

Moving Your Face-to-Face Class Online

Program for Instructional Effectiveness



Goals of Today's Session

- Share what I've learned about moving interactive, “behavioral skills” classes from face-to-face to online
- Emphasis on “what's possible” and “considerations as you go”
 - Instructional Technology Resource Center (ITRC) is a terrific resource for more technical questions
 - Focus on the tools that I use primarily in my class here at ISU: Zoom and Moodle
- Discussion/Questions/Ideas



Agenda for Today

- Define online synchronous and its advantages/disadvantages
- My story of putting two face-to-face classes into online synchronous format
- Describe some of the possibilities for making online synchronous classes more engaging
- Additional considerations and what to do if you have just one week
- Discussion/Questions



Distinguishing Types of Online Classes

- **Online Asynchronous** – class does not “meet” at a set day or time; students are responsible for completing work at their pace
 - *Self-guided modules, discussion boards, posted videos and lecture notes*
- **Online Synchronous** – class meets at regularly-scheduled days/times, but students can tune in from anywhere they have an Internet connection
 - *Web conferencing software, live chat, breakout rooms*



Advantages/Disadvantages

Online Asynchronous

- **Advantages:** Flexibility of time and pacing for students
- **Disadvantages:** Less engaging; students need to be self-starters and disciplined to get work done

Online Synchronous

- **Advantages:** More engaging, closer to face-to-face experience; regular “touch points” to keep students on track; enables more meaningful peer-to-peer interactions
- **Disadvantages:** Less schedule flexibility; can be technically daunting for faculty, especially the first time

