Presenting Content Online

TIDES Webinar - March 25, 2020
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Bigger Picture Ideas to Keep in Mind:

• 1.) Keep Solution Simple
  • Decide what is best / manageable for you, your students, and your course situation & go with that!

• 2.) Build in Flexibility:
  • Keep student considerations in mind.

• 3.) Make sure students have access to instruction / content in multiple ways, even if doing synchronous learning.
Online Teaching: General Context

• Online courses are highly structured.

• Semester-long courses created with considerable advance planning and in a controlled environment.

• Instructional resources identified well in advance and with backups.

• Technology resources are tailored to support the functions of the online course.

• Students know they are taking an online course.
Online Teaching: Spring 2020 Context

- Online courses are created under stressful conditions.
- Partially online ("hybrid") courses created without advance planning and in an environment that is fluid.
- Resources identified quickly and without easily identifiable backups.
- University and general technology resources are not equipped to support a sudden, vast surge in online teaching and learning.
- Students were not planning to take online courses.

Courtesy of Matt Russell - UT FIC.
Finishing the Journey:

• *Thoughts about your classes:*

  • The same class you’ve been teaching so far
  • Three to four weeks of instruction
  • Quickly shifting deadlines and priorities will play a role in how you proceed
  • **You’re not alone:** You have help at UT and can make decisions
  • Identifiable technology resources you can use.

• *Thoughts about your students:*

  • The same students you’ve been teaching so far, capable and full of resilience
  • Three to four weeks of instruction
  • Quickly shifting deadlines and priorities will play a role your students’ choices for the remainder of the semester
  • **Students (undergraduate and graduate) may feel confused, depressed, and isolated:** They will respond differently or unpredictably (away from campus, support, their belongings and course materials, and friends)
  • Unknown technology resources without identifiable or nearby help

*Courtesy of Matt Russell - UT FIC.*
# Best Practices for Course Design & Delivery:

<table>
<thead>
<tr>
<th><strong>Recommended</strong></th>
<th><strong>Avoid</strong></th>
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<tbody>
<tr>
<td><strong>Asynchronous Teaching and Learning</strong></td>
<td><strong>Only Synchronous Teaching and Learning</strong></td>
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<td>Faculty create learning experiences for students to work at their own pace and take time to absorb/react to course materials; greater opportunity to ensure accessibility and equity</td>
<td>Teachers and students meet online only in “real time” through videoconferencing tools as a means of direct instruction; many unsolvable variables for which faculty must account</td>
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<td><strong>Use Canvas</strong></td>
<td><strong>Spread class across multiple platforms</strong></td>
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<td>Create a course site that contains everything that students will reference or need at any time to complete the final weeks of the semester</td>
<td>Point students to multiple locations to find what they need to complete assignments</td>
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<td><strong>Less is more</strong></td>
<td><strong>Be unintentionally unrealistic</strong></td>
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<tr>
<td>Routine assignments likely take twice as long to complete at home because of unknown factors; prioritize and be realistic</td>
<td>Assign “class work” and “homework” every day and request students to complete according to short timelines</td>
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<td><strong>Give explicit instructions</strong></td>
<td><strong>Be unclear and vague</strong></td>
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<td>Outline deliberate instructions (specifying time-on-task and length of time) to complete an assignment</td>
<td>Communicate in lengthy paragraphs with instructions that are hard to follow and difficult to parse</td>
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*Courtesy of Matt Russell - UT FIC.*
First Steps - decide which options are best for you & your class:

- A Few Options:
  - **Asynchronous** - Develop lecture content ahead of time and post to Canvas / other platform for students to work through on their own flexible timeline.
  - **Synchronous** - present and deliver a live lecture as you would in the classroom via Zoom.
  - **Hybrid** - some combo of both asynchronous & synchronous.
Asynchronous Options & Tips:

- Asynchronous

- PPT / Keynote / PDF slides for lectures:
  - Not recorded, but annotated, and posted
  - Recorded / Narrated and posted (Zoom or Panopto)
Asynchronous Options & Tips:

• Asynchronous

• Whiteboard style:
  • Use a doc cam, tablet, smart phone, or Zoom whiteboard feature - record & post
  • Take pictures of content and paste in a document / presentation, annotate & post.
Synchronous Options & Tips:

- **Synchronous Lectures**
  - **PPT / Keynote / Slides lectures:**
    - Present live lecture or discussion via Zoom - share screen
    - Recommend **recording presentation** and not making attendance mandatory for students whose schedules may no longer be fully compatible with class times.
    - In addition, post electronic copy of slides that you shared during live lecture.
  - **Whiteboard style:**
    - Use a doc cam, tablet, smart phone, or Zoom whiteboard feature - share screen.
    - *Demo tablet screen sharing*
Synchronous Options & Tips:

- **Synchronous Class time for Group Work / Office Hours**
  - Use class time for open office hours, group work, or help sessions.
  - Zoom Breakout Room feature - Host can set these up.
  - Assign Co-hosts. Co-hosts (TAs) can switch between breakout rooms to help answer student questions, along with Host.

- **Whiteboard / Share Screen:**
  - During breakout rooms, students can share screens, use whiteboard feature to work on problems together.
Other Presenting Zoom Tips:

• **Annotate Feature:**
  - Some Pluses and minuses!

• In Zoom Settings, under In Meeting (Basic) settings:
Questions / Discussion?

- Pause for questions / discussion on this part:
Tips for Delivering Content in Canvas:

• **Modules:**
  - Modules is a great feature to utilize, for organizing various content you will be sharing with students, such as:
    - Files
    - Pages (in Canvas)
    - Zoom Recordings
    - External Websites
    - Assignments / Quizzes
    - Videos (external or embedded in Canvas)
  - You can assign Pre-requisites to a Module (i.e. must complete all items in order; must complete certain item before moving on, e.g. to another module).

• DEMO - Canvas Screen share
General Recommendations:

1. **Be authentic and empathetic**; respond to unfolding events at UT and with your students.

2. **Coursework should be a source of reliability and human connectedness** as you may well be the most reliable contact they have with UT.

3. **Use resources that are well established** and reliable, with UT support in place.

4. **Use synchronous tools (e.g. Zoom) selectively** and only for experiences that are not high stakes.

5. **Plan to communicate** and respond to communications from students more often than normal.

6. **Be transparent and seek feedback** from students.

7. **Students are resilient** and will adapt if you let them.

*Courtesy of Matt Russell - UT FIC.*
Questions / Discussion?

- Questions / discussion on this part: