

## Making the Transition from the Physical to Virtual Classroom

**Schmucker, D.G.**

*University of Utah*

### **Abstract**

The demand and interest in delivering online instruction for engineering is clearly growing. The different formats vary widely as does the meaning of the terms used to communicate them. This paper presents observations of the author in making the transition from the physical (traditional) classroom to online education. The experiences are based upon 20 years of experience in implementing rigorous models of teaching and learning theory in the undergraduate engineering world and applying them for the past 3 years in the online engineering world. The observations come from fully online experiences as well as partial flipped experiences, synchronous and asynchronous as well as partial hybrid experiences. The paper focuses on implementation in pragmatic terms in connection with sound learning pedagogy. The anticipated audience is those who have any level of experience with traditional educational models and little experience as a member of the team of instructional designers and subject matter experts, i.e., with the creation and delivery of online education.