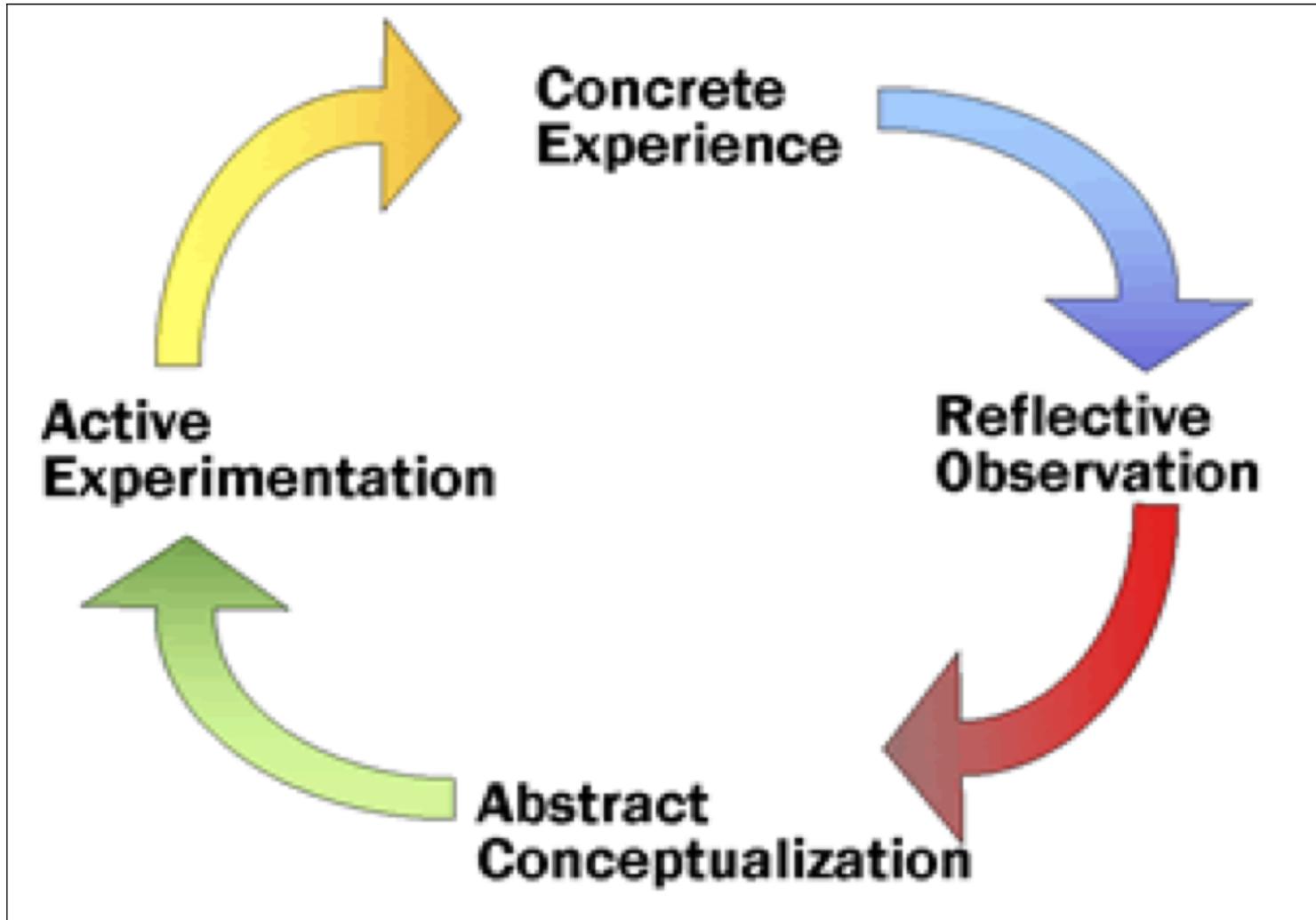


Importing my Negotiation Skills and Relational Leadership Classes from Face-to-Face to Online Synchronous

Daunting challenge: Retaining as much of the face-to-face experience in a “behavioral skills” class



Experiential Learning Cycle (Kolb, 2005)



Experiential Learning Cycle (Kolb, 2005)



Example Concept: “BATNA” (Best Alternative to a Negotiated Agreement)

- **Step 1:** One-on-one role-play negotiation in breakout rooms
 - Two roles: Hiring manager or prospective employee
 - Thirty minutes to reach agreement on eight issues
- **Step 2:** Post and discuss the results
- **Step 3:** Transition discussion to lecture that unpacks the concept (i.e., BATNA) and underlying theory
- **Step 4:** Opportunities for personal application (e.g., reflection paper; pre-negotiation strategy plan)



