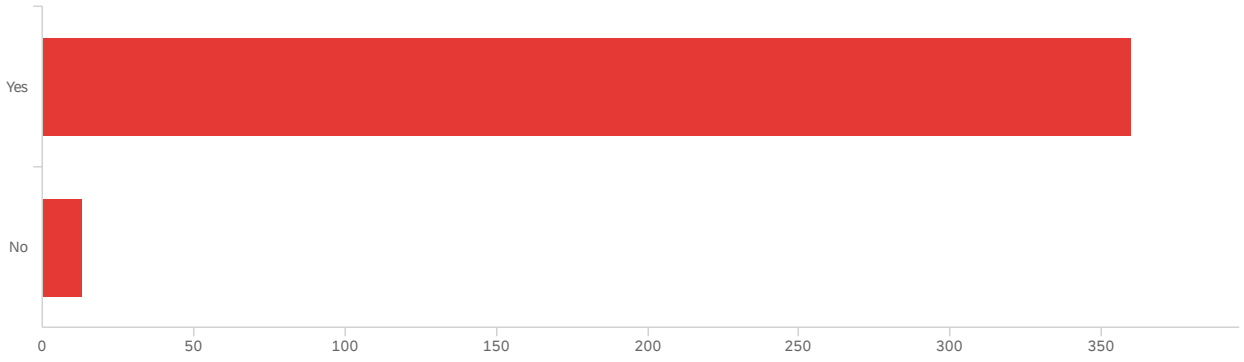
Default Report

Online Philosophy
May 3, 2021 12:52 PM EDT

During pandemic - Did you teach partly or fully online during the pandemic?

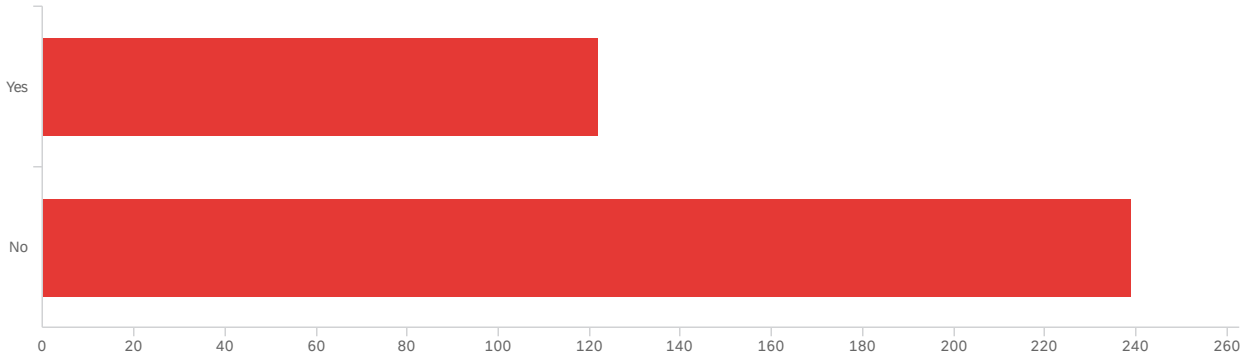


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did you teach partly or fully online during the pandemic?	1.00	2.00	1.03	0.18	0.03	373

#	Field		Choice Count
1	Yes	96.51%	360
2	No	3.49%	13
			373

Showing rows 1 - 3 of 3

Pre- - Before the pandemic, had you ever taught a course that was either partly or fully online?

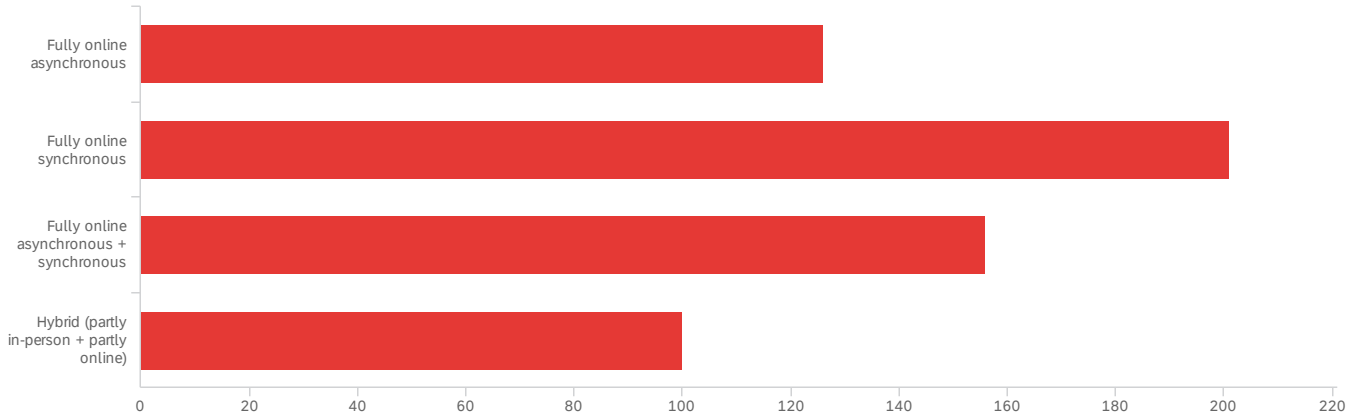


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Before the pandemic, had you ever taught a course that was either partly or fully online?	1.00	2.00	1.66	0.47	0.22	361

#	Field		Choice Count
1	Yes	33.80%	122
2	No	66.20%	239
			361

Showing rows 1 - 3 of 3

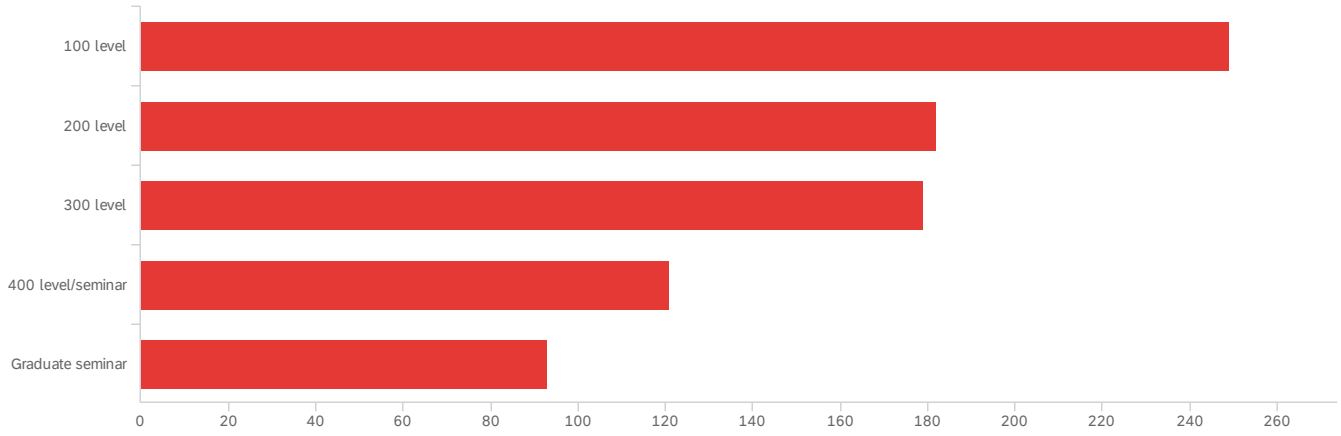
Q8 - Which of the following formats for online teaching did you adopt? You can select more than one answer.



#	Field	Choice Count	
1	Fully online asynchronous	21.61%	126
2	Fully online synchronous	34.48%	201
3	Fully online asynchronous + synchronous	26.76%	156
4	Hybrid (partly in-person + partly online)	17.15%	100
			583

Showing rows 1 - 5 of 5

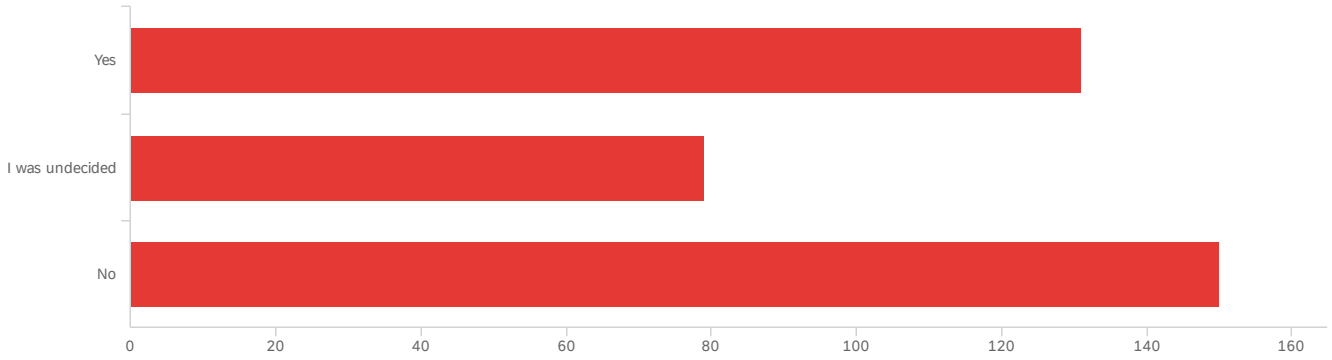
Q28 - Which course levels have you taught online? You can select more than one answer.



#	Field	Choice Count	
1	100 level	30.22%	249
2	200 level	22.09%	182
3	300 level	21.72%	179
4	400 level/seminar	14.68%	121
5	Graduate seminar	11.29%	93
			824

Showing rows 1 - 6 of 6

Pre-/Post- - When you first started teaching online, did you expect to ever teach online again after the pandemic?

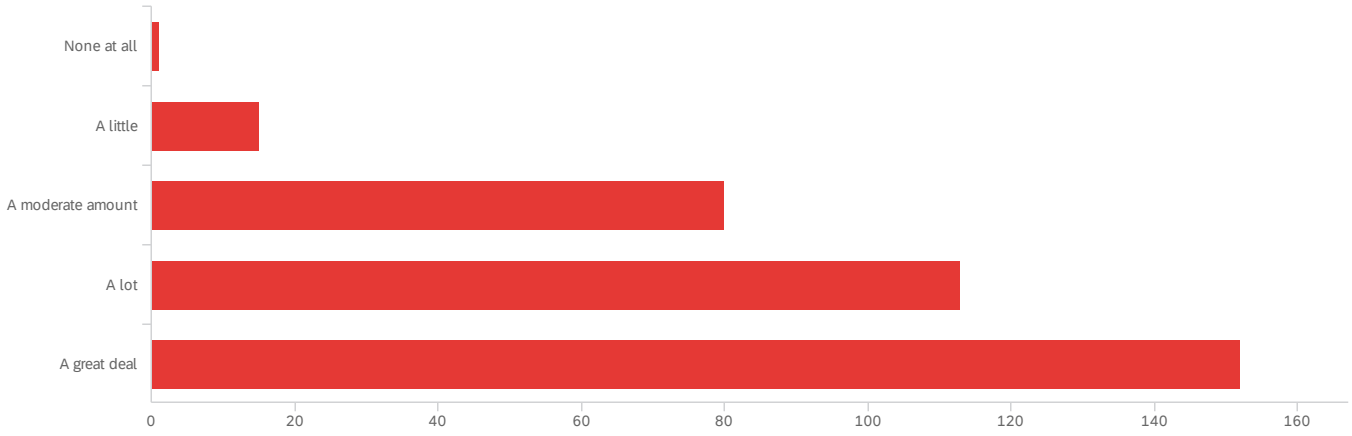


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	When you first started teaching online, did you expect to ever teach online again after the pandemic?	1.00	3.00	2.05	0.88	0.78	360

#	Field		Choice Count
1	Yes	36.39%	131
2	I was undecided	21.94%	79
3	No	41.67%	150
			360

Showing rows 1 - 4 of 4

T + E before - How much time and energy did you spend preparing in advance for the courses you taught online?

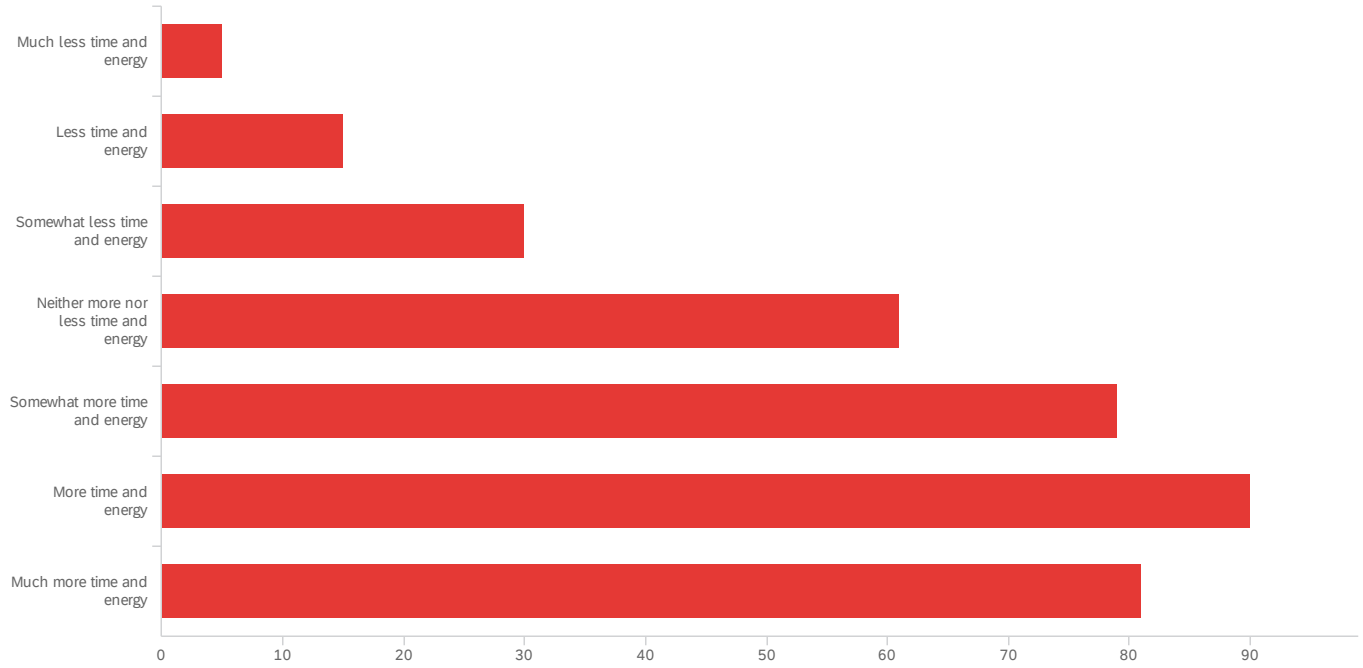


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much time and energy did you spend preparing in advance for the courses you taught online?	1.00	5.00	4.11	0.91	0.82	361

#	Field		Choice Count
1	None at all	0.28%	1
2	A little	4.16%	15
3	A moderate amount	22.16%	80
4	A lot	31.30%	113
5	A great deal	42.11%	152
			361

Showing rows 1 - 6 of 6

T + E During - How much time and energy did teaching online require during the semester/quarter relative to your normal in-person courses?

