So Your Advisee Wants to Take an Online Course?

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UConn eCampus
What you should be able to do...

- Explain the differences between the flexible teaching and learning modes that exist at the University (in person, hybrid/blended, online)
- Identify University recommended standards for high quality online courses
- Describe common elements of high quality online courses
- Recognize the variation in quality and format across online courses at UConn
- Assist students in making informed decisions about enrolling in UConn online courses
Your Perceptions?

1. Can online courses provide the same level of quality as in person courses?
2. Would you advise against a student taking an online course? If so why?
3. When would you advise a student that an online course would be a good option?

WRITE THESE ANSWERS ON THE NOTE CARDS PROVIDED…
What’s the difference?

- **In-Person:** all required contact hours occur during regularly scheduled face-to-face class meeting times.

- **Hybrid/Blended:** online contact displaces some portion of the required contact hours that would normally take place in a scheduled in-person course.

- **Online:** all required contact hours are internet-based. Completion of assessments and exams in-person at authorized proctoring locations may be required.
Student Perceptions?

- Do students ask you questions about online courses? If so, what?
- What are the common student perceptions around online courses at UConn?
- Do you have any examples of questions or concerns raised by students that you want to be able to address in the future?

SHARE IN GROUPS OF 3 or 4 and BE PREPARED TO SHARE WITH ALL
What does eCampus do?

- Faculty development and support
- Incentivize and promote quality
- Quality Matters
- Online Learning Consortium
- NEASC
- Federal Regulations
- Curate student support materials and processes
  (*upcoming improvements)

Note: Faculty are not required to work with eCampus
What does quality look like?

- Engaged students and faculty
- Well planned, aligned, varied, and accessible content, activities, and technology
- Organized, navigable, and well structured course sites
- Infrastructure and support services equal to those experienced by in-person students
- Strong evidence of best practices in teaching

An Example: Shakespeare Online
What about variation between courses?

- No two online courses at UConn are exactly the same
- Why?
- How much variation?
- What should students know?
How will you share this with students?

- What can you now share with advisees that you couldn’t or were less able to prior to today’s workshop?
- How will this change your approach to addressing questions of online courses in advising situations?
- Are there still unanswered questions?
Contact me if needed…

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