FOCUSING ON THE FUTURE
MORE OF A LOOK IN THE MIRROR,
THAN A CRYSTAL BALL

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Hennepin Technical College, Retired
Using a Mirror or a Crystal Ball?

In September of 2008, we witnessed the first video presentation of *Shift Happens*. For some, it was an aha moment, focusing our attention to how things would need to change in the world.
Using a Mirror or a Crystal Ball?

Here was what the video captions shared with us.

• Many of today’s college majors didn’t exist 10 years ago. What will they study 10 years from now?
• More than 70% of 4-year olds have used a computer.
• By 2049 it is predicted that a $1000 computer will exceed the computing capabilities of the human race.
Using a Mirror or a Crystal Ball?

• We are currently preparing students for jobs and technologies that yet exist... in order to solve problems we don’t even know are problems yet. We can’t solve problems by using the same kind of thinking we used when we created them.

Points to Ponder.....

• Did we make the appropriate changes to meet these future needs and challenges?
• Were higher education institutions ready for the 2020 Shift?
Using a Mirror or a Crystal Ball?

So now that we have experienced one of greatest game changers of our professional lives, we had to make a choice:

- emergency remote teaching or,
- shutting down our institutions, delaying learning and graduation for students.

Around the world, the decisions were made for both.
Using a Mirror or a Crystal Ball?

In 2020, Encore Professional Development presented the Online Course Design Institute (OCDI), working with over 350 faculty and instructional designers.

Participants shared some of their thoughts about moving from the *Fear Zone, to the Learning Zone, to the Growth Zone* as they were challenged to deliver significant learning during the pandemic.
Fear Not! Learning to Grow...

**Fea Zone**
- I created my new normal!
- What if this is the new normal?
- How do I meet the course outcomes online?
- What if this goes on all year?
- Start to change
- Using my skills to help others
- Meditation helps!

**Learning Zone**
- Redesign your course
- Learn to grow!
- I am better than I was yesterday!
- Created a larger toolbox.

**Growth Zone**
- I did this!
- Happy to teach and help students realize their goals.
- My experience taught me that I am strong enough to handle this.
- Found ways to make the changes work for me, and my students.

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Teaching Online due to COVID-19

- I don’t make enough money!
- “They can’t make me do it!”
- “This is unfair!”
- Complain often to yourself and everyone
- Transfer frustration to others
- Survive the semester

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Teaching During the Pandemic

During the pandemic of 2020-21, we learned a lot about our teaching. We were forced to make changes in the teaching practice for our courses, breaking the status quo in our programs to continue student learning and shaking our institutions to the core.

Let’s share your thoughts and experiences in Chat....
Topic Questions

1. What were the best practices implemented at your institution?
2. What were the practices at your institution that needed improvement?
3. What were the successful communication practices that you used with your students, faculty colleagues, staff and administration?
4. Was your course already designed to teach using a dual delivery model?
5. How did you change your teaching practice as you moved your course(s) online?
6. What were the biggest challenges for your students as you moved online?
7. What was your biggest challenge in teaching during the pandemic?
8. What kinds of support and professional development was available for online teaching implementation?
Topic Questions

Please *do not* use institutional, department, program or personal names in your responses.

Colleague Participant Responses are grouped after each question from previous presentations.
Topic One: Institutional Response

**Q1: What were the best practices implemented at your institution?**

In other words, what went well in terms of communication, empathy, outreach, planning, etc.? What stood out as successful practices for continued teaching and learning?

