

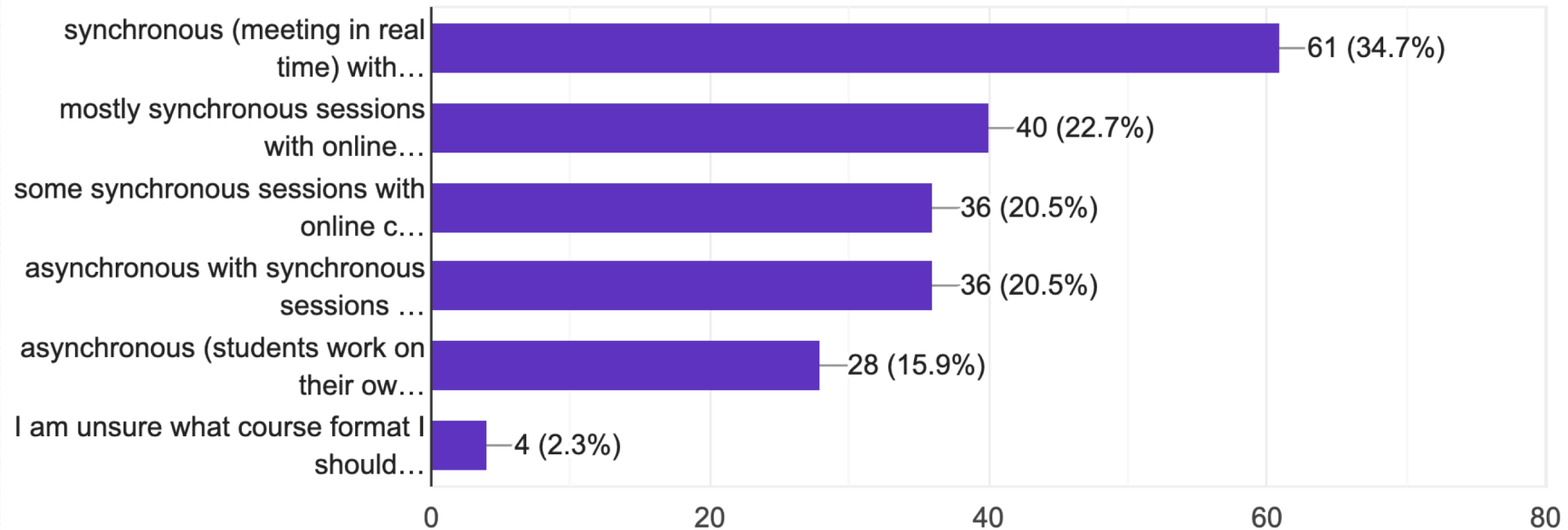
Synchronous Success

Practical Tips

Faculty Survey-Fall 2020 courses

The course format that I will be teaching this Fall is;

176 responses



Online vs. Remote Learning



Online Learning

- Classes are designed to be taught in an online format
- Course structure is pre-determined and built on a learning management system prior to the start of the term
- All course content, assignments, etc. are housed online (textbooks may not be online)
- Most course content: assignments, rubrics, supplemental readings, etc. are ADA accessible
- Lectures typically include a PPT with audio voiceover, as well as a type-written version of the audio lecture
- Faculty and student interaction may be synchronous or asynchronous
- Discussion boards house the peer-to-peer and faculty-to-student conversations
- Assignments are scaffolded

Remote Learning

- Classes designed to be taught F2F, are being conducted remotely
- **Faculty may be building the course as they teach it-one week to the next, altering or changing content, expectations accordingly to meet the needs of the students**
- **Some course content, assignments, etc. may be housed online (textbooks may not be online)**
- **Not all course content, including assignments, rubrics, supplemental readings, etc. may be ADA accessible**
- **Lectures may consist of a synchronistic video conference w/no PPT or no type-written copy of the lecture**
- Faculty and student interaction may be synchronous or asynchronous
- **Discussion boards likely are not utilized or are on a limited basis**

Note: The bold print highlights the specific differences between remote and online learning. PPT = PowerPoint; ADA = Americans with Disabilities Act; F2F = Face-to-face



Prep before your synchronous session

- **Before - Instructor**

- Zoom Account or Bb Collaborate (servicedesk@Middlesex.mass.edu)

- **Communicate expectations**

Before the session, post, send, or share the session's agenda with the students. The students will then know what to expect and how to prepare beforehand, such as watching a video or reading an article.

- **Provoke the students' curiosity and interest in connecting**

It is a challenge to get all of our students to join the sessions, so make the topics insightful and engaging. Norman (2