Teaching Remotely in a Pandemic: Lessons from Fall 2020

Housekeeping

Please remain on mute during the presentation. Feel free to ask questions in the chat. We will also hold space for questions at the end.

The first half of this session will be recorded and the recording will be made available to those unable to attend synchronously. We will not be recording the debrief or reflections portions.

Supplemental materials, including this presentation, will be circulated to registered attendees and available online on our respective CSAHS and LANG websites.

Thank you from your facilitators
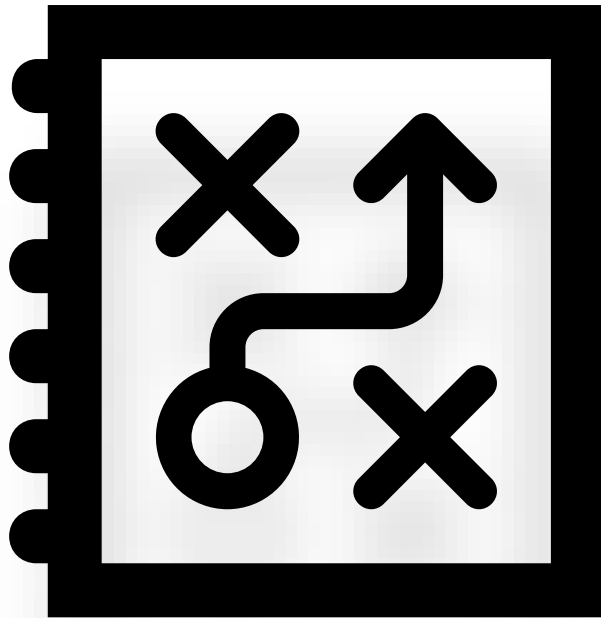
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Let's get started

By the end of today's session, we will:

- Examine evidence-focused instructional approaches for effective student engagement and motivation;

- Evaluate small but effective instructional strategies for use in remote and alternative delivery; and

- Debrief lessons learned from your experiences in remote and alternative delivery practice.

Tips and Tricks: Where are they coming from?

- Consolidated from research and resources
- Collective feedback and expertise of instructors

Creative Office Hours Strategies

Adapted from Darby and Lang, 2019

Rebrand them! Ideas: 'Happy Hours', 'Coffee Breaks', 'Consultations'

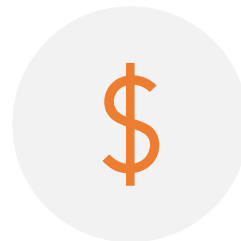Consider reducing the frequency: for example, four 60-minute sessions in a semester

Schedule and announce them ahead of time: have them listed in the syllabus from day one

Don't want to schedule in advance? Alternatively try polling the class for best times to schedule

Collect questions in advance: this way you are prepared with responses in advance

Consider offering incentives for attending. Note: if you do this include a comparable learning opportunity for those unable to attend.

Take Advantage: CourseLink Tools & Features

- Rubrics for Dropbox (Assignments) and Discussions
- Audio feedback
- Announcements
- Table of Contents
- Due dates
- Groups

Utilize Asynchronous Student Engagement

Weekly CourseLink announcements

Reminder emails

Intelligent Agents

Ask your prof Discussions

Provide guidelines in the module (content) description

Use Course Design Principles to Prioritize Your Time

- Go back to core questions of course design
- Think like a student!
- Make sure your rationale is front and centre
- Flexibility meets clarity
- You don't have to do it all

Align Techniques to Pedagogy

GOAL: Engage Content Learning + Support Communication Skills Development

	Online–Synchronous	Online–Asynchronous	F2F Physically Distanced
THINK-PAIR-SHARE	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions.	Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group reports can be shared to the larger class discussion forum.	Divide the class into pairs or ask students to choose a partner. Allow time for sharing- either from a distance or using digital tools.When sharing with class, consider instruction about how to project voices so all classmates hear.
SMALL GROUP DISCUSSION	Use breakout meeting rooms in online video conferencing platforms to simulate small group discussions. Students may also use collaborative document tools (e.g., Google Docs) to record thoughts.	Pose an equivalent question to the asynchronous students, either in video or text, and ask the students to respond in a small group discussion forum. The group	Set up small groups of 3-5 students. Pose a question. Could also use a google doc to help with communication. Could make breakouts a little longer and send groups out of class for easier socially distanced discussion elsewhere on campus with set return time. Give students