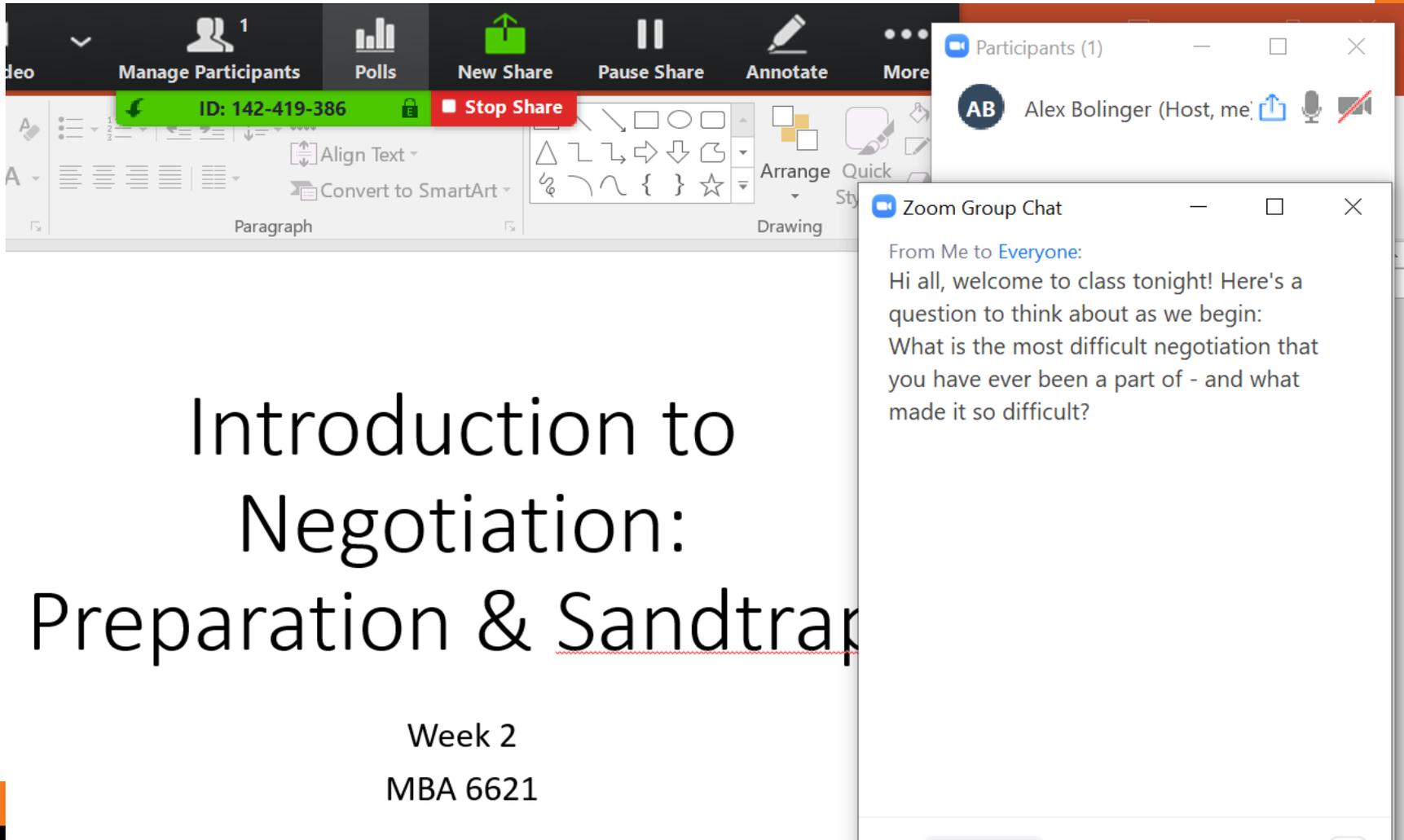
“Rules” of Engagement in My Teaching Philosophy

- Avoid within-class stagnation – “30-minute” rule
 - Transitions between lecture, group discussion, activities (e.g., role-plays)
- Appeal to multiple learning styles
 - e.g., some are visual learners, others need direct application to really understand, etc.
- Make each concept as “real” as possible
 - How does this apply to your work – but also your life?
How could you use this tomorrow...?



Moving to Online Synchronous: Ideas for Making the Class More Engaging

- Chat (e.g., “opening question” before class begins)



The image shows a Zoom meeting interface. The top toolbar includes icons for 'Manage Participants', 'Polls', 'New Share', 'Pause Share', 'Annotate', and 'More'. Below the toolbar, a green status bar displays 'ID: 142-419-386' and a red 'Stop Share' button. The main content area shows a presentation slide with the following text:

Introduction to
Negotiation:
Preparation & Sandtrap

Week 2
MBA 6621

Overlaid on the right is a 'Zoom Group Chat' window. The chat content is:

From Me to [Everyone](#):
Hi all, welcome to class tonight! Here's a question to think about as we begin:
What is the most difficult negotiation that you have ever been a part of - and what made it so difficult?

Moving to Online Synchronous: Ideas for Making the Class More Engaging

- Discussion questions

Examples of Difficult Conversations

- What are some of the elements that make conversations “difficult”?



Moving to Online Synchronous: Ideas for Making the Class More Engaging

- Annotation to capture real-time class discussion

Examples of Difficult Conversations

- What are some of the elements that make conversations “difficult”?