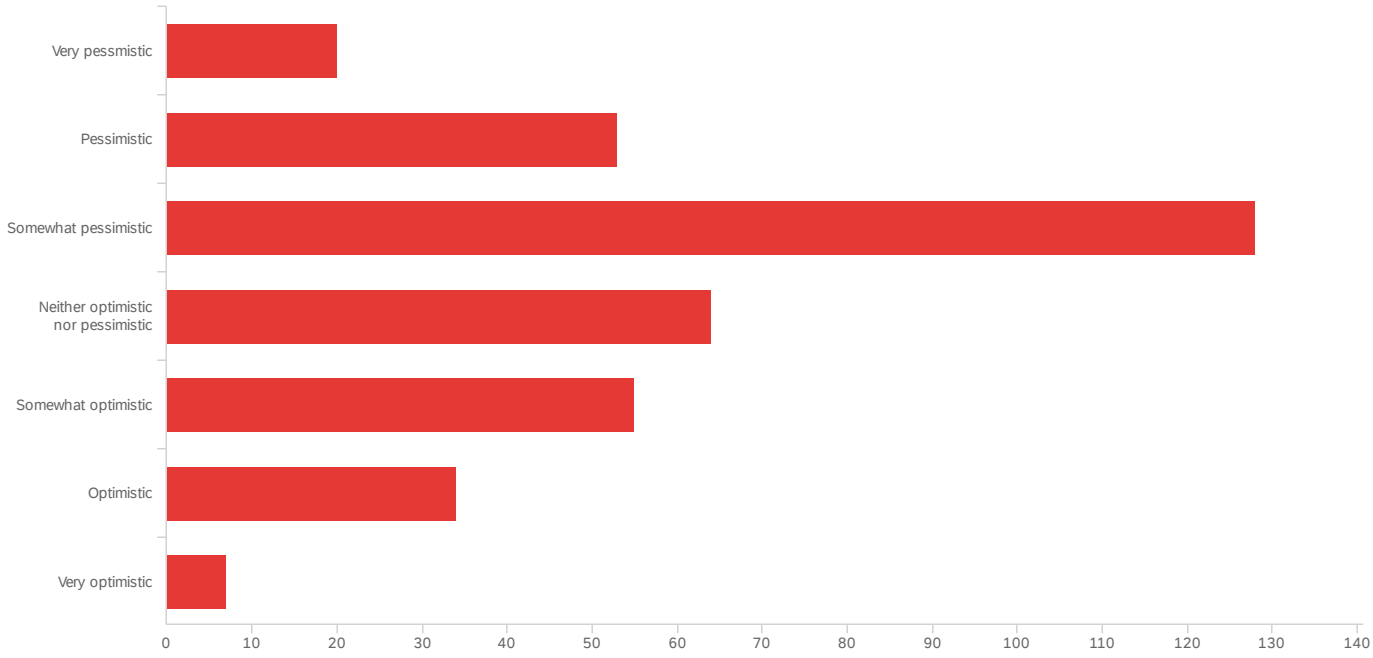


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How much time and energy did teaching online require during the semester/quarter relative to your normal in-person courses?	1.00	7.00	5.18	1.49	2.21	361

#	Field	Choice Count	
1	Much less time and energy	1.39%	5
2	Less time and energy	4.16%	15
3	Somewhat less time and energy	8.31%	30
4	Neither more nor less time and energy	16.90%	61
5	Somewhat more time and energy	21.88%	79
6	More time and energy	24.93%	90
7	Much more time and energy	22.44%	81
			361

Showing rows 1 - 8 of 8

Expect - What's the best way to describe your expectations before you started teaching online?

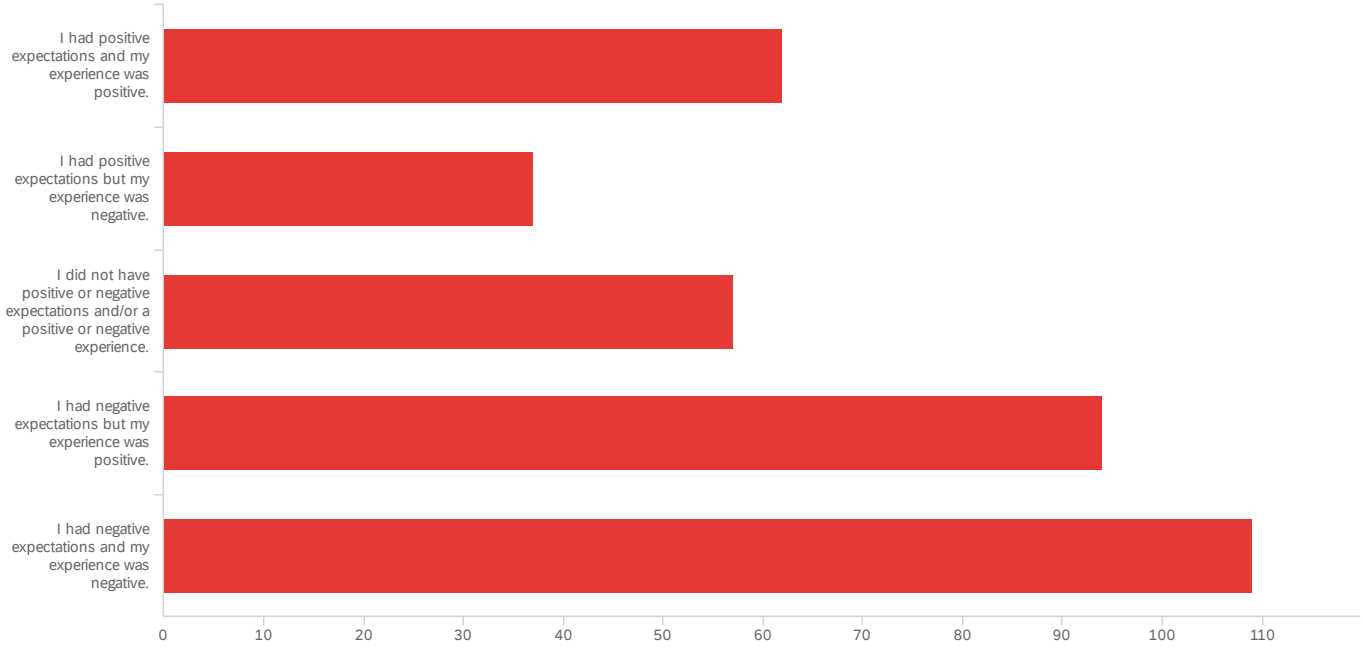


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What's the best way to describe your expectations before you started teaching online?	1.00	7.00	3.58	1.40	1.97	361

#	Field	Choice Count	
1	Very pessmistic	5.54%	20
2	Pessimistic	14.68%	53
3	Somewhat pessimistic	35.46%	128
4	Neither optimistic nor pessimistic	17.73%	64
5	Somewhat optimistic	15.24%	55
6	Optimistic	9.42%	34
7	Very optimistic	1.94%	7
			361

Showing rows 1 - 8 of 8

Match - Did your experiences teaching online match your expectations?

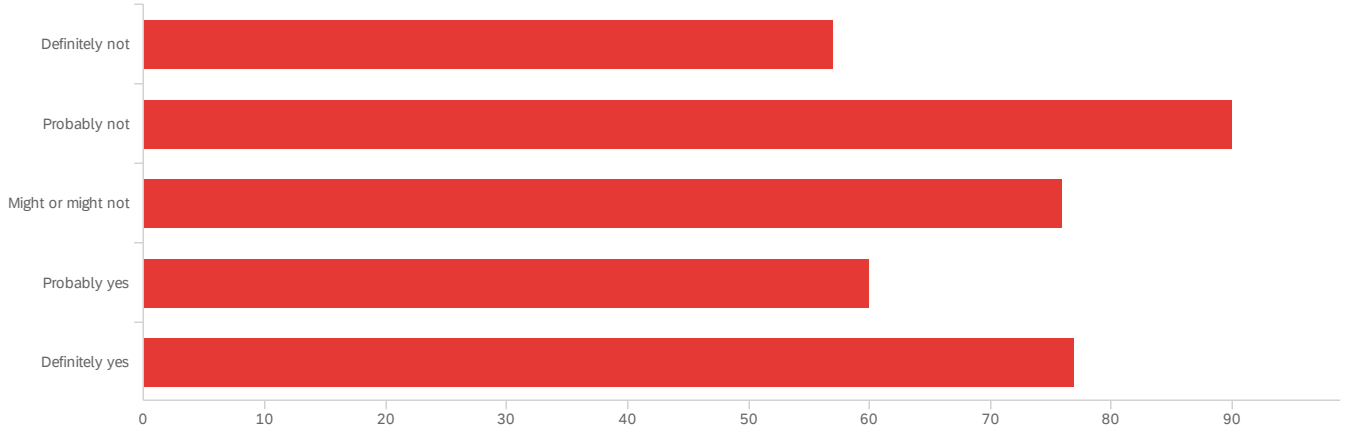


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did your experiences teaching online match your expectations?	1.00	5.00	3.42	1.45	2.09	359

#	Field	Choice Count	
1	I had positive expectations and my experience was positive.	17.27%	62
2	I had positive expectations but my experience was negative.	10.31%	37
3	I did not have positive or negative expectations and/or a positive or negative experience.	15.88%	57
4	I had negative expectations but my experience was positive.	26.18%	94
5	I had negative expectations and my experience was negative.	30.36%	109
			359

Showing rows 1 - 6 of 6

Post-pan - Do you plan to teach online after the pandemic?

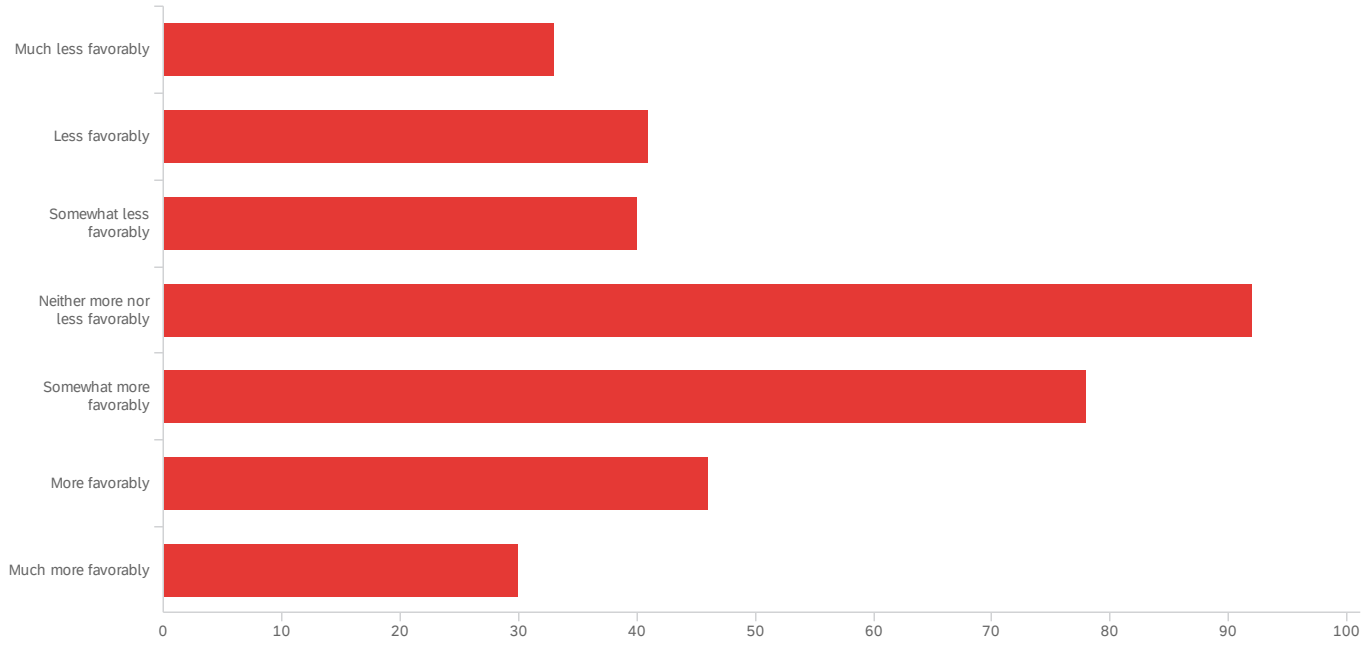


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do you plan to teach online after the pandemic?	1.00	5.00	3.03	1.38	1.90	360

#	Field	Choice Count	
1	Definitely not	15.83%	57
2	Probably not	25.00%	90
3	Might or might not	21.11%	76
4	Probably yes	16.67%	60
5	Definitely yes	21.39%	77
			360

Showing rows 1 - 6 of 6

Better vs. Worse - Now that you have taught online, do you view teaching philosophy online more or less favorably than before?

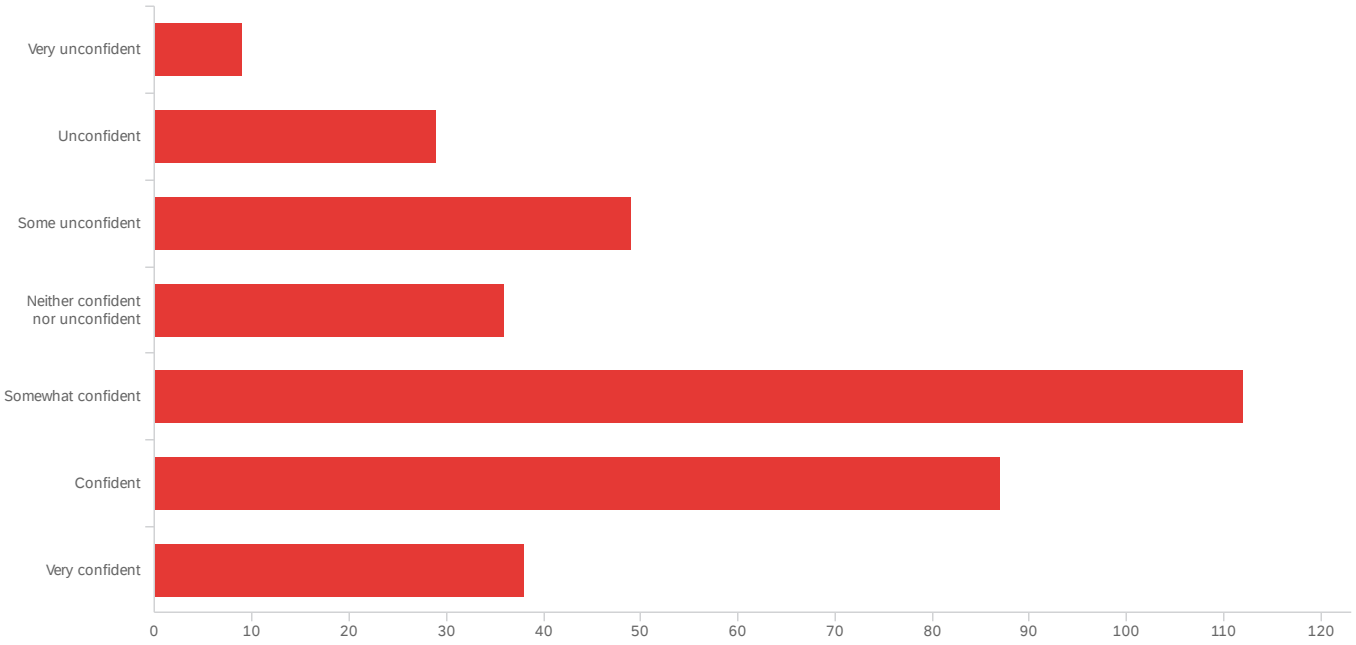


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Now that you have taught online, do you view teaching philosophy online more or less favorably than before?	1.00	7.00	4.11	1.69	2.86	360

#	Field		Choice Count
1	Much less favorably	9.17%	33
2	Less favorably	11.39%	41
3	Somewhat less favorably	11.11%	40
4	Neither more nor less favorably	25.56%	92
5	Somewhat more favorably	21.67%	78
6	More favorably	12.78%	46
7	Much more favorably	8.33%	30
			360

Showing rows 1 - 8 of 8

Self Conf. - Based on your experiences, how confident are you in your ability to teach philosophy online in a way that is engaging and effective?