Take the next 2 minutes to reflect and share in Chat. After you have shared, scroll through the responses by your colleagues.
Q1 Colleague Responses

• Creating an LMS training course
• Offering synchronous and asynchronous options, abundant resources and training helping with technology equipment and anything we needed to do it from home
• Our eLearning Team spent many hours meeting with faculty to help get their courses converted, we also offered many sections of online teaching crash courses
• Instructional designers went on full speed giving training after training
• Our organization was great. Had abundance of communication and support. Faculty stepped up to help other faculty. Supervisors were helpful and encouraging.
Q1 Colleague Responses

• Empathy. I felt we were supported with empathy as faculty, and we were encouraged to share that with our students as well. We have learned to give our administrators and our students so much grace.
• Training on teaching through Blackboard Collaborate and also strongly encouraging faculty not to jump on every shiny toy they find online. My goal was to ensure students didn't need to learn how to learn.
• Team of 1 + 1 part time + a team member stolen from another team, no sleep, lots of hours and tons and tons of documentation and training
• Had departmental Zooms and breakouts by individual courses for support. Subject online coordinator provided lots of support.
Q1 Colleague Responses

- Training and support for new learners and faculty mentors assigned to those new to online
- We also created a Teach Anywhere for faculty and Learn Anywhere trainings for students
- At the VPAA level - they paid for 95% of our faculty to get some form of QM training (YAY!!) so many people took advantage of at least the Introduction to online learning course
Topic One: Institutional Response

Q2: What were the practices implemented at your institution that needed improvement?

In other words, what didn’t go well in terms of communication, empathy, outreach, planning, etc.? What stood out as unsuccessful practices or missed opportunities?

Take the next 2 minutes to reflect and share in Chat. After you have shared, scroll through the responses by your colleagues.
Q2 Colleague Responses

• It would have been great to have more passive training tools, such as video tutorials we could watch at our convenience. This would be particularly helpful for "chat" software such as Microsoft Teams.
• Sometimes overload of information. Too many Zoom meetings (Zoom fatigue).
• I think the most frustrating thing was that some "resistant" faculty (thankfully few and far between) did not do their best as a way - I think - to ensure that online learning did not "catch on." This was by far not the norm, but they and their students suffered.
• Using tools that the University fully supported. Was also hard to get faculty to leverage more asynchronous practices since they were used to teaching face-to-face in real time.
Q2 Colleague Responses

- Totally agree with the information overload
- Non-savvy admins with little technology experience trying to dictate operations
- Getting faculty up to speed who were not using the LMS
- We had issues with having adequate hardware and getting technical training for new devices, cameras, etc. Faculty were panicked when classes started in August
- From a faculty perspective what stood out was the slow response from the administration. Almost all of the training and innovation happened at the department level and came from faculty within the department rather than being a campus-wide effort. Much of what we developed as a department was shared with other departments because they had nothing.
Q2 Colleague Responses

• We had issues with having adequate hardware and getting technical training for new devices, cameras, etc. Faculty were panicked when classes started in August.
• From a faculty perspective what stood out was the slow response from the administration. Almost all of the training and innovation happened at the department level and came from faculty within the department rather than being a campus-wide effort. Much of what we developed as a department was shared with other departments because they had nothing.
Q2 Colleague Responses

• We had lot of faculty who had not taught online before including myself and so that was a biggest challenge but fortunately, we have a great instructional support department and had tons of training in the extra week of spring break for students so that was helpful
• It was difficult to keep up - with a small support team - with all the different tools instructors were trying. Kudos to them for trying to be creative, so appreciative of that - but no time for us to review licensing, privacy, terms of use, etc. or to develop support materials.
Topic Two: Communication

Q3: *What were the successful communication practices that you used with your students, faculty colleagues, staff and administration?*

In other words, how did you adapt your course communication? Did you increase the frequency of communication?

