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.
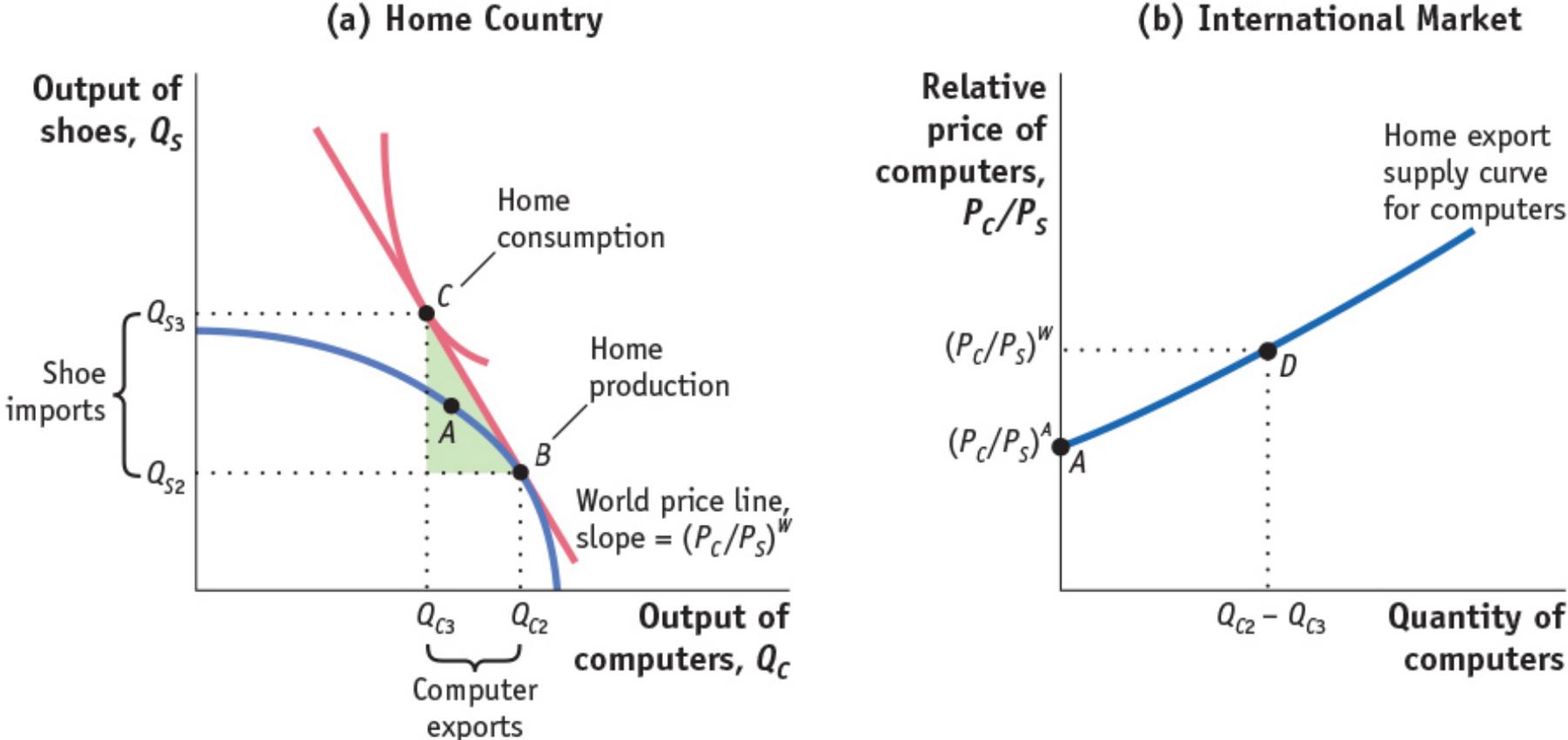
International Trade Equilibrium

(a) Home Country

Output of shoes, Q_S

Home consumption

C

Home production

Q_{S3}

Shoe imports

A

B

Q_{S2}

World price line, slope = $(P_C/P_S)^W$

Q_{C3} Q_{C2}

Computer exports

Output of computers, Q_C

(b) International Market

Relative price of computers, P_C/P_S

Home export supply curve for computers

$(P_C/P_S)^W$

D

$(P_C/P_S)^A$

A

$Q_{C2} - Q_{C3}$

Quantity of computers

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

Getting Started & Pre-Week Activities Module contd.

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!