campus for All Classes, Students May Either be On Campus or Online

Choice 2: Synchronous Teaching, Same Content



Seat Time: ½ of class in person, only online are students who must take the class online, then next class day the other ½ of the class in person

Set Up:

- On A day of class, teach only ½ the students face-to-face to limit exposure to each other.
- On B Day, the audience switches. The other ½ of the student body are now face-to-face.
- The only students who are online are the students who must take online only classes. They may show up either day.
- The same content is taught both days
- The faculty member is always in the classroom.

Engagement: Engage with almost all of the students in the classroom with only those who have to be separated from everyone, online. May need to use specialized equipment if you want to show papers in class, such as a document camera.

Pros: Closer to traditional teaching methods, less up-front preparation. Students who must always be online can do so without issue.

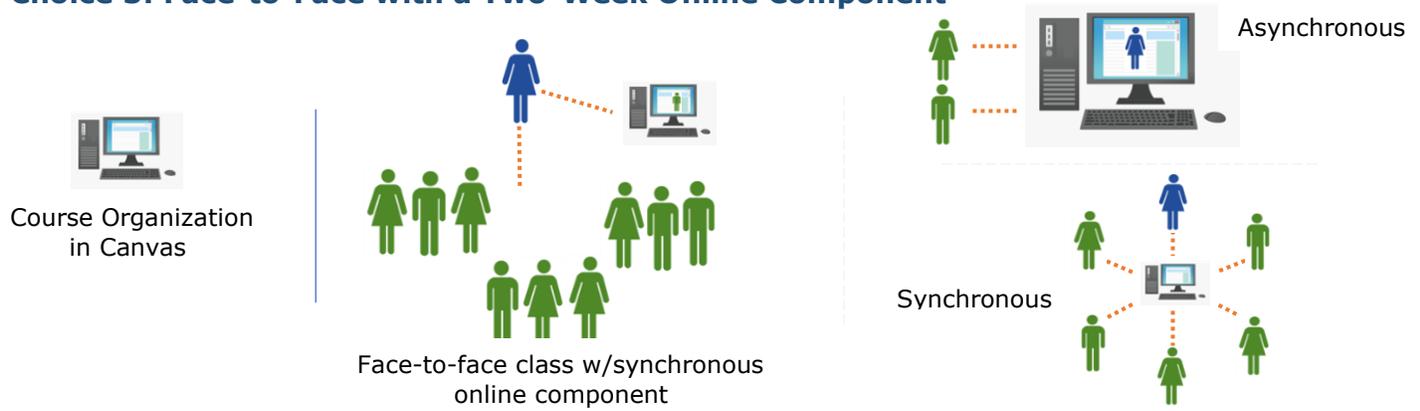
Cons: Difficult to manage face-to-face and online space simultaneously. Can have technological issues for faculty and students. May forget about the student(s) that are online due to the majority being in the physical classroom.

Questions to Ponder:

- What do you do if you or the students get sick?
- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- Do you need training on the equipment in the classroom?
- Do you know where to stand so students online can see you and not just the audience?
- How will online only students' hand in assignments and complete assessments?

Faculty Teaches On Campus for All Classes, Students May Either be On Campus or Online

Choice 3: Face-to-Face with a Two-Week Online Component



Seat Time: All students face-to-face except for the students who must take online only classes.

Set Up:

- All students will come to class except for the students who must take online only classes.
- For 1 – 2 weeks out of the semester, students will do an online only portion of the class.
- The faculty member is always in the classroom except for the 1 – 2-week online portion.

Engagement:

Engage with students in the classroom with only a minimal number of students needing to take the class online. May need to use specialized equipment if you want to show papers in class, such as a document camera if you have online-only students.

During the 1 – 2 week online-only portion, may want to use [Zoom](#), [Canvas](#) video/audio or [Flipgrid](#) to keep instructor presence strong and keep students from thinking it is a “holiday.” The 1 – 2-week online portion could be used for specific actions such as peer review share and can be better communicated online or in a written format.

Pros: Closest to traditional teaching methods, less up-front preparation.

