

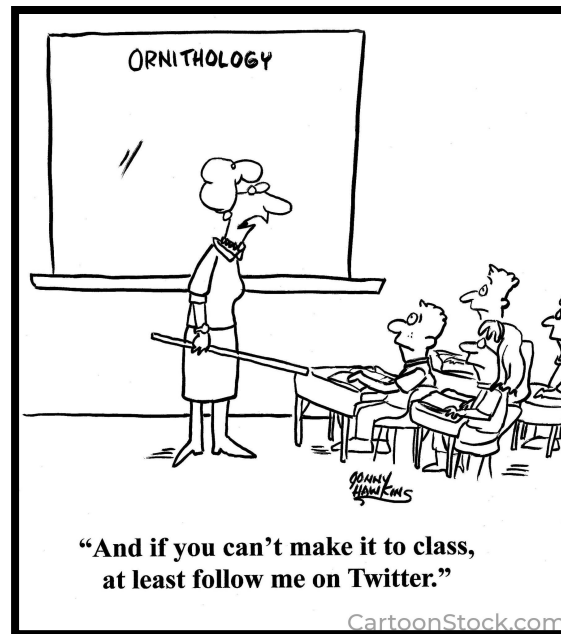
SMC ETHICS

Continuing a Dialogue on What We Do and How We Do It

Managing Modalities:

While it's tempting to try to reach students who can't attend class by providing class material online, attempting two modalities of teaching at the same time—in person and online—potentially means twice as much work. In addition to our routine teaching duties, it may feel like we have all taken on a second job of being online content developers and managers. It is very easy to follow up instruction during class time with hours of working on Canvas Modules and Pages. The benefits for students having access to both sources of education are increasingly clear, but as instructors, we also need to be mindful of our effort to keep up our morale and avoid overwork.

When choosing what to add to our online content, we of course must prioritize what is most essential for student success. But in addition, it would be wise to also consider what will make this dual modality teaching most sustainable for us in the long run. Constructing any content online typically requires a much larger investment of time than just offering it directly in the classroom. So focusing on content that is timeless or at least requires minimal modification in the near future is



Leveraging Online Teaching Strategies On-Ground

The contrast of online and in-person education is increasingly blurred as technologies improve and pedagogies evolve. With students taking a combination of in-person and online courses, there is an unspoken expectation that professors make themselves and their content available online regardless of their course modality. Even for those who cherish the immediacy of being in the classroom in front of students, a digital component or supplement to courses seems increasingly unavoidable. Moreover, it would be a shame to not continue to share and showcase the products of untold hours devoted to our pandemic-driven leap into the world of online education, even as we incrementally move back towards the physical classroom.

one example of where the initial work, which admittedly may seem excessively high or not adequately compensated, will actually reduce our pedagogical burdens later on. Or one might consider which part of their instruction is personally the most demanding or exhausting, and whether converting this to a reusable online component would then free that energy and time for other pedagogical goals. This is not to avoid onerous duties but instead to be smartly taking advantage of online possibilities to carry out such duties while also caring for ourselves. Finally, focusing on the Orientation Module and other frontloaded content, if done well, can preemptively solve many time-consuming issues that pop up during the semester. For example, effective online guides to your discipline's citation system, or even just a how-to for uploading assignments, can save countless hours later on in the semester.

In other words, in fulfilling our professional duties, which today includes creating and maintaining a large online presence, being mindful and selective in our choices is essential for establishing a balance in our teaching careers. The more we can find that balance, the less we will be grumpy IT technicians and the more we will be able to be the patient, understanding, and caring mentors our students need.

Attendance in a post-pandemic world is one place where online teaching strategies might be usefully leveraged in the classroom. Managing attendance remains problematic as everyone must balance contrasting priorities of safety and education, and the current situation is open to be taken advantage of. The reality is that students will still often end up missing classes, so how could our online experience help us deal with this? When possible, it might be worth recording lectures so that they can be viewed by absent students. Perhaps you already have a library of such recorded lectures from your online classes that you can make available to students as well. Besides lecture content, consider how absent students might interact asynchronously via either a Canvas discussion or contributing inputs to a shared Google Doc. That is to say, the student who misses class might not only passively receive the lecture content but also still actively participate in tasks they missed. This also could lead into rethinking what class time is used for so that students perceive it as offering something essential and irreplaceable. Having students sometimes watch a prerecorded lecture as homework or add to an online group discussion beforehand might then allow for more interactive class time that emphasizes dynamic conversations or direct feedback and assistance. Hopefully, this will in the end help motivate students to attend as much as possible. It might even change our sense of what is acceptable attendance. With these tools, it's possible that a student suddenly faced with a serious illness could stop attending class for a few weeks and then get back on track, without having to retake a class or end up with an F on their transcript.

Office hours are another place where we can update our practices. Students often cannot visit office hours in the teacher's physical office because of conflicts with their other classes or work or personal life. Students might also feel anxious or intimidated by the experience of entering into the instructor's office. Having a second online option might make them more accessible and even equitable for students. For example, whereas those students who can afford to be full-time spend a great deal of time on campus and often have more comfort with academic culture, making visiting office hours easier, students who are part-time because they have to work might have limited time on campus or not be as

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assimilated to the campus community, and therefore find office hours inaccessible or unapproachable. Saving some office hours for online would make them more accessible for such students. Online office hours might also allow their scheduling to be more flexible to meet students' specific needs each week. Granted, adjunct faculty often have far too little compensated office hours to meet student needs. Nonetheless, the idea that students cannot attend office hours due to schedule conflicts is not something we should take as a given fact with our online educational environment.

Finally, one might also look at their online Canvas shell as a library of tools and techniques to continue to make available, perhaps selectively, in addition to in person instruction. If you have effective content and activities in Canvas, you might ask how much of that can be transformed into homework so, as mentioned above with lectures, what actually happens in the classroom can be focused on active learning and questioning. Incorporating orientation modules along with linking to relevant online content and services made available throughout campus, like the Citation Styles LibGuide available through the Library's website, might be another great way to save time both at the start of the semester and later down the road while students begin and submit assignments. Using your own online shell to not only prepare your students to navigate your course content but also connect them to campus resources can potentially give us back that time and space we are all yearning for in our classrooms.

This is admittedly to take on, even juggle, multiple roles. Nonetheless, we must find a balance between our own energy levels, time commitment, teaching morale, and what is best for our students to refrain from hitting reset and dismissing our online efforts to return to the old ways.