Take the next 2 minutes to reflect and share in Chat. After you have shared, scroll through the responses by your colleagues.
Q3 Colleague Responses

• Zoom meetings. Constant emails that reminded students they were not alone.
• Zoom/collaborate meetings increased. More YouTube videos for class and announcements. More announcements in class. Google sites for sharing class materials.
• Our College started to have biweekly townhalls for faculty. occasional townhalls for students as well. All hosted over Blackboard Collaborate.
• More frequent announcements in my classes, so my students still touched base with me a few times a week. Also, sending students personalized emails if they weren't logging in to LMS
Q3 Colleague Responses

• We added lots of links to our email signatures to self-help guides and offered Zoom office hours
• I sent a lot of announcements out in my class and I tried to check in with them individually - I teach a fully online course
• Zoom Q&A Sessions, groups in Blackboard, announcement and video how-tos
• ZOOM!!! had never used it pre-COVID
• Our administration did HUGE web-page updates for students, faculty, and staff
• ZOOM ZOOM ZOOM ZOOM :-(
<table>
<thead>
<tr>
<th>What (Purpose)</th>
<th>Who (Sender)</th>
<th>To Whom (Receiver)</th>
<th>When (Schedule)</th>
<th>How (Tool)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Welcome and Syllabus</td>
<td>Instructor</td>
<td>Students</td>
<td>Week prior to course start</td>
<td>Email and course announcement</td>
</tr>
</tbody>
</table>

OCDI worked with participants on creating a course communication plan.

Q3: What were the successful communication practices that you used with your students, faculty colleagues, staff and administration?
Topic Three: Course Design & Teaching

Q4: Was your course already designed to teach using a dual delivery model?

In other words, had you already designed your course to easily move from a face-to-face to online delivery? This took into consideration making the assessments and learning activities fit the delivery mode.

Please respond in the Reactions feature (bottom of screen) Yes ✔️ or No ❌
Q4 Colleague Responses

• No. (Most number of responses)
• Yes, except for the lab component which no one was really prepared for.
• Yes
• Most of my faculty are traditional, on-ground, with no online experience. I was so proud of the immense work they did to make the pivot
• Primarily No. Luckily, I had hosted a lot of training on our web conferencing tool, so there were faculty ready to leverage that for emergency remote instruction
• Delivering a face-to-face lab experience.
• Communicating the change to students and reassuring them it will be okay
<table>
<thead>
<tr>
<th>Taxonomy Domain</th>
<th>Course Outcomes</th>
<th>Unit Objectives or Competencies</th>
<th>Assessments (Consider multiple measurements)</th>
<th>Time &amp; Resources Needed</th>
<th>Learning Activities (Consider multiple opportunities)</th>
<th>Time &amp; Resources Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Knowledge</strong></td>
<td>Learners will understand and remember key concepts, terms, relationships, facts, etc.</td>
<td>- Verbs to Consider: Choose, Define, Describe, Discriminate, Explain, Find, Generalize, Identify, Infer, Label, List, Match, Name, Outline, Paraphrase, Recall, Recite, Select, State</td>
<td>- Verbs to Consider: Choose, Define, Describe, Discriminate, Explain, Find, Generalize, Identify, Infer, Label, List, Match, Name, Outline, Paraphrase, Recall, Recite, Select, State</td>
<td>F2F:</td>
<td>Online:</td>
<td>Online:</td>
</tr>
<tr>
<td><strong>Application</strong></td>
<td>Learners will perform/“do” important tasks</td>
<td>- Verbs to Consider: Analyze, Assess, Calculate, Compute, Critique, Defend, Demonstrate, Design, Develop, Diagram, Distinguish, Illustrate, Infer, Justify, Manage, Modify, Organize, Outline, Prepare, Solve, Transfer, Use</td>
<td>- Verbs to Consider: Analyze, Assess, Calculate, Compute, Critique, Defend, Demonstrate, Design, Develop, Diagram, Distinguish, Illustrate, Infer, Justify, Manage, Modify, Organize, Outline, Prepare, Solve, Transfer, Use</td>
<td>F2F:</td>
<td>Online:</td>
<td>Online:</td>
</tr>
</tbody>
</table>

OCDI worked to align participant course outcomes, assessments and learning activities.
Topic Three: Course Design & Teaching

Q5: How did you change your teaching practice as you moved your course(s) online?

In other words, what did you have to do differently in the full online classroom than what you had previously done?

Take the next 2 minutes to reflect and share in Chat. After you have shared, scroll through the responses by your colleagues.
Q5 Colleague Responses

• Started using video elements. Challenges are technology. Required more understanding on my part.
• A lot more outreach to students, trying to check in and see if there were things I could help them with either in the course or connecting the dots to student services
• Dissections are still difficult
• Hmmm - trying to figure out what could be done online synchronous and what should be online asynchronous - and how not to make MORE work for the students.
• Assessments and group work, individual communication with students - more phone calls/emails
Q5 Colleague Responses

• I needed much more preparation time to get activities online.
• Synchronous/recorded lectures and online exams proctored through Honorlock
• Revamp our process for courses to enter the QM Pipeline to prepare all courses to be taught online by Fall 2020.
• Loved Speedgrader--will never collect a paper again
• Lot of paper assignments like paper labs were shifted to the LMS where students can upload it, tests through Honorlock and recorded lecture videos and uploaded through Microsoft stream
• Particularly training for multiple applications.
Q5 Colleague Responses

• Upload worksheets to be graded in Speedgrader
• Converting paper exams to online exams.
• Zero sleep for weeks
• As an instructional designer, my role changed from helping excited faculty who wanted to teach online to supporting the panicked faculty who had been tech-shy and avoiding online
• Hours were long... Role evolved into quite a bit more technical support. The need for a help desk that could field high level blackboard questions was very glaring by the end of April.
Q5 Colleague Responses

• We have a fairly, large eLearning department and we all had to come together, split into schools, and we used the Teamwork Desk ticketing system. We would find faculty from our assigned schools and went to work. It was pretty-intense for a few weeks.
• We didn't have an ID [instructional designer], until someone remembered my resume from a job interview for a completely different job...instant job
• I'm an online subject coordinator and worked 24/7 during the spring because I was the expert for online instruction that most traditional instructor could not do
• We had a high demand of faculty lined up to take QM Workshops.
In the planning stage, start with the situational factors which play a role in course design.

- Determine which of the factors are within your control (to include in your design) and which are out of your control.
- Once these have been analyzed, there is usually one or two significant factors that will be pedagogical challenges.

<table>
<thead>
<tr>
<th>Situational Factor</th>
<th>Your Course’s Situational Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific Context of Situation</strong></td>
<td></td>
</tr>
<tr>
<td>• Class size</td>
<td></td>
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<tr>
<td>• Course level: introductory, advanced, graduate</td>
<td></td>
</tr>
<tr>
<td>• Meeting time &amp; frequency</td>
<td></td>
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<tr>
<td>• Delivery: classroom/lab, blended, online</td>
<td></td>
</tr>
<tr>
<td>• Physical classroom conditions</td>
<td></td>
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<tr>
<td>• Technology requirements</td>
<td></td>
</tr>
<tr>
<td><strong>Expectations of Others</strong></td>
<td></td>
</tr>
<tr>
<td>Learning expectations placed on the course by:</td>
<td></td>
</tr>
<tr>
<td>• Curriculum</td>
<td></td>
</tr>
<tr>
<td>• Faculty colleagues</td>
<td></td>
</tr>
<tr>
<td>• Institution</td>
<td></td>
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<tr>
<td>• Profession</td>
<td></td>
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<tr>
<td>• Accreditation</td>
<td></td>
</tr>
<tr>
<td>• Society</td>
<td></td>
</tr>
<tr>
<td><strong>Nature of the Subject</strong></td>
<td></td>
</tr>
<tr>
<td>• Student perception</td>
<td></td>
</tr>
<tr>
<td>• Theoretical, practical, or combination</td>
<td></td>
</tr>
<tr>
<td>• Convergent or divergent</td>
<td></td>
</tr>
<tr>
<td>• Important changes or controversies in the field</td>
<td></td>
</tr>
<tr>
<td><strong>Characteristics of Learners</strong></td>
<td></td>
</tr>
<tr>
<td>• Student attitudes to subject</td>
<td></td>
</tr>
<tr>
<td>• College ready, advanced</td>
<td></td>
</tr>
<tr>
<td>• Age/experience level</td>
<td></td>
</tr>
<tr>
<td>• Prior learning foundation</td>
<td></td>
</tr>
<tr>
<td>• Student life conditions: Full-time, part-time, family, working, professional goals</td>
<td></td>
</tr>
<tr>
<td><strong>Characteristics of the Teacher</strong></td>
<td></td>
</tr>
<tr>
<td>• Philosophy of teaching</td>
<td></td>
</tr>
<tr>
<td>• Attitude about course/subject</td>
<td></td>
</tr>
<tr>
<td>• Perception of students</td>
<td></td>
</tr>
<tr>
<td>• Experience in teaching</td>
<td></td>
</tr>
<tr>
<td>• Knowledge/familiarity of course content</td>
<td></td>
</tr>
<tr>
<td>• Teaching strengths/challenges</td>
<td></td>
</tr>
</tbody>
</table>
Topic Four: Learning