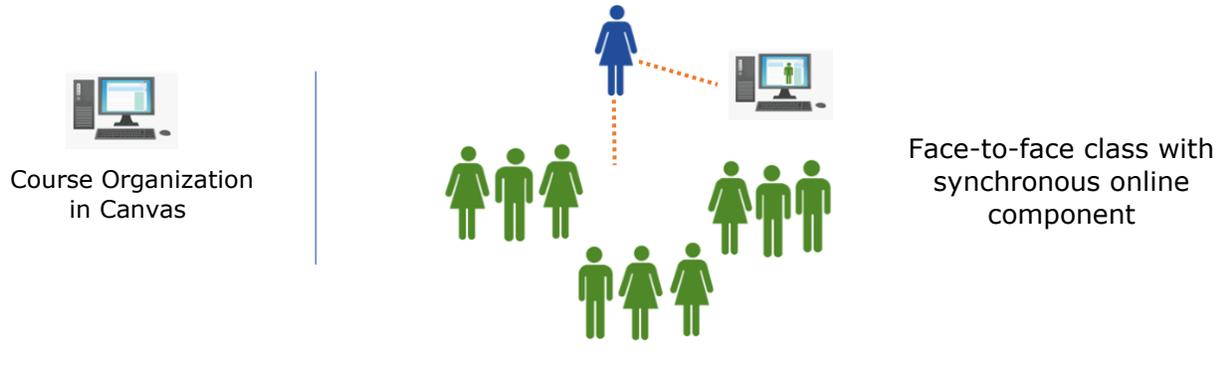
Cons: Students who are always online may be forgotten. Difficult to manage face-to-face and online space simultaneously. Can have technological issues for faculty and students.

Questions to Ponder:

- What do you do if you or the students get sick?
- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- Do you need training on the equipment in the classroom?
- Do you know where to stand so students online can see you and not just the audience?
- How will online only students’ hand in assignments and complete assessments?
- How do you keep students engaged in the online portion and keep them from thinking it is a “holiday?”

Faculty Teaches On Campus for All Classes, Students May Either be On Campus or Online

Choice 4: Student Empowerment Simulcast Lecture



Seat Time: Unknown number face-to-face, unknown number online. It can vary.

Set Up:

- Students choose to either be in the classroom or take the class online
- The faculty member is always in the classroom.

Engagement: Engage with students in the classroom and online. May need to use specialized equipment if you want to show papers in class, such as a document camera.

Pros: Mix of traditional and electronic teaching methods. Students who must always be online can do so without issue.

Cons: Difficult to manage face-to-face and online space simultaneously. Can have technological issues for faculty and students. Must plan for both types of students.

Questions to Ponder:

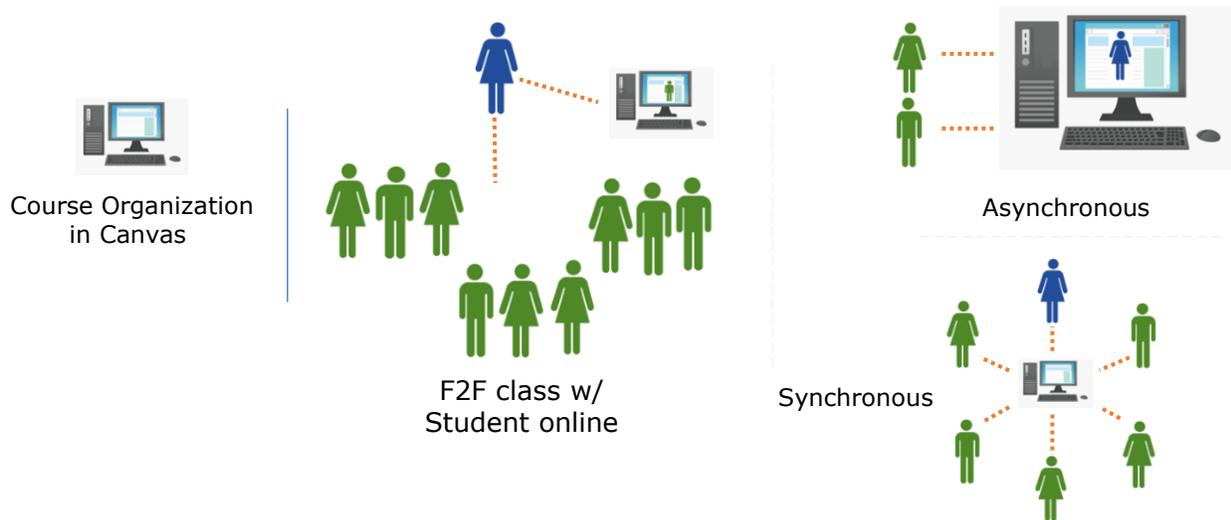
- How do you enforce coming to class?
- How do you take attendance?
- What do you do if you or the students get sick?
- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- Do you need training on the equipment in the classroom?
- Do you know where to stand so students online can see you and not just the audience?
- Do you want to limit their choices by making them decide at the beginning of the semester (i.e. if they choose f2f, they must remain as a f2f student unless they get sick or special circumstances prevent them from coming to class)?

