Because learning changes everything.®

Teaching Online in an Uncertain Time

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My Background with Online Teaching

The Definitive 10 Principles for Effective Online Teaching

1. Engagement
2. Engagement
3. Engagement
4. Engagement
5. Engagement
6. Engagement
7. Engagement
8. Engagement
9. Engagement
10. Engagement

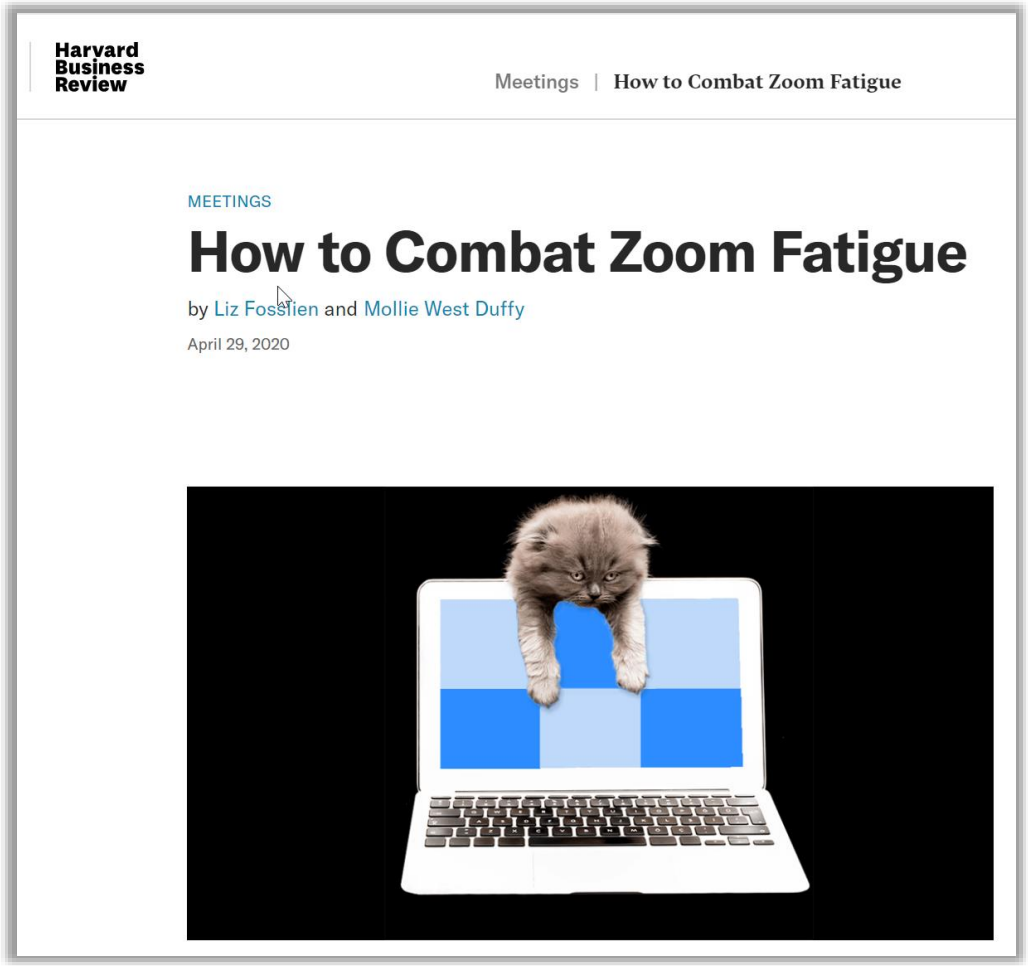
Meeting Outside of Class

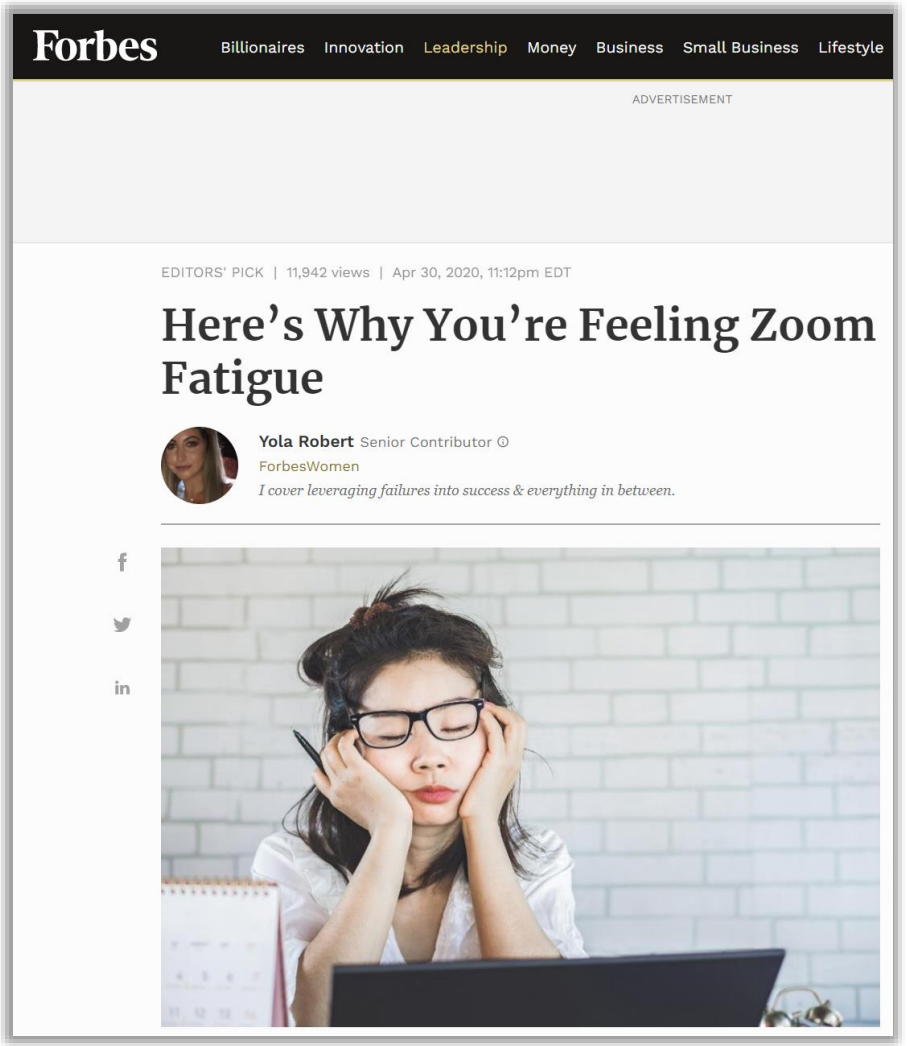
Maintain BUSY Virtual Office Hours

- Double your office hours.
- Create a sign-up space.
- Insist on students coming to your office hours.

Online Class Sessions

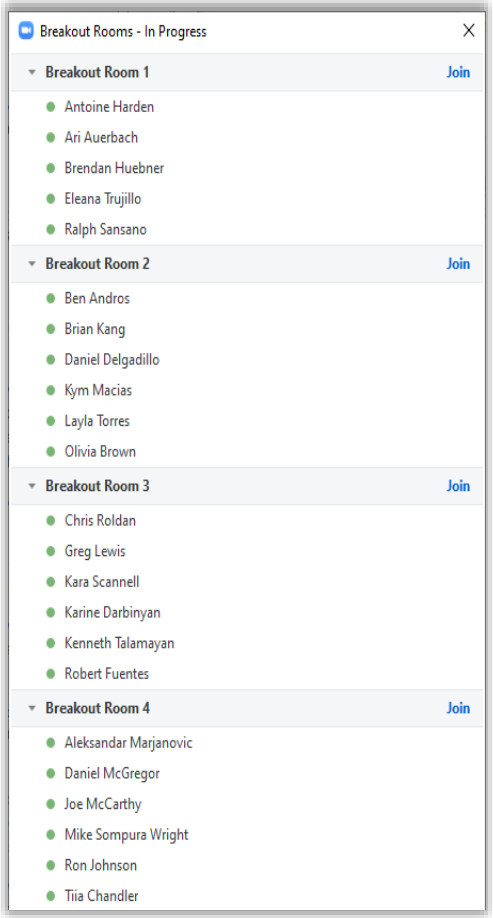
Reduce your PowerPoint time





Use More Activities Than Usual *AND* Involve Everyone

Breakout Rooms

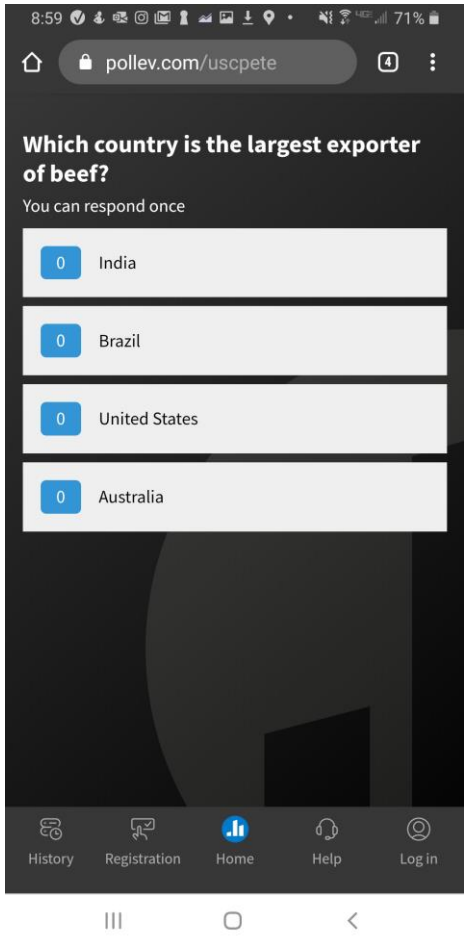


Activities:

- Case discussions
- Role plays and simulations
- Solving a problem
- Team projects

