Online and Hybrid Instruction
Best Practices & Insights

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"I think it’s important to reason from first principles rather than by analogy. The normal way we conduct our lives is we reason by analogy. [With analogy] we are doing this because it’s like something else that was done, or it is like what other people are doing. [With first principles] you boil things down to the most fundamental truths...and then reason up from there.

Elon Musk
Economics Is Not That Hard
Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment

Maureen J. Lage, Glenn J. Platt, and Michael Treglia

Recent evidence has shown that a mismatch between an instructor’s teaching style and a student’s learning style can result in the student learning less and being less interested in the subject matter (Borg and Shapiro 1996; Ziegert forthcoming). This finding implies that either educational administrators should strive to ensure a good match between the instructor’s teaching style and the students’ learning styles (a difficult task) or that concerned instructors should use a portfolio of teaching styles so as to appeal to a variety of student learning types. Unfortunately, a majority of introductory economics courses are taught using only one teaching style—the traditional lecture format (Becker and Watts 1995).

The ability of instructors to vary teaching styles in introductory economics courses is seemingly limited by time constraints. If an instructor wanted to lecture for those students who learn best via lecturing, conduct experiments for the experiential learners, give group assignments for the collaborative and cooperative learners, and oversee self-directed study for the independent learners, then he would need to increase student contact time fourfold. However, both the proliferation of students’ access to multimedia and the advances in ease of multimedia development for faculty have created an environment where these layers of...
Everything Has Changed
Nothing Has Changed

CORONAVIRUS
How well do you know your K-12 COVID online learning statistics?

A Four Question Contest
Good Teaching Is Still Good Teaching
The Big Three

- Content
- Pedagogy (Not The Medium)
- Assessment
Content Considerations
Three-Minute Thought Starters

What Should Be Synchronous or Asynchronous?
What Does Technology/Online Allow Me To Do That In-Person Does Not?
What Classroom Experiences Are Not Effectively Replicated in Online Classes?

https://docs.google.com/document/d/1YoStDQvctALjTczMDl5pgtghr1SBcMCPcpeoeDLilF/edit?usp=sharing
Pre-Planning
Pre-Planning Considerations

Communication is the lynchpin of successful online learning.

- 1-to-1 and synchronous matters (with family and with student)
- Modes (e.g., email, SMS, WhatsApp)
- Response time expectations (on both sides)
- Expectations relative to in-class behaviors (tardiness, being quiet/mute, taking notes, participating, dressing appropriately, raising hands, etc.)
Pre-Planning Considerations

Communication is the lynchpin of successful online learning.

- Cameras/Backgrounds
- Break out of the "class time is the only time" mindset - build free time, schedule calls with students and/or parents
- Weekly Newsletters
- Set boundaries
- Fix teams/cohorts to support each other
Pre-Planning Considerations

Accessibility

- 19M Americans have no internet
- Many that do, only have limited access (phones) and/or limited bandwidth.
- Assessment is needed before planning pedagogy.
- Whether it is satisfaction, attendance, or performance, we know underrepresented communities have been disproportionately impacted by online learning.
Pre-Planning Considerations

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Pro-Tips

- Audio-only versions of videos
- Use live text transcription (e.g., Otter)
- Consider no-camera options
- Have notes/text/PDF options for everything
Pre-Planning Considerations

Plan for the best. Prepare for the worst.

- Test technology and platforms ahead of time. Measure twice, cut once.
- All up front prep
- When possible have a backup (e.g., Google Doc assignment)
- Have a "meeting place" when things go south
- Build training and practice time for the students into the class
Develop Content
Good Course Design Uses Patterns

Students used to in-person classes have been trained to be passive about their learning.

Online classes demand active participation and awareness of deadlines, expectations, and course progress. Patterns make that easier.

Consistency in content, form, expectations, etc. is critical.
Short. Sharp. Shots.

Build for attention, variation, and engagement

Average engagement time...

- Video: 3 mins
- eCommerce: 2 mins
- Blogs: >6 mins
- Podcasts: 15-18 mins
- TedTalks: >18 mins
Short. Sharp. Shots.

Attention 🎥
Short. Sharp. Shots.

Engagement 🗣️

Create interactive presentations & meetings, wherever you are

Use live polls, quizzes, word clouds, Q&As and more to get real-time input - regardless if you're remote, hybrid or face-to-face

What is Mentimeter?
MADE to STICK
SUCCESES Model

PRINCIPLE 1
SIMPLE
Simplicity isn’t about dumbing down, it’s about prioritizing. (Southwest will be THE low-fare airline.) What’s the core of your message? Can you communicate it with an analogy or high-concept pitch?

PRINCIPLE 2
UNEXPECTED
To get attention, violate a schema. (The Nordie who ironed a shirt...) To hold attention, use curiosity gaps. (What are Saturn’s rings made of?) Before your message can stick, your audience has to want it.

PRINCIPLE 3
CONCRETE
To be concrete, use sensory language. (Think Aesop’s fables.) Paint a mental picture. (“A man on the moon...”) Remember the Velcro theory of memory—try to hook into multiple types of memory.

PRINCIPLE 4
CREDIBLE
Ideas can get credibility from outside (authorities or anti-authorities) or from within, using human-scale statistics or vivid details. Let people “try before they buy.” (Where’s the Beef?)

PRINCIPLE 5
EMOTIONAL
People care about people, not numbers. (Remember Rokia.) Don’t forget the WHY (What’s In It For You). But identity appeals can often trump self-interest. (“Don’t Mess With Texas” spoke to Bubba’s identity.)

PRINCIPLE 6
STORIES
Stories drive action through simulation (what to do) and inspiration (the motivation to do it). Think Jared. Springboard stories (See Denning’s World Bank tale) help people see how an existing problem might change.
Let's Talk About Video
Be Present

Open Petal
Farm Food and
Safety Animal

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Video Best Practices

- Plan, script, and practice
- Telegraph plan and intent
- Less (words) is more
- Use quality headset and microphone
- Cameras on
Video Best Practices

- Well lit face
- Slightly over eye-level camera
- No backlight or overhead light
- Place lights at 30-45 degrees
- Awareness: desktop, computer/phone alerts, and room distractions/privacy
- Intersperse live and recorded
Video Content Best Practices

- Hand "podium" to students for debate, presentations, and role play
- Bring in guest speakers
- Use breakout rooms
- Frequent comprehension checks and instant feedback
- Remember the Introverts: Give solo work time and allow for anonymity in polls
Top 20 Tools
A Subjective List. See Below For More Exhaustive Ones

https://tutorful.co.uk/blog/the-82-hottest-edtech-tools-of-2017-according-to-education-experts
https://www.albert.io/blog/tools-for-distance-learning/
Tool Links

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https://nearpod.com/t/math/8th/visualizing-slope-L42295850
https://wakelet.com
https://flipgrid.com
https://miro.com
https://jamboard.google.com
https://app.creately.com/
https://padlet.com/
https://www.loom.com/
https://chrome.google.com/webstore/detail/loom-for-chrome/liecbddmkiihnedobmlmihodjkdmb/related
Tool Links
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https://www.kaizena.com/
https://streamyard.com/
https://spark.adobe.com/sp/
https://piazza.com/
https://www.swivl.com/
https://www.descript.com/