Q6: What were the biggest challenges for your students as your course(s) moved online?

In other words, how did your students respond to the change in delivery? What weren’t they prepared for, or how did they adapt, in the way they learned?

Take the next 2 minutes to reflect and share in Chat. After you have shared, scroll through the responses by your colleagues.
Q6 Colleague Responses

- Internet Access
- Technology, balance family/home life with school, feeling overwhelmed with the difference in modality.
- Increased work hours, so less time for schoolwork. Many were overwhelmed and fell off the wagon
- Students suffering through 3.5 hours of boring lectures....online, synchronous...
- Time management
- Learning with distractions at home
- Access was a huge issue. We had to get hotspots in the parking lots
- Agree to the increased work hours. I had a few in that predicament.
Q6 Colleague Responses

• Digital barriers
• Some were fine with it but others were very anxious about it as we entered into the uncertainty.
• The biggest challenge for my students was access to the internet and having a device that can be used.
• In a low-income area...not everyone had the devices they needed
• Many struggled with Internet so had to design assignments and labs that could be access through smart phones.
Q6 Colleague Responses

• Some students are not self-motivated and so were lost as everything went online and not many had reliable Internet service and proper technology.
• So many students complained about the workload doubling - difficulties with faculty being able to gauge the time required for online interactions and activities. Also, so much remote distance no-change speaking at the camera.
• They had to park in the campus lot and work.
• Our school did the hotspots as well in the parking lot, too.
• Our school opened-up nearly all public location access points - libraries mainly.
• Our school added hot spots in parking lots and advertised it to the community.
• Students also really struggled with time management.
Q6 Colleague Responses

• Zoom fatigue was a big issue for students too.
• Zoom fatigue was a big issue for faculty and students too!
• I think that logically it would follow that by fall the classes would be better, but I don't think that happened in practice. By the time summer rolled around everyone was really fatigued and if they had time off, they took it or if they taught in the summer they had to focus on those classes, and it didn't necessarily follow that courses were better by fall.
• My student workers and my college-age children (at other universities) have really been vocal about those instructors who clearly are designing for online now and those who still aren’t.
During the pandemic, the pedagogical challenge is most likely that faculty and students have less experience teaching and learning online. Identifying and planning for this pedagogical challenge is key to address during the first week of class so that it doesn’t create a barrier to learning.

<table>
<thead>
<tr>
<th>My Course’s Special Pedagogical Challenge</th>
<th>My Plan to Mitigate or Address this Challenge</th>
<th>Potential Impact on Students if Not Mitigated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Students enter this reading course with lower level reading abilities and don’t think they can be good readers or that they don’t know how to read.</td>
<td>Students will discuss what they have enjoyed reading and felt &quot;success&quot; in reading in the past. They can identify why they enjoyed reading the content. I have individualized the reading assignments for the course to match the program they plan to enter so they can demonstrate the skills and learn more about skills in nursing, auto mechanics, video production, business, etc.</td>
<td>Students need to see how they can apply strategies in reading comprehension, so they continue to learn in their program major and beyond once they have completed this course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Your Course’s Challenge</th>
<th>Your Plan</th>
<th>Potential Impact</th>
</tr>
</thead>
</table>

**Designing Effective Teaching and Significant Learning**
Topic Five: Challenges and Support

Q7: What was your biggest challenge in teaching during the pandemic?