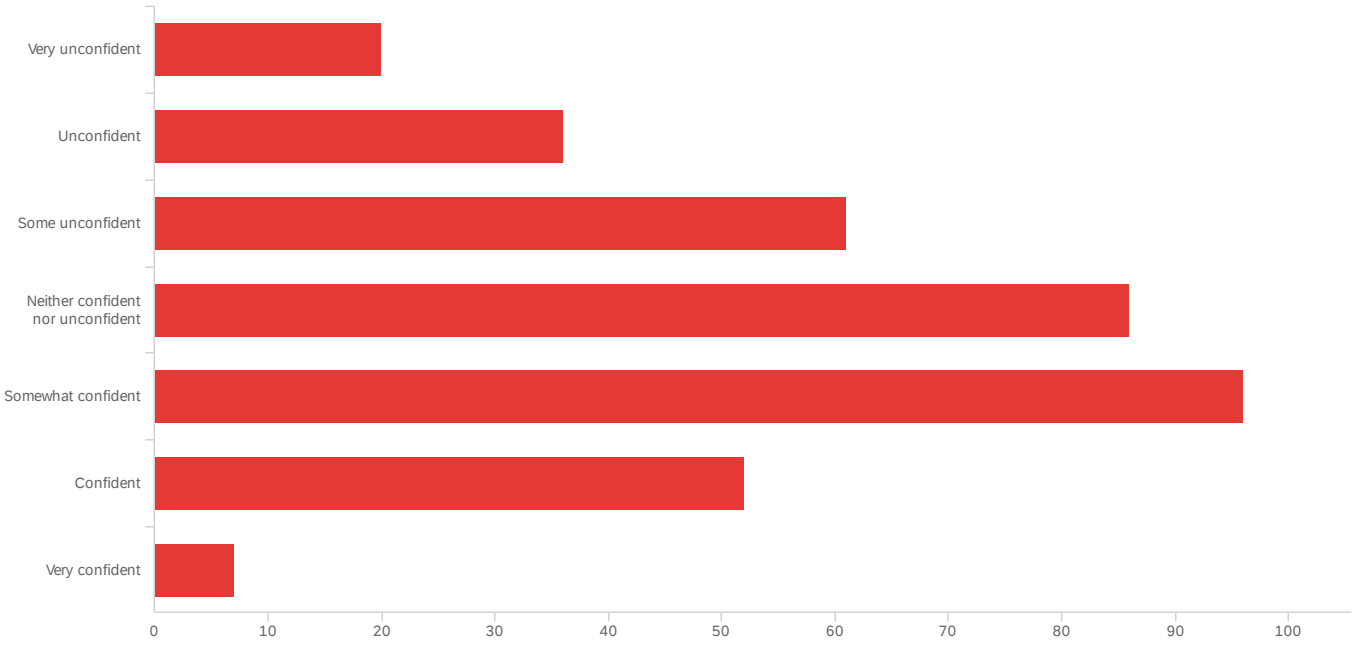


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Based on your experiences, how confident are you in your ability to teach philosophy online in a way that is engaging and effective?	1.00	7.00	4.74	1.54	2.37	360

#	Field	Choice Count	
1	Very unconfident	2.50%	9
2	Unconfident	8.06%	29
3	Some unconfident	13.61%	49
4	Neither confident nor unconfident	10.00%	36
5	Somewhat confident	31.11%	112
6	Confident	24.17%	87
7	Very confident	10.56%	38
			360

Showing rows 1 - 8 of 8

Other Conf. - Based on your experiences, how confident are you in other people's ability to teach philosophy online in a way that is engaging and effective?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Based on your experiences, how confident are you in other people's ability to teach philosophy online in a way that is engaging and effective?	1.00	7.00	4.08	1.45	2.09	358

#	Field	Choice Count	
1	Very unconfident	5.59%	20
2	Unconfident	10.06%	36
3	Some unconfident	17.04%	61
4	Neither confident nor unconfident	24.02%	86
5	Somewhat confident	26.82%	96
6	Confident	14.53%	52
7	Very confident	1.96%	7
			358

Showing rows 1 - 8 of 8

Q26 - What do you think are the biggest challenges when it comes to teaching philosophy online?

What do you think are the biggest challenges when it comes to teaching phil...
Engaging students in discussions
Gauging understanding and maintaining student motivation.
having students make good use of powerful online function and means to carry out engaging discussion contributions
to engage students in a collective discussion which satisfies the demands of a philosophical discussion
Less time management
Captivating your students
A lack of training for online education. Almost all of my pedagogical training and experience focuses on face-to-face learning.
cultivating a sense of classroom community finding the medium between technology that is useful and too much tech
Engagement and meaningful discussion
Rigorous discussion
Internet connection, student cameras off, allowing all to participate in discussions.
Dealing with plagiarism.
Engagement, lack of embodiment, and difficulty of building relationships. My ratings above are only as positive as they are because of some of the very specific classes I was scheduled to teach, and had I been teaching the same classes I taught last spring this year, my experience would have been much more negative. In the classes I happened to be scheduled to teach, they were fairly small and many of the students already knew one another, so this mitigated much of the problem. Larger classes (much over 12 students, but especially 20+ IMO) are much more difficult to do this in, and I think these aspects are really important if you want students to do philosophy (not just to learn about philosophers, but actually engage in the process of doing it themselves).
Lack of training, lack of time/resources to prepare, lack of student resources (high speed internet access, etc.), institutional requirements to use specific programs, recording causing a chilling effect
The difficulty of sustaining the energy for conversation, and the difficulty of listening seriously to others.
Preparing an adequate format to avoid disgression.
In my situation many students wouldn't work as a group on line, they wouldn't use their cameras, or were mute for the whole semester, that made must attempts to discuss a theme very short, and plaon
Engaging experiences and discussion

What do you think are the biggest challenges when it comes to teaching phil...

Getting the students excited about the topics. Technical difficulties.

Being in touch with students and help them overcome specific difficulties

The students at my college want the face to face experience with their peers.

getting students involved

Student's ability to persist and self motivate.

Concentration time

Performing without a live audience was incredibly draining. Getting students to engage with one another was incredibly difficult (which undermines the value of having diversity in the classroom). Effective teaching methods like role play or using the socratic method do not adapt well to an online environment.

Less tolerant to quiet time eg when students are writing or reflecting,

The loss of environmental cues for students regarding expectations and obligations of 'good studenting'; those need explicit setting and reinforcement

Students engagement.

Lack of interaction

Eliciting answers and debate from the students.

I have felt that online philosophy class is so hard because you are not there with your students, you can't feel the philosophical tension that implies to think about some topics. It's a kind of poor experience.

Realising that to achieve the same objectives, some things need to be approached differently

Creating the virtual classroom as a distinct space and developing a sense of togetherness in that virtual space is a challenge and, I think, a must. Finding ways to help students fight online and external distraction is key. One must also figure out how to "read the room." In person you can hear and feel energy, attention, and understanding shifts. This is much more difficult online.

Fostering debate and discussion, teaching basic skills like logic and arguments

Having organic discussions that can be directed to explore theories and their implications.

Socratic method working for the class as a whole. Engagement is weak. Can’t push as hard. Lack of connection. Lack of connection among the students. Can’t use the board effectively.

Include feelings, experiences and emotions

There's no chalkboard unless you hook up some fancy equipment. Slides are boring.

I struggled to get 'in-class' discussion going in my synchronous courses over Zoom. The asynchronous discussion boards, on the other hand, were very fruitful.

What do you think are the biggest challenges when it comes to teaching phil...

Exchange of questions.

Students with cameras turned off made spontaneous class discussion difficult; also not having access to the collective body language made it rather difficult to gauge student reception (of an idea/point) and class mood.

Technical uncertainties students experience

(1) Stimulating productive discussions in asynchronous forums and in synchronous lecture sessions. (2) Time investment learning the technology platforms. (3) Poor student time management as a contributor to burnout.

Students are very distracted and disengaged, that makes teaching difficult and frustrating.

Getting students to think beyond the first, superficial answer to questions.

Humans respond best to intellectual engagement when they are more fully and biologically present with one another: i.e., face to face.

Students attention, engagement and discussion. The medium does not foster exchange and students seem to believe that the format allows anonymity to slack off, not pay attention, multitask. Online learning works well with self-directed and engaged learners but not for your average undergraduate. Of course, these are generalizations and just based on my experiences and I think the emotional toll of the 4 years of a quasi-dictator, endless police violence, widespread protests, and the pandemic wreaked havoc on the mental well-being of most college students making it exceptionally challenging to engage in theoretical questions.

Engaging students who can be muted and looking at other things on screen in a discussion style class

Frankly, all the challenges that I can think of off the top of my head are challenges equally arising in classroom settings: involving everyone in a discussion, for instance, providing equal learning opportunities for all, registering lack of understanding. This, however, goes for synchronous settings only. In asynchronous courses, I have found it immensely challenging to get any lively student involvement going at all - in my case, students made only very reluctant use of any kind of discussion formats that were not face-to-face (e.g., forum threads).

1. Cheating and plagiarism are huge problems. 2. Online discussion is extremely inefficient, and being involved with them and keeping up is very time-consuming.

Presence of student distractions, inability to confirm engagement.

To engage students in a lively debate. Not just some, but all or at least most, of them. Keeping them focused.

Being able to tell whether students were confused, what texts or concepts they found most challenging, etc. because I couldn't see them (as we couldn't force them.to turn on their cameras). I did not have access to the physical cues available in the classroom.

Reaching the part of the class that just doesnt participatem. Having 8 or so hyper engaged students online can make for great discussions, but it's harder to bring the reserved students into the fold

establish a conversation that is more than mere mono- or dialogues; create an atmoshpere

Dialogue becomes nearly impossible especially when cameras aren't turned on/connections are poor; can't use any of the usual cues we use to assess how the material is being received; asynchronous lectures are better than lecturing live but not all students listen to/watch asynch material; energy issues

technical issues, unwillingness to activate camera, no participation

Getting students to engage thoughtfully with the lecture and discussion instead of just sitting there passively.

What do you think are the biggest challenges when it comes to teaching phil...

developing interpersonal relationship between teacher and students and in particular between students and other students

It's far too easy for students to disengage completely. At the end of the semester, there are still students who I have neither seen nor heard from. I tried to offset this by asking students to keep cameras on, but there are a few valid reasons for students to turn them off, so I couldn't enforce this rule universally. This disengagement is made worse by the fact that, in the midst of the pandemic, some students are suffering from severe depression and anxiety. It's also virtually impossible to tell weather students are actually looking at Zoom or doing something else on their computer. In breakout rooms, it's hard to tell whether students are actually doing what they're supposed to, since I can't observe more than one at a time. Finally, since I teach an early morning class, a lot of students are in their dorms with sleeping dorm mates, and for that reason don't engage in discussion.

In my experience, the biggest challenge was hybrid classes, where some students were in person and, at the same time, other students joined remotely. It was extremely difficult to jointly and fully engage each group. With respect to just the remote learners, the biggest challenge was muted screens and non-participation. As for subject matter, I found that certain topics in philosophy were harder online (namely, formal logic) whereas other topics lended themselves relatively well to online instruction (namely, more discussion based seminars; provided, as noted above, that students could be persuaded to unmute their screens and participate).

Keeping students' attention, having good interaction

Having a replacement for class discussion.

Poor discussions. Students tuning out. Tech problems. Lack of real eye contact.

Estimating and adjusting students' level of (mis)understanding.

Getting everyone involved in discussion

Encouraging student participation, conveying complex information

Managing group discussions; creating group social norms of conversation; drawing hesitant students into the material; helping students stay organized and engaged

Setting up opportunities for non-verbal class participation (like Kahoot!/ PollEv) when students won't talk is time consuming. And reading and responding to discussion posts is the biggest time sink.

Student attention spans.

Student attendance, engagement, psych impact of talking to nameplates.

The biggest challenge is to foster engaging conversations, especially in asynchronous classes. I have learned that there are ways to sustain a good conversation, but it requires some doing.

Keeping students engaged; teaching technical topics like game theory

students fatigued from being online too much (i.e. all classes online).

Lack of the immediate feedback available when teaching in person, not being able to tell when an idea or argument needs to be explained again in a different way. Maintaining student engagement.

Discussion and feedback are at the heart of my teaching, and in theory, at the heart of philosophy. There is nothing to hold onto online, just the sight of my own face or the sound of my voice making no sense

Engagement and discussion from students

What do you think are the biggest challenges when it comes to teaching phil...

Creating communication avenues with little friction so students can get quick clarification of concepts.

It's hard to know if the lightbulb is going off. Generating meaningful conversation and discussion is difficult.

Engaging students in synchronous discussions and being able to be immediately responsive to their needs

Open ended discussion

Asynchronous teaching in general is very time-consuming, so I would not do it again. Synchronous online conversations also seem to require a bit more preparatory work, to create the feeling of excitement that drives a discussion.

Getting people to turn video on so it can feel like a real class.

Making students talk to each other, rather than to me

Student engagement - the temptation to log in but fail to listen or interact appears to be great for some students

Building connection & community, and sustaining student motivation; f2f meetings are incredibly efficient at motivating and helping students keep on track, as well as for community building. It takes much more effort to approach those levels in the online sphere.

Keeping students engaged!

Eliciting valuable discussions between students; getting students to actively interact with the material rather than treating classtime like a podcast to listen to passively.

Engagement

engaging the weaker students

Student engagement and developing trust with/between students

Keeping up with the torrent of email, and finding it incredibly difficult to hold meaningful discussions in intro courses

Difficulties in obtaining real-time feedback about understanding

Getting students to engage with both the material and discussions. Students in my online classes were far more "checked out" since the dynamic back and forth discussions and energetic/engaging lectures of the in person class was hard to replicate online.

Facilitating fully engaged discussions.

Having cameras on.

Keeping undergraduates engaged.

Full engagement by students

the technological hurdles are very significant

What do you think are the biggest challenges when it comes to teaching phil...

I find it very difficult to foster student engagement without using excessively intrusive techniques. Students disappear for weeks on end or simply stop submitting work. I also find it impossible to recreate the pedagogical benefits of live, in-person classroom discussion. Students need the chance to try out ideas by saying them aloud, and discussion boards do not suffice. Finally, I faced an institutional hurdle. I would prefer to teach synchronously, but the registrar at my university does not allow us to specify a time in the course catalogue for online classes. Finding a common time after students are already enrolled is impossible.

Being creative enough with online course design, and investing the time needed to do it right.

Discussion

Keeping undergraduate students engaged

Creating a sense of community.

Student attention

Authentic dialogue is diminished in the absence of the face to face encounter. Some of my colleagues point to productive discussions they had with classes on zoom, and I had some decent ones, as well. But the connection with students is different. In my view, the exaiphnes moment is impossible when one is multitasking.

Ensuring that students engage with the lecture material (be it video or written). I have always taught asynchronous online classes, as most of my students work full time with varied (and often inconsistent) work schedules. This means that I cannot reach in real time to student disengagement, and so more students attempt to get through the course by simply reading the texts and submitting work. Those students thus deprive themselves of the opportunity to have their interpretations challenged or corrected by the lectures. Though I give feedback on weekly assignments, the "reach" of this feedback is somewhat limited (many students do not read it, as is the case in face to face classes, and only a small subset of interpretive errors arise in such assignments). Yet I find that the advantages of asynchronous teaching outweigh its disadvantages for my student population.

Being present for students. Giving them individual feedback so they feel their work and ideas are being seen, read, and considered.

Participation

Attention

How it hampers discussion.

getting students to pay attention / resist tempting distractions

Student engagement, especially given the flexibility snd accommodations necessary for students during a pandemic

Fluidity of comunication

Has perhaps nothing to do with philosophy, but is still very important: social interaction before and after class is non-existent.

Lack of personal interaction.

Engaging students during Zoom or other video conferencing sessions.

very little dialogue

What do you think are the biggest challenges when it comes to teaching phil...

The biggest challenge is getting a class discussion going. Over 90% of my students turn their video off (and I'm not allowed to ask them to turn it on), and I think that diminishes their enthusiasm or allows them to do other things. The other big challenge is that it's easy for some students to just stop showing up.

rapport with students

Student engagement, Not getting depressed

to establish good class discussion

Lack of effective interaction and inability to effectively "read the room".

promoting discussion and interaction

Engaging students, especially those who need a bit of help being active

online instruction is a coarse filter on student engagement. those who would be engaged in in person settings will be engaged in online settings, those who are not engaged in in person settings will continue to not be engaged in online settings. the big worry is about the vast middle. online makes it easy for those in the middle to join the ranks of the disengaged, doing only as much as they (wrongly) estimate they'll need to complete assignments, estimating low, and getting v little out of the course. in person instruction would have allowed us to reach a larger fraction of these folks in the middle; in online instruction, I've found that we don't reach them, instruction just ends up failing them.

getting students to talk through their questions and understanding in a natural way.

Engagement

Creating community and the space for meaningful and engaging conversations.

I found the hybrid courses significantly more challenging than online asynchronous courses. I felt like I was handling the latter well (and students said so), but hybrid courses seem like bad versions of both formats. The biggest challenge for those is creating conversation when half or more of the students are tuning in from other places--sometimes work, or their cars, and are reluctant to participate. I think hybrid and online courses both make it easier for students to fall through the cracks and feel alienated from the course. It's also hard to create a bond with students in these courses, or get to know their names.

Maintaining student engagement and motivation due to the fact that many were Zooming in from their childhood bedrooms and were feeling isolated.

Discussion

engaging with other resources that might be helpful online like: memes, videos, asking students to make creative content online and comment on the contents of others, having both the possibility of syncronous classes that are recorded for the students who cannot come, etc.

Participation

Keeping students engaged, and evaluating performance in ways that are not vulnerable to cheating.

It is not fun. There is no sense of community. People are distracted. It is creepy to be staring at one's own, and others' faces.

It is very difficult to establish positive rapport with students in an online environment

Keeping students engaged

What do you think are the biggest challenges when it comes to teaching phil...

I posted my lectures online. Without the give and take between the students and myself during the lecture, I believe the students are less active learners.

Connecting with students

managing group sizes and facilitating real time discussion

Drop-off in attendance. I think i did a decent job for those who attended (virtually) but many did not.

Student engagement

Replicating a discussion with students, especially when their cameras are off

Student engagement

Facilitating engaging class discussions

Connecting with students, having discussion

Doing good pre-recording lectures takes a lot of preparation. For live sessions normal things like discussion, chalk talk, in-class activities, etc. don't translate well.

People don't know what counts as "teaching." They want to duplicate what they do in the classroom. Extremely frequent and detailed feedback on assignments and activities is the primary mode of teaching (that is, the most efficient use of one's teaching time) online.

Engaging and Immersive discussion is next to impossible. It is hard to tell if students are tracking or completely lost. No reliable and just way to administer exams.

Having students check out the course

The lack of human connection, which students desperately need. The lack of empathy, the ability to read a room, and the ability to connect over questions, both large and trivial.

Engagement

Conversation is an embodied activity, which is lost via Zoom or merely through discussion board postings.

engaging students in sustained conversation

Spontaneous discussion

ensuring students feel part of a cohort

Philosophy courses at all levels require a type of back-and-forth, free-flowing exchange of ideas, in real time, which is severely obstructed both by the format of online courses, asynchronous and synchronous, and by the technology required to run them.

engagement; about half of the students either don't tune in, or they simply walk away (they do not use their cameras and I will not demand this). Then again, absenteeism was always about that bad for my on-campus classes.

What do you think are the biggest challenges when it comes to teaching phil...

In no particular order: a. The sheer amount of additional effort that it takes, and - especially during the pandemic - the added difficulty of drawing any sort of boundary between work and home life. b. Generating a lively dialogue in an online environment where participants are missing non-verbal cues, can only speak one at a time, have very different levels of tech access/skill, etc. c. The increased cognitive load, which leads to difficult decisions about what to include/exclude. d. The lack of usual non-verbal cues that tell one how the students are tracking, if they're getting lost, etc. e. A lot of activities have to be re-designed, especially if one practices team-based learning.

maintaining engagement, providing adequate feedback (quickly enough)

1) frequent technical glitches 2) having to speak while looking at your own image.

Basically all the micro-interactions that constitute the richness of learning philosophy cannot unfold. Teaching philosophy online is a betrayal of the subject.

engaging students, esp. at a personal level (humor, noticing sutedents who are less active/attentive, etc.)

I've found it nearly impossible to keep the majority of students engaged in a way that fosters their understanding of the material, even though this is something I'm quite adept at in the classroom.

1) Getting students to see the value in switching on their cameras in order to better replicate the classroom setting and make the environment more conducive to better teaching and learning. Visual cues give a wealth of information necessary to make rapid decisions during synchronous teaching (e.g. whether to move on to a different topic, explore current topic further, etc.). These are what I have missed most during online teaching.

Deterring students from sending unnecessary emails

Gauging student reactions.

Student engagement: (1) it's easy for a student to turn off their camera and walk away from the class discussion; (2) being at a computer means having a constant source of distraction (this is also true of students who use laptops in an in-person classroom, but now every student has this source of distraction).

Student engagement is harder to achieve, and the main tech platforms (like Canvas) I’m required to use are mostly time-draining garbage.

Zoom fatigue, but that's idiosyncratic to the pandemic, I think

Maintaining student attention; maintaining discipline; preventing cheating

Getting and keeping student attention

Measurement. It is difficult to measure student engagement. Group work is much less effective in break out rooms.

how to examine students on course content

Discussions; student engagement in and especially out of class

Reading the class, as it were.

Generating and maintaining a sense of community of inquiry.

Keeping students engaged in and out of the Zoom class; building classroom community; preventing cheating; keeping up with email exchanges and grading;

What do you think are the biggest challenges when it comes to teaching phil...

Very hard to have a flowing conversation

Helping correct minor confusions as they occur.

Students don't pay attention or participate as much

The struggling students, mental health pandemic and persons with inadequate home study space or privacy to do the course online, or internet access. A majority of my students passed in assignments late, and nothing could get them to do weekly forums on time, as threats to use late penalties were also out of order, student pain and suffering and excuses made this 100 times worse.

Developing relationships with students. Students also don't develop as many relationships with one another.

Keeping students engaged.

keeping students engaged during Zoom class

student-to-student live interaction

Lack of student engagement

Student engagement is very difficult to sustain. Temptation is to resort to busy-work and small assignments to compel engagement. This works for some students but alienates and exhausts others.

Creating the atmosphere necessary to have high quality conversations.

Protecting against student isolation and apathy

1. It is *very hard* to have an effective group discussion on Zoom with more than about 6 people in it. Breakout rooms help, but it's still hard. 2. A bunch of students turn their cameras off, and this can make it pretty hard to figure out who is understanding the material.

It is easier to disengage from an online class. Students at my university reported feeling disengaged was their biggest academic challenge during the pandemic. (They were surveyed about classes in general, not philosophy classes in particular.) I saw that in my own synchronous Zoom classroom. I also see it in myself in Zoom meetings. Especially for those who do not have their cameras on, it is easy to feel invisible and to feel like an observer rather than a participant. With that feeling also comes greater temptation to multitask or turn one's attention to something else, which makes it harder to understand what is going on in class. It is harder for me to get to know students in the Zoom classroom compared to the in-person classroom. For me, grading online takes longer than grading the same assignments on paper. Before the pandemic, I was aware of research showing lower retention rates and higher failure rates in online classes. But it is sad to see that play out in my own online classes.

Establishing connections with students; Structuring group activities; Participating in collaborative discussions that engage the entire class; Jumping between large and small group discussions; Pretty much everything that makes my philosophy classes fun and engaging. These things are still all possible, but they are complicated, difficult, and succeed less frequently.

Making contact with the students.

Maintaining student engagement.

Sparking discussion among students; making sure technology works; students getting books on time (even e-books were not always reliable)

It is hard to socially connect with students online.

What do you think are the biggest challenges when it comes to teaching phil...

Getting students to engage with your questions/activities and getting students to engage in conversation with each other. I take both to be an important part of any undergraduate philosophy course.

Drawing the students in enough to make a real impact.

Body language and other indicators of student engagement/ understanding absent.

The need to cut back on readings, the lower levels of participation in class discussions, the fact that small group discussions are far less successful online, challenges with not being allowed to require students to use cameras or mics

Monitoring effort and quality of teaching/engagement by Chairs

time-management discipline and cheating

I did not require my students to turn on their webcams during our synchronous meetings and found it incredibly difficult to get those students who did not turn on their webcams to participate.

Student to student interaction

Student engagement and time on task

Facilitating discussion

Student engagement - they turnt their cameras off and check out

Getting students to participate in anything more than a superficial way without also increasing faculty workload to impossible levels. Getting students to do the work, such as reading and submitting assignments. Working around LMS issues, which include students following the LMS rather than the syllabus.

Student engagement

low student engagement, 'teaching to the void', students keep their cameras off and some just log on but then are not even there

Issues with student internet connections or technology limitations

The biggest challenge for me is the inability to directly ask students questions related to the material and immediately incorporate their feedback into my presentation. Asking for responses to key thought experiments, for example, is very important to motivate certain views and resolve certain misunderstandings. This becomes more difficult when teaching asynchronous online classes.

Technical problems, impoverishment of real-time two-way non-verbal cues.

Reading faces. Building personal connections. Developing connections over time through a series of courses.

Discussions are much more difficult online than in person - but discussion is much more crucial in philosophy classes than in some other subjects.

Getting students to engage

creating active engagement

Student engagement: students who would be "shy" in person are often effectively absent online

Discussions are more artificial and less free-flowing. It is harder to "read" your interlocutors.

Keeping students engaged

Difficulty reading the room, to see how students are reacting in real time

The blank screens and potential for lack of visual feedback.

Generating meaningful interactions with all participants, making sure that the asynchronous content is viewed and understood, capacity to identify students with difficulties and providing adequate guidance, going over all the material in the syllabus.

If one uses a poor software, or if there are connection issues, it is hard for students to ask questions, make points, etc.

unexpected technical glitches

discussion

Student engagement is the biggest challenge by far. Students report finding it incredibly difficult to remain focused in Zoom classes. In some ways, I think asynchronous courses might be better, but it's very difficult to judge student engagement in asynchronous courses, and to create accountability. For example, my asynchronous students this semester are required to meet in small groups to discuss the course material, and then write up short reports of their discussions, but I have some reason to believe that many groups aren't engaging in any real discussion at all, but are simply sending their daily quiz responses to the report-writer. Zoom breakout rooms seem much better in this respect, despite their awkwardness. But sitting on Zoom for hours and hours each day seems to be quite taxing for most people. The other thing is that a lot of students dislike having their cameras on for extended periods of time, and there are good reason for not requiring students to have their cameras on, BUT teaching to a bunch of invisible students is a terrible experience, and I doubt it's a good learning experience either. In my view, this is the biggest obstacle to making synchronous online classes work well. The biggest challenge of asynchronous courses, as far as I can tell, is that many students simply aren't self-motivated enough.

While not unique to Philosophy, we can't require students to have their cameras turned out in Zoom, and so can't figure out whether students are paying attention. Furthermore, and especially for smaller seminars, it's difficult to recreate the "feel" over Zoom.

- The lack of inter-personal interaction makes it much more difficult to effectively communicate (you lose the ability to read subtilties of gesture and mannerism which indicate if ideas have been received and/or understood) - The use of technology, as well as its ability to fail in seemingly incomprehensible ways, is always looming, and serves as a kind of opaque barrier between the teacher and students. - In general, it feels very strange to lecture and lead seminars when, although you are interacting with people in a sense (e.g. they will watch the lecture, they can hear and respond to what you say in real time during seminars), in a more objective sense, you are sitting alone in a room talking to a computer screen.

Student engagement

Keeping the students engaged; gauging their understanding in real time

Learning how to help students learn in an unfamiliar educational setting. If I am in a classroom, I know how students will behave, what will direct their attention and actions, and what generally works. Some of this is so natural I hardly recognize I know it. But in an online environment, I can't see what students are doing, they are working in an unfamiliar environment, and it takes a lot of reflection to see how things really work. For instance, many students in an online class will focus in on the "Upcoming Deadlines" list found in most LMSs, entirely skipping important parts of the course--some of this is due to laziness but just as much they are unaware of the rest! It takes some planning to make sure they don't make these mistakes.

Engaging students, setting exams

engaging the students

Its difficult to keep students engaged, and its impossible to do group activities (zoom breakout rooms are useless).

What do you think are the biggest challenges when it comes to teaching phil...

Reproducing the value of face to face discussions, when people are reluctant to turn their cameras on. Getting to know students is important, and this is more difficult online

Fully engaging students and finding a way for them to meaningfully engage with each other

Preparing videos (which I did not have to do)

Maintaining an instructor presence in the course and interacting directly with students

Keeping students engaged

Maintaining individual contact both between instructor and students but also between students. Assigning students to groups that keep meeting throughout the semester can help with that.

Getting the students to do the readings. Most of them procrastinate far more than with a "regular" course offering.

