

THE CRAFTING & DELIVERY OF EXEMPLARY ONLINE EDUCATION

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SCHEDULE

8:30–9:30 • Session 1
Creating Distinctive Online Courses

9:30–10:00 • Q & A

10:00–10:30 • Refreshment Break

10:30–11:30 • Session 2
Learning to Teach Online with Excellence

11:30–12:00 • Q & A



INTRODUCTORY MATTERS

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Introductions

COVID-19 & online education

4 frames

Assumptions

COVID-19 & ONLINE EDUCATION

- Renewed urgency
- Exigency vs. excellence



EMERGENCY REMOTE LEARNING VS. ONLINE EDUCATION

REMOTE

ONLINE

Course design & development

On-the-fly conversion of face-to-face course; prepared week-by-week with short or no lead time (e.g., 1-2 weeks)

Planned and purposeful course preparation; ideally supported by educational, technology, media, editorial specialists

Delivery of instruction

Asynchronous (text/recorded video) and/or synchronous (live video); often inconsistent from week to week

Mostly asynchronous (text and video), with some planned and consistent synchronous components

EMERGENCY REMOTE LEARNING VS. ONLINE EDUCATION

REMOTE

Student preparedness

Basic familiarity with some learning technologies; may have technical or internet access difficulties

Faculty preparedness

Limited ability in online teaching practice and learning technologies (unless already an online instructor); learning ad hoc

Reusability & scalability

Select teaching content and learning activities are reusable by same instructor; not reliably transferable to others

ONLINE

Learning modality is self-selected; technical requirements are known at outset; specific needed skills or tech are addressed

Advance preparation in effective online teaching practice and educational technologies; familiarized with course

All content and activities reusable (and maintained) for every future course offering; replicable at scale

4 FRAMES



OUR ASSUMPTIONS

1. Online education holds great potential to advance our schools' missions.
2. Our time and resources are limited.
3. Excellence matters.





CREATING DISTINCTIVE ONLINE COURSES



CREATING DISTINCTIVE ONLINE COURSES

Phases of online course creation



UNDERSTAND THE LEARNING CONTEXT

Create online courses that advance
your institution's **mission**.

Practice

- Identify situational factors and connect to mission
 - Specific context
 - External expectations
 - Subject
 - Learner characteristics
 - Teacher characteristics
 - Special pedagogical challenge



UNDERSTAND THE LEARNING CONTEXT

Create online courses that advance
your institution's **mission.**

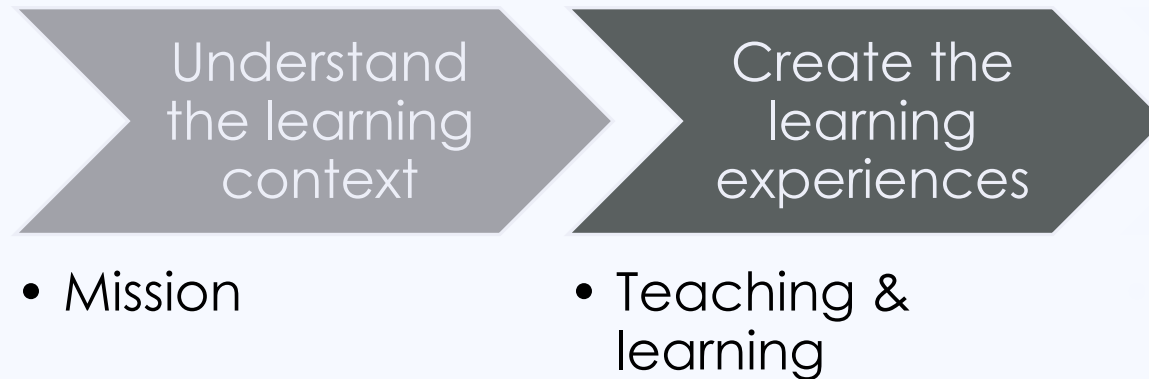
Principles

- Mission-fit online education
- Return on mission (ROM)



