

Remote vs. Online Instruction

Remote Instruction

Remote instruction is most often a solution to developing and facilitating a course curriculum in times of face-to-face class interruptions (e.g., a scheduled absence, a snow day or an emergency). Instruction is designed in a responsive manner by Instructors and often delivered through Instructor's preferred technology to, under the circumstances, best meet course outcomes. Typically, content and activities are developed incrementally and added regularly based on the progress of instruction. Facilitating a course remotely in this manner helps provide continuity during a loss of face-to-face class time. When face-to-face instruction resumes the technology may continue to be used to a lesser degree to help students achieve the learning outcomes.

Online instruction is the facilitation that occurs in a course that has been developed with the intention for fully online delivery. Instructional experiences are designed in a planned manner, over weeks and months, most often with support of an instructional designer and a media services team. The learning experiences and instructional objects in an online course are typically fully-developed before the start of a semester. These courses incorporate various instructional strategies and utilize various educational technologies that allow students to meaningfully interact with course content, the instructor and fellow students, while still allowing some flexibility in the students' schedule.

In short, remote teaching occurs when the instructor transitions the delivery of an on-campus course to online. An online course, however, has been purposely designed for online teaching using online learning design principles. The table below illustrates some differences between these modes of course delivery.



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Table 1 (below): Remote vs. Online course delivery

	Remote	Fully Online
Design	By Instructor with some support; learning experience varies depending on the instructor's level of expertise with learning technologies.	Instructor as content author supported by instructional designer and media support; various technologies are considered to facilitate a self-directed learning experience.
Development framework	Often developed week-by-week, with consideration of the overall course plan.	Fully developed at the start of the course. May go through multiple iterations before development is considered complete.
Delivery of instruction	Asynchronous (i.e. recorded lectures) OR synchronous (i.e. real-time classes in the web conferencing applications).	Primarily asynchronous; some synchronous components.
Student preparedness	Students may be less technologically prepared, with access to a mobile device only and limited connectivity in their homes; instructional planning should reflect these limitations.	Students know from the onset that all instruction will happen online, so likely have access to the technology that enables them to actively engage in the learning experience.
Learning Management System Use	General use of system to communicate with students, relay course content, and administer assessments and grades.	Advanced use of tools and components to facilitate social interaction of class and learning activities.
Instructor presence	Mirrors expectations of face-to-face instruction.	Students are expected to be self-directed with regular check-ins by Instructor to monitor progress and provide feedback.



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Interactions with classmates	Periodic; often instructor initiated.	Interaction is built into learning activities; addition of defined spaces within the learning environment for social interaction.
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Synchronous vs. Asynchronous Instruction

Synchronous learning is online or distance education that happens in real time, whereas asynchronous learning occurs through online channels without real-time interaction. Many blended learning models will include a combination of both asynchronous and synchronous online learning.

Synchronous Instruction

- **Synchronous:** instructors and students gather at the same time and interact in “real time” with a very short or “near-real time” exchange between instructors and students
 - e.g., live Zoom classes; Google Meets

Asynchronous Instruction

- **Asynchronous:** instructors prepare course materials for students in advance of students’ access. Students may access the course materials at a time of their choosing and will interact with each over a longer period of time.
 - e.g., recorded Zoom sessions; Panopto recorded lectures; posting content on D2L; D2L discussion forums

Instructors may choose to engage their students synchronously or asynchronously depending on the course content or material that needs to be taught.



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Blended vs. Hybrid Instruction

Blended learning typically combines in-class instruction with asynchronous exercises and content that are consumed outside the class time. Hybrid learning on the other hand, typically refers to a method of teaching remote and in-person students at the same time via virtual instruction solutions.

Blended Learning

Blended learning is a method of teaching that integrates technology and digital media with traditional instructor-led classroom activities, giving students more flexibility to customize their learning experiences.

Blended learning is typically a form of education that takes place both online and in a brick-and-mortar location. Both of these modalities are integrated into a cohesive learning experience for the student. In blended learning scenarios, “face time” between students and teachers is not replaced by online course delivery. Rather, the online component of the learning experience usually consists of exercises or additional content that complement the in-class lesson.

In general, blended learning refers to the following:

1. Some learning happens online in a format where the student has control over the path and pace at which they engage with content
2. Some learning happens in an instructor-led format
3. Online and in-person learning is complementary, creating a truly integrated learning environment



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4. For many educators, video is the primary delivery vehicle for blended learning content.
 - a. For example, *flipped classrooms* require students to review lecture materials prior to class. Most often this involves teachers or trainers recording short video lectures that typically include a screen recording of slides, a webcam recording of the instructor, a video of a demonstration — or a combination of the three. The video is typically then shared with students through the learning management system (LMS).
 - b. In other blended learning courses, instructors record videos for use as supplemental course material, designed to help students with more challenging concepts, or for those that wish to deepen their understanding of the subject. Alternatively, instructors can record tutorials to introduce students to software or equipment that will be used in subsequent classes.

Hybrid Instruction

Often, the term *hybrid learning* is used almost interchangeably with blended learning. However, there is a subtle distinction. In hybrid learning, a significant portion of the course takes place online. In contrast with blended learning, a hybrid learning scenario replaces much of the student-teacher “face time” in a brick-and-mortar location with online interaction.

Flipped Classroom

The flipped classroom is another form of blended learning where a student is first exposed to new material outside of class, usually in the form of an online presentation. When the student attends class in a brick-and-mortar setting, the class time is used to apply the material in the form of problem-solving and discussion.



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