Title: Towards Adopting Best Practices from Face-to-Face to Virtual Classrooms

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Abstract: Incorporating best practices from a regular face-to-face environment into an online environment has raised adaptability challenges for both: students and instructors. For years, 'best practices' that have allowed instructors to successfully apply their techniques into classrooms, nowadays, mainly due to the adaptation of online teaching, seem to have a different perspective, including to the point to redefine the term *bullying* from the student perspective. We identified three challenges that online students might realize while taking online courses: 1 - Call students by their name: A useful technique is calling students by their names during lecture time to challenge students' learning. This approach (at least in the face-to-face environment) seems to be encouraging and creates an individualized connection between the student and instructor. Through an online format, this might not always cause the same reaction. On the contrary, this approach might make students feel stressed, uncomfortable, and sometimes 'bullied' by the instructor. 2 - Provide Feedback and Criticism: Additionally, from the instruction viewpoint, providing feedback and positive criticism to students in front of the class is an effective technique to incentivize good work; students might perceive it as an intrusion to their privacy or exposure to their intellectual property. 3 - Technology Expectations and Organization: Learning Management System (LMS) such as Blackboard or Canvas and videoconferencing applications such as Zoom, Teams, Go-to-Meeting, become the central repositories of content, instructions, testing platforms, and contact instruments for today's teaching; creating opportunities for non-experienced instructors and students to overcome learning challenges and interpersonal interactions. The authors will discuss several observations during this presentation while teaching undergraduate computer science courses in an online format for several semesters. Presenters will share observations obtained from student's evaluations for synchronous and asynchronous online modalities. Additionally, it will discuss challenges recognized during online teaching. Lastly, we propose solutions for several challenges mentioned during this presentation that students have received well.