CREATING DISTINCTIVE ONLINE COURSES

Phases of online course creation



CREATE THE LEARNING EXPERIENCES

Create online courses that prioritize and serve **student learning.**

Principles

- Transmission
- Transaction
- Transformation



CREATE THE LEARNING EXPERIENCES

Create online courses that prioritize and serve **student learning.**

Practices

- Backward design
- Integrated design



CREATE THE LEARNING EXPERIENCES

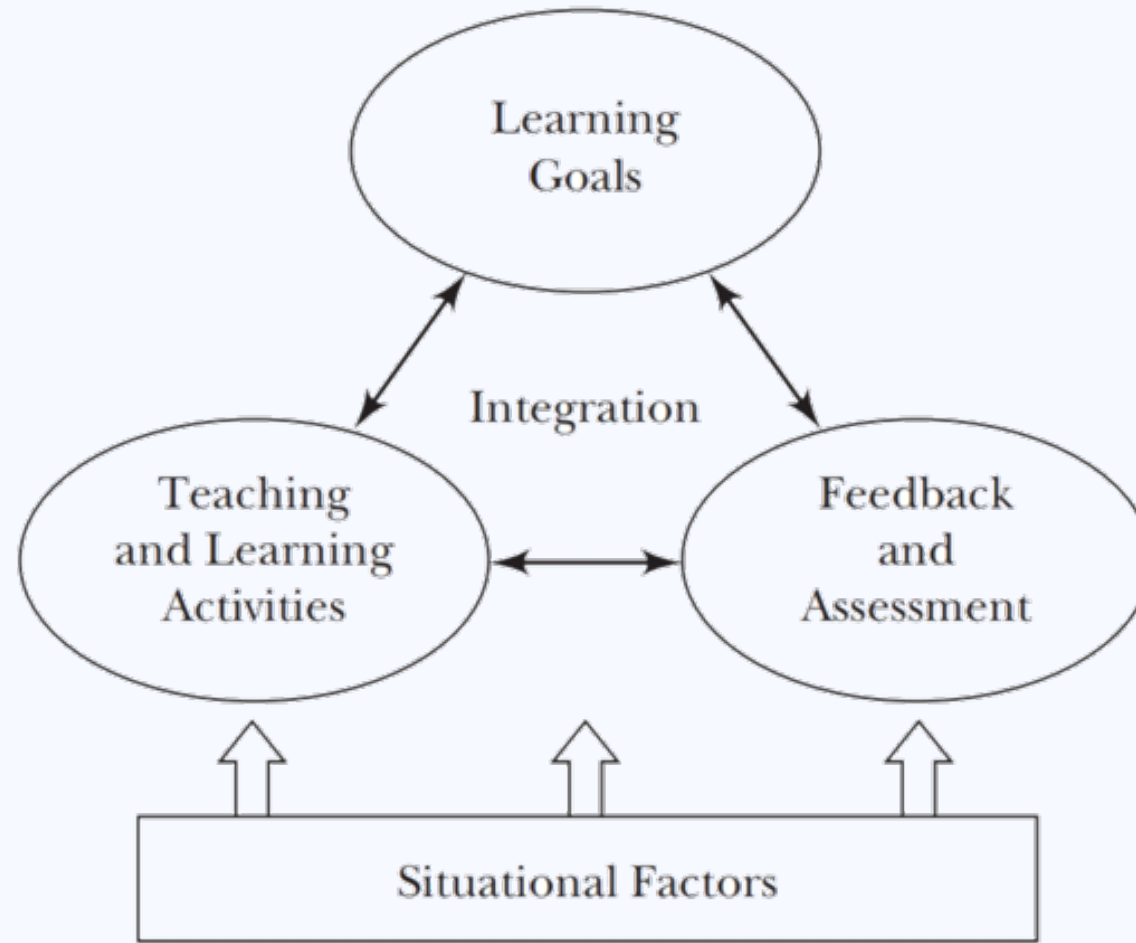
Backward design

1. Identify desired results.
What's the learning goal?
2. Determine acceptable evidence.
How will we know when the goal has been achieved?
3. Plan learning experiences and instruction.
What's needed to achieve the goal?

CREATE THE LEARNING EXPERIENCES

Integrated design

- Situational factors
- Learning goals
- Feedback and assessment
- Teaching and learning activities
- Integration



CREATING DISTINCTIVE ONLINE COURSES

Phases of online course creation



PREPARE THE LEARNING ENVIRONMENT

Create online courses that wisely engage technology for meaningful **formation**.

Principles

- Discernment and formation in the attention economy
- Discerning practices for intentional formation



PREPARE THE LEARNING ENVIRONMENT

Create online courses that wisely engage technology for meaningful **formation**.

