**Remote vs Online Teaching Video Transcript**

Hello, my name is Rebecca Pope-Ruark and I am a faculty teaching and learning specialist in the Center for Teaching and Learning.

This video covers the differences between emergency remote instruction and pre-planned online instruction After completing this video and associated handout, you will be able to

* Define the differences between the two modes
* Recognize the situational and contextual factors affecting students in remote instruction vs. online instruction
* Realign your expectations for the emergency remote instruction context

You may be wondering why the Institute and many other institutions are referring to our current situation as a move to “remote instruction” rather than “online learning.”

Yes, Georgia Tech offers online courses in some programs, most notably the OMS programs, but the major difference is that online courses are planned to be online from the conception.

 This is very different than moving face-to-face courses to remote delivery in response to an unexpected and worldwide health pandemic. The design and expectations for online vs remote courses are very different.

Despite the common misconception, good online learning is not of lower quality than face-to-face instruction. It’s just different, with its own best practices, research literature, professional organizations, and peer-reviewed publications.

A true online course, like courses in the OMS programs, is designed to be delivered online by faculty experienced in online education. Students in these courses knew they would be doing all of their work and course interactions online. By signing up for the class they acknowledge that they have the technology and internet access required to succeed. Faculty members spend a great deal of time creating learning communities and interactions with students in the online tools available to them.

But our move to emergency remote teaching has been improvisational not planned. Tech’s face-to-face courses were not designed with the online best practices in mind. We are instead responding to a crisis, leveraging the resources we have to help our students complete their studies with us this semester, and also into the summer.

And because we have mad this unprecedented move, we must consider the situational factors impacting teaching and learning right now.

Unlike students who register for online courses and programs, we cannot guarantee that our students have access to a computer or consistent internet access. They may not have a quiet place to work or to attend courses synchronously. Students are spread across different time zones all over the world; a course meeting synchronously at the time of the original class met may be in the middle of the night in Asia and Australia. Students may be taking on care duties that were not as immediate before and may need accommodations online that they did not on campus (for example, I have regular migraines that are exacerbated by so much screen time). Many may have lost their support systems or safety in this crisis.

During this crisis, we are not trying to re-create the robust educational experience of well-designed online learning because we are currently in emergency remote teaching mode, working to provide students with access to learning and instruction in this reality as best we can as the Georgia Tech community.

In this video, we covered important aspects of the difference between emergency remote instruction and pre-planned online instruction. Please see the associated handout for a review and reflection activity. Thank you.