Remote Teaching vs. Online Teaching

As we continue to work through our instructional continuity response to the COVID-19 pandemic, it is important to be clear about the nature of the interventions we are using. Of particular concern is recognizing the differences between Remote Teaching and Online Teaching.

Remote Teaching is typically a temporary, technology-supported, synchronous teaching approach used in response to emergency or crisis situations that disrupt traditional face-to-face classroom instruction. This is different from **Online Teaching**, which is generally a carefully designed, well-structured approach to student-centered active learning that includes the design, development, delivery and support of all aspects of the online learning experience. While there are a few similarities between Remote Teaching and Online Teaching – like both rely on technology, there are quite a few significant differences.

REMOTE TEACHING	ONLINE TEACHING
• *Temporary shift in instructional delivery to an alternate mode (usually technology-supported) due to crisis or emergency circumstances*	• *Carefully planned approach to student-centered active learning and engagement, based on the design, development, and support of learning in an online environment*
• Is supported by available technologies, such as an LMS, web-conferencing software, audio/video or digital media, etc.	• Relies on the effective use of multiple technologies, such as an LMS or website, multimedia content and applications, audio/video and/or digital media, web conferencing software, etc.
• Is generally synchronous, though some guided asynchronous elements may be introduced	• Is generally guided asynchronous, though may be asynchronous, synchronous, or a flexible combination of both
• Content may be accessed/delivered online as a temporary alternative since the traditional face-to-face option is unavailable	• Content is planned, designed, and structured to promote the optimal online learning experience by leveraging the capabilities of technologies
• Transition to remote teaching can occur quickly, usually within days or weeks – and is usually temporary	• Planning, design and development of fully online course usually takes 3 to 6 months; training and preparation to teach online usually occurs as course is being designed and/or is in development.
• A response to a crisis or emergency situation that requires a shift in the delivery mode, means of access, methods, and content/media of classroom learning; occurs with little advance notice or time for faculty training	• A pedagogical approach that involves consideration of the design, development, and delivery of all aspects of the online learning experience in the fully online course; quality online teaching is a planned practice developed over time with ample faculty training, support, and resources

It is also important to note that Remote Teaching is not the same as online teaching, even though both are delivered using technology. If it occurs via Zoom, Microsoft Teams, Google Hangout, Skype, or a similar tool, it is really traditional classroom teaching as done via web-conferencing technology.