Use More Activities Than Usual *AND* Involve Everyone

Polls



Ice Breakers

Class Decisions

Self Reflection

Reactions to Cases or Problems

Knowledge Checks

pollev.com/uscpete

How much time do you spend in online meetings each day?

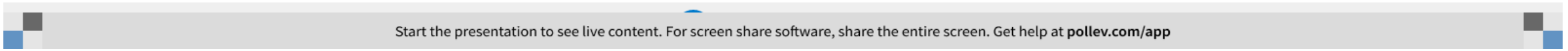
Less than an hour

1 to 2 hours

2 to 3 hours

3 to 5 hours

More than 5 hours



When poll is active, respond at **PollEv.com/uscpete**

Text **USCPETE** to **37607** once to join

What ONE WORD comes to mind when you think of online teaching?

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

In January, Carnival stock was selling for $51. Now, it's selling for $14. What's your recommendation for this stock?

Buy

Sell

Hold

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

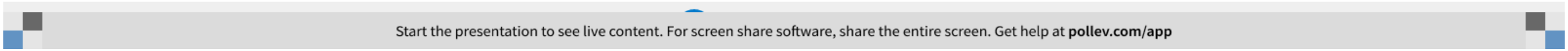
Next week, we'll talk about crisis communication. Which of the following cases do you want to spend the most time discussing?

