Changing the Mindset Against On-Line Teaching: Confessions of an Economics Professor

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Objectives:

After attending this session, participants will be able to:

• Formulate strategies and devise incentives to elicit faculty buy-in
• Identify misconceptions that dissuade faculty from teaching on-line
• Develop ways to foster collaboration and relationships between Faculty and instructional designers that are crucial at the pre-development phase, development phase, and post development phase of a course
About Salisbury University (2018 - 2019)

SU has 2 colleges and 4 schools

• Total Enrollment: 8,567
• Undergraduate Majors: 43
• Master’s and Doctoral Programs: 17
• Student-Faculty Ratio: 15:1
• Full-Time Faculty: 440
• Part-Time Faculty: 281
Prior Misconception

• Not much can be accomplished by teaching on-line.
• Therefore it is best to teach face-to-face.
• Especially in economics, where we often use complicated graphs and models.
  • For example the following graph shows how a country should engage in international trade and the benefits from trade.
International Trade Equilibrium

(a) Home Country

Output of shoes, $Q_S$

Output of computers, $Q_C$

Relative price of computers, $P_C/P_S$

(b) International Market

Home export supply curve for computers

Figure 4.3
Feenstra/Taylor, International Economics, 4e, © 2017 by Worth Publishers
Prior Misconception – contd.

• I had reached this conclusion even though I had no prior experience with on-line course design and delivery.
  —It was purely based on the mindset that I had.

• This was the most critical factor behind my misconception about on-line teaching.

• For more than 10 years I remained skeptical and resistant to on-line teaching.
A Shift in Mindset

• Soaring with Online Learning Workshop, Summer 2017
• Soaring:
  ✓ Completely changed my prior conclusion that the face-to-face approach cannot be replaced with the on-line approach.
  ✓ Motivated me to complete the Applying the Quality Matters Rubric (APPQMR) workshop in 2018
• After Soaring and APPQMR, was able to successfully design and deliver on-line courses by doing things that I had thought were impossible in the past.
Soaring and APPQMR: Impact on Online Course Design & Delivery

• Helped me to structure my modules in ways that made it easy for me to teach online.
• To illustrate, I will discuss the following two modules in more detail:
  — Getting Started & Pre-Week Activities module
  — Lecture module example
Getting Started & Pre-Week Activities Module –

1) **Course Information:**
   - Course Description and Objectives
   - Textbook and MindTap Instructions
   - Course Outline
   - LockDown Browser

2) **Policies and Procedures:**
   - Expectations
   - Grading and Assessments
   - Online Netiquette
   - University Policies and Resources
3) **Student Support:**
   - Help and Support Services
   - Cengage Technical Support

4) **Pre-Week Activities:**
   - Introduce Yourself
   - Start-up Quiz
Lecture Modules

• Each module is structured as follows:
  1) lecture objectives are listed at the beginning
  2) lecture is covered in short segments and/or videos.
  3) a short question quiz after completing a lecture segment and/or video.
  4) the lecture segments, videos, and quizzes are to be completed in sequence.
  5) End of lecture assessments:
     — Homework
     — Discussion Board Post
Additional Benefits from QM Peer & Master Reviewer Roles

• QM courses and the QM course review experience have also been very helpful to this once skeptical economics professor in terms of:
  1) course improvement
  2) applying some of the QM standards to my courses
  3) always taking into account the learner perspective in the design and delivery of his on-line classes.
Thank you!