Points to Ponder

"We spend millions of dollars perfecting our knowledge, creating amazing classrooms with great acoustics, and beautiful lecture halls. It's time we start looking at how we deliver online education as well."

Faculty Teaches On Campus or Online based on Student Need

Choice 5: Modified Synchronous Lecture, a modified A/B Day



Seat Time: All of class in person A day (except students who must remain online for the entire semester), all of class online B Day

Set Up:

- On A Day, the entire class comes to campus (with the exception of students who must solely take online classes)
- On B Day, the entire class to include the faculty member, is online
- The faculty member is in the classroom only when the students are.

Engagement: Engage with students in the classroom and online. May need to use specialized equipment if you want to show papers in class, such as a document camera. For B days (online) the class may be either synchronous (i.e. Zoom class for example) or asynchronous (students may take this part at their own pace as long as they complete work by specific deadlines).

Pros: Limits the f2f interaction to help with distancing. Students who must always be online can do so with little difficulty. Gives faculty and student the ability to switch between two instructional mediums and gives students the introduction between several methods to take a course.

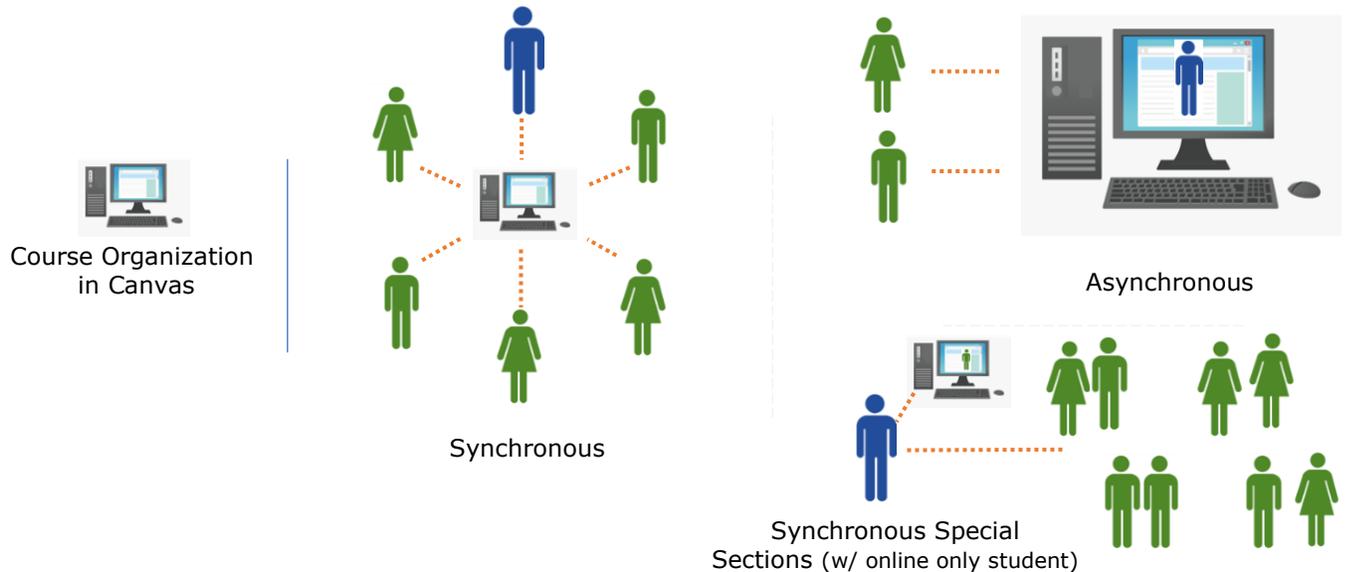
Cons: Difficult to manage face-to-face and online space simultaneously. Can have technological issues for faculty and students. Planning is very important to keep the class moving forward. Need pre-planning to know what should be f2f and what should be online.