In other words, what do you feel you struggled with at first in teaching online? Consider using new technology, your online pedagogy, assessing, etc.

Take the next 2 minutes to reflect and share in Chat. After you have shared, scroll through the responses by your colleagues.
Q7 Colleague Responses

- Changing assignments and dropping some so students were not overwhelmed.
- Fighting for bandwidth with the rest of the house.
- Stay focused and motivated. Still making sure students were engaged in lecture. Staying on top of students.
- As someone who is proficient with our LMS I was challenged by trying to help several other faculty with learning the LMS while trying to do my own courses.
- Kept major work dropped minor work
- I think the biggest gap was having a ready solution to maintain a sense of community and interaction (both student-to-student and student-to-teacher) Blackboard discussion boards lack a little ;-)

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Q7 Colleague Responses

• Other instructors totally unprepared and I had to provide support to them as well as my own students
• Being humane to learners who are also challenged by the pandemic, yet are still trying to succeed. That has been a both a challenge and a privilege.
• A lot of grace and understanding
• And some extra credit ;(}
Topic Five: Challenges and Support

Q8: What kinds of support and professional development was available for online teaching implementation?

In other words, what do you feel you struggled with at first in teaching online? Consider using new technology, your online pedagogy, assessing, etc.

Take the next 2 minutes to reflect and share in Chat. After you have shared, scroll through the responses by your colleagues.
Q8 Colleague Responses

• We had full workday Zoom sessions to support faculty with design and technology. Offered a series of 6 webinars to help go from Zero to capable in an online class, but tons of prepared material and 1:1 sessions available.
• No- but so much more prepared for the fall in providing professional development this semester.
• Our learning technologies office offered a lot of training opportunities (optional since many of us had taught online before). You could choose the ones you felt like you needed support in. They were also super quick to answer questions and help you if needed.
Q8 Colleague Responses

• We had a self-paced online course in Blackboard for online and hybrid instructors that we enrolled all faculty in went we moved online. The course taught backward course design, objective writing, alignment, etc. We also hosted more frequent training on specific tools like Panopto, Collaborate, Blackboard, etc.
• We had many similar trainings for LMS, online teaching best practices, reminding people that they are doing remote instruction not necessarily online instruction
• My department (Learning Technologies/Instructional Design), Fac Dev, and Institute for Academic Outreach - all really started working together to better coordinate our efforts
Q8 Colleague Responses

• WebEx and Zoom trainings and 1-on-1 sessions as well
• While we have instructional designers and a learning excellence center, it just wasn't up for the task to provide the support that everyone needed all at once. The part that helped me tremendously was how the faculty in our department stepped up and we supported each other. That made it easier because we felt each other being supported in ways that maybe we wouldn't have felt by IT or another group.
• It was even better to learn the faculty who were thrown into the emergency remote teaching mode.
Q8 Colleague Responses

• I actually saw and worked with faculty I had only heard of before.
• same, my relationships with other faculty got a lot better because I had not gotten a chance to work with them before.
• In this time, patience
• A better appreciation for my basement office. '‐)
• Oh - yes - love my new home office and rotating schedule!!!! <3
• Relationships across multiple campuses greatly improved.
Campus Faculty Development Activities

There is something special about sharing what you did that worked and hearing about what is working for colleagues. A campus community can be a great place to discuss the joys and challenges of giving our time to others to help them grow.