Facebook

Nike

Lululemon

United Airlines



Which country is the largest exporter of beef?

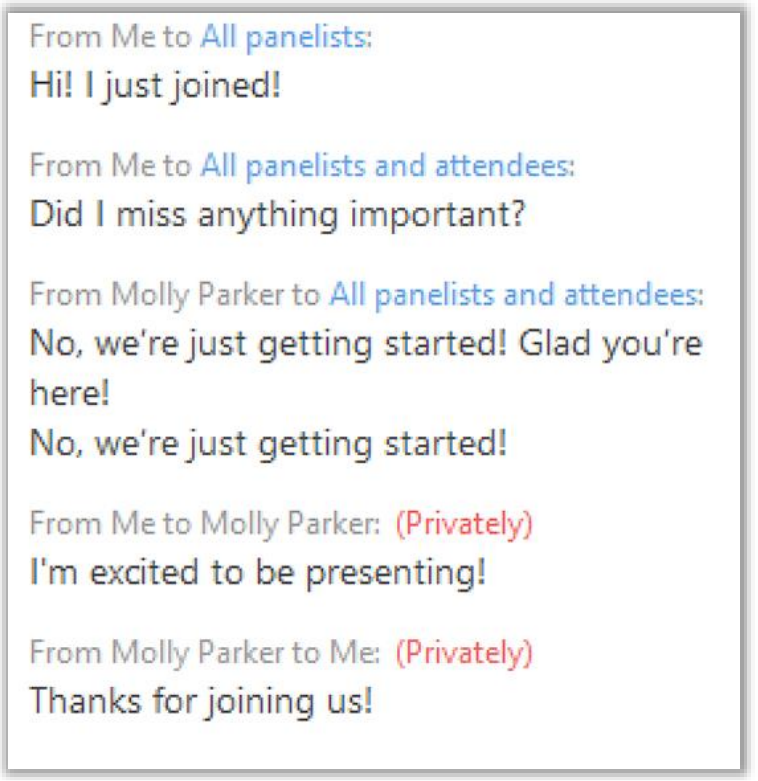
India	A
Brazil	B
United States	C
Australia	D

Start the presentation to see live content. For screen share software, share the entire screen. Get help at **pollev.com/app**

Use More Activities Than Usual *AND* Involve Everyone

Chat

- Set guidelines for the chat feature
- Use chat for specific purposes
- Set limits on chat
- Assign a chat monitor



Use More Activities Than Usual And Involve Everyone

Class Discussions and Debriefs

- Use a class list to ensure you call on everyone (cold calling).
- Explicitly set limits on comments.

  "In less than one minute, explain. . ."
- Refer to asynchronous work and comments.

Don’t Worry About Covering Everything – Know What Is Most Essential.

- Know what the most important takeaways are from each class session/unit.
- Avoid the impulse to rush any content.

Mix It Up and Include Breaks (Avoid formulaic class sessions.)

Class Session #1

Mini-Lecture (15 minutes)
Class Discussion (15 minutes)
Individual Activity (5 minutes)

-- BREAK –

Small Group Activity (15 minutes)
Debrief (15 minutes)
Announcements (5 minutes)

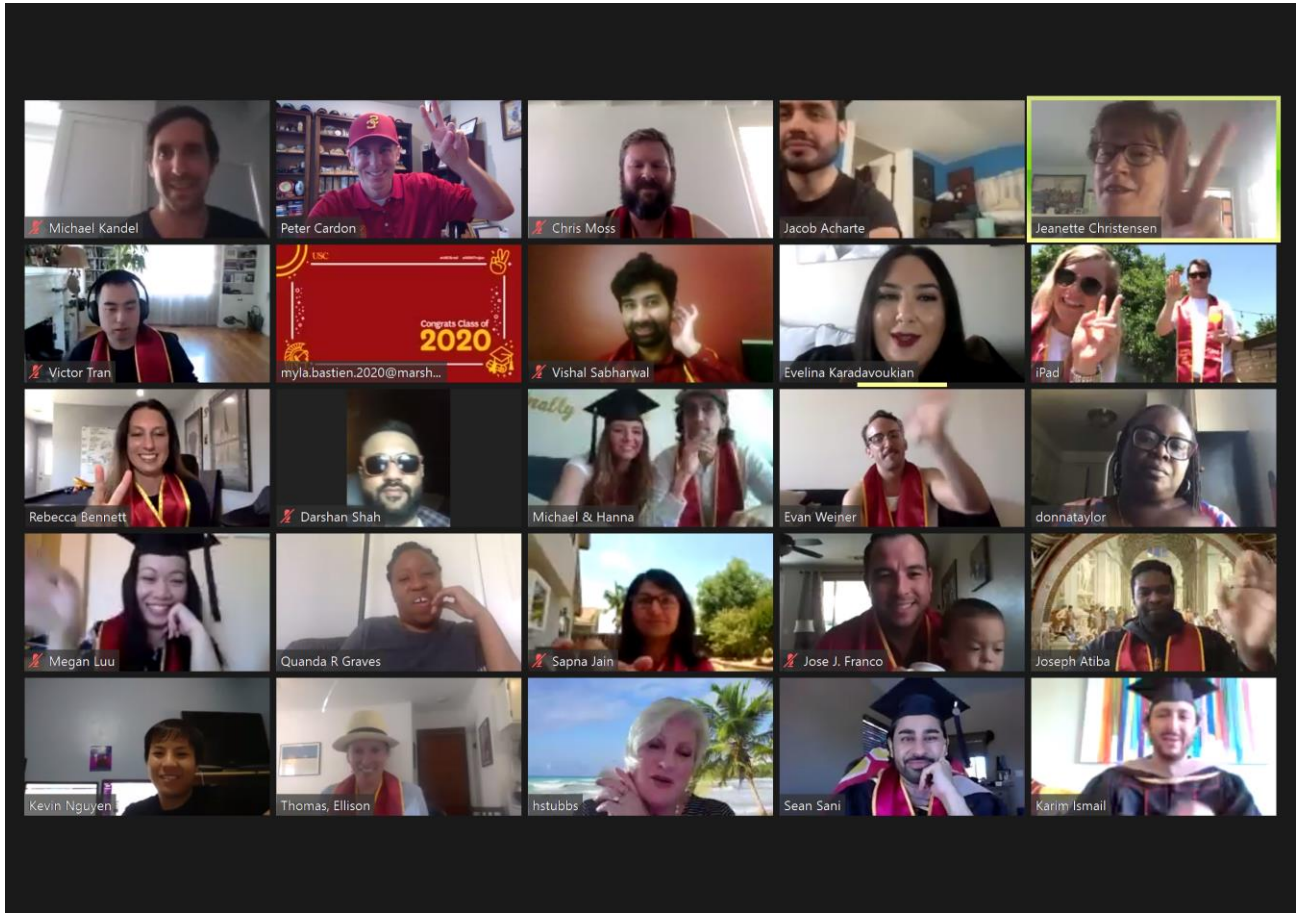
Class Session #2

Small Group Activity (15 minutes)
Debrief (5 minutes)
Mini-Lecture (10 minutes)
Role Play (5 minutes)
Debrief (5 minutes)

-- BREAK –

Small Group Activity (5 minutes)
Individual Activity (5 minutes)
Small Group Activity (15 minutes)
Announcements (5 minutes)

Smile a Lot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Rebecca Bennett
Darshan Shah
Michael & Hanna
Evan Weiner
donnataylor
Megan Luu
Quanda R Graves
Sapna Jain
Jose J. Franco
Joseph Atiba
Kevin Nguyen
Thomas, Ellison
hstubbs
Sean Sani
Karim Ismail

Keep It Simple

- Try one new type of activity each class session
- Try one new technology or one new use of a technology each class session

Asynchronous Online Activities

Maintain a Variety of Asynchronous Learning Activities, But Maintain a Fairly Regular Weekly Structure

Class #1

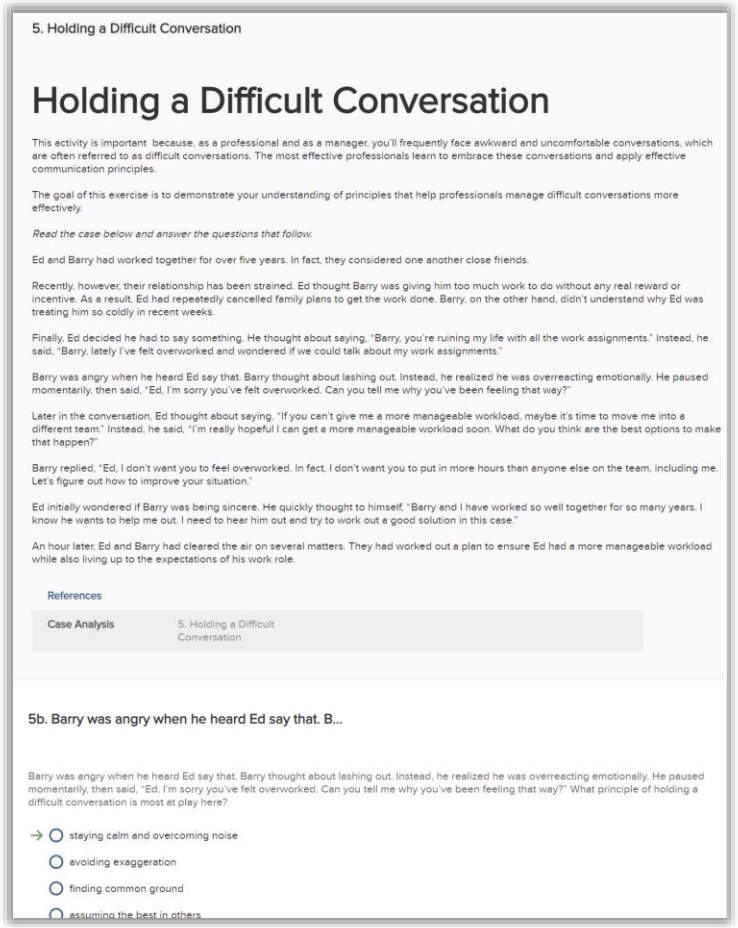
- Weekly Quiz
- Weekly Individual Activity
- Weekly Discussion Forum

Class #2

- Weekly Group Activity
- Weekly Presentation Exercise
- Weekly Case Analysis

Connect Exercises

Written Cases



5. Holding a Difficult Conversation

Holding a Difficult Conversation

This activity is important because, as a professional and as a manager, you'll frequently face awkward and uncomfortable conversations, which are often referred to as difficult conversations. The most effective professionals learn to embrace these conversations and apply effective communication principles.

The goal of this exercise is to demonstrate your understanding of principles that help professionals manage difficult conversations more effectively.

Read the case below and answer the questions that follow.

Ed and Barry had worked together for over five years. In fact, they considered one another close friends.

Recently, however, their relationship has been strained. Ed thought Barry was giving him too much work to do without any real reward or incentive. As a result, Ed had repeatedly cancelled family plans to get the work done. Barry, on the other hand, didn't understand why Ed was treating him so coldly in recent weeks.

Finally, Ed decided he had to say something. He thought about saying, "Barry, you're ruining my life with all the work assignments." Instead, he said, "Barry, lately I've felt overworked and wondered if we could talk about my work assignments."

Barry was angry when he heard Ed say that. Barry thought about lashing out. Instead, he realized he was overreacting emotionally. He paused momentarily, then said, "Ed, I'm sorry you've felt overworked. Can you tell me why you've been feeling that way?"

Later in the conversation, Ed thought about saying, "If you can't give me a more manageable workload, maybe it's time to move me into a different team." Instead, he said, "I'm really hopeful I can get a more manageable workload soon. What do you think are the best options to make that happen?"

Barry replied, "Ed, I don't want you to feel overworked. In fact, I don't want you to put in more hours than anyone else on the team, including me. Let's figure out how to improve your situation."

Ed initially wondered if Barry was being sincere. He quickly thought to himself, "Barry and I have worked so well together for so many years. I know he wants to help me out. I need to hear him out and try to work out a good solution in this case."

An hour later, Ed and Barry had cleared the air on several matters. They had worked out a plan to ensure Ed had a more manageable workload while also living up to the expectations of his work role.

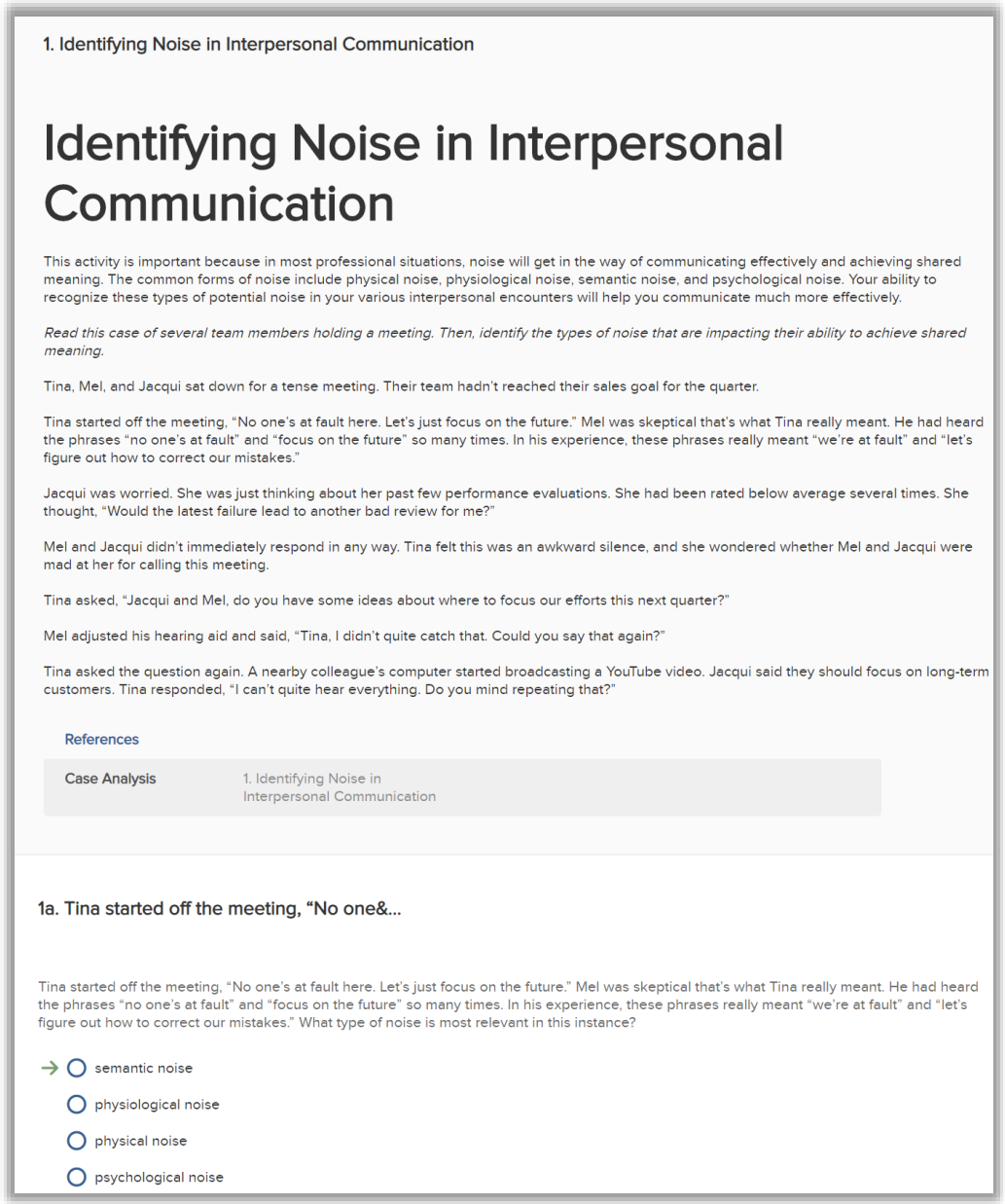
References

Case Analysis	5. Holding a Difficult Conversation

5b. Barry was angry when he heard Ed say that. B...

Barry was angry when he heard Ed say that. Barry thought about lashing out. Instead, he realized he was overreacting emotionally. He paused momentarily, then said, "Ed, I'm sorry you've felt overworked. Can you tell me why you've been feeling that way?" What principle of holding a difficult conversation is most at play here?

- → staying calm and overcoming noise
- avoiding exaggeration
- finding common ground
- assuming the best in others



1. Identifying Noise in Interpersonal Communication

Identifying Noise in Interpersonal Communication

This activity is important because in most professional situations, noise will get in the way of communicating effectively and achieving shared meaning. The common forms of noise include physical noise, physiological noise, semantic noise, and psychological noise. Your ability to recognize these types of potential noise in your various interpersonal encounters will help you communicate much more effectively.