Questions to Ponder:

- What do you do if you or the students get sick?
- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- Do you need training on the equipment in the classroom?
- Do you know where to stand so students online can see you and not just the audience?
- Which parts of the class should stay in a f2f setting and which will benefit from an online delivery?

Faculty Teaches on Campus or Online Based on Student Need

Choice 6: Hybrid Lecture and Special Sections



Seat Time: Lecture portion of class online, other portion f2f at ½ capacity (i.e. labs, internships, clinical practices, performing arts, cooperative education, field trips, etc.)

Set Up:

- Lecture portion of the class is taught online either synchronously (i.e. Zoom or MS Teams call) or asynchronously
- Special portion of the class is taught f2f at ½ capacity unless a large enough classroom can be found (i.e. labs, internships, clinical practices, performing arts, cooperative education, field trips, etc.)
- The faculty member comes in only when the special portion is in session.

Engagement: Engage with students online for the majority of the course. For portions that need to be face-to-face, faculty may have to hold two sessions of the same class unless the classroom can hold the entire class with social distancing measures in place. May need to use specialized equipment if you want to show papers in class, such as a document camera.

Pros: Online portions can be planned and ready prior to the first day of class. The instructor would only need to produce new material if students need extra help. Students who must always be online can do so without issue. Students who are high risk may be able to work in the lab by themselves if needed.

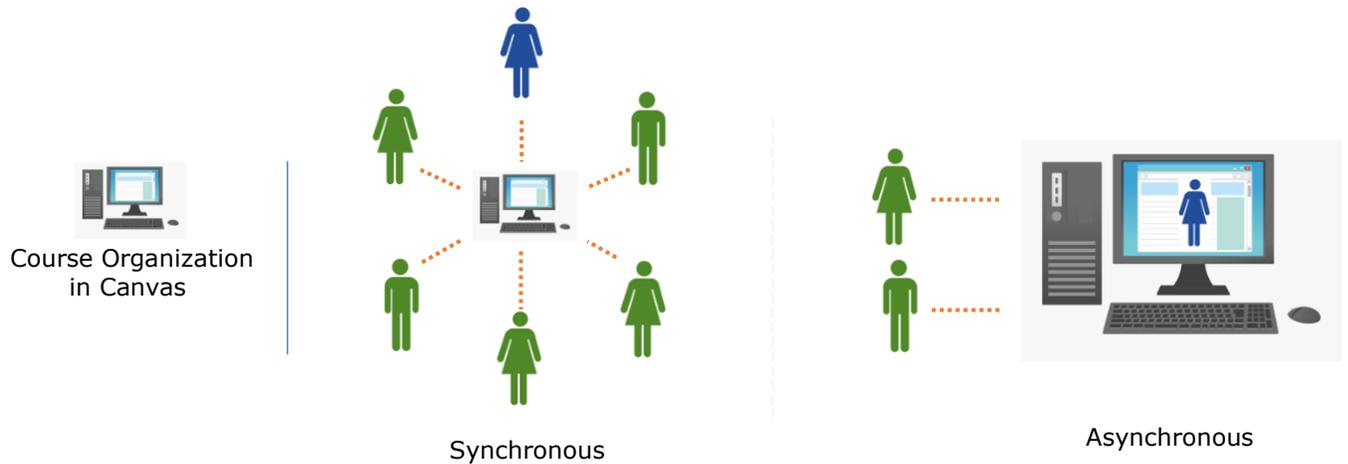
Cons: Difficult to create equivalent online sessions for students that cannot come in for face-to-face sessions. Can have technological issues for faculty and students.

Questions to Ponder:

- What do you do if you or the students get sick?
- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- Do you need training on the equipment in the classroom?
- How do you create course work that measures the same objectives for students that cannot come onto campus?