Centers try to offer a variety of activities throughout the year. Some may include:

• networking with other faculty,
• new faculty seminars,
• teaching circles,
• teaching and learning and teaching with technology workshops,
• book clubs on teaching literature,
• peer consulting and observations, and mentoring.
Forecasting the Future

In the survey **Provosts Face the Pandemic** (April 26, 2021) conducted by Inside Higher Ed, participants rated professional development opportunities as:

The provosts generally said that professional development is offered in:

- **Teaching with technology**: 97%
- **Promoting active teaching techniques**: 90%
- **Promoting student success**: 85%
- **Using assessment systems**: 68%
- **Measuring the effectiveness of digital tools**: 46%
### Forecasting the Future

In the survey **Provosts Face the Pandemic** (April 26, 2021) conducted by Inside Higher Ed, participants rated the Academic Health of the College.

<table>
<thead>
<tr>
<th></th>
<th>Much Worse</th>
<th>Somewhat Worse</th>
<th>About the Same</th>
<th>Somewhat Better</th>
<th>Much Better</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quality of courses</strong> <em>(42% worse, 47% same, 15% better)</em></td>
<td>1%</td>
<td>41%</td>
<td>47%</td>
<td>9%</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Faculty research</strong> <em>(51% worse, 44% same, 5% better)</em></td>
<td>6%</td>
<td>45%</td>
<td>44%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Student engagement</strong> <em>(73% worse, 15% same, 9% better)</em></td>
<td>7%</td>
<td>69%</td>
<td>15%</td>
<td>7%</td>
<td>2%</td>
</tr>
</tbody>
</table>

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Forecasting the Future

In the survey *Provosts Face the Pandemic* (April 26, 2021) conducted by Inside Higher Ed, participants rated the delivery of future courses.

<table>
<thead>
<tr>
<th>After the pandemic do you believe that your institution will offer fewer or more:</th>
<th>Significantly Fewer</th>
<th>Somewhat Fewer</th>
<th>The Same</th>
<th>Somewhat More</th>
<th>Significantly More</th>
</tr>
</thead>
<tbody>
<tr>
<td>hybrid courses than before the pandemic? (74% increase)</td>
<td>4%</td>
<td>5%</td>
<td>17%</td>
<td>54%</td>
<td>20%</td>
</tr>
<tr>
<td>online courses than before the pandemic? (73% increase)</td>
<td>4%</td>
<td>6%</td>
<td>17%</td>
<td>63%</td>
<td>10%</td>
</tr>
</tbody>
</table>

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Mirror, Mirror on the Wall

We don’t need crystal balls. We have plenty of reflections when we take a good, long look in the mirror to tell us much more about the future through reflection.

• We realized more about our students’ learning needs and our teaching practice.
• We identified our teaching strengths and challenges.
• We learned to continuously change to benefit our students.
• We know to proactively design to make the change – no surprises!
• We redesigned our courses and uncovered that some things work better online in the LMS, and some work better face-to-face.
• We moved from Fear to Growth!
Mirror, Mirror on the Wall

We created learning environments in which we:

• communicated more often with students in groups and one-on-one meetings. “Probably the information about alternative communication methods. Communication is the biggest challenge at this point in the pandemic.”

Online Course Design Institute participant – Spring 2021
Mirror, Mirror on the Wall

• needed to be more student centered, demonstrated greater flexibility and empathy. “I've had to learn to be more flexible, which is definitely not a word in my vocabulary, but I've had to add it.”

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- **adjusted requirements.** “Most importantly, I've learned to get out of my students' way. I am there to guide them down the path of their learning, not to place obstacles in their path. The pandemic also forced me to do was focus entirely on the learning outcomes, cut any "fluff," and to slow down.”

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• learned new technologies to communicate and demonstrate content to students while creating online opportunities for discussions, networking and building community. “I learned that the classroom is where I get my energy. I also learned that we can re-think some of our delivery to meet student needs. My online classes are the same. The classes that were face to face went on Zoom and I don't like it. It is hard to make student connections.”

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- distributed more positive reinforcements in their learning. “Clear communication, instructions of how to access our appointments, follow up messages of encouragement and recognizing their successes help my students to persist.”

