

# Center for Academic Excellence

APPALACHIAN STATE UNIVERSITY

## Course Delivery Options

<b>Online Delivery</b> Online Components Only	
Type	Key Features
<b>Asynchronous</b>	<ul style="list-style-type: none"><li>• All course components are delivered online</li><li>• No specific meeting times, most flexible option for students</li><li>• Course work is completed asynchronously with deadlines throughout the semester</li><li>• Requires both faculty and students to have access to reliable internet</li><li>• Crucial design questions are <i>How can I create a predictable course structure that will promote student success? How can I use technology tools to build community, communicate frequently, and engage students with the absence of face-to-face interactions?</i></li></ul>
<b>Synchronous</b>	<ul style="list-style-type: none"><li>• All course components are delivered online. Students work independently for the asynchronous components and participate in regularly scheduled session, often in Zoom, for the synchronous component</li><li>• Asynchronous component can involve learning content by viewing lectures and reading articles, participating in online discussions, and participating in group projects</li><li>• Synchronous session is not a lecture, but provides time for discussion, problem solving, and higher level thinking and collaborative activities. Synchronous online time is used to apply course content in ways that can only be accomplished when everyone is together in the same place.</li><li>• Requires both faculty and students to have access to reliable internet</li><li>• Crucial design questions are <i>How can I use our synchronous time to accomplish goals that could not be accomplished asynchronously? How can I design shared experiences that are engaging and accessible to students with a variety of needs and interests?</i></li></ul>
<b>Hybrid Delivery</b> Online and In-person Components	
Type	Key Features
<b>Rotating Student Groups</b>	<ul style="list-style-type: none"><li>• Some components of the course are offered virtually and some in person</li><li>• Different groups of students rotate “through” the face-to-face classroom on different class days. For example, half (TR) or one-third (MWF) of students attend face-to-face class once a week while others engage in activities online</li><li>• All face-to-face classes and online activities given in one week are the same so students have comparable experiences</li></ul>

	<ul style="list-style-type: none"> <li>• Face-to face component is not a lecture, but provides time for discussion, demonstrations, problem solving, and higher level thinking and collaborative activities. Class time is used to apply course content in ways that can only be accomplished when everyone is together in the same place</li> <li>• Online component can involve learning content by viewing lectures and reading articles, participating in online discussions, and participating in group projects</li> <li>• Crucial design questions are <i>What will I have students do in class and out of class? How can I engage students and make the in class session productive and meaningful ?</i></li> </ul>
<b>Synchronous Broadcast</b>	<ul style="list-style-type: none"> <li>• Most components are offered face-to-face with sessions broadcasted live and recorded</li> <li>• All students are attending synchronously either in person or viewing the session in real time remotely. Sessions are recorded for students unable to participate at the designated time.</li> <li>• Common format is half (TR) or one-third (MWF) of students attend face-to-face class once a week while the other group observes the course remotely. Groups change over the course of the week.</li> <li>• Sessions are not repeated</li> <li>• Instructor will need advanced skills with broadcasting and recording technologies</li> <li>• Crucial design question is <i>How can I engage students regardless of whether they are in person or online?</i></li> </ul>
<b>HyFlex</b>	<ul style="list-style-type: none"> <li>• Course is offered fully online and fully face-to-face. Students have multiple options to choose from to achieve course goals.</li> <li>• Course experience is student-driven and students select how and when they participate face-to-face and online and what learning activities and assignments will best support their learning</li> <li>• Requires instructors to develop equivalent assessments, learning activities, and resources for each class day so that mode of instruction does not affect student access to engagement with course material.</li> <li>• Requires advanced course design and technology management skills</li> <li>• Crucial design question is <i>How can I ensure that the experiences of online and f2f students are equitable?</i></li> </ul>
<b>Face-to-Face Delivery</b> In-person Components Only	
<b>Type</b>	<b>Key Features</b>
<b>Face-to-Face</b>	<ul style="list-style-type: none"> <li>• Whole class face-to-face each session</li> <li>• For Fall 2020, must consider guidelines for physical distancing</li> <li>• For Fall 2020, must be prepared to transition course to hybrid or fully online with little notice</li> <li>• Crucial design questions are <i>What is the best use of class time to accomplish my learning objectives, and what can be accomplished via AsU Learn or other technology enhancements? Have I designed my course in a flexible, agile way so I can transition to online quickly?</i></li> </ul>