Faculty Teaches Mainly Online with Only a Few Scheduled F2F Meetings

Choice 7: Asynchronous/Synchronous Mix Online



Seat Time: 100% Class online

Set Up:

- Course is online and self-paced (asynchronous) with definitive deadlines for 80% - 90% of the course
- Teach synchronous online sessions (i.e. Zoom or MS Teams) for a few sessions (i.e. 5 set Zoom sessions placed throughout the semester)
- The faculty member is online

Engagement: Engage with students solely online. Lead several sessions in synchronous meetings.

Pros: Students who must always be online can do so without issue. Can share with students ideas and concepts that may warrant further exploration when speaking together.

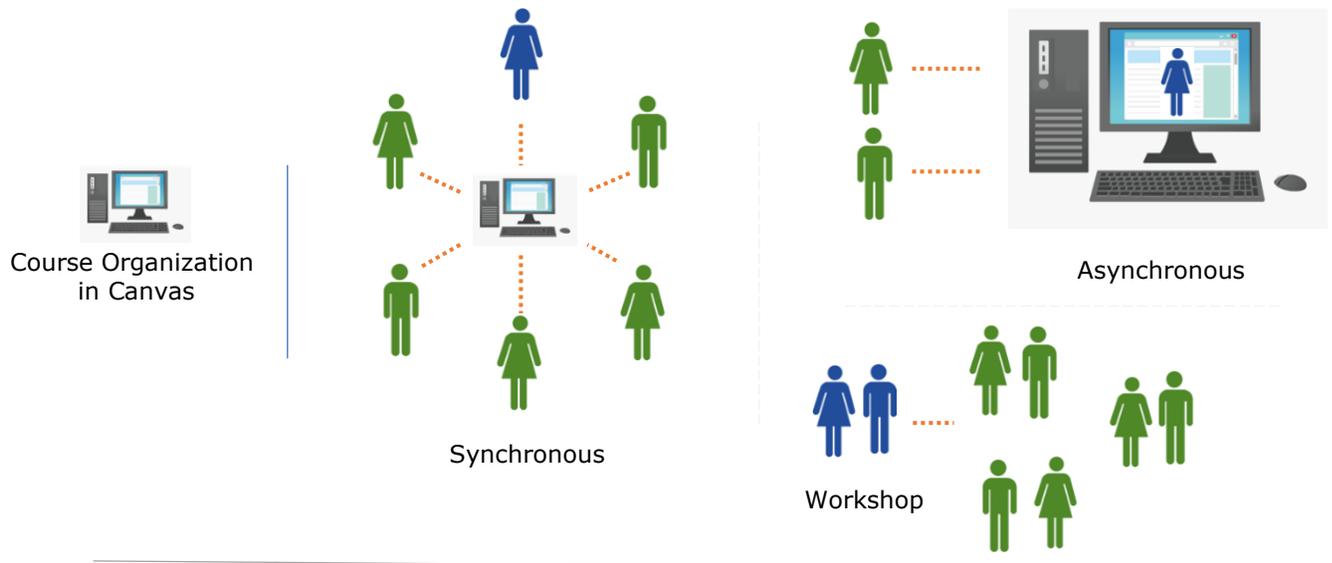
Cons: Must preplan when the synchronous sessions will occur and let the students know by the 1st day of class. Can have technological issues for faculty and students.

Questions to Ponder:

- What do you do if you or the students get sick?
- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- What warrants a synchronous component? Will it help the students understand the concept better or get more out of a synchronous session, or can they reach the same understanding in an asynchronous lesson or mini lecture?

Faculty Teaches Mainly Online with Only a Few Scheduled F2F Meetings

Choice 8: Online Lecture with a Face-to-Face Workshop



Seat Time: 100% class online, nearly 100% face-to-face workshop (minus students who must stay online only)

Set Up:

- Class is taught online (may be a mix of synchronous and asynchronous, or asynchronous only)
- Workshops are completed in 1 – 2 days in a large area with social distancing measures in place
- The faculty member is online and present for the entirety of the workshop.

Engagement: Engage with students online in a synchronous (i.e. Zoom or MS Teams) and asynchronous manner styles (i.e. mini lecture, written anecdotes, etc.). Have students attend a 1 – 2-day workshop in a large area. No more than 2 students would be allowed a station at any given time. Social distancing and PPE measures must be in place.