Read this case of several team members holding a meeting. Then, identify the types of noise that are impacting their ability to achieve shared meaning.

Tina, Mel, and Jacqui sat down for a tense meeting. Their team hadn't reached their sales goal for the quarter.

Tina started off the meeting, "No one's at fault here. Let's just focus on the future." Mel was skeptical that's what Tina really meant. He had heard the phrases "no one's at fault" and "focus on the future" so many times. In his experience, these phrases really meant "we're at fault" and "let's figure out how to correct our mistakes."

Jacqui was worried. She was just thinking about her past few performance evaluations. She had been rated below average several times. She thought, "Would the latest failure lead to another bad review for me?"

Mel and Jacqui didn't immediately respond in any way. Tina felt this was an awkward silence, and she wondered whether Mel and Jacqui were mad at her for calling this meeting.

Tina asked, "Jacqui and Mel, do you have some ideas about where to focus our efforts this next quarter?"

Mel adjusted his hearing aid and said, "Tina, I didn't quite catch that. Could you say that again?"

Tina asked the question again. A nearby colleague's computer started broadcasting a YouTube video. Jacqui said they should focus on long-term customers. Tina responded, "I can't quite hear everything. Do you mind repeating that?"

References

Case Analysis	1. Identifying Noise in Interpersonal Communication

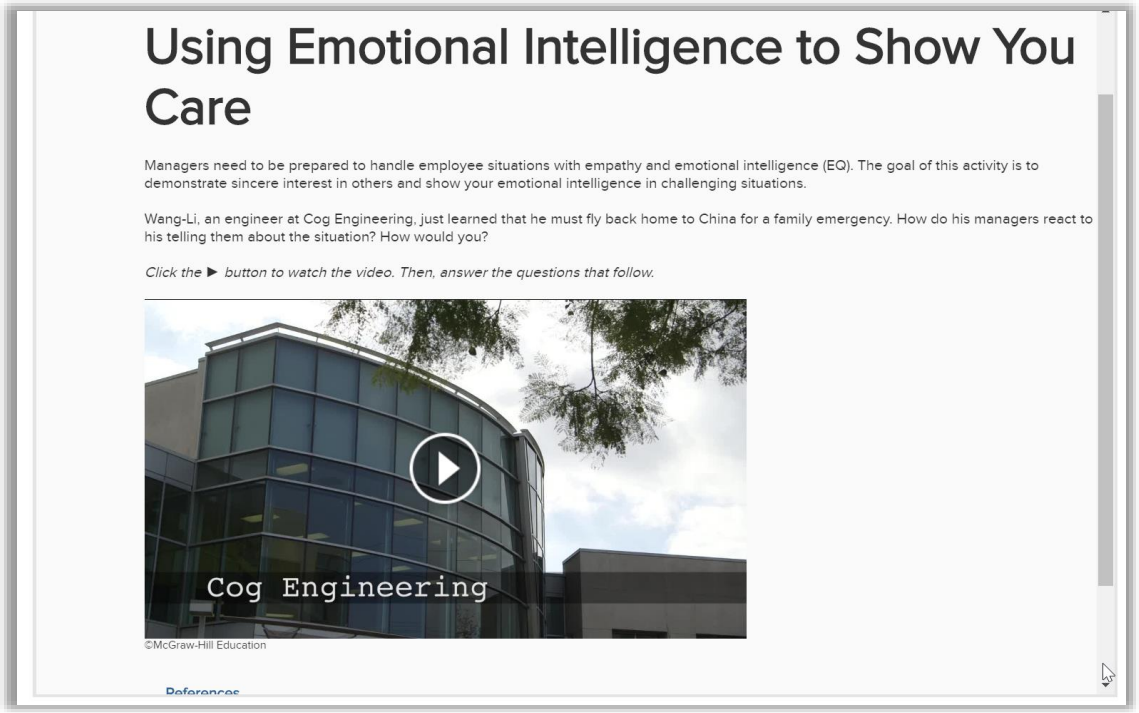
1a. Tina started off the meeting, "No one&...

Tina started off the meeting, "No one's at fault here. Let's just focus on the future." Mel was skeptical that's what Tina really meant. He had heard the phrases "no one's at fault" and "focus on the future" so many times. In his experience, these phrases really meant "we're at fault" and "let's figure out how to correct our mistakes." What type of noise is most relevant in this instance?

