

Teaching Online

Distance Education

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Agenda

Questions that we'll answer today.

- What is teaching online and distance education?
- What are the differences between teaching online and in-person?
- My students are online, how do I engage with them?
- In-person, I am able to identify how my students are doing, how do I do this online?
- How do I keep my students on track and ensure that they adhere to a schedule and timelines?



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What is teaching online and distance education?



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What is Teaching Online and Distance Education?

Teaching Online

- Conducting a course partially or entirely through the internet—either on the Web or by way of mobile apps that allow one to manipulate the online course elements.

Distance Education

- Process that traditionally included courses taught through the mail, by DVD, or via telephone or TV—any form of learning that doesn't involve the traditional classroom setting in which students and instructor must be in the same place at the same time.

Source: Susan Ko, Steve Rossen. Teaching Online: A Practical Guide



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What is Teaching Online and Distance Education?

USF Course Delivery Types

AD (All Distance)	100% Online Delivery
PD (Primarily Distance)	80-99% Online Delivery
HB (Hybrid)	50-79% Online Delivery
CL (Classroom)	0-50% Online Delivery



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How Students Learn

- Undergraduate students- more traditional instructional methods such as synchronous sessions, face to face lectures, etc.
- Graduate students- working adults who need more flexible materials such as audio/podcasts, quick infographics, non-interactive videos, etc.



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Quality Matters

Definition

- Quality Matters is a national faculty-centered, peer review process designed to certify the quality and course design of online and blended courses. Includes eight general standards and 42 specific review standards that describe best practices in online course design*



*Higher Ed - Sixth Edition Rubric



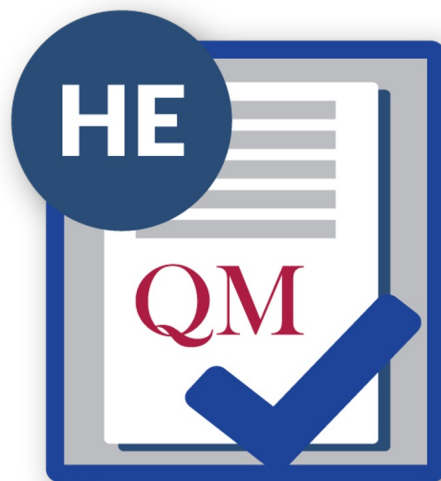
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Quality Matters

Why We Use It

- Provides recommendations for improving quality of course
- Ensures alignment of course and module objectives with materials, activities, and assessments
- Improves student engagement and interaction with the course
- Ensures content is accessible
- Enhances the outcomes for faculty



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Statewide Quality Initiative

- Florida BOG 2025 SUS Strategic Plan for Online Education
 - Create a culture of quality for online education
 - Use a coding system to identify Quality (Q) and High Quality (HQ) online courses

	Quality	High Quality
# of Trained Reviewers	2	3
QM Essential Standards	Meet all QM essential standards	Meet all QM essential standards, receiving at least 85% of the available points on the QM Rubric
Alternative Means of Access	Provide alternative means of access to course materials in formats that meet the needs of diverse learners	



View the [Statewide Quality Initiative](#).

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Quality Matters – Rubric & Standards

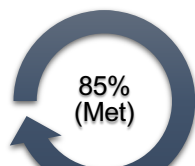
General Standards	Specific Review Standards from the QM Higher Education Rubric, Sixth Edition	Points
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3
	1.2 Learners are introduced to the purpose and structure of the course.	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1
	1.8 The self-introduction by the instructor is professional and is available online.	1
	1.9 Learners are asked to introduce themselves to the class.	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3
	3.2 The course grading policy is stated clearly at the beginning of the course.	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and their connection to the course.	3

Developed by QM point system

≥85% Not Met, ≤ 85% Met

General Standards

1. Course Overview and Introduction
2. Learning Objectives
3. Assessment and Measurement
4. Instructional Materials
5. Learning Activities and Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility and Usability



View the [Higher Ed - Sixth Edition Rubric](#).