Pros: All material for the class can be completed and given to the students prior to the 1st day of class. Workshops can be specialized for specific content in several areas. Students who must always be online can do so without issue, except for the workshop.

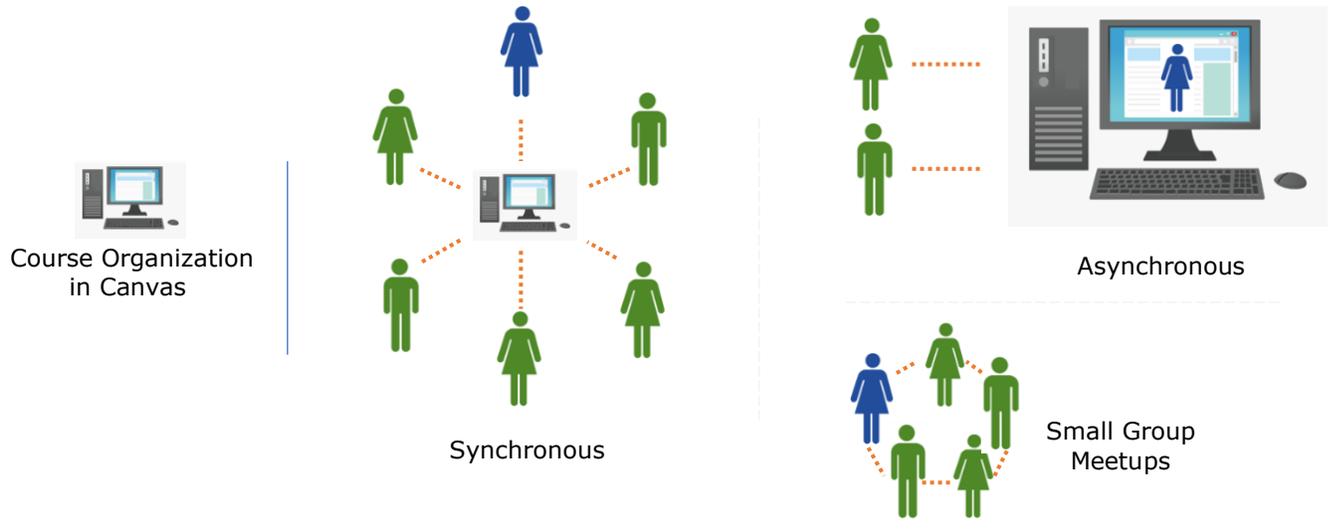
Cons: Can have technological issues for faculty and students. Students who must remain online may only be able to attend the workshop remotely. May need extra personnel to man stations in workshop areas.

Questions to Ponder:

- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- What can be taught online and what would benefit the students if it is in a workshop?
- How many areas should be in the workshop?
- Is there another way to present the information that could benefit the students in another mode of delivery other than a workshop?

Faculty Teaches Mainly Online with Only a Few Scheduled F2F Meetings

Choice 9: Online Course with Small Group Meetups



Seat Time: Course online except small group meetups (face-to-face or online)

Set Up:

- Class is taught online (synchronous or asynchronous)
- Several times during the semester the instructor has small groups meet on campus or in a synchronous online session
- The faculty member is in the small group sessions.

Engagement: Engage with students online and in small group meetups. (*Note:* This is different from student group work. In small group meetups, the faculty member is leading the group discussion)

Pros: All material for the class can be completed and given to the students prior to the 1st day of class. Students who must always be online can do so without issue. Faculty can lead in-depth discussions with smaller groups of students for a deeper understanding of specific material.