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- provided more ways to hit benchmarks in synchronous and asynchronous activities. “I have learned that I need to incorporate more student activities throughout the courses since moving them to online. To benefit the students the activities will increase engagement and bring real life experience to the classroom.”

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- analyzed our own teaching and course design necessities, identifying our own needs and responses to failure. “Transitioning quickly like we did during the pandemic was hard. We learned a lot and made mistakes and corrected the mistakes as we went along. Now I see the flaws in the underlying design of my courses. They need an upgrade with learning outcomes (LOs) and some assessments to align better with external needs and promote better student success.”

Online Course Design Institute participant – Spring 2021
Forecasting the Future: By looking in the Mirror

*How will the profession of teaching in higher education prepare for ongoing, forward-looking design? – Participants in the OCDI*

- More support in teaching groups online in LinkedIn, FB, etc.
- More technology will be integrated in the future.
- The changes from the pandemic may result in more retirements, and a great number of openings which will change the culture of the institution.
- Faculty will need to learn more integrated social media and apps into the classroom.

Online Course Design Institute participants – 2020 - 2021
Forecasting the Future: By looking in the Mirror

• Student expectations will increase for a more engaging online environment.
• IT Departments will grow and a greater need for instructional designers.
• Courses and curriculum will be redesigned to identify how to use the face-to-face experiences and online experiences to their full potential. More hybrid courses will develop.
• All courses could have a dual-delivery design to move flexibly and effectively when an environmental challenge occurs.
• Campus spaces will change and be redesigned for a new type of learning.
• The future of discipline and teaching and learning conferences have taken on new forms. Will they stay online or go back to in-person experiences?

Online Course Design Institute participants – 2020 - 2021
Forecasting the Future: By looking in the Mirror

• Measuring course quality, teaching quality, and student experience quality will take on different types of assessments.
• A greater examination of what the college experience should look like, will make K-12 and higher education reassess the purposes of college.
• There may be a greater online component to student advising from faculty and staff.
• The look, feel and role of university libraries will continue to move at faster pace.
• Accreditation standards and processes may change soon.
• Developing campus community and affiliation to the institution will be more difficult which will affect the giving to foundations by alumni.

Online Course Design Institute participants – 2020 - 2021
Forecasting the Future: By looking in the Mirror

- The discipline to work at learning via the online experience will need to be taught so that an online education doesn’t feel like playing with apps online in social media.
- A greater collaboration between higher education and business will need to be strengthened in order to prepare students to meet the needs of the workplace which has also undergone much change.
- New institutional missions and definitions will be designed to better market the future of educational relevance for students to progress professionally and personally.

Online Course Design Institute participants – 2020 - 2021
Forecasting the Future: By looking in the Mirror

• Discussions on campuses are needed to expand the ability for students to access courses through a variety of devices and Internet connection. Will Internet connections be provided as a part of tuition?
• Courses will be designed to represent inclusivity through culturally responsive pedagogy.
  ✓ Identifying biases that currently hold instructors and learners behind.
  ✓ Providing materials that represent all learners in the classroom and their future clients, customers, patients, etc.
  ✓ Digging deeper to find materials that tell the stories of many rather than the few.

Online Course Design Institute participants – 2020 - 2021
FOCUSING ON THE FUTURE

BASLED ON YOUR REFLECTIONS, WHAT FUTURE FORECASTING WOULD YOU MAKE?

ADD YOUR FORECASTS TO CHAT.
The Cycle of Course Design

Interactive Poster Session – Thursday, May 27, 10:45-11:15 am
Thanks for joining the conversation!

Chat responses will be posted in the session information on the conference website.
Designing Effective Teaching and Significant Learning covers these topics in greater detail, sharing the stories of faculty and instructional designers creating significant courses.

- 100s of course design ideas
- 70+ Bright Ideas teaching tips
- Action Checklists
- Places to Jot Your Thoughts

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