- → semantic noise
- physiological noise
- physical noise
- psychological noise

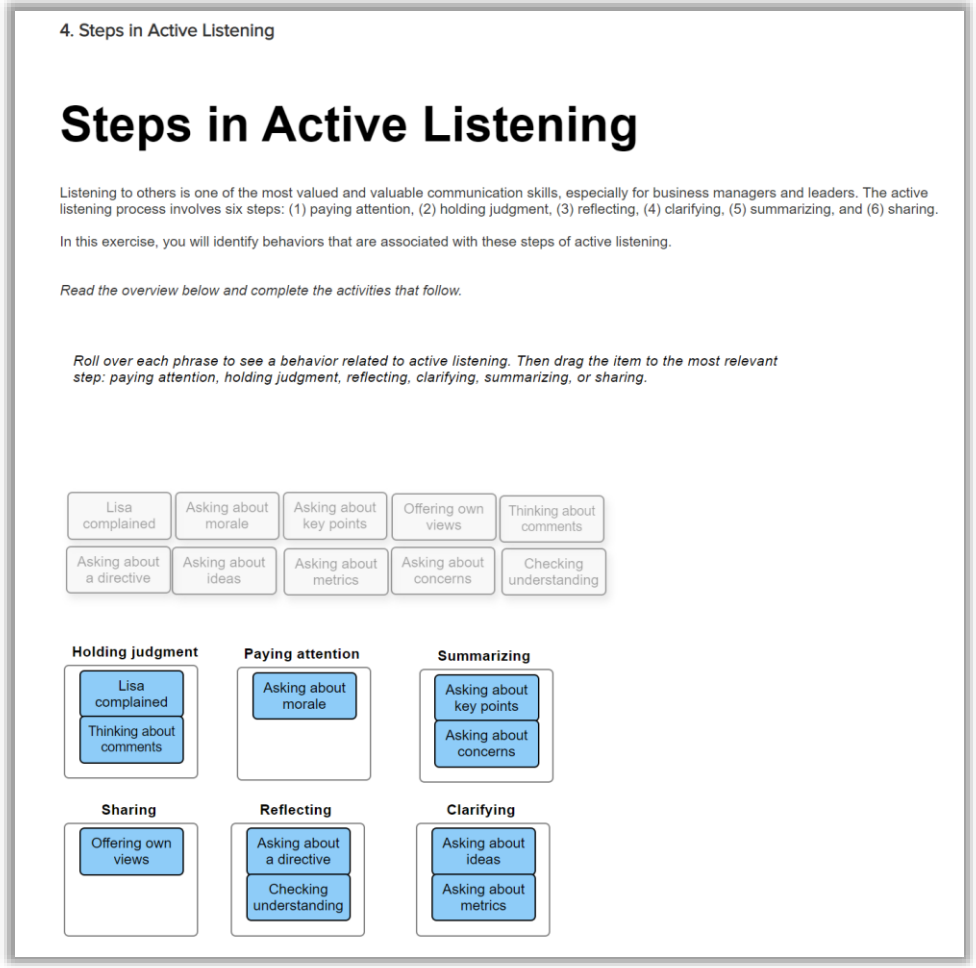
Connect Exercises

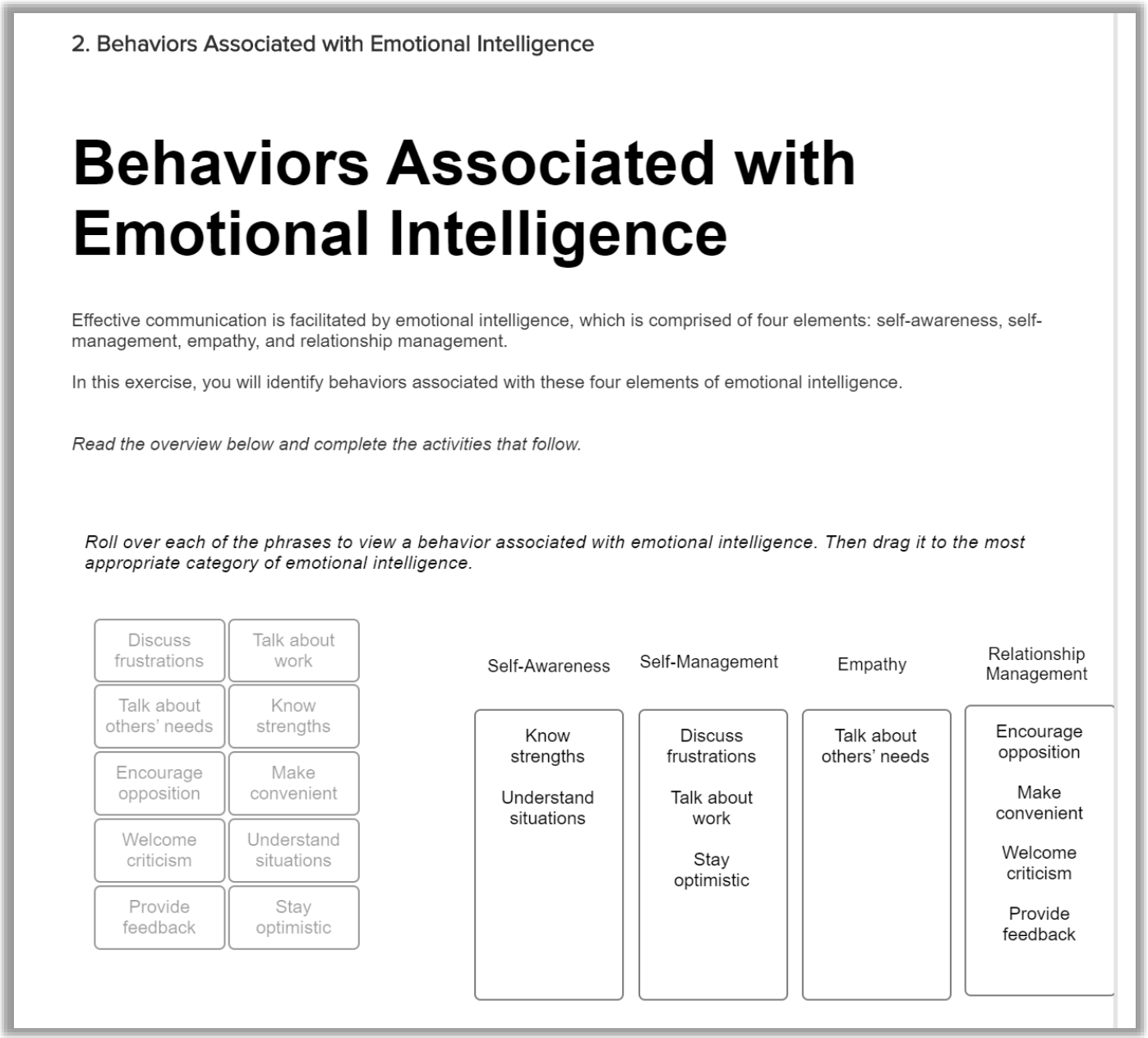
Video Cases



Connect Exercises

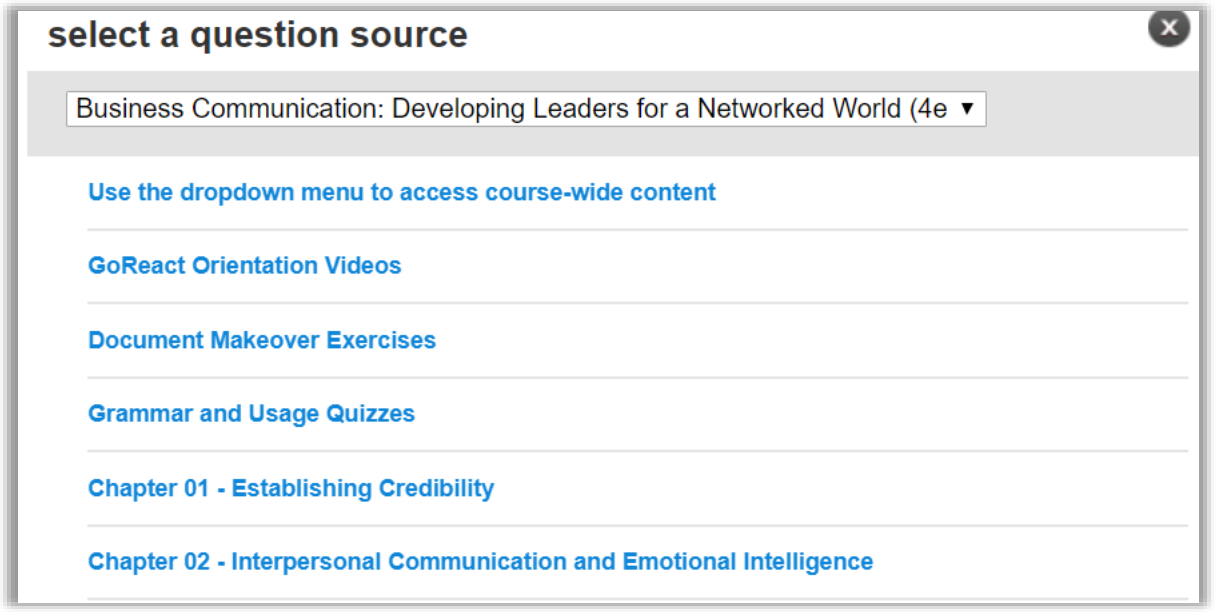
Drag and Drop

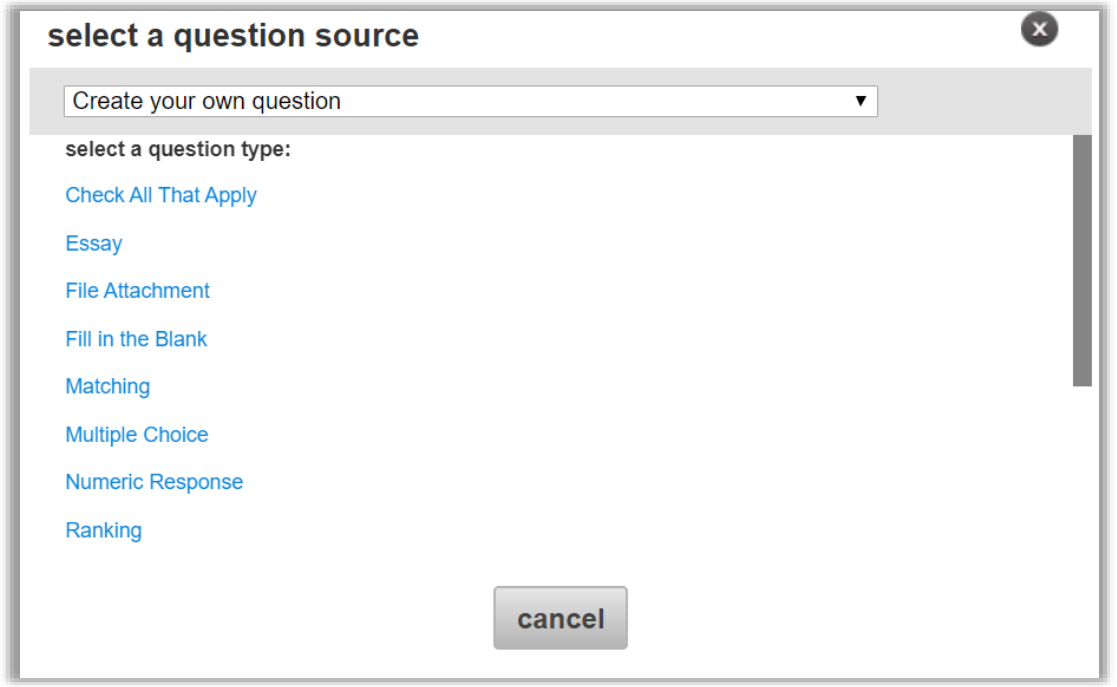




Connect Exercises

There Are Many Options Open to All of Us





Discussion Forums

1. Choose a discussion topic that's perplexing and without clear answers *but* with which students can form an opinion fairly quickly (5 to 10 minutes).

2. Base the discussion topic on real events that you can supplement with short videos or opinion pieces.

3. Create discussions that help students accomplish larger projects.

4. Make sure students know you're paying attention to the discussions (by rewarding with points, adding short comments here and there) but ***allow students to own the conversation***.

5. Refer to online discussions during in-class sessions.

Make It All an Integrated Experience

Because learning changes everything.®

Thank You!

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