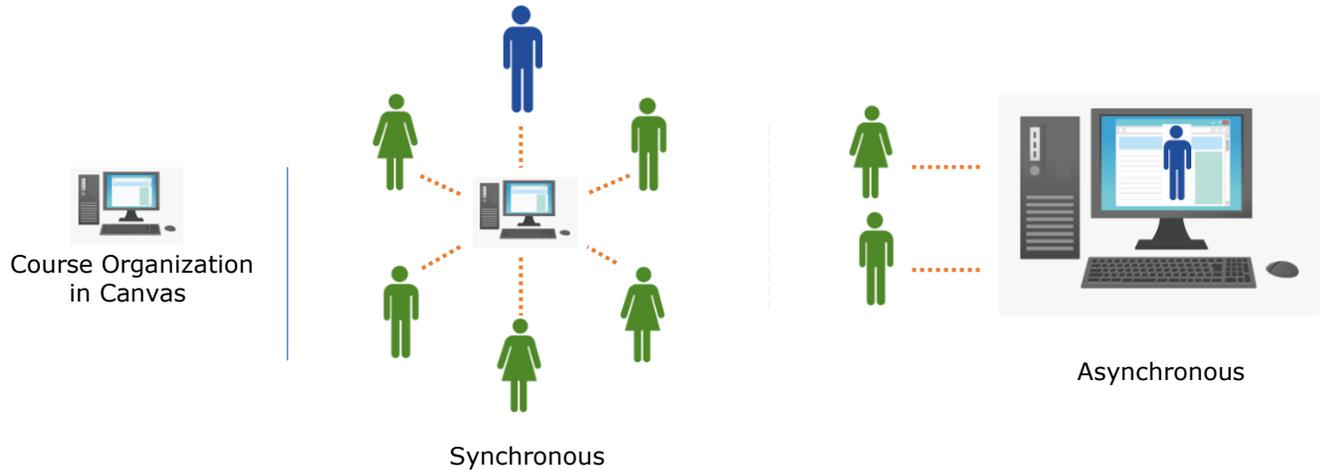
Cons: Can have technological issues for faculty and students. Must preplan when small group meetups will occur, and dates given to the students by the 1st day of class.

Questions to Ponder:

- What do you do if you or the students get sick on meetup days?
- How do you balance if you or the students need to take care of a sick family member?
- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- Is it necessary to have a small group meetup for that specific content or would it be better to have another instructional delivery method?
- Will the small group meetups increase student understanding or feel as if it is a waste of time?

Faculty Teaches Fully Online

Choice 10: Fully Online



Seat Time: 100% class online

Set Up:

- Can be fully asynchronous delivery or a combination of asynchronous and synchronous sessions.
- Can mimic the flipped model by having pre-class content (videos, readings, podcasts, etc.) then simultaneous delivery of interactive/application activities in synchronous sessions.

Engagement: Asynchronous engagement through written text such as flexible discussion or social reading platforms. Synchronous engagement through Zoom (incorporate polling and break-out rooms for more interactive components). Faculty interacts with all students at same time, in the same medium for equitable experience.

Pros: Outside of fully in-person or flipped, most equitable format, already prepared in the event all instruction moves online (no course interruptions). For synchronous sessions, incorporate interactive and engaging class experience with authentic application of course content, incorporate all learning interactions (learner: learner, instructor & interface) and build digital course content.

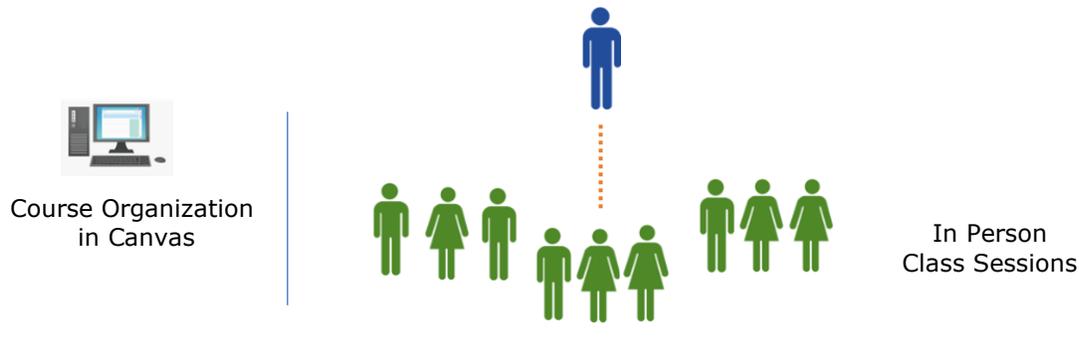
Cons: Requires preparation & organization of course content, must be intentional in course design, purposefully incorporating all learning interactions

Questions to Ponder:

- How do you deal with technological issues for instructor / student (no Internet, spotty or unreliable connection, etc.)?
- What should the instructor do if they get sick and cannot respond to the students in a timely manner?