- When they are with friends or family
- Performance evaluations

Slide 4 of 11

11:05 AM
3/16/2020

Moving to Online Synchronous: Ideas for Making the Class More Engaging

- Poll Question

Have you negotiated with someone in the last 30 days? in Progress

0:36

Attendees are now viewing questions

0 of 0 (0%) voted

1. Have you negotiated with someone in the last 30 days?

Yes

(0) 0%

No

(0) 0%

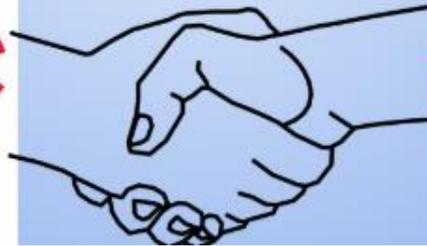


Moving to Online Synchronous: Ideas for Making the Class More Engaging

- Student-led discussions (e.g., in groups) of assigned case/reading

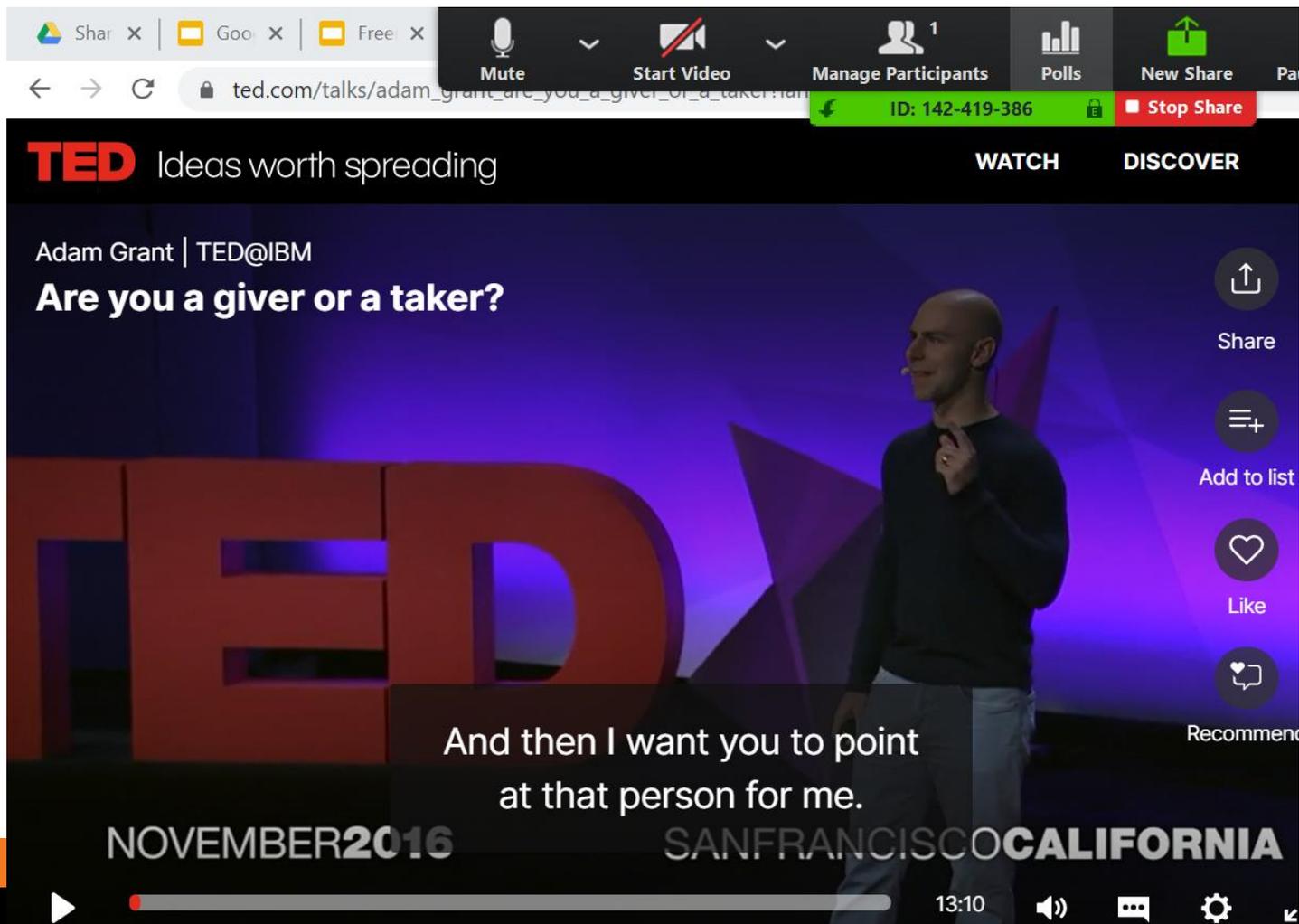
Google and the Government of China

Group 3 - Case Study Presentation

The Google logo is displayed in its characteristic multi-colored font (blue, red, yellow, green, red).