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What are the differences between teaching online and in-person?



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Online v. In Person

- Motivation level and design
 - Online learning is more student driven, both internally and externally
- Instructional materials differ
 - Online learning should be broken into smaller pieces
- Online instructors must take more technical responsibility
 - Training and development (EDT services and resources)
- Accessibility matters
 - Webinar series outlining
 - Tools and resources to check

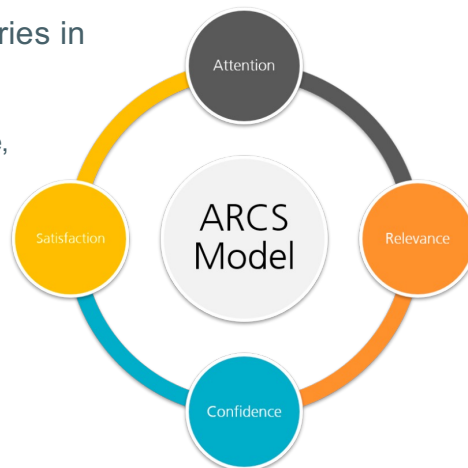


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Online v. In Person

- Must also keep online learning and design theories in mind
 - Cognitive load
 - Mayer's 12 Principles of Multimedia Learning (coherence, redundancy, signaling, etc.)
- Online teaching requires specific and various interaction types:
 - Student-instructor interaction
 - Student-content interaction
 - Student-student interaction
- ARCS Model of Motivation



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Replicating Traditional Content for Online Delivery

Traditional	Online
In Class Discussion	Online Discussion Board, MS Teams Breakout Rooms, Flip
Classroom Lecture	Interactive Video Lectures, Kaltura
Direct Questions	Canvas Quizzes, Lecture Knowledge Checks
Role Playing	Virtual Simulation
Exams, Quizzes	Canvas Quizzes, Respondus, HonorLock



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**My students are
online, how do I
engage with them?**



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Engaging with Students Online

- Provide feedback- Canvas Speedgrader, Rubrics, Comment Library
- Host synchronous sessions- Using breakout rooms and other features
- Utilize discussion posts- written, video, creative
- Interactive tools- Flip
- Canvas messaging, Outlook email



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In-person, I am able to identify how my students are doing, how do I do this online?



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Identifying How Your Students Are Doing Online

- Holding Virtual Office Hours
- Feedback Surveys
- Post well thought out announcements regularly (recaps)
- Reviewing information for emphasis
- Outreach to struggling students
- Provide suggestions for improvement
- Connect learning activities to upcoming content



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Identifying How your Students are Doing Online

- Recognize other campus resources to assist students holistically:
 - USF CON Student Success
 - Counseling Center
 - Career Services
 - SOS
 - Academic Success



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How do I keep my students on track and ensure that they adhere to a schedule and timelines?



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Keeping Students on Track

- Online course design is very important to student success
 - CON Canvas Template
 - QM and best practices
- Self-paced and get ahead vs opening one module at a time
 - Which is better or more appropriate to use
- Assessments and exam period
 - May be too short or at the wrong time
 - Ex. working professionals, inconvenient time of day
- Identifying key instructional materials versus optional
 - Reducing time for students to understand what needs to be reviewed/accomplished
- Regular and consistent communication



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Resources/References

- <https://www.gpidea.org/principles-of-effective-online-teaching>
- <https://ecampus.oregonstate.edu/faculty/standards-principles/online-teaching/>
- Boettcher, J. V., & Conrad, R. M. (2021). *The online teaching survival guide: Simple and practical pedagogical tips, 3rd Ed.* John Wiley & Sons. A free ebook is available through USF digital library: <https://ebookcentral-proquest-com.ezproxy.lib.usf.edu/lib/usf/detail.action?docID=6621496&query=The+Online+Teaching+Survival+Guide> (Links to an external site.)



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Thank you for joining us!

We will open up for Q&A

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