The amount of prep time it takes to do it well; the amount of time it takes to interact with students and give them feedback.

The biggest challenge was certainly the fact that most students taking online classes would have preferred to take them in person. part of my optimism about online teaching going forward is that presumably a higher proportion of the students enrolled in online courses will be doing so more of their own volition.

Keeping students engaged. It's easier for them to wander -- literally and figuratively -- when we don't have them together in a room. Keeping your own time. In F2F classes, some time management is done for us, e.g., class times and room assignments, office hours, and similar. In an asynchronous online class, which never closes, it's relatively easy to lose track of how much time you give to a class. A self-imposed schedule can help.

To teach the way I'd like to teach, it is exceptionally time-consuming to do it right, and involves a good deal of planning.

Organization. It takes a LOT of work to make a GOOD online course organized and comprehensible for students.

(1) Keeping all students, not just the A students, engaged. (2)Having open discussion of controversial issues when students know they are being recorded. (3) Zoom fatigue. (I don't think learning this way all the time is sustainable for most students.)

Student engagement

Building community

Getting students to engage the material and think independently rather than seeking answers online. There is an ability to force students to think in person that is very difficult to recreate online.

Where to begin? Every aspect of it is awful and contrary to everything I believe higher education to be. We need to be in the same room with those we teach.

In my experience, seminars online don't work. But going forward, I think I would like to make use of some asynchronous material that covers the basics of the course, as I think the students appreciate the ability to engage with it in their own time.

Engaging productively with students

What do you think are the biggest challenges when it comes to teaching phil...

Symbolic Logic presents special problems online. Different browsers using Canvas as the LMS treat symbols differently and while WYSIWYG is true in Chrome and Firefox, not so in Edge, and you might not discover this until an exam when students using Edge contact you to ask about the mysterious new symbol. Being unable to see the look of puzzlement in the eyes of a student hurts, we need to rely on the students' ability to self-diagnose confusion.

Too easy for unmotivated students to not engage, and lack of institutional concern about it (both institutions I teach at have devoted much more public communication to the importance of accommodating students than to encouraging student work ethic).

Discussion and investment

Knowing whether or not students are fully engaged

Attention span on Zoom.

student attention, being able to go from one speaker to the anther seamlessly, quick fast conversations among peers, inability to read the room

Keeping attention and engagement

free flowing conversation and something is 'lost in translation' via Zoom

Keeping students engaged

Student engagement. We were encouraged not to require cameras to be, and that makes sense. But by the middle of the spring semester all but one or two students had their cameras off. By the last quarter of the semester, almost no one was participating at all.

keeping students engaged in discussion when they can't feed off of each other in a face-to-face class

Creating an environment of collective focus

Student interest and engagement plummets when the classes are online

Keeping students engaged during class.

Students less inclined to active participation.

Zoom fatigue

I think the biggest challenges arise in large introductory level classes. I found that teaching small classes, both at the introductory level and at more advanced undergraduate and graduate levels, unproblematic. In the large introductory classes, however, many students--perhaps most--had their cameras off, and attendance lagged. There was clearly less engagement than there is for in-person large lectures. And, of course, the feedback one gets from seeing students in a large in-person lecture almost entirely disappears, so one is not in a good position to know how one is coming across and make appropriate adjustments on the fly.

Firstly, the huge amount of preparation time needed for online asynchronous lectures. Secondly, the major limitations in communication enforced by online teaching. It's very hard to understand whether students are genuinely understanding the material when you can't see their faces, internet connections are often poor even when you can, slowing the back-and-forth.

Exhaustion from the medium -- for both students and faculty.

Student engagement

What do you think are the biggest challenges when it comes to teaching phil...

Engagement is the hardest part. It's the hard part in person, but it's even harder online even with it's via Zoom.

Lack of a blackboard, complexities and inconveniences of Zoom

Students not turning on their cameras really kills any kind of connection; using class time to correct widespread mistakes; it can be difficult to gauge whether students are grasping a concept (in an asynchronous class).

amount of work it takes to rethink a class

exhaustion, inability to get to know your students, students checking out

Keeping most students engaged.

Keeping students involved.

Ensuring students are actually engaged

Resolving student confusion about the subject matter seems more difficult in asynchronous teaching, absent the frequent back-and-forth. Second, it also seems more difficult to have fun or 'joyous' philosophical discussion together as a class.

Student engagement

Keeping engagement with students -- it's very easy for them to stop paying attention and start looking at their social media, etc.

Student engagement

Reimagining assignments and discussions in ways that make them engaging and avoid “dialing-it-in” responses.

It's much more difficult to teach the skill of discussion and debate, especially in asychronous classes.

Q27 - If you were to give advice to someone who was about to teach their first online philosophy class, what would it be?

If you were to give advice to someone who was about to teach their first on...
Use breakout-sessions to get students in contact with each other and to discuss the material.
Cameras always on, except in very special circumstances. Students will become very passive otherwise and teaching will be very frustrating.
to make good use of powerful online means and function to enhance engaging discussion
don't respect the timing of your course; several breaks could be needed; make sure your students are going well
Never teach online
To try to make it interactive
Talk to colleagues who have a lot of training in and experience with online learning.
plan for technology to break and for synch class sessions to take longer than expected don't assume students are better at tech than you vary activities beyond Zoom breakout rooms be open with students about your pedagogical risk-taking and ask for feedback
Have no expectations and be open to the advice of both instructors and students
Ensure that you are fully aware of all the tools available and that you are confident in using them. Especially in using break out rooms.
Your energy needs to be at your highest to keep student's interests.
Make website clear. Avoid duplication. Avoid internal links- put everything on the course menu or dock.
Two things: (1) don’t spend most of your time trying to directly translate what you would normally do online; instead, focus on what you want students to do and learn, ans then figure out go you can best do that online and (2) your energy matters a LOT online, so do what you have to maintain it (it matters in the physical classroom, too, but even more so online). Also, (3) community matters, and has to be built even more intentionally online than in the classroom. It’s not wasting time or just filler to intentionally make time and space to do this.
Use the chat function as well as the audio to engage all students regularly, even if some will be reticent or unable to participate via audio.
Identify and stay focused, on your objective
Try to make your own videos with the main I formation of the subject, look for tools like nearpod that allow interactive presentations.
Don't get caught up in the procedures of an online course, to make room for students to explore.
Slower pace and reduce coursework. Lectures Asynchronous, discussions synchronous. Require cameras to be on.
Take a course on how to design an online asynchronous class.

If you were to give advice to someone who was about to teach their first on...

Set up as much of the course as possible on your LMS before the semester begins. That way, during the semester, you can focus on student learning.

don"t have great expectations

Be prepared for higher drop rates that are not about anything you do or don't do.

Time management

If your choice is to adjunct for online classes or start a non-academic career, start that non-academic career. Teaching online has all of the downsides of teaching without the fulfilling elements that make teaching feel meaningful. Otherwise, make sure your source of meaning comes from something other than engaging with and mentoring students. I wasn't prepared for how lonely and depressing teaching online would be.

Vary activities, including quiet time and break out rooms

Be modest about adopting new tools or pedagogies

Make sure that students turn on their zoom lens. Pick a textbook that easy to follow. Limit class size to 25.

Get basic tech skills

Be aware that if you ask a question, it will take longer for the students to formulate an answer than in person (which already takes some time!). The sense of one's time is very different when staring at a screen.

I would say that you should imagine that you are in a radio show and you have to connect with your students using your voice and your arguments as a tool to engage with them

Think carefully about what you wish to achieve for your students, and try to keep an open mind to how that might be accomplished. Some of the ways you have taught before might not work. Look at what tools you have available, and think about the best way to use them, rather than concentrating on ways that online doesn't map onto the way you've taught before.

Breathe. Be okay crafting rituals to help students "enter" the virtual space. Use videos and in-class small group assignments when possible. Let students share online finds that relate to the text.

Use short lecture videos (for asynchronous courses) interspersed with discussions, quizzes, or other interactive elements.

Do not use breakout rooms with the expectation that students will actively engage there.

Know the technology and have a backup ready every single class.

Prepare to smile and make a great conversation...

You have to force them to interact with you, otherwise most of them will sit there silently, even with cameras off, or they won't ask you questions if it's asynchronous.

Look for ways to be present--use lecture videos with you in them, have a profile picture, comment on student work, send out weekly emails / announcements... That can make the class feel more 'normal' for the students, and that is a big deal.

Plan and prepare as it were face to face.

If you were to give advice to someone who was about to teach their first on...

Plan ahead; plan ahead; plan ahead; modify expectations from in-person classes (before the pandemic); stay flexible; possibly fold in self care (for instructor and students) items/practices.

Just do it!

Know your tools. Explore your LMS and what it can (and can't) do for you. Have some synchronous sessions and some asynchronous activities, but keep them both short. Bring in new technologies sparingly. Design your assessments to pre-empt academic integrity issues as far as possible (no exams). NEVER EVER USE DIGITAL PROCTORING.

Propose activities that promote engagement and enthusiasm in students. Regular lecture does not work.

Figure out how to engage students, to keep them focused on the issue. Don't rely on technology to substitute for the social aspects of teaching philosophy.

Don't neglect the possibilities, limited though they are, for engaging with students as people, despite being online.

Avoid it and if you cannot avoid it, allow only engaged, self-motivated learners into your class. If all else fails, follow Wittgenstein and get a job as a nurse. Seriously, avoid gimmicks, stick to the basics of writing and discussion. Spend tons of time preparing, allow yourself to fail, plan for interruptions, and require students to keep their cameras on...

Maximize small group activity in breakout rooms and monitor the rooms frequently to increase active engagement

Definitely teach synchronously (at least as far as seminars / sections are concerned). Although students still reliably report a preference for in-person settings, I find synchronous online teaching to be mostly on par with in-person teaching in terms of learning opportunities, as long as technical difficulties (unstable internet connection, not knowing how to operate your software) can mostly be avoided. Just remember to authentically be positive about the experience yourself and, where appropriate, leverage those advantages that online settings have over a normal classroom.

1. Be ready for a tremendous volume of email from students who do not read online announcements and/or do not understand online directions. 2. Think carefully about how much work you can do and how much material you can cover and do not overestimate this, although you probably will. 3. If synchronous events are not required, almost no students will show up for them, no matter how helpful they may be.

Use breakout rooms.

I badly need advice myself, so I am not confident I can give one.

Be present and argue in good faith. To reach students through the screen, it's important to be as prepared and as engaged as possible.

Mixing asynchronous with synchronous works. Use synchronous for discussion mostly. Post lectures online and use a discussion board and monitor it, engage students, have talking points drawn from it for your discussion as a fall-back

Make sure to get to know as many students personally as you can (calls/meetings before class starts); don't try to lecture live -- good pre-recorded material is better; use journals/platforms like Perusall so that you don't have to cold call but can nonetheless ensure participation in synchronous discussions

use Zoom / Webex etc., use online tests, ask for essays and give feedback

Cover less. No exams. As many short papers as you can stand to grade. Cameras on.

dont just do your normal course in front of a webcam, explore the many tools that are available (online chat parallel to lecture, videos, discussion forums, interactive online tests, ...)

If you were to give advice to someone who was about to teach their first on...

Take advantage of the fact that it's easier to use media in online teaching. Incorporate videos, web content, slides, polls, etc. Also consider having students collaboratively annotate texts on a Google Doc, especially as a prelude to discussion.

Require that students' screens be unmuted except in cases where the student might have a legitimate reason not to do so, which they should clear with you in advance. Also, start teaching online with a subject that's more discursive and less reliant on formal methods.

Be lenient on things like attendance - it’s a headache enforcing strict policies when there are so many legitimate excuses for not showing up

Do not use discussion boards.

Lower expections.

Use surveys part way through the course to gauge how well different parts of the course (e.g. assignments, lecture format, reading difficulty) are going, and adjust.

Expect to work harder to get everyone involved

Keep your expectations low

Have a clear plan for what participation means

Have a variety of tools in your arsenal to get students to contribute in class.

Use breakout rooms for small group discussions to ensure student engagement and reflection.

Do a flipped classroom model.

Consider your expectations. I have been teaching an online class for ten years. It is an Introduction to Philosophy course. It is fully online and asynchronous. I have found this format to be very effective at some things, but quite ineffective at other things. Specifically, I want the students to engage in some discussion. With the online-asynchronous format, I can achieve 90-95% participation in our discussions. With traditional on-campus courses, I NEVER achieve that level of participation. So, the online-asynchronous format is excellent for promoting participation. The drawback, however, is that much of that participation is not particularly deep as the asynchronous format doesn't allow for very much of the back-and-forth of a normal conversation. So, my advice to new online teachers is: adjust your expectations. Rather than bemoaning the lack of deep participation, celebrate the fact that you can get broad participation and build on that. Use the high levels of participation that you can achieve to find a way to promote more back-and-forth exchanges. It can be done!

restructure assignments to keep people involved

go heavy on discussion, go light on lecture

Don't overload the students with too much content.

Speak slowly.

Lower your expectations for yourself

Redundancy. Redundancy. Redundancy.

Design it to be asynchronous from the start and with those expectations it might better succeed.

If you were to give advice to someone who was about to teach their first on...

Retain a synchronous component—many students still benefit from even this abbreviated contact. Record lectures in advance and keep them brief and limited in scope. Be compassionate and generous.

Don't lecture during live sessions. That's like forcing people to listen to a podcast at a specific time not of their choosing.

I'd recommend thinking about ways to build community in the online classroom and capture some of the affective aspects of in-person teaching. I think that's what helps to make conversations comfortable and exciting.

Make use of break-out rooms, ask students to complete tasks in a shared google doc, use all the features of your LMS.

Breakout rooms are your friend

Don't do it alone. Reach out to your center for teaching and learning, reach out to other colleagues, be willing to be vulnerable and share your design plans, recognize that it takes a lot of upfront effort, and avoid the temptation to blame students.

Be active in discussion boards and attentive to student needs.

make your prerecorded lectures shorter than mine!

Do not neglect technology. Explore as many possible resources as you can when preparing the course and practice using those technologies until teaching feels natural (or as close to natural as you're going to get).

Lower your expectations.

Use small-group activities as much as possible

Aim for small group sizes, even if that means breaking a larger class into smaller groups which meet less frequently.

Move beyond just having students do readings and worksheets based on the readings.

Have cameras on. Mix it up as much as possible. Use all the tools at your disposal.

Have at least part of the course delivery be synchronous, even if it means splitting a large class into smaller sections.

keep it simple

(1) Do not simply port your in-person class to your LMS. You must rethink the course from scratch. It's best to admit this frankly before you start course design. (2) A number of institutions have advice pages for students who are thinking about enrolling in online courses. Many even offer a short self-assessment quiz. Direct students to this material at the beginning of the semester so that they can understand how online learning differs from in-person learning.

Be ready to invest a lot of time and effort in prepping for the course. It can't just be what you'd do in an in-person class but on Zoom. You need to rethink every aspect of the course, to not half-ass it.

Organization and consistency are everything.

No lecturing.

Go asynchronous with short (10 minutes max) videos, as many as you need per week but each video should be short.

If you were to give advice to someone who was about to teach their first on...

Try to avoid it, but if you must teach online, don’t expect much from your students.

