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Moving Online in a Hurry vs Online Education Done Right

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What are some unique characteristics of "Moving Online in a Hurry"
(as compared to Online Education Done Right)?

Online Education Done Right	Moving Online in a Hurry - AKA "Remote Learning"
Long-term solution	Right-now solution
Intentional systematic design of instruction	Building the car while driving it
Equal access and opportunity for all students	Unknown access of student to technology and internet
Purposeful assignments for online learning	Busy work/assignments to fill time without pre-planning for online learning
Planned, intentional, regularly scheduled	Emergency response to address need for learning continuity
Effective teaching of subject matter that engages all the students	Transfer class files to the online learning with no other supplements
Engaging all students with different learning styles	Use different teaching models and techniques (i.e. verbal or non-verbal cues) to ensure that student can learn the same learning objectives
Students can pace themselves based on their learning style and focus on material that may take them longer to learn than peers	Changing projects and assignments based on time
Organizing weekly assignments in advance	Taking a course taught face to face and just "moving content" on-line without modifications
Carefully designed months before the instruction starts	Using what you have access to, even if it is not the best media for your teaching purposes
Allows for community building	Faculty were unprepared, students were unhappy
Participants feel as if they are contributing to the class	Lack of planning
Everyone understands the lesson and is given opportunities to actively learn	Unengaged students
Can educate students based upon individual learning	Being creative to use zoom video while taking a

preference by purposeful design	times exam in Canvas (instead of lockdown browser, which does nothing)
Simultaneous responses, shy students are more engaged and likely to respond in chat	Students who didn't register for an online course didn't want to study online
Planning ahead with objectives/learning outcomes in mind	Planning as you go/situational planning
Plan course ahead of time with assignments and test dates	Assigning homework and tests as the course continues - the students don't know dates ahead of time
Chunking lessons so students are able learn material effectively	Presenting materials in one time then giving students problems to solve
Scaffolding lessons	Indicate all material to be covered at one time
Creating simple lessons	Prioritize tasks
Creating objectives that can be accomplished thru online interaction	Adjusting teaching to meet objectives rather than seeing the potential for online
Making syllabus/assignments adaptable to class needs	Altering task after finding technical difficulties. More like performing your own root canal
Students realize their responsibility in this collaborative process of learning	Students must adapt to changes without making this choice
Have access to adequate technology	Student attendance, engagement, interaction, interest and retention drops
Course is prepared in advance, hopefully all the 'kinks' have been worked out	Synchronous/asynchronous hybrid (live and recorded lectures
Avoids loss of job :) Allows students to continue making progress in their program	Numerous distractions for both faculty and students, especially if also trying to assist kids with their work
Flexibility (asynchronous)	Prepare student for transition to fully online
Utilization of various strategies to engage students	Teaching it in the same manner as face-to-face with little to no changes in presentation style
Begins with the end in mind (learning outcomes). Effective strategy to the experience	Rushed - pulling from memory and mostly the instructor is talking. Can give some interesting unexpected benefits

Keeping learning communities intact and strong	Making due with only Zoom/email
Flexible teaching	Technology adjustment
Figuring out in advance	Play it by ear
Proper preparation of course assignments and incorporation of available technology	Trying to make assignments and goals work within an online platform without preparation
Right balance of "tech vs. touch" (knowing that there is a person behind the technology)	Taking students' concerns into account, and trying to address them head-on before they become an issue
Takes into consideration student population	One size fits all approach
Student and Facilitator satisfaction	Some students were worried about security
Allow the students to be real partners in their learning	Challenge of proctoring exams
Instructor is well organized, provides clear expectations, communicates on a daily basis, and is punctual in feedback to students	Cookie cutter-lack of creativity and adaptability
Professor is well-prepared and provides consistency whether online or on-campus learning. Reinforces expectations and schedules with Announcements	Pandemic teaching
Align learning with real life and what the student is doing in their professional life	Even though you do not want to build a car while driving it, in online learning you will need to build and change the car as you go on your journey
Provides flexibility to engage students with multiple learning styles	
Flexibility to have discussions open for students with different accessibility issues	
Good way to engage the students	
Students are able to own part of the process by using break rooms and chat rooms	
Allowing students access to classes	