Practices

- Use digital technology wisely.
- Use digital technology sparingly.



PREPARE THE LEARNING ENVIRONMENT

Create online courses that encourage and strengthen **community**.

Principles

- Online education's biggest challenge right now
- The meaning and value of learning together



PREPARE THE LEARNING ENVIRONMENT

Create online courses that encourage and strengthen **community**.

Practices

- Encourage community within online courses.
- Strengthen community around online courses.



CREATING DISTINCTIVE ONLINE COURSES

Phases of online course creation



CREATING DISTINCTIVE ONLINE COURSES

REFERENCES

Andy Crouch, *The Tech-Wise Family* (Baker, 2017)

L. Dee Fink, *Creating Significant Learning Experiences* (Jossey-Bass, 2013)

Paul Ramsden, *Learning to Teach in Higher Education* (Routledge, 2003)

David Smith, et al., *Digital Life Together* (Eerdmans, 2020)

Grant Wiggins & Jay McTighe, *Understanding by Design* (ASCD, 2005)

OSCQR Online Course Quality Scorecard,
<https://oscqr.org/>

CONTINUE THE CONVERSATION



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INTRODUCTORY MATTERS

EMERGENCY REMOTE LEARNING VS. ONLINE EDUCATION

REMOTE LEARNING

- Faculty strain & workload
- Time constraints & turnaround
- Faculty lacking experience teaching online
- Trauma or anxiety of pandemic for faculty and students

ONLINE EDUCATION

- Extended time frame for course design
- Designed for online modality from beginning
- Time for training and focus on unique tasks of online teaching

4 FRAMES





Assumptions placeholder

“She [the Church] has forgotten that the secular vocation is sacred. Forgotten that a building must be good architecture before it can be a good church; that a painting must be well painted before it can be a good sacred picture; that work must be good work before it can call itself God’s work.”



LEARNING TO TEACH
ONLINE WITH EXCELLENCE





Mission: Principles

Fit & Informed Faculty

- Committed to Christian teaching and learning
- Interprets academic discipline through faithful Christian scholarship
- Willing to be actively present in the digital modality



Mission: Practices

- Review and revise hiring practices
- Consider online engagement standards
- Regular interviews of review and reflection on teaching practice

How well did I...

	Very Well	Satisfactory	Not Very Well	Poorly	Does Not Apply
link the threaded discussion to previous information?					
introduce this module?					
emphasize key points throughout the threaded discussion?					
summarize the module?					
capture students' interest through personalized interaction?					
maintain students' interest via the introduction of relevant information, resources, or questions?					
ask thought-provoking questions that stimulated further discussion?					
handle student questions and responses in the online forum?					
provide feedback to student assignments in a timely manner?					
update course content to be relevant and timely?					
provide individualized feedback in response to student assignments?					
integrate formative assessments to gauge ongoing learning progress?					
use announcements in a meaningful fashion?					
convey my enthusiasm in the online classroom?					
provide a model of good interaction?					

Source: Adapted from Gibbs, [Habeshaw](#), and [Habeshaw](#) (1997)

PEDAGOGY: PRINCIPLES

Equipped Faculty

- Faculty must know which methods are effective or ineffective
- Faculty engagement and presence is the most important factor in student learning, retention, and success



PEDAGOGY: PRACTICES

- Pedagogical support
 - Training and development
 - OLC or similar certifications
 - Faculty observations
- Technical support
 - LMS support





Discernment & Formation: Principles

Faculty as Curriculum

- Formation > Job preparation
- Faculty models discerning and wise Christian learning and thinking
- Seek to counter-form students and shape the learning space



Discernment & Formation: Practices

- Quality hiring practices
- Faculty training and development
- Instructor engagement requirements
- Student support and orientation
- Avoiding Sunday due dates to affirm sabbath rest and involvement in a local church

COMMUNITY: PRINCIPLES

Leading a Community

- Teaching isn't neutral
- Faculty practice should align with Christian commitments



COMMUNITY: PRINCIPLES FACULTY AS CURRICULUM



COMMUNITY: PRACTICES

- Set student expectations early on (marketing, advising, orientation)
- Faculty training and development on leading communities of learning
- Cohorted models



LEARNING TO TEACH ONLINE WITH EXCELLENCE

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