Moving to Online Synchronous: Ideas for Making the Class More Engaging

- Show multimedia clips



The image shows a screenshot of a web browser displaying a TED talk video player. The browser's address bar shows the URL `ted.com/talks/adam_grant_are_you_a_giver_or_a_taker.html`. The video player interface includes a top control bar with buttons for Mute, Start Video, Manage Participants (with a '1' icon), Polls, and New Share. A green notification bar displays 'ID: 142-419-386' and a red 'Stop Share' button. The video content features Adam Grant speaking on a stage with large red 'TED' letters. The text 'And then I want you to point at that person for me.' is overlaid at the bottom of the video frame. The player also shows the date 'NOVEMBER 2016' and location 'SAN FRANCISCO CALIFORNIA'. On the right side, there are interactive icons for Share, Add to list, Like, and Recommend. At the bottom, a progress bar shows the video is at 13:10, with icons for play, volume, and settings.

Moving to Online Synchronous: Ideas for Making the Class More Engaging

- Replicate one-on-one negotiations or small group discussions in virtual breakout rooms

 Create Breakout Rooms

Assign participants into Rooms:

Automatically Manually

participants per room

Create Rooms

▼ Breakout Room 9 3
(Student Names)

▼ Breakout Room 10 3
(Student Names)

▼ Breakout Room 11 1
(Student Names)

▼ Breakout Room 12 3
(Student Names)

Recreate ^ Options ^ Add a Room **Open All Rooms**



Additional Considerations

- Communication – it is really hard to “over communicate” (but easy to under communicate) in this format



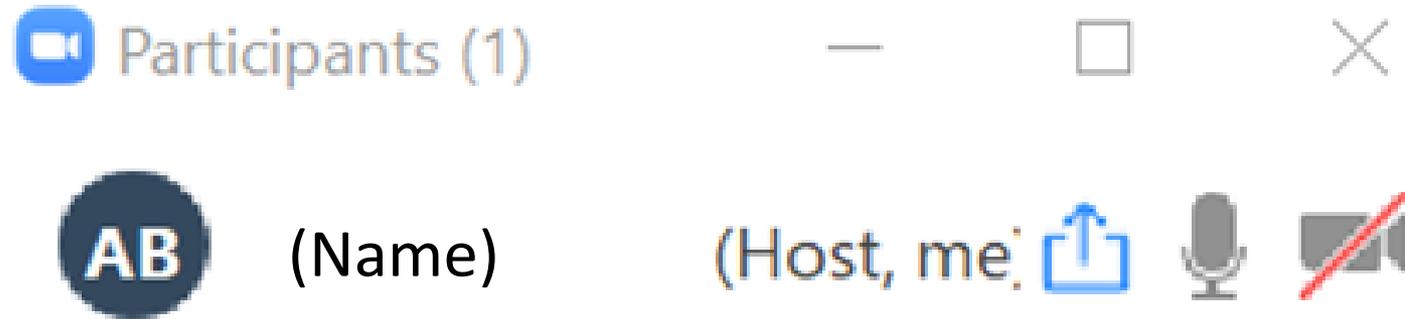
Additional Considerations

- The personal touch matters more than ever before



Additional Considerations

- Hold students accountable, just as though they were in a regular class



Additional Considerations

- Consider ways of accommodating different learning styles and personalities
- For instance, from my syllabus:

I am particularly looking for contributions:

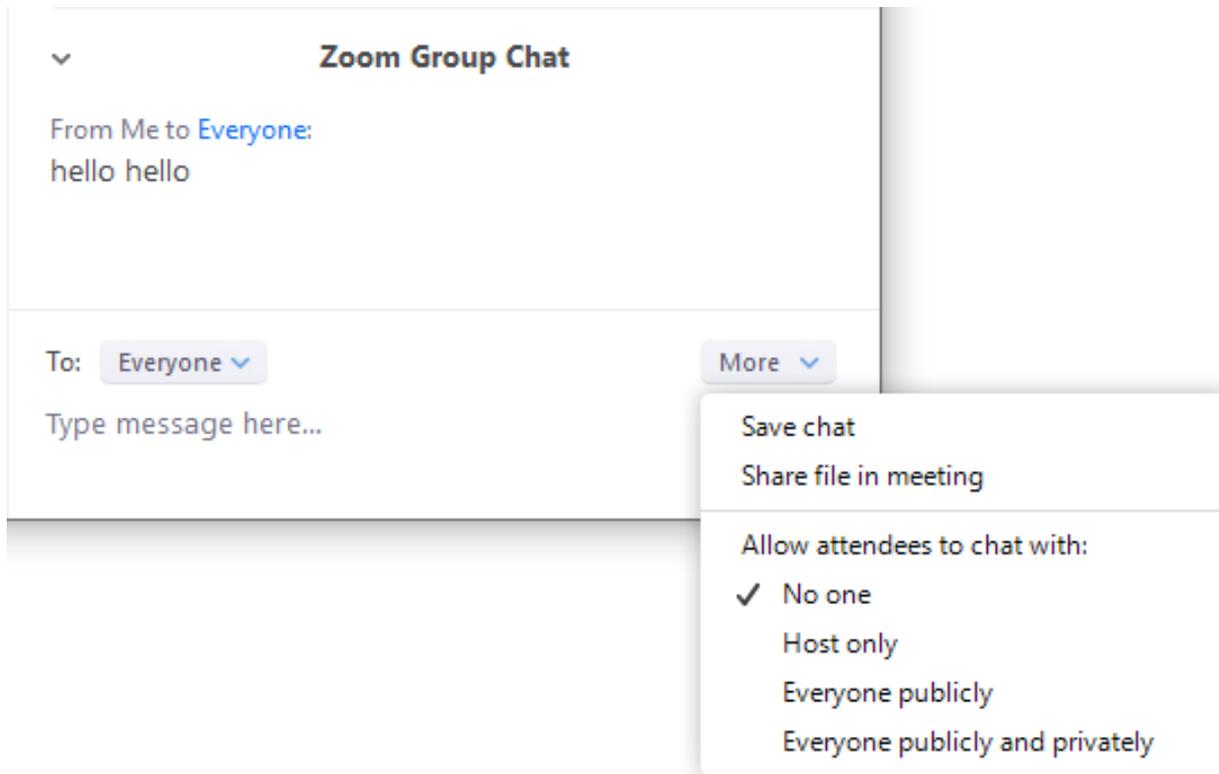
- That relate the discussion during class to material from the readings;
- That connect the current discussion to your own experiences; and
- That demonstrate that you have read and understand the assigned readings.

Although I would like you to get to the point of being comfortable sharing your insights in front of the class, you can also earn participation points by sharing your insights with me after class, at office hours, or via email. Feel free to share any articles you come across that are relevant to our class discussions.



Additional Considerations

- Manage your own attention and figure out ways to not get overwhelmed by information overload



Additional Considerations

Example Options for Exams:

- Online proctoring (e.g., Examity)
- Open-book exams on Moodle
- Replacing exam with paper/project
- Others?



