A Framework for the Sudden Switch to Remote and Online Teaching

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Abstract

The COVID-19 pandemic in Spring 2020 necessitated a sudden shift to remote learning. Faculty at Saint Michael's College, in Vermont (USA), had ten days to re-plan their courses as well as potentially learn new pedagogies, adapt to technology for instruction and delivery, and help students adjust to the changes. In addition, faculty needed to prepare for the likelihood of online teaching in Fall 2020. Applying a structured approach to instructional design, I implemented remote and online instruction for a Strategic Management course by reworking a framework derived from my previous research. This paper explains the framework and offers examples of class projects and assignments that were effective in achieving learning outcomes for both the remainder of the remote Spring 2020 and the fully online Fall 2020 semester. I describe successes and challenges from this application and offer ideas for future research development. The approach can be adapted to upper level seminar courses in Computer Science and Information Systems.

Keywords: Instructional design, framework, COVID-19, projects

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