Write/record as many lectures as possible ahead of time, as it takes more labor to prepare good online lectures than it does to prepare and present their face-to-face counterparts. Avoid duplicating information in your Canvas/Blackboard shell. The more places you say something, the more places you'll have to remember when you edit your course for future use. Internal links are your friend here (i.e. it is better to place several links to the same deadline page than to list deadlines in several places). Count on technology braking, and have contingency plans whenever possible. Canvas/Blackboad/TurnItIn/Flipgrid/Whatever will inevitably decide to roll out an "upgrade" a few days before a major assignment is due, and that update will break something. Keep the number of different platforms/tools you use to a minimum. The more tools/websites/platforms students need to learn, the more likely you are to lose them. As technologically immersed as incoming college students are, a surprising number are astoundingly technologically illiterate. They know how to use a small number of very user friendly apps, but are quick to give up when they have to learn more complex software. And keep in mind that they are taking 4+ classes, each of which requires them to learn one or more tool/app/website. On a related note: record/write tutorials on how to use every website and app you adopt in your class. You can use pre-existing tutorials for Canvas or Blackboard, but write your own for other tools. Take screenshots of each step, and/or record a video of you doing what you will ask your students to do. Then warn them that the software or app may have changed since you recorded/wrote that tutorial, and that you do not have the time to update the tutorial every semester. Prepare for students to plagiarize much more often than they do in face to face classes. Most students plagiarize when they panic, and online classes are often harder than face to face classes (as they require more discipline and motivation on the part of the students). Become familiar with your institution's plagiarism policies and procedures. Build a reputation for addressing every instance of plagiarism you find. Even if you decide to let a student redo an assignment, do it by the book. Prepare to spend more time giving feedback on assignments, as this will be the main way you engage with students. Offer frequent (and conveniently timed)online office hours. I schedule main every weekday during "lunch break" (11:30am to 12:30pm). I often see students who are logging in from their cars or break rooms at work.

KEEP IT SIMPLE, STUPID. Less is more. Do not rely overmuch on technology/apps. Set up assignments so that students give peer feedback.

Don't

Avoid it.

- For synchronous online courses, student cameras must be on by default (with exceptions granted by request in advance for good reasons). - make use of visuals occasionally, but don't have them staring at slides the whole time. Your face is much more engaging than your slides.

Find ways to increase student engagement while maintaining flexibility and accommodations for student needs

Enjoy in ppt

Clearly come to terms with what you consider to be philosophy or what facets of philosophy could be taught on line.

Over prepare a synchronous study materials for students to use on their own time.

Do a training to familiarize yourself with your learning management system. Not because such a training will teach you how to use it -- it absolutely won't, because such trainings don't work unless you come in with specific tasks that you want to learn how to do -- but rather because the training shows you the range of things you can do with your LMS, which in turn lets you figure out what kind of approach you're going to take.

chunk up recorded material, use live classes almost solely for interaction

It’s not going as bad as it feels like it’s going

have as much direct conversation/ discussion as possible and as little technology used as possible.

Define very clearly what you want to achieve in each class, and how you are going to measure your success, since you cannot rely on the facial expression and questions of your students

Use breakout rooms a lot. Give very clear instructions about everything to combat generally higher levels of anxiety. Think carefully about exams and how to align the course with an altered exam design if you do alter it. Try to avoid having to decide about an online or offline exam by the end of the course. Ask students how they think things are going after a few weeks and be prepared to make adjustments.

If you were to give advice to someone who was about to teach their first on...

focus on connecting with students

online courses are completely different from face-to-face courses and must be treated differently.

Send lots of reminders

Be even more organized and clear in explaining what students need to do than you think is necessary.

depends on the type of course

Don't approach it as if is the same class you've always taught, just online. Treat online instruction as something quite different. Approach it as if it is a new teaching method, because in some ways it is.

Synchronous

Be easy on yourself. We are all tired, so may be try to create a safe space for yourself and your students, so everyone can feel your class as a break from everything else. May be you won't cover all the contents you wanted, but if you manage to create this safe-bubble where your students can think and talk with each other, that is (i think) a win either way.

Don’t do asynchronous onky

Make it synchronous if you can.

I do not believe in generic advice.

Don’t bother trying to force students to have their cameras or microphones on if the course is synchronous. All online classes might as well be asynchronous.

Use your LMS to require students to view materials you post. So many of my students just directly viewed assignments and ignored course materials like notes and videos

Don't do it if you do not have to do it.

Camera on policies actually work to make things better.

consider ways in which seminar/tutorial components can be divided into smaller groups. Think carefully about how well exercises translate onto an online platform.

I recommend Zoom's screenshare facility

Have a very clear orginazational plan. Make sure to include and monitor small group activities.

Try recording asynchronous lectures for students to watch with pre-framed discussion questions so that you have enough material in students' heads for a good discussion.

Use lots of podcast and video content in addition to occasional readings.

Make it as interactive as you can

Familiarize yourself with all the relevant technology and resources

If you were to give advice to someone who was about to teach their first on...

Prepare a lot in advance!

Don't try to make slick videos - just hit record and talk.

Show up. Make your presence known-- in text, in video, in due dates for assignments, in the course calendar, etc.

Lower expectations, and be charitable towards students. They are now responsible for not only doing the work, but for creating a learning space, covering technical costs, paying for internet.

For the first 3-6 weeks, I reach out to those who have not turned in anything and send a gentle reminder. I do not take points off if they get the assignment in within a certain time, and encourage them to reach out to me if they need any thing, have questions, etc.

Don't. But, if you do, have a component on Zoom where you can see faces and connect to a few students. And then spend that time answering their questions and having real dialogue.

Don't use PowerPoint

Start with basic pedagogical goals and build up from there. Don't just mimic your regular in-person teaching style.

Don't change your sense of what it means to philosophize just because it might be not fully realizable online. Be honest with your students about the serious limitations of online learning.

keep the technology simple; don't multiply platforms beyond necessity

prepare

The best advice that I've come across (which came from a university administrator): "Lower your expectations."

You need to develop extensive powerpoints to talk through. Don't bother showing yourself, there are much better things for them to look at.

a. Keep it simple - there's no need to cram in every bit of technology; your students will appreciate ease of navigation and, crucially, the sense that you're also merely human. Generally, remembering one's own humanity and that of one's students is crucial; we'll all make mistakes, we'll have off days, all of that is amplified online. Be upfront with your students, and encourage the same from them. Remember also that they have lives outside of your classroom - online learning makes it harder to set that aside (just as online teaching does). Remember that the cognitive load is higher for online learning - mix it up, take regular breaks, and don't overload the content. Teaching a bit less than usual is worth the higher levels of engagement.

Mine have all been primarily asynchronous, so for people in positions like mine, a key piece of advice is to prepare good high-quality lecture content (engaging video, etc.)

1) make sure that you have a back-up plan in the event of technical problems

Don't submit yourself to this pointless inhuman endeavour if you can avoid it.

It'll go better than you think

Don't use pre-recorded lectures to substitute class discussion. Just offer them for additional help. Be even more pro-active about getting to know your students. Be more forgiving about deadlines. But stick to your grading standards.

If you were to give advice to someone who was about to teach their first on...

Make sure your course is very well-structured. Design your course guide/syllabus/course area online so that it is absolutely clear to students what they need to do when. Student engagement with online courses is much lower than in-person courses. Find ways of minimising the gap in engagement.

Copy someone else's course and adapt it

slow down

Learn how to use online tools to foster class participation. Things such as breakout rooms in Zoom or online surveys that give immediate feedback. Get students used to talking online by assigning presentations or using "warm-calling" (a kind of cold-calling where students are adequately prepped for a question). Also, be aware that online classes extend inside a student's home, so be prepared to make accommodations for students who have problems turning on their camera or microphone because it will pick up what's happening in their house.

Don’t overdo it—students are learning to manage online learning too. And use the distinctive resources available (video lecture, podcasts, screen sharing) to advantage to maximize engagement with synchronous sessions. Lecturing in sync sessions can be kept to minimum—a few minutes of highlights.

Get out

Refuse and find more honorable work

Keep in touch with students. Check in as often as possible and give prompt feedback.

Don't do it.

learn the tech in advance

Simplicity, simplicity, simplicity!

Try to avoid it, if possible.

Do not attempt to do everything the first time! Pick a very small number of things and put your effort into doing them well.

Use the breakout rooms for discussions and in-class projects every meeting; have students do group capstone projects; master your learning management system; communicate expectations, instruction, due date reminders and encouragement often;

Don't do it unless forced

It is much different than teaching face to face. Do not try to replicate a face to face classroom. Lean into the large body of research that has been created in order to see what sorts of methods are effective in online teaching.

You need a team to support you, as this is a 4 person job aover 3-4 years to develop your own course materials and research, with student feedback to adjust the amount and difficulty. Students won't cheat/plagiarize as much as you think as many will struggle silently and just never show up, missing in action and not participate online. The "fog of war" applies every where and you don't contact your class much, or delay the contact. You can cover much less material than in person and your students will get digital overload before the end of the course. A majority will do everything late!!!! A minority will like the class because it is easier for them to stay home and safe. You will be stunned by how much work you cannot do and fail to do.

If your course is small enough, set up individual appointments with all students and get to know them. Design group projects in which students must get to know some of their peers outside the classroom.

Put your effort into being extremely organized and clear rather than fancy video editing etc.

If you were to give advice to someone who was about to teach their first on...

Break up your classes with interactive activities.

It's like doing your first year of teaching over again, but you know more of the content. But then, once you have done all the work to make the materials, the next semester is SOOO much better.

Don't just talk, create activities

provide an extremely detailed syllabus that outlines every class session, expectations, readings, etc. Send the whole class an email, every few days. Remind them that you exist, that the class is still happening, that there are things that they should be learning... many won't read it, but it helps them to feel that there is a real human being teaching them and it builds some very limited sense of community.

For synchronous teaching, shorter but more frequent sessions tends to work better. For asynchronous teaching, give the students options.

Keep the format simple, with a regular and predictable course rhythm

1. Prior to teaching a course offline, I would often think of the preparation involved as "syllabus, readings, assignments". But when you're teaching an online course, you need to spend a lot of time on the course website, including things like building quizzes and other modules. If possible, get someone to help you with this. 2. When you start to get the hang of it, you realize that online teaching has lots of very good analogues of offline teaching. But figuring that out takes a lot of work with a lot of tech. In my case, it involves: Zoom, Microsoft Word as a whiteboard, Explain Everything as a whiteboard, tons of Moodle... 3. A lot of people think that online sessions need to involve something active on the part of the students, and I'm inclined to agree with this. There are some good online guides for creating activities for students during online meetings. But these activities can involve use of chat logs, submitting analysis of arguments students come up with in small group discussions...there are lots of possibilities. But it can take a *lot* of time to come up with these activities.

1. Resist the temptation to incorporate cool new software or apps into your class. Students already have so many logins and so much software to navigate, another app is not cool but a hassle to most of them. I was pleased with my decision to limit the class software to Zoom for class meetings and our university's LMS (Blackboard). With online learning, I saw students struggling to keep up with the unpredictable schedules of some asynchronous learning and the various software, and I received positive feedback from students about the streamlined logistics for the course. 2. For a synchronous class, it might be better not to post recordings of your classes. I posted every class recording my first semester online, and I regretted it for two reasons. For one, it was time consuming to process and post the recording for each meeting, and the time spent posting recordings slowed down my grading noticeably. Second, if the students know that they can easily watch class later, they are more likely to skip class with the plan to catch up later, but then they often don't get around to it. For my second full semester, I made the recordings available upon request. That way, I didn't spend so much time messing with video software, and students are less likely to skip class and unintentionally fall behind. 3. Make a point of calling on students who attend class with their video off. The students who join by audio only are more likely to become disengaged. I have a natural tendency to call on students that I can see. I began posing some questions specifically for those who had their video off, either opening a question for that group of students, or calling on specific video-off students by name. It upped participation from this group. Also, sometimes when I say, "This next question is for those of you with your video off," there would quickly follow a pop-pop-pop of a handful of videos turning on!

Scrap much of your previous in-person lesson plans and start fresh. It takes a lot of planning to create valuable online learning experiences, and you need to tailor them to the format of the class.

Make it as much like a normal class as possible.

Make sure to schedule time to meet with students individually, and to get students to participate in written discussions outside of class that you can occasionally bring into class discussion.

Think as many things as possible through before you start teaching, since it will be difficult to change horses midstream. If your institution has an online teaching template or a generic course shell, use it so students can get familiar with how to find what they need. Try to use readings/materials you have assigned before, since you are also climbing up a technology learning curve at the same time.

Establish a weekly rhythm with clear due dates and expectations. (Really, it's hard to give general advice, because so much depends on class size, format (synch vs asynch), and the LMS used.)

Lower your expectations about what you will be able to accomplish relative to an in-person course

If you were to give advice to someone who was about to teach their first on...

Do your best to imitate a normal in person class.

Think about getting the students to buy in

Plan to spend a great deal of time before the semester begins assessing your learning goals, types of assessments that will allow you to meet those goals, plans for stimulating student engagement, and all new activities and assignments - I was not able to keep any of my previous assignments

Be prepared to engage students constantly. Don't videotape lectures and abandon student interaction in real-time. That is a disaser.

monitor chegg for cheating very closely

Have everything ready to go--notes, assignments, etc.,---before the semester begins

If you rely on discussion in the traditional classroom, insist on it in your online teaching.

require cameras on for all students.

Make sure that everything is well-organized in the LMS and that students are given constant reminders about what they need to do. Have clear, consistent, and detailed class policies. Do your best and keep a good sense of humor; you can teach, but just as in a face-to-face setting, you cannot make students read, watch videos, or do the work.

Be prepared for the cameras off thing. It's very annoying but there is little you can do. But you can still teach (and most of the students are still there). Also, use breakout rooms.

Two pieces of advice: one is to humanize yourself just like you would in a regular classroom. Don't allow the students think to think you're just some anonymous entity uploading videos and grading their assignments. Humanizing yourself will lead to much better online interactions with the students in my experience. Secondly, I would say not to be a perfectionist if you upload videos of yourself lecturing. I think many people don't enjoy hearing themselves speak, and so it's easy to hypercritical of lectures when watching yourself give them. Just aim for your lectures to mirror your in-person lectures and don't shoot for some perfect lecture to upload.

Don't unless you are have to do so.

Learn to be comfortable with the chat function. If you teach synchronously, watch some of your recordings of yourself for feedback.

Don't try to do a regular in-person class, but now online. Be aware of the profound changes that a different platform requires.

Lower your expectations about student performance. They will learn much less despite your best efforts.

Don't just try to do what you do in person: it's a whole different thing. (This causes some of the problems from a preparation point of view.)

Keep class periods to an hour or less

Scaffold the class as much as possible, getting materials and assignments up before the semester begins. Effective teaching requires a lot more outreach outside of class time, which cuts into planning time.

If the course is synchronous, use small groups.

Use breakout rooms, questionnaires, anything to get people talking and interacting more. be prepared that way more will drop the course than would if it were taught face to face.

If you were to give advice to someone who was about to teach their first on...

Find ways to get students interacting (with each other and with you), and encourage them to turn on their video where possible.

