The Dual Support Approach:
Preparing for Remote Instruction
while Preparing for More Online Teaching

Patsy Moskal, Ed.D.
Kelvin Thompson, Ed.D.

University of Central Florida

#TheDualApproach

Slides and Resource Document
(Also available on conference website)
Why This Session?

**Immediate**, tactical felt needs (aka “remote instruction”)

vs.

**Strategic** aspirational goals (aka “online education”)
“The Dual Approach”
Simultaneously Supporting Faculty for Remote Instruction and (Actual) Online Teaching During COVID-19


From the OLC Insights Blog
University of Central Florida COVID Impact: Spring 2020

- UCF went remote the week following spring break (early March)
- Transitioned nearly 5,000 face-to-face and 700 blended course sections to remote in 1 week
- Team of specialists in the Center for Distributed Learning supported the move
- Canvas (UCF’s Webcourses), Zoom and Panopto training
- Support desk requests doubled from Spring 2019
Prior Foundational Support Supported Rapid Move

- 25-year history with strong support for online, blended learning including faculty development suite of offerings
- Existing online faculty preparation programs helped us quickly design Keep Teaching and Keep Learning sites and supporting training
- Of 1,369 unique Spring 2020 teaching faculty, only 354 (22%) had not completed any prior digital learning credentialing program
Poll #1

Which of the following have taken PRECEDENCE generally over the past three academic terms?

A. Supporting emergency REMOTE instruction
B. Preparing for more actual ONLINE teaching
C. Both
D. Other (Please specify in chat)

Vote
http://slido.com #76045 (join code)
- OR -
Just type the letter of your response in the chatroom.
Which of the following have taken PRECEDENCE generally over the past three academic terms?
The Dual Support Approach to Faculty Development

• Preparing for remote instruction while preparing for more online teaching
• Iteratively prepare those faculty who are “remote teaching”
• *Intentionally* recruit and prepare more faculty to design, develop, and teach quality online courses
Remote

- *Teaching with Lecture Capture-Zoom edition* (TLC-z) 10-hour online course on remote instruction topics with an emphasis on using Zoom well
- *Zoom Essentials*, a self-paced online course created for existing credentialed faculty to migrate face-to-face or blended course elements to synchronous instruction using Zoom
- 328 faculty completing
- 34% of fall courses were remote instruction (new temporary modality “V1”)

Online

- 33% of summer courses scheduled as fully online (formally credentialed faculty), compared to 24% in Summer 2019
- New high-volume 3-week facdev course for fall prep (EOT)
  - 300 enrolled. 288 completed.
- 23% of fall courses fully online compared to 15% in fall 2019.
- Another EOT for spring prep
  - 66 enrolled. 58 completed.
Poll #2

What are your greatest NEEDS in your work currently?

A. More STAFF
B. More RESOURCES (e.g., means of training faculty)
C. More efficient PROCESSES
D. Clearer institutional STRATEGY
E. Other (Please specify in chat)

Vote

http://slido.com #76045 (join code)
- OR -
Just type the letter of your response in the chatroom.
What are your greatest NEEDS in your work currently?
Planning for Spring 2021

- Continuing to emphasize actual online courses.
- Continuing to offer “remote instruction” courses.
- Courses with f2f components to continue. (Started in fall.)
- Emphasizing “resilient” approaches to f2f (e.g., BlendFlex, true blended, etc.)
Poll #3

As you face the next academic term, which of the following is MOST preoccupying your thinking?

A. HOW LONG will remote instruction last?
B. How can we BETTER prepare instructors for on-going REMOTE teaching?
C. How can we prepare MORE instructors for actual, intentionally-designed ONLINE course teaching?
D. How can we KEEP UP with the demand on our services?
E. Other (Please specify in chat)

Vote
http://slido.com #76045 (join code)
- OR -
Just type the letter of your response in the chatroom.
As you face the next academic term, which of the following is MOST preoccupying your thinking?

Start presenting to display the poll results on this slide.
Contact Information

Patsy Moskal, Ed.D.
Director, Digital Learning Impact Evaluation
patsy.moskal@ucf.edu
407.823.0283
twitter: @pdmoskal

Kelvin Thompson, Ed.D.
Executive Director, Center for Distributed Learning
kelvin@ucf.edu
407.823.0462
twitter: @kthompso