If You Have Just a Week to Go Online

1. Identify the elements of your class that readily translate from face-to-face to online
2. Think creatively about ways to adapt assignments
3. Consider adaptations for exams, quizzes, deliverables
4. If you haven't already, contact your students and keep them posted
5. Under these circumstances, recognize that there may be certain things that you have to let go



The Bright Sides of Online Synchronous

- Positive violations of student expectations
- Some students can thrive in this format
- Creates opportunities for perspective-taking



Pause for Discussion/Questions



Moving to Online Synchronous

+ August 26 - September 1

Edit ▾

W, 8/28

Preparing for a Negotiation &
Negotiation Sandtraps

Case: Elmtree (Moodle)

(Note: Instructor will lead this case.)

Part 1, pp. 1-26 (T);
Negotiation Checklist
(Moodle)

All in the Family (DRRC)

Discussion Questions for Elmtree Houses:

1. What is Steve's primary goal in this case?
2. What are the primary issues in this negotiation? Are they the same for both sides? What would Steve consider to be a "good" offer from Mr. Wilson?
3. What is the lowest amount that Steve should consider taking?
4. How much is Mr. Wilson likely to offer? (And how could Steve figure that out?)

+  Elmtree House 

+  The Negotiation Checklist 

+  Week 2 (updated) - Intro to Negotiation and Sandtraps 

Edit ▾

Edit ▾

Edit ▾

+ Add an activity or resource



Add an activity or resource



-  Quiz
-  SCORM package
-  Survey
-  Turnitin
-  Wiki
-  Workshop



-  Zoom meeting

RESOURCES

-  Book
-  File
-  Folder
-  IMS content package
-  Label

Zoom is a video and web conferencing platform that enables teachers and students to meet in a virtual classroom. These online meeting spaces feature video, audio, whiteboard, chat, application sharing, polling, breakout rooms and other tools. Sessions can be recorded for offline viewing and review. Students can be assigned a grade for attending the session.

Before adding Zoom to your Moodle course, you need to have a Zoom Pro account through ISU. Students are not required to create Zoom accounts to participate.

[Request an ISU Zoom Account](#)

[More help](#)



Before Class



-   **Week 2 - Teams, Part I**  Edit ▼
-   **Relational Leadership Audit Assignment Sheet**  Edit ▼



Week 2 - Teams, Part I

Sessions

Start Time	Thursday, January 23, 2020, 5:00 PM
Duration (minutes)	5 hours
Password Protected	No
Join link	https://isu.zoom.us/j/754650280
Join meeting before host	No
Start video when host joins	Yes
Start video when participant joins	Yes
Audio options	VoIP and Telephony
Status	Nonexistent on Zoom



After Class

Week 2 - Teams, Part I  Edit ▾

Relational Leadership Audit Assignment Sheet  Edit ▾

Week 2 Class Recording  Edit ▾

Week 2 (updated) - Teams, Part I  Edit ▾

+ Add an activity or resource



Creating an Exam Using the Quiz Feature on Moodle

Add an activity or resource

- Forum
- Glossary
- Interactive Content
- Lesson
- Quiz
- SCORM package
- Survey
- Turnitin
- Wiki
- Workshop
- Zoom meeting

RESOURCES

- Book

The quiz activity enables a teacher to create quizzes comprising questions of various types, including multiple choice, matching, short-answer and numerical.

The teacher can allow the quiz to be attempted multiple times, with the questions shuffled or randomly selected from the question bank. A time limit may be set.

Each attempt is marked automatically, with the exception of essay questions, and the grade is recorded in the gradebook.

The teacher can choose when and if hints, feedback and correct answers are shown to students.

Quizzes may be used

- As course exams
- As mini tests for reading assignments or at the end of a topic
- As exam practice using questions from

Thank you!

Additional Resources:

- ITRC at Idaho State University – Resources Document
https://docs.google.com/document/d/1D4KF_XhljDaQlypRnbt1_Rxnek7yn5n37HPftGs-ybg/edit
- Collections of Other Online Teaching Resources:
 - <https://acue.org/online-teaching-toolkit/>
 - <https://www.chronicle.com/article/Going-Online-in-a-Hurry-What/248207>
- Harvard Business Publishing upcoming webinar:
<http://app.academic.hbsp.harvard.edu/e/es?s=1578928263&e=74977&elq=95f44fbddfa54ca5b550416103b9cf3b>