Faculty Teaches Fully In Person

Choice 11: In Person



Seat Time: All class activities are in-person

Set Up:

- In traditional classroom, with some content & course organization online in LMS

Engagement: Fully engaged with in-class lecture, discussion, and activities

Pros: Equitable format for all students, least preparation (i.e. can use previous course format and design), incorporates learner- to -instructor and -learner interactions (can provide learner-interface with innovative technology in F2F classroom or through LMS with assignments/assessments), provides interactive and authentic in-class activities.

Cons: Not prepared in the event all instruction moves online

Questions to Ponder:

- What do you do if you or the students get sick (*Note: Keep in mind that if you or a student gets COVID, they will be out the length of the virus plus 14 days*)?
- How do you balance if you or the students need to take care of a sick family member?

Points to Ponder

"Higher education has become overly simplistic on how education is presented. Now is the time to change this! How do I empower my faculty more? How do we give them the platform to engage in new forms of striving for intellectual excellence? It's time to make our institutions adaptable instead of frozen in time! It is time to innovate, to empower faculty, staff and students, and change what intellectual enterprises are sought out and evolved."

Want to Talk to Someone About All of the Choices?

Bookings Link

<https://outlook.office365.com/owa/calendar/OfficeofDistanceandExtendedLearning@txst.onmicrosoft.com/bookings/>

Mini Lecture Recording Sessions

Duration: 45 minutes

For those faculty wanting assistance recording a mini-lecture, ODEL staff will help you record your lecture and help you learn how to do your own recordings going forward. These recording sessions are held online and require that you have access to a stable Internet connection and a computer with a webcam and microphone attached. The sessions will last only 45 minutes. Please plan to make the most of the time by having a presentation or good notes prepared.

Just in Time Consultation

Duration: 30 minutes

Meet one-on-one with an instructional designer. Each 30-minute consultation is focused on your specific needs, questions, and allows for a customized approach to your goals. Meetings take place using Microsoft Teams. You'll need a microphone. Webcams are not required.

Tailored Consultation

Duration: 30 minutes

This 30-minute in-take session provides an opportunity to review your needs and determine the best plan forward for projects likely needing a series of consultation meetings. Tailored consultations are an opportunity to review, improve, or create a new online or hybrid course. Each Tailored consultation is designed to uniquely meet the goals of the instructor recognizing that each client comes to us in varying stages and with varying levels of experience. Tailored consultations are designed to address a wide array of issues on the instructor's timeline.

Fall Flexible Teaching Support

Duration: 1 hour

The upcoming fall semester is all about flexibility and efficient course design and delivery. The Fall Flexible Teaching Support consultation is a 60-minute meeting with an instructional designer intended to provide you with support, design ideas, and delivery strategies as you consider your Fall teaching plan.

Definitions

Asynchronous: Learning the same material at different times

Canvas: Learning management system that houses course content, activities, grades, student rosters, etc.

Elmo: Document cameras that work with Zoom to show items to online students and to f2f students on a screen

F2f: Traditional face-to-face classroom in a brick-and-mortar building

Flexible: Students may choose whether or not to attend face-to-face sessions with no “learning deficit”

Flipped: A pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (flippedlearning.org, n.d.).

Hybrid: Combines both online and face-to-face teaching and learning activities

Hybrid-Flexible (HyFlex) course design: Enables a flexible participation policy for students, whereby students may choose to attend face-to-face synchronous class sessions in-person (typically in a traditional classroom) or complete course learning activities online without physically attending class. Some HyFlex courses allow for further choice in the online delivery mode, allowing both synchronous and asynchronous participation (Beatty, 2019).

Online: Learning that takes place online, may be synchronous but is usually asynchronous. For TXST, it will be conducted through the Canvas LMS

PPE: Personal protective equipment such as masks, gloves and hand sanitizer

Remote Instruction: Moving content designed for a f2f course online for a limited or one-time-only course. This type of course is not designed with online learning in mind but is an emergency measure due to unforeseen circumstances.

Synchronous: Existing, occurring or engaging in learning at the same time

Teams: Microsoft Teams is a chat-based collaboration tool that allows a common space to share content, chat, calls, notebooks, and more.

Zoom: Web-based video conferencing tool that allows users to meet online with or without video

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