REIMAGINING THE SHIFT FROM EMERGENCY REMOTE TEACHING TO HIGH QUALITY BLENDED LEARNING

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What do you think the two or three most lasting effects that COVID-19 will have on education?
Although most educational institutions quickly pivoted almost a full year ago from primarily face-to-face instructional delivery to fully online learning, the sudden and unexpected transition to digital teaching and learning resulted in high levels of dissatisfaction, frustration, and disillusionment.

As every education stakeholder can attest, the COVID-19 global pandemic accelerated the need for K-12 schools, colleges, and universities to be more strategic about the integration of digital teaching and learning as a viable and effective method of instructional delivery.
There is little doubt that the future of education will likely include both presential (face-to-face) and online elements of instruction—a “blended learning” approach that ensures access to high quality digital learning solutions and, when supported by safe public health conditions, opportunities for in-person instruction.

This “new reality” in education...

- promises the benefits of blending in-person, face-to-face interpersonal interactions with the implementation of high-quality, effective digital teaching and learning.
- capitalizes on recent advances in learning science and technology.
- maximizes student learning to ensure students are adequately prepared for future learning opportunities and able to adapt to the constantly evolving world of work.
A three-phase process to guide the transition from primarily face-to-face instruction to more of a blended learning approach provides a useful model for conceptualizing the steps that educational institutions will experience along the way, as well as identifying the main elements of the transition itself.

**Phase I**
Emergency Remote Teaching

**Phase II**
Stabilized Faculty and Student Support

**Phase III**
Blended Learning Integration
The **first phase of the transition**, which educational institutions experienced when students very quickly migrated last spring from face-to-face to fully online instruction, is **Emergency Remote Teaching**, which is characterized by four main steps.

**Phase I: Emergency Remote Teaching**

1. **Identification and implementation of a synchronous learning technology**
2. **Evaluation of student and faculty accessibility to hardware, software, and Internet connectivity**
3. **Communication with stakeholders** to explain the immediate **shift to synchronous** online instruction
4. **Virtual faculty training** to ensure faculty members’ ability to deliver **online synchronous instruction**
The **second phase of the transition** from face-to-face instructional delivery to blended learning **requires stabilizing multiple methods of faculty and student support** to ensure widespread capabilities to ensure faculty and student success.

### Phase II: Faculty & Student Support

**Additional Faculty Training in Online Teaching**
- (e.g., Evaluation and Assessment, Student Motivation & Engagement)

**Implementation of Virtual Student Support Services**
- Includes ability to provide 24/7/365 student support (e.g., tutoring)

**Robust Data Analytics to Assess Student Learning**
- Requires BI tools to collect relevant data and analyze KPIs

**Evaluation of Academic Policies**
- Ensuring academic policies support digital delivery modes

**Expanded Digital Teaching Capabilities**
- (e.g., Virtual Labs, Simulations, Role Play Technologies)
The **final phase of the transition** from face-to-face instructional delivery to blended learning, which can take as long as a year (or more) to fully realize, **requires investing in and mobilizing multiple resources** to support the **full integration of a blended learning practice**.
Last year, Walden University launched an outreach initiative to ensure educational institutions are adequately prepared to provide effective digital teaching and learning—to capitalize on recent advances in learning science and technology, as well as sustain quality education and maximize student learning and skills attainment.
We are well positioned to be at the forefront of the “new normal” as schools prepare for blended instructional delivery. With over 25 years of experience in online learning, we have developed deep expertise in the attributes of successful digital teaching and learning.

We have a passion for equity and diversity in education, which undergirds our Education for Good mission and vision; we have a rich history of addressing the needs of diverse populations through our commitment to increasing access to educational opportunities.

We have experience motivating minority students to achieve their education goals. Walden University is #1 among 377 accredited U.S. institutions for awarding doctorates to African Americans (according to the Survey of Earned Doctorates, NSF, 2018).

We are experts in designing and developing technology-assisted, individualized instructional solutions and effective teaching strategies—incorporating the very latest advances in immersive technologies and artificial intelligence.
ENSURING EFFECTIVE IMPLEMENTATION OF DIGITAL TEACHING AND LEARNING

SERVICE OFFERINGS

- COMPREHENSIVE CONSULTING SERVICES
- TECHNICAL INFRASTRUCTURE ANALYSIS
- INSTRUCTIONAL DESIGN CONSULTATION

PRODUCT OFFERINGS

- TEACHER PREPARATION AND TRAINING
- STUDENT AND PARENT RESOURCES
To obtain an electronic copy of our report, *The Three Phases of the Transition to Blended Learning From “Emergency Remote Teaching” to the “New Normal” of Higher Education Instructional Delivery* (Luzzo & Singer, 2020), or to learn more about our in-kind outreach to schools, school districts, and colleges/universities to support high quality integration of digital teaching and learning, please contact me at darrell.luzzo@mail.waldenu.edu.
MEET THE WALDEN EXPERTS

Meet the Experts from Walden University and Discuss Advances in Educational Technologies

Thursday, March 18; 2:45 to 3:45 pm CST

Join Zoom Meeting
https://zoom.us/j/96309262100?pwd=TXdROVR1MW5CTTJadG4wV3MzVTZCQT09
Meeting ID: 963 0926 2100
Passcode: 012699