See https://docs.google.com/document/d/15ZtTu2pmQRU_eC3gMccVhVwDR57PDs4uxlMB7Bs1os8/edit#heading=h.r5n7da2dzzzf for full list

Consider high impact, low-cost engagement opportunities

For example:

- Having students generate questions benefits their knowledge translation and understanding (Ebersbach, Feierabend, & Nazari, 2019).

- Embed checks for understanding within existing learning activities (e.g. Microsoft forms, Polling, etc.)

- Change it up and make it interactive (e.g. student feedback is showing high engagement on Kahoot and other gamified opportunities, as well as enjoyment of external videos)
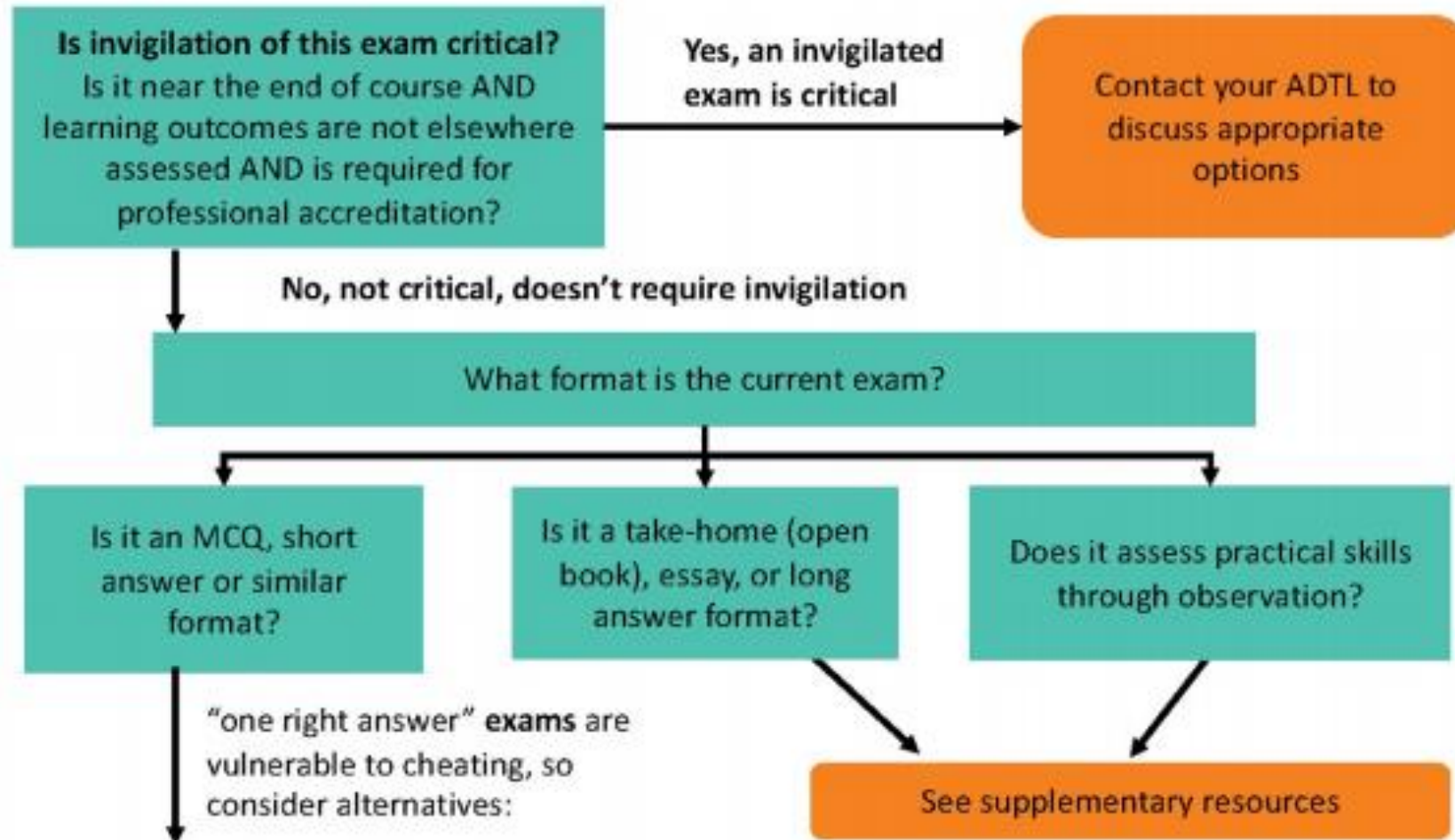
Be Strategic with Structure

