# **INSTRUCTIONAL STRATEGY RECOMMENDATION**

# **CENTER FOR TEACHING AND LEARNING/DIVISION OF DIGITAL LEARNING**

# **2020-2021 Academic Year**

1. **Introduction**

* As previously announced in [Marquette Today](https://today.marquette.edu/2020/04/covid-19-update-campus-operations-this-fall-and-new-commencement-date/), Marquette University **will resume in-person instruction** for the fall 2020 semester. This will ensure the continuity of our lived faith as a Jesuit institution and the commitment to our core values of excellence, faith, leadership.
* Although Marquette will offer on campus classes, the uncertainty of the pandemic requires that we have plans in place for remote learning.

## **Rationale**

## The university is working carefully on contingency planning for classroom instruction, which includes plans for social distancing and other measures to ensure the safety of our faculty, staff, and students. Guiding principles as recommended by the Center for Teaching and Learning/Division of Digital Learning include:

* + - Encouragement and support for faculty to prepare their syllabi for a blended learning class if there would a need to pivot to a hybrid delivery of instruction (due to student or faculty illness, the need to quarantine, or other factors precluding students from attending the in-person class sessions).
    - Offering a mix of online and blended courses will provide options for students who cannot be on campus due to quarantine, illness, or risk. It will also improve classroom space efficiency to ensure social distancing and safety guidelines are followed. Furthermore, a blended learning experience will provide students the social support needed to feel part of the Marquette community and the Marquette experience.
    - **NOTE:** This means that faculty need to build FLEXIBLE classes NOT different classes!

## **Definitions**

* Blended (or hybrid) Instruction: Integrates online and in-person instruction by replacing a portion of face-to-face class time with online activities. This type of course may implement a flipped model in which students complete readings, individual activities, etc. during the online portions of the course, while in-person meetings are used to engage students in active learning exercises.
* Synchronous (“real-time” or “live”) Instruction: Requires the instructor and students to be online at the same time. Synchronous instruction may substitute in-person meetings if students cannot be on campus due to COVID-19. Options to host synchronous online sessions include Microsoft Teams and D2L Chat.
* Asynchronous Instruction: Occurs online without real-time interactions. This type of instruction offers flexibility within pre-established deadlines for learning activities and assessments. Faculty engage with students through video or text announcements, discussion forums, and by providing feedback for individual or group assessments.

1. **Recommendation**

* *In order to be prepared if circumstances should limit in-person instruction*, we recommend that faculty design and teach their courses in a hybrid manner which could include elements of face to face, asynchronous and synchronous delivery methods. This would allow the opportunity to seamlessly pivot the in-person portions of the class to synchronous online meetings should the circumstances require it. In other words, courses may include a combination of all 3 methods of delivery (\*see example).
* Courses over 50 students should plan to be fully online using mixed modalities (for example, planned synchronous TEAMS meetings or some face to face meetings if circumstances allow) because all classrooms will not be able to socially distance these many students (this number may change due to social distance needs and classroom availability).
* Instructors should seek guidance from their college deans and chairs how to best structure these courses.

1. **Availability of Faculty Support**

* Live trainings that model the course design cycle to guide faculty through all the stages of designing their blended courses.
* Mentoring to provide guidance.
* Self-directed support (D2L course template, video tutorials, community dialogues, live trainings, course design guides, book club, etc.).
* Ongoing discussions of good pedagogical practices, inclusive teaching and Ignatian-focused instruction.

**Please continue to watch your Marquette email and Marquette Briefs and check the** [**CTL website**](https://www.marquette.edu/center-for-teaching-and-learning/instructional-continuity-resources.php) **for information on summer trainings!**

**\*EXAMPLE OF A COURSE PREPARED IN TWO DIFFERENT MODALITIES**

**BLENDED CLASS: (MWF)**

MONDAY: Face-to-face lecture and set-up activity for the week

WEDNESDAY: 1/3 of the class has a discussion with the professor face-to-face while 2/3 have asynchronous, student-led discussions online using D2L or Teams

FRIDAY: Class meets using Teams to do small-group and partner discussions

**SAME CLASS MOVED ONLINE:**

MONDAY: watch a short online lecture and participate in an online activity with your classmates (a debate, etc.). The online activity could be synchronous (Teams/D2L) or asynchronous (D2L)

WEDNESDAY: 1/3 of the class has a synchronous Teams discussion with the professor, 2/3 have asynchronous discussion

FRIDAY: Class meets synchronously on Teams to do small-group and partner discussions