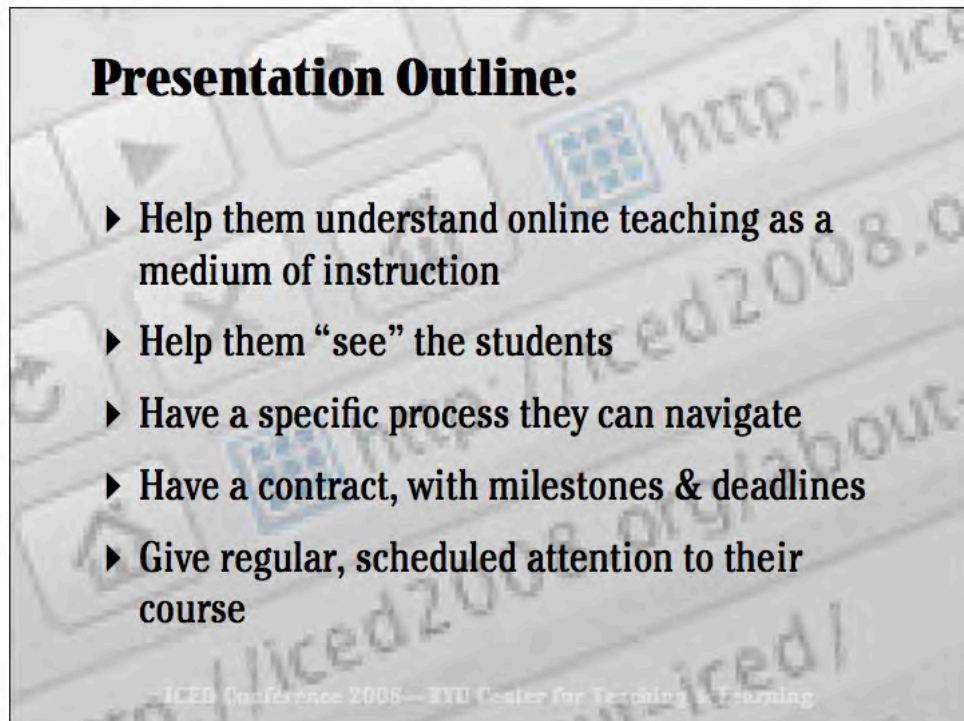


Slide 1



Slide 2



Slide 3

## **Help them Understand Online Teaching as a Medium**

- ▶ **Synchronous vs. Asynchronous**
  - *What is lost when you lose synchronicity?*
- ▶ **Wide pipe vs. narrow pipe**
  - *In what specific ways is a narrow pipe more challenging than a wide pipe when it comes to teaching?*
- ▶ **Replace interaction with what?**
  - *When you reduce interactivity (through increased audience numbers, "asynchronousness," or a narrowed pipe) what you mostly lose is interactivity.*
  - *How do you compensate for lost interactivity?*

ICED Conference 2008—TYU Center for Teaching & Learning

Slide 8

## **Have a Contract, with Milestones & Deadlines**

- ▶ **Build flexibility into the contract**
- ▶ **Make it workable—allow for their input**
- ▶ **Make *them* be realistic—it's a contract!**
- ▶ **Spread reimbursements out so you have some control until the very end**
- ▶ **Clarify contentious issues up front**

ICED Conference 2008—TYU Center for Teaching & Learning

Slide 9

## **Give Regular, Scheduled Attention to their Course**

- ▶ Don't tell them everything and then send them into the wilderness—stay with them
- ▶ Set up a regular schedule
- ▶ Be engaged in their production progress
- ▶ Be their “idea” person, not their nag
- ▶ Make constructive suggestions

ICED Conference 2008—BYU Center for Teaching & Learning

Slide 11

## **Handouts:**

- ▶ CTL Course Process diagram
- ▶ CTL Course Timeline diagram
- ▶ CTL Course Production Contract
- ▶ Table of Contents of the  
*CTL Course Production Guide*  
(<http://ctl.byu.edu/files/courseguide/courseguide.pdf>)
- ▶ Presentation Outline

ICED Conference 2008—BYU Center for Teaching & Learning