You need to reduce your expectations, especially content-wise. Do not assume that all students will watch your asynchronous content.

Use a good platform

consider yourself a stage performer

Rethink your normal in-person approach to assignments, engagement, late work, etc. If you look at this as an opportunity to rethink how you've done things in the past, it will be a rewarding experience. If instead you go into it determined to try to stick as rigidly to your normal approach as possible, it is unlikely to be as rewarding. A lot of philosophers I know had bad experiences, but often they went into it with a bad attitude and they didn't give it much effort since they knew they wouldn't be teaching online again after the pandemic.

create activities

I think my advice would be to run the course synchronously on Zoom, if at all possible, making extensive use of the breakout rooms. I've had very good results giving students short-essay quizzes to complete before class, to get them to reflect on the reading, and then having them discuss their quiz answers in groups for about the first half hour of class (usually after I make some brief introductory remarks about the reading), before coming back together for more general discussion. I'd been doing this in person for a while before teaching online, and it seems to translate well to Zoom. (In one respect, Zoom breakout rooms are better than in-person group work: everyone can actually hear each other.) I also think it would be a good idea to require students to have their cameras on, if at all possible. Obviously, there are complications, since some students have very good reasons to have their cameras off. But having most students invisible makes it impossible to build any kind of classroom community.

Have very minimal (if any) expectations but do expect your students to be surfing the Web for most (if not all) of class.

- try not to get too flustered when technology fails - expect it to take longer than you'd expect to do mundane things (e.g. upload or edit a lecture) - try your best to imagine everything you are doing is occurring in person, as otherwise it can be difficult to effectively communicate your points and ideas - most importantly, don't be too perfectionist about your content (if it would be acceptable in person, it is acceptable in a recorded online version).

Cameras on!!

don't produce too many things, such as power points or handouts, that you wouldn't produce for F2F

Go asynchronous. Zoom meetings are not a good format for a class.

make the students turn on their cameras

Depends on what kind they were doing. I would recommend synchronous, as the least abrupt change from regular FtF.

Make your own short videos; students really respond to this. They don't need to be flashy or very polished.

Classes work better if all participants have video on

Do your best to make the class interactive: responses in text in zoom lecture, zoom polls, discussion sections if possible using breakout rooms. These sorts of things can help avoid a situation where students feel like they are alone in a self-study course.

Spend time on zoom engaging with students before/early in class

Have live text-based discussion sessions. I was pessimistic that this was going to work, but extremely positively surprised - the level of discussion was higher than in-person, and more students participated actively.

If you were to give advice to someone who was about to teach their first on...

A solid online course design is essential: get professional advice on this! Give each student some personal feedback at least once a week.

It's going to take a lot more time than you think to do it well.

Keep things simple.

Engage with the students a lot, especially at the start of the class. Post responses on the discussion board, announcements, short video clips, and send email messages. Chat about non-class issues on occasion. I post recipes and pictures of meals I make. Many students seem to enjoy it. I posted a Super Bowl prediction. A few students emailed to engage, and to tell me how wrong my prediction was!

In my experience, a good portion (though not all) of the challenge of teaching online is to arrange the LMS in such a way that it makes the structure of the course perspicuous. It can be time-consuming to implement a structure within an LMS that works for the course. Try to teach classes that you will be able to teach multiple sections of (if not in the same semester, then in subsequent semesters). This would ameliorate some of up-front work that goes into a teaching online.

Every class session needs at least one activity that requires active engagement from all students (e.g. breakout groups, polls).

A well-structured course, with regular requirements

Be ready to be very engaged.

Don't do it unless you absolutely have to! In addition to being a seriously sub-optimal experience, one which students *loathe*, online teaching is the entering wedge for administrators to begin eliminating faculty lines.

Accept the fact that it is not going to be perfect.

synchronous with weekly discussions

Break it up into manageable chunks with student-based activities/breakout rooms interspersed

Do as much of it in person as possible.

be prepared to talk without getting feedback, prepare activities and visuals, it takes longer to prepare and teaching feels less rewarding but it can be done!

Watch Youtubers and Twitch streamers. Think about why they are so successful in engaging live online audiences, and steal as many of their techniques as makes sense for your course.

multiple short videos (10-15 minutes); not 1 long video to cover the same time

Try not to do it

Use in-class activities, such as breakout room discussions, to keep them engaged.

require students to keep their cameras on, with their faces fully visible

Be super clear about where information about course mechanics, etc., are available on the course website and be prepared to remind students of this over and over

Lower your expectations

If you were to give advice to someone who was about to teach their first on...

Think about things you can do online that you can't do in an in-person class.

Do this only if your students want you to do this.

?

However long you think it will take you to prepare, double it.

Assign less and don't expect too much in the way of learning.

Synchronous online isn't much different from in-person, but getting students to engage is a bit more of a challenge. So, give students incentives to participate. The key with asynchronous online is to be available to your students.

Understand the software products you are using. Try to find a way to engage students the best you can. Realize that creating something that you can't explain verbally requires about 3x the amount of time and you have to consider every outcome. Talk to instructional designers at your university about best practices.

We need a document describing all of the un-advertised pitfalls of Zoom.

use asynchronous materials and use synchronous time for discussion

do what you can to get to know your students

Record lectures ahead of time. Use class time for small-group discussions and whole-class discussions.

Mae the students turn on their cameras!

Use breakout rooms on Zoom

Complete all course materials prior to the first day of classes.

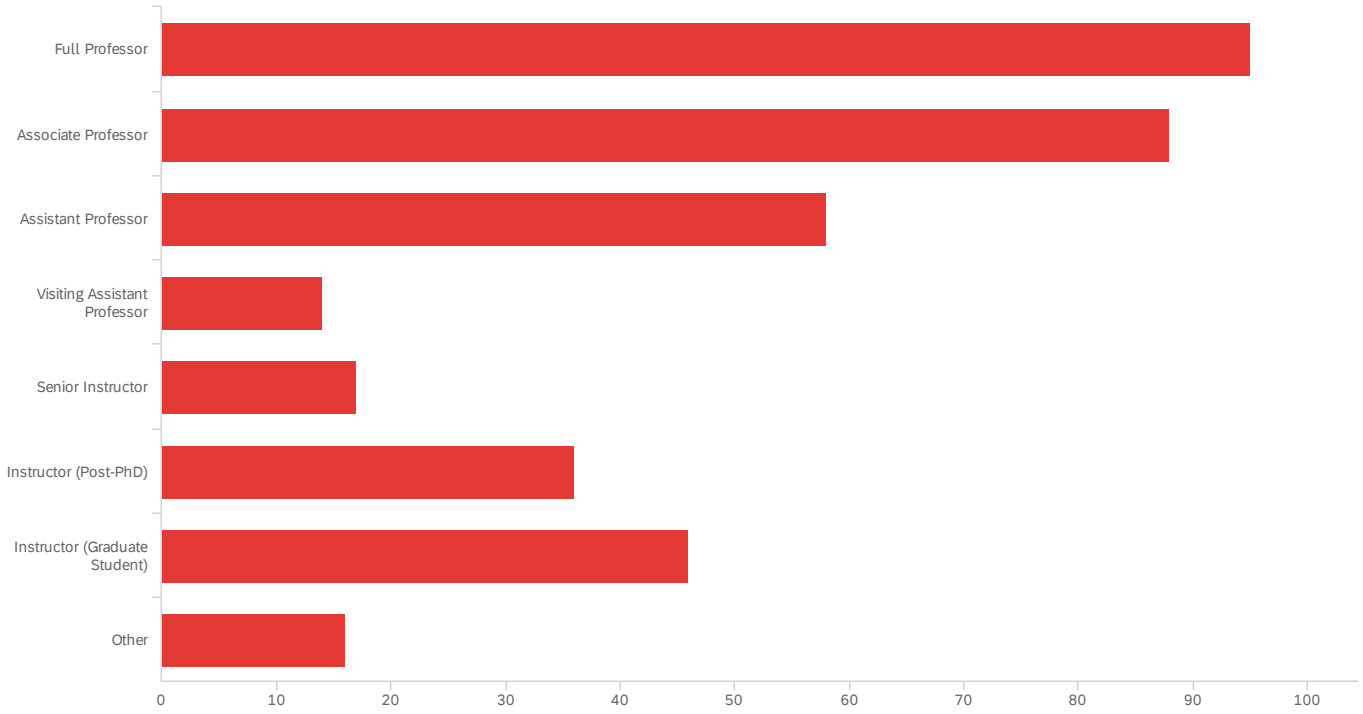
Make high-quality, pre-recorded lectures. It is just painful to teach in real-time, as most students will leave their cameras off and never engage in discussion. Have them watch/listen to the lectures, write papers, and hold a weekly office hour live.

Utilize breakout rooms and student activities

Make the assignments a little bit chaotic. Prep as much as possible before the semester begin. Plan for asynchronous. If you want discussions to be good, spend the first few weeks modeling good responses and giving feedback on what everyone is doing well—-and do all this to the entire class, not privately to individual students.

Read about best practices. Post video of yourself (at least as introduction) and encourage other students to do so as well.

Rank - Which of the following best describes your academic rank?

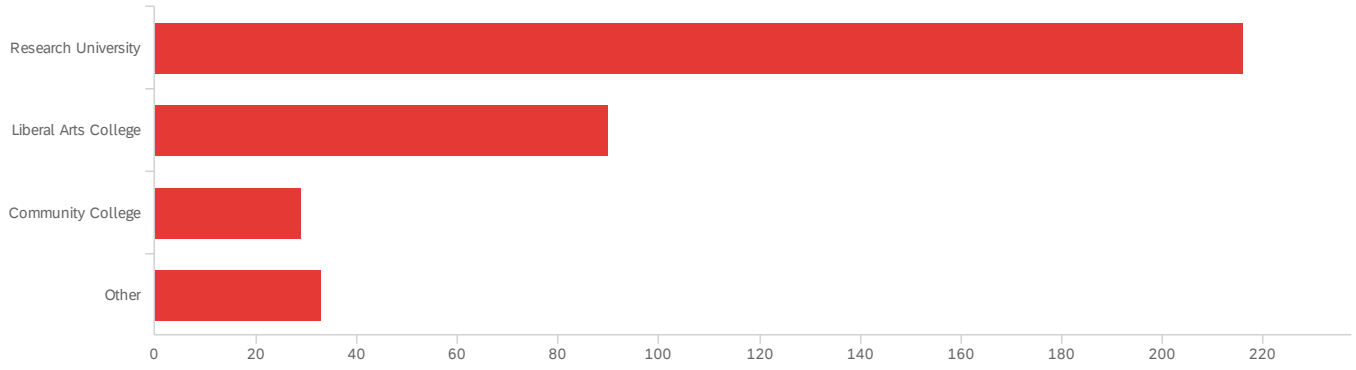


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes your academic rank?	1.00	8.00	3.38	2.30	5.29	370

#	Field		Choice Count
1	Full Professor	25.68%	95
2	Associate Professor	23.78%	88
3	Assistant Professor	15.68%	58
4	Visiting Assistant Professor	3.78%	14
5	Senior Instructor	4.59%	17
6	Instructor (Post-PhD)	9.73%	36
7	Instructor (Graduate Student)	12.43%	46
8	Other	4.32%	16
			370

Showing rows 1 - 9 of 9

Institution - Which of the following best describes your institution?

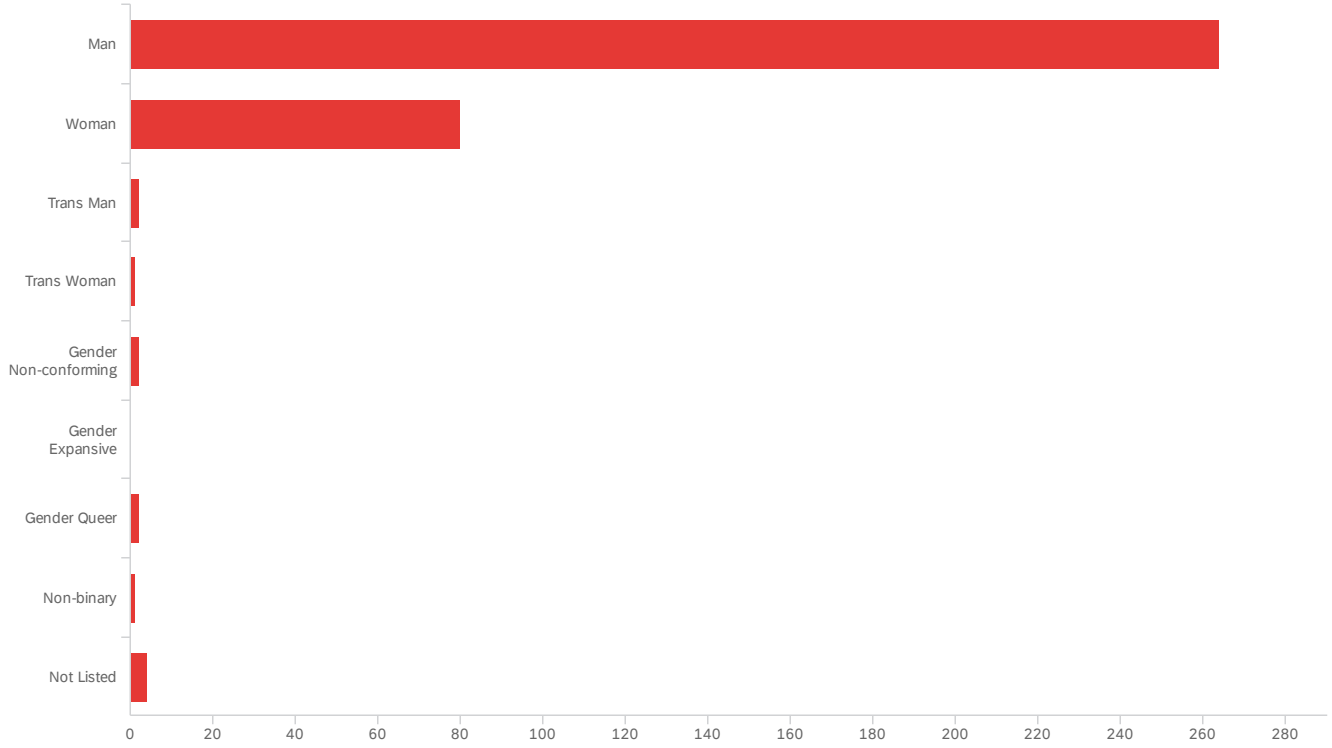


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes your institution?	1.00	7.00	1.94	1.70	2.90	368

#	Field	Choice Count	
1	Research University	58.70%	216
2	Liberal Arts College	24.46%	90
3	Community College	7.88%	29
7	Other	8.97%	33
			368

Showing rows 1 - 5 of 5

Gender - What is your gender?



