THE CRAFTING & DELIVERY OF EXEMPLARY ONLINE EDUCATION

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LANCASTER BIBLE COLLEGE | CAPITAL SEMINARY & GRADUATE SCHOOL
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
INTRODUCTORY MATTERS

Introductions
COVID-19 & online education
4 frames
Assumptions
COVID-19 & ONLINE EDUCATION

- Renewed urgency
- Exigency vs. excellence
<table>
<thead>
<tr>
<th>Course design &amp; development</th>
<th>REMOTE</th>
<th>ONLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-the-fly conversion of face-to-face course; prepared week-by-week with short or no lead time (e.g., 1-2 weeks)</td>
<td>Asynchronous (text/recorded video) and/or synchronous (live video); often inconsistent from week to week</td>
<td>Planned and purposeful course preparation; ideally supported by educational, technology, media, editorial specialists</td>
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</tbody>
</table>

**Delivery of instruction**

REMOTE

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

ONLINE

Mostly asynchronous (text and video), with some planned and consistent synchronous components
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>Student preparedness</strong></td>
<td>Basic familiarity with some learning technologies; may have technical or internet access difficulties</td>
<td>Learning modality is self-selected; technical requirements are known at outset; specific needed skills or tech are addressed</td>
</tr>
<tr>
<td><strong>Faculty preparedness</strong></td>
<td>Limited ability in online teaching practice and learning technologies (unless already an online instructor); learning ad hoc</td>
<td>Advance preparation in effective online teaching practice and educational technologies; familiarized with course</td>
</tr>
<tr>
<td><strong>Reusability &amp; scalability</strong></td>
<td>Select teaching content and learning activities are reusable by same instructor; not reliably transferable to others</td>
<td>All content and activities reusable (and maintained) for every future course offering; replicable at scale</td>
</tr>
</tbody>
</table>
4 FRAMES

- Mission
- Teaching & Learning
- Discernment & Formation
- Community

David Smith, et al., Digital Life Together (Eerdmans, 2020)
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
Phases of online course creation

1. **Understand the learning context**
   - Mission

2. **Create the learning experiences**
   - Teaching & learning

3. **Prepare the learning environment**
   - Discernment & formation
   - Community
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)

L. Dee Fink, Creating Significant Learning Experiences (Jossey-Bass, 2013)
Phases of online course creation

**Understand the learning context**
- Mission

**Create the learning experiences**
- Teaching & learning
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

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

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CREATING DISTINCTIVE ONLINE COURSES

Phases of online course creation

Understand the learning context
- Mission

Create the learning experiences
- Teaching & learning

Prepare the learning environment
- Discernment & formation
- Community
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.
Phases of online course creation

1. Understand the learning context
   - Mission

2. Create the learning experiences
   - Teaching & learning

3. Prepare the learning environment
   - Discernment & formation
   - Community
REFERENCES


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


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

CONTINUE THE CONVERSATION

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LANCASTER BIBLE COLLEGE | CAPITAL SEMINARY & GRADUATE SCHOOL
INTRODUCTORY MATTERS
<table>
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<th>REMOTE LEARNING</th>
<th>ONLINE EDUCATION</th>
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</thead>
<tbody>
<tr>
<td>• Faculty strain &amp; workload</td>
<td>• Extended time frame for course design</td>
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<tr>
<td>• Time constraints &amp; turnaround</td>
<td>• Designed for online modality from beginning</td>
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<tr>
<td>• Faculty lacking experience teaching online</td>
<td>• Time for training and focus on unique tasks of</td>
</tr>
<tr>
<td>• Trauma or anxiety of pandemic for faculty and</td>
<td>online teaching</td>
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<tr>
<td>students</td>
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- Mission
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- Community
“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
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<tr>
<th></th>
<th>Very Well</th>
<th>Satisfactory</th>
<th>Not Very Well</th>
<th>Poorly</th>
<th>Does Not Apply</th>
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<tr>
<td>link the threaded discussion to previous information?</td>
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<td>introduce this module?</td>
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<td>emphasize key points throughout the threaded discussion?</td>
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<td>summarize the module?</td>
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<td>capture students' interest through personalized interaction?</td>
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<tr>
<td>maintain students' interest via the introduction of relevant information, resources, or questions?</td>
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<td>ask thought-provoking questions that stimulated further discussion?</td>
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<td>handle student questions and responses in the online forum?</td>
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<td>provide feedback to student assignments in a timely manner?</td>
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<td>update course content to be relevant and timely?</td>
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<tr>
<td>provide individualized feedback in response to student assignments?</td>
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<td>integrate formative assessments to gauge ongoing learning progress?</td>
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<td>use announcements in a meaningful fashion?</td>
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<td>convey my enthusiasm in the online classroom?</td>
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<td>provide a model of good interaction?</td>
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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
REFERENCES