Rubrics!

Format Feedback for 'This Time' and 'For Next Time'

Course schedule and deadlines around your availability

A Note on Exam Invigilation in Remote Environments

Is invigilation of this exam critical?
Is it near the end of course AND learning outcomes are not elsewhere assessed AND is required for professional accreditation?

→ Yes, an invigilated exam is critical → **Contact your ADTL to discuss appropriate options**

No, not critical, doesn't require invigilation ↓

What format is the current exam?

- Is it an MCQ, short answer or similar format?
- Is it a take-home (open book), essay, or long answer format?
- Does it assess practical skills through observation?

"one right answer" **exams** are vulnerable to cheating, so consider alternatives:

See supplementary resources

Full guide available here: http://wordpress-ms.deakin.edu.au/dteach/wp-content/uploads/sites/103/2020/03/DigitalExamsAssessmentGuide1.pdf?_ga=2.26166457.580486849.1607524250-1215716320.1607524250

Resource Reminders

Lang and CSAHS Remote Teaching websites

https://www.uoguelph.ca/lang/teaching-learning-summer-webinar-series

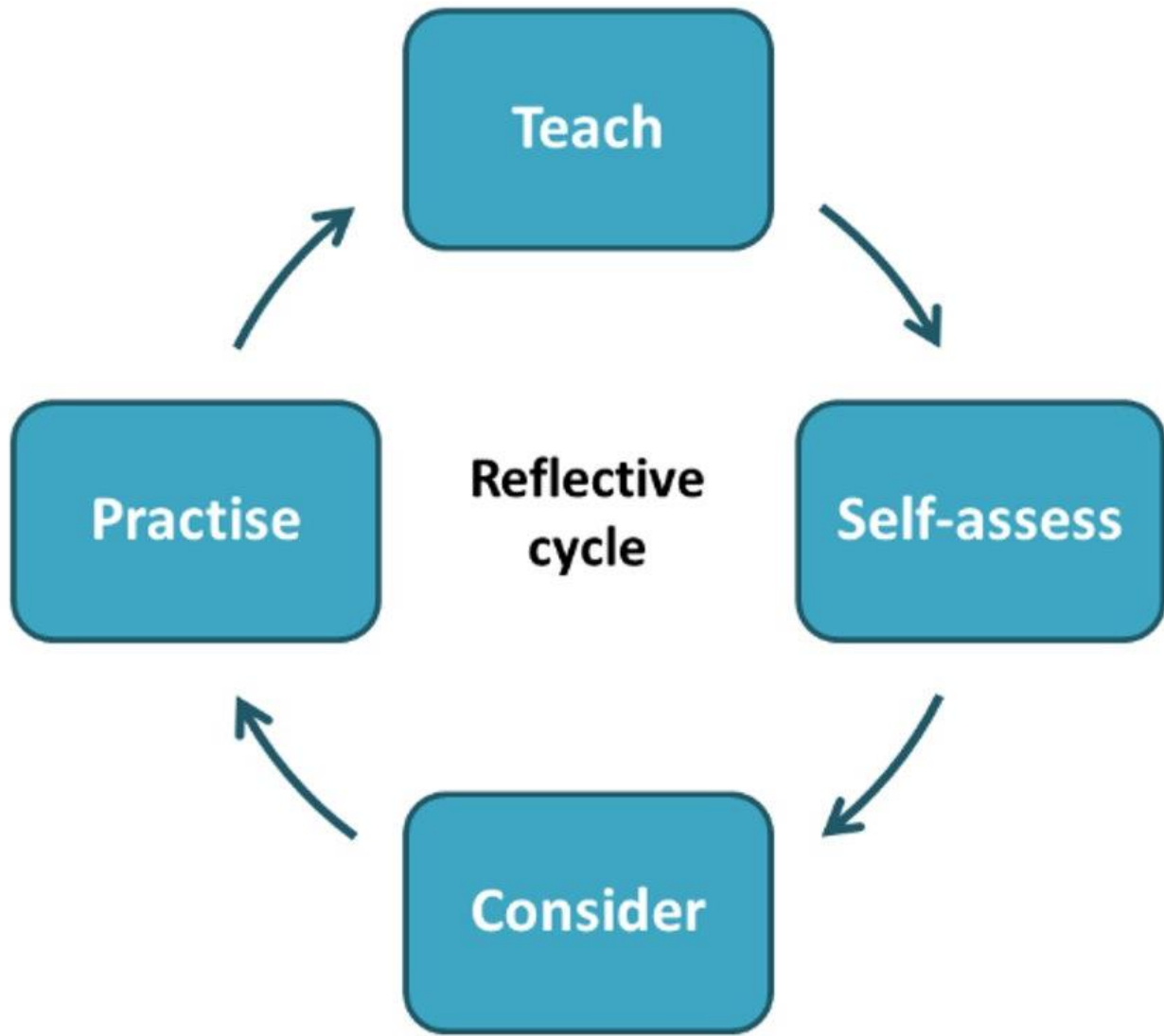https://csahs.uoguelph.ca/faculty-research/teaching-learning-summer-webinar-series

OpenEd Workshops

OpenEd's Instructional Technology team is offering Zoom and MS Teams trainings for teaching remotely

OTL Events

Course Redesign

The Spark of Learning Book Club

Reflective cycle: Teach → Self-assess → Consider → Practise → Teach

What is reflective practice?

Cambridge International Education, 2020

6 Principles of Reflective Practice

Reacting

Recording

Reviewing

Revising

Reworking

Reassessing

Debrief F20 – Lessons Learned

In small groups, you will have a chance to discuss your Fall 2020 experiences. Consider:

What challenges did you encounter?

What worked well? What solutions or innovations did you use that you would recommend to others?

What lessons or ideas will you bring forward into your future teaching as a result?

Topic Ideas for Small Groups

Consider some of these topics about F20 for small group discussions.

Please feel free to deviate from this list.

Delivering lectures in a virtual environment

Final exams

Student engagement in a remote environment

Troubleshooting on the fly

Asynchronous course delivery

Synchronous course delivery

Welcome back!

What are some of the lessons, ideas, or takeaways you will bring forward in your future teaching?

Please share using the Chat feature at the bottom of the screen.

How to Cope with Teaching Burnout

Instructor well-being is a pedagogical issue.

3 tips to consider (Magner 2020):

1. Take time off, if only for an evening

2. Your job is a job, even if you love it

3. Sleep is critical, over extra-prep time

Teaching and Wellness
January 7 (10:30-12:00pm) – Details coming soon

Thank you and best wishes for a successful Winter 2021 semester

Please reach out with questions at any time to us directly

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References

- Bearman, M., Dawson, P., O'Donnell, M., Tai, J. and Jorre de St Jorre, T. (2020) Ensuring academic integrity and assessment security with redesigned online delivery. Deakin University, Melbourne. http://dteach.deakin.edu.au/2020/03/23/academic-integrity-online/

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