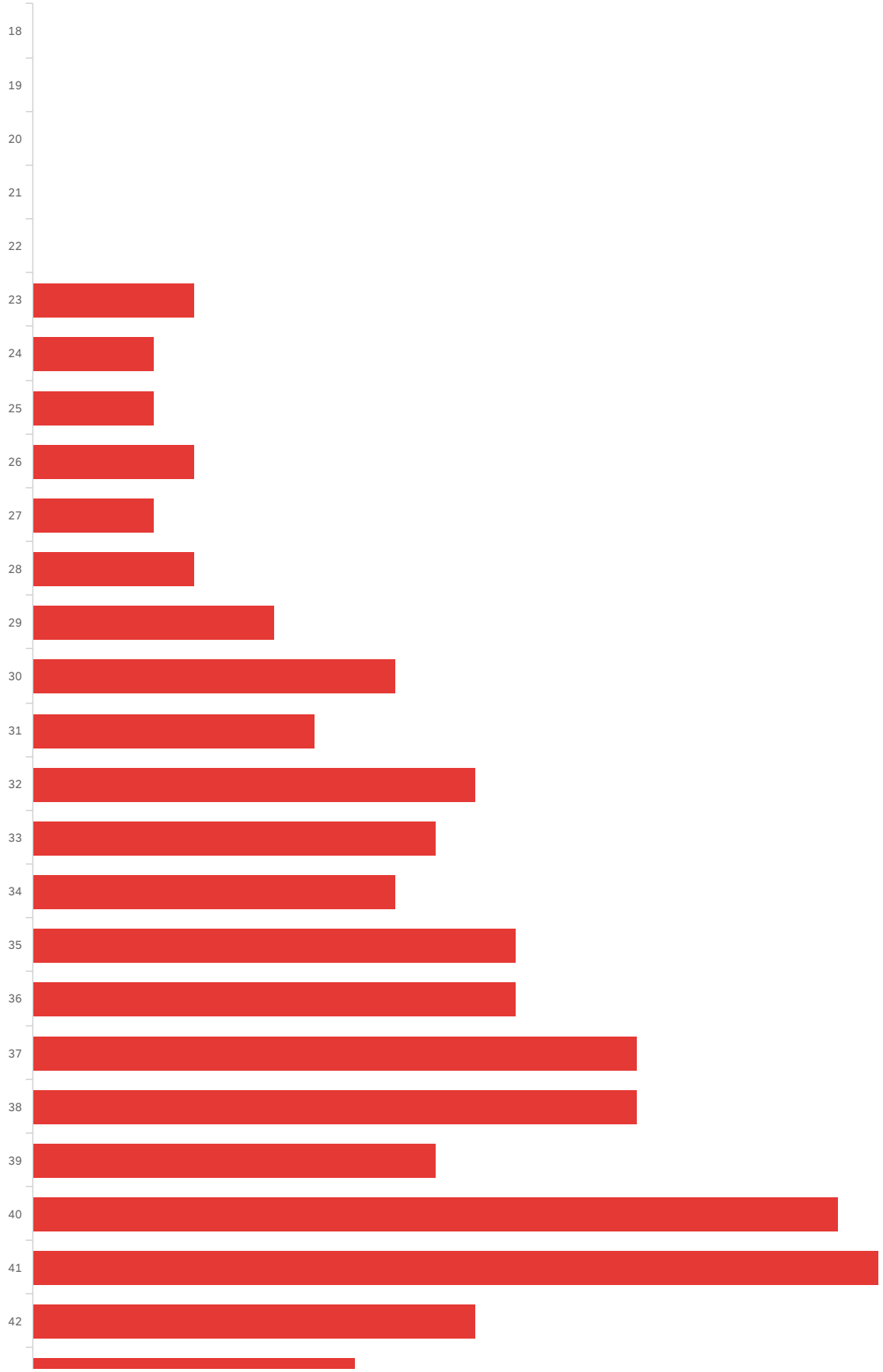
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your gender?	1.00	9.00	1.41	1.12	1.25	356

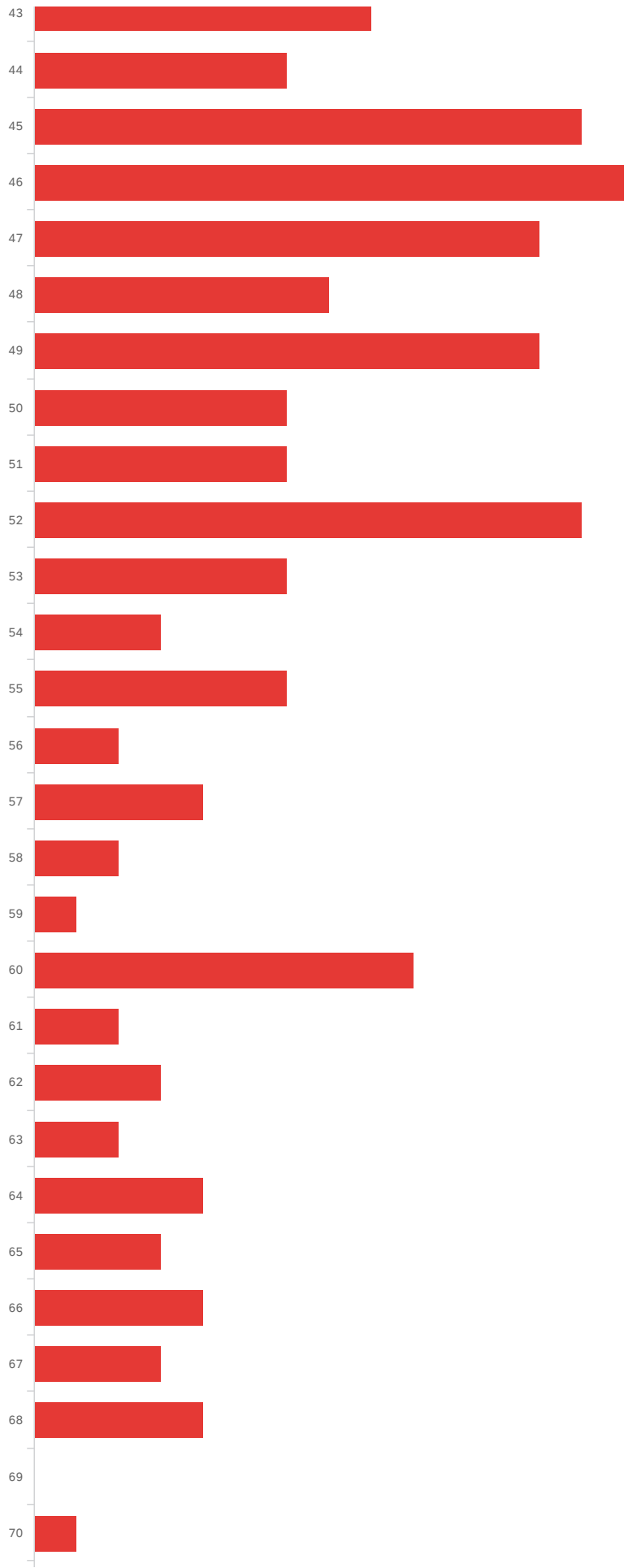
#	Field	Choice Count	
1	Man	74.16%	264
2	Woman	22.47%	80
3	Trans Man	0.56%	2
4	Trans Woman	0.28%	1
5	Gender Non-conforming	0.56%	2
6	Gender Expansive	0.00%	0
7	Gender Queer	0.56%	2
8	Non-binary	0.28%	1
9	Not Listed	1.12%	4

#	Field	Choice Count
		356

Showing rows 1 - 10 of 10

Age - What is your age?

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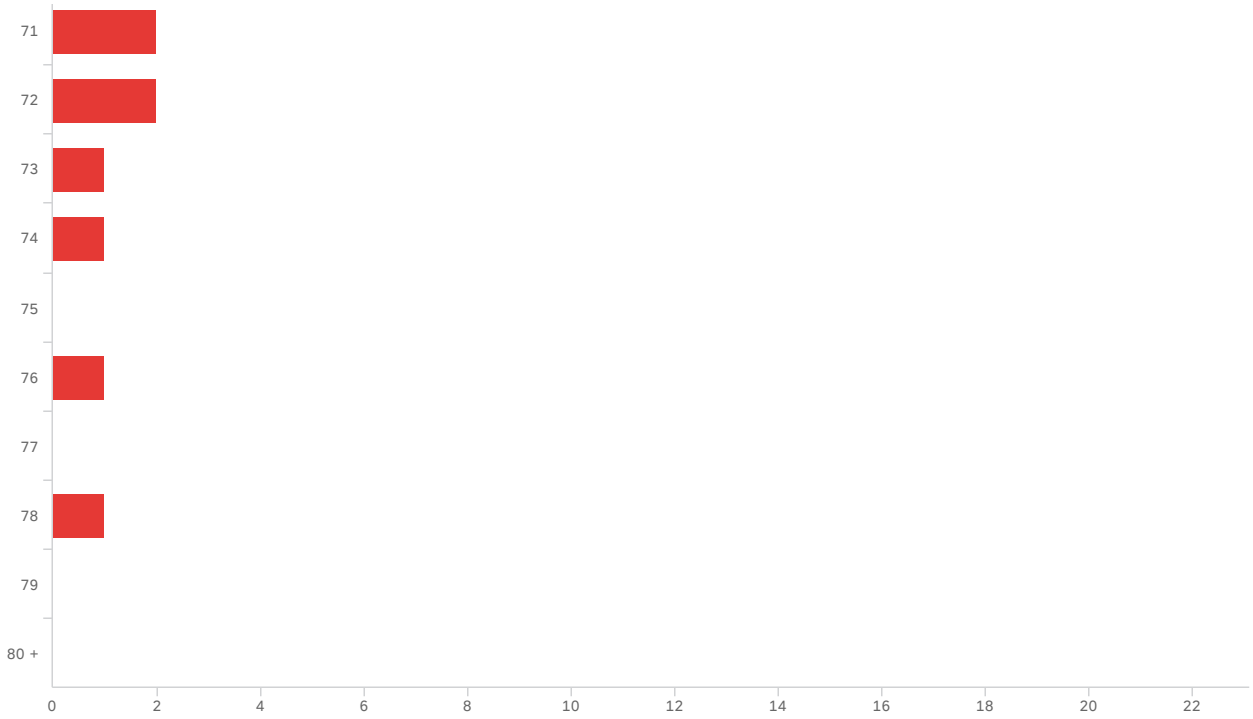


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your age?	23.00	78.00	43.70	11.29	127.46	353

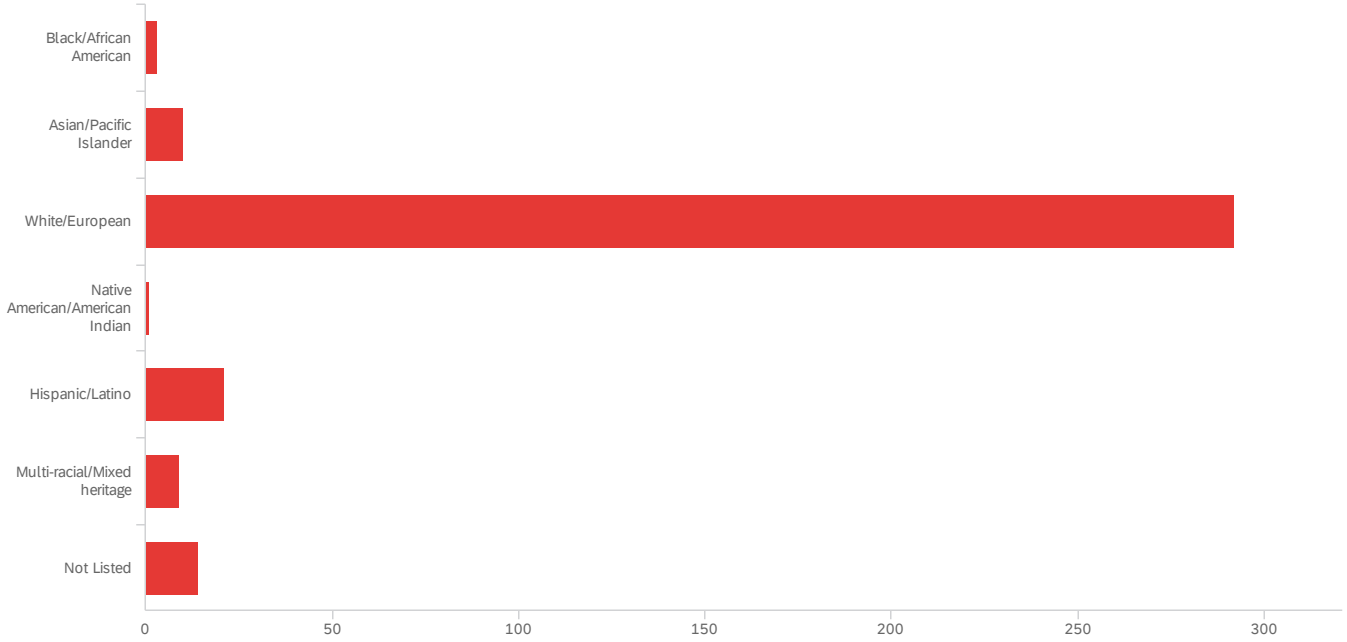
#	Field		Choice Count
18	18	0.00%	0
19	19	0.00%	0
20	20	0.00%	0
21	21	0.00%	0
22	22	0.00%	0
23	23	1.13%	4
24	24	0.85%	3
25	25	0.85%	3
26	26	1.13%	4
27	27	0.85%	3
28	28	1.13%	4
29	29	1.70%	6

#	Field		Choice Count
30	30	2.55%	9
31	31	1.98%	7
32	32	3.12%	11
33	33	2.83%	10
34	34	2.55%	9
35	35	3.40%	12
36	36	3.40%	12
37	37	4.25%	15
38	38	4.25%	15
39	39	2.83%	10
40	40	5.67%	20
41	41	5.95%	21
42	42	3.12%	11
43	43	2.27%	8
44	44	1.70%	6
45	45	3.68%	13
46	46	3.97%	14
47	47	3.40%	12
48	48	1.98%	7
49	49	3.40%	12
50	50	1.70%	6
51	51	1.70%	6
52	52	3.68%	13
53	53	1.70%	6
54	54	0.85%	3
55	55	1.70%	6
56	56	0.57%	2

#	Field		Choice Count
57	57	1.13%	4
58	58	0.57%	2
59	59	0.28%	1
60	60	2.55%	9
61	61	0.57%	2
62	62	0.85%	3
63	63	0.57%	2
64	64	1.13%	4
65	65	0.85%	3
66	66	1.13%	4
67	67	0.85%	3
68	68	1.13%	4
69	69	0.00%	0
70	70	0.28%	1
71	71	0.57%	2
72	72	0.57%	2
73	73	0.28%	1
74	74	0.28%	1
75	75	0.00%	0
76	76	0.28%	1
77	77	0.00%	0
78	78	0.28%	1
79	79	0.00%	0
80	80 +	0.00%	0
			353

Showing rows 1 - 64 of 64

R/Eth - What is your race/ethnicity?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is your race/ethnicity?	1.00	7.00	3.31	1.04	1.08	350

#	Field		Choice Count
1	Black/African American	0.86%	3
2	Asian/Pacific Islander	2.86%	10
3	White/European	83.43%	292
4	Native American/American Indian	0.29%	1
5	Hispanic/Latino	6.00%	21
6	Multi-racial/Mixed heritage	2.57%	9
7	Not Listed	4.00%	14
			350

Showing rows 1 - 8 of 8

End of Report