

Three Things!

Thematic News and Views about Distance Learning
Welch Center for Graduate and Professional Studies



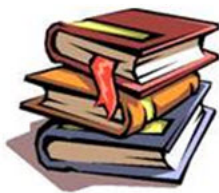
JUNE 11, 2015

THREE THINGS!—a newsletter for faculty in GOUCHER COLLEGE'S ROBERT S. WELCH CENTER FOR GRADUATE AND PROFESSIONAL STUDIES, from the DISTANCE LEARNING UNIT. In each issue you get news and views themed as **THREE THINGS!** We aim to intrigue, inspire and guide you in teaching at a distance.

Our theme in this issue: **TIPS FOR A SUCCESSFUL RESIDENCY—IN MACS, MAES, MAM, MFADA, MADA & MFACNF.** Goucher College has eight limited-residency programs, each unique in design. But several programs in particular—*Cultural Sustainability, Environmental Studies, Management, Digital Arts and Creative Nonfiction*—have a common format that entails meeting on campus for nine days followed immediately by meeting online for three weeks. The demands of this intense, compressed format pose special challenges to faculty and students.

In this issue of **THREE THINGS!**, we share ideas and suggestions to help faculty in these programs bridge on-campus time with the online component. *The perfect blend is key to a successful course.*

Tips for a Successful Residency—IN MACS, MAES, MAM, MFADA, MADA & MFACNF



SET THE STAGE FOR PRE-READING:

REQUIRE SUFFICIENT READING HOURS: A key element of a residency is the pre-reading students complete before arriving on campus. For a 3-credit course, students should have about 40 hours of reading to accomplish, or 20 hours for a 1.5-credit course.

COMMUNICATE EXPECTATIONS EARLY: Encourage students to take good notes on their pre-readings. Communicate these expectations early, too. One month before residency starts is a good time to welcome students to your course and make sure they have your pre-reading list. Two weeks in advance is a good time to use WebEx to check in with students on how the reading is going.

ASK STUDENTS TO MAKE PRESENTATIONS OR TO FACILITATE DISCUSSIONS: Many faculty build time into the on-campus experience for students to make presentations about the readings. You can also ask

students to facilitate class discussions. These responsibilities help ensure that the readings are completed and that students critically engage with the material as well as take ownership of the learning experience.

Be sure to provide instructions for the presentations or discussions, which might even include critical-reading guidelines. You can use a wiki page in your GoucherLearn site as a sign-up sheet. Distance Learning staff can help.



BLEND THE LEARNING:

START THE ONLINE PORTION WHILE ON CAMPUS: The three-week online portion of your course will have the greatest success if you begin to blend it during your on-campus time with students. Make the online portion a topic you visit throughout your residency.

MAINTAIN MOMENTUM: Some faculty experience a drop in student participation, focus and engagement during the three online weeks. You can avoid this by setting expectations before the residency ends. Maintain momentum to accomplish all your course goals and objectives.

BLEND: Students can develop project topics or paper topics while on campus, for example, or start the research/writing process then, or commit to a WebEx meeting schedule. The more you integrate the on-campus experience into the online one, the more your students will expect the online time to be the essential component it is.



GIVE STRUCTURE TO THE ONLINE WEEKS:

PLAN CONTACT HOURS: During the three-week online portion of your course, plan a total of 6 contact hours/lecture hours for a 3-credit course, or half that for a 1.5-credit course.

GIVE HOMEWORK: Students should additionally expect to complete 24 hours of homework for a 3-credit course, or 12 hours for a 1.5-credit course, during the online weeks. This time is often spent in research, writing, preparing presentations and collaborating online. It is common to make use of GoucherLearn resources like discussion forums, blogs, wikis and journals. Conducting 2-3 WebEx meetings is normal.

TIPS FROM MICHAEL SHEPARD (*Distance Learning Instructional Designer/MACS & MAES Faculty*):

- I highly recommend making **ONLINE WEEK 1** demanding so that you retain some of the momentum and intensity of the on-campus

residency. A WebEx meeting, assigned readings, a discussion forum, and a wiki, blog or journal are all good options in addition to any research and writing that students may be working on.

- **ONLINE WEEK 2** may include some of the same elements as Week 1, but students likely need more time to focus on final projects. This week is also a good opportunity for exploring summative course themes. New readings may not be effective at this point.

- **ONLINE WEEK 3** generally involves student presentations and completing final projects. I find that WebEx-based student presentations are more efficacious if visual aids are required. Your instructional designer can help you plan for your online weeks and determine which technologies are the right fit for your course goals.



RESOURCES:

- [Quality Assurance in Blended Learning](#)
- [Hybrid Course Design and Instruction Guidelines](#)
- [Residency General Information](#)
- [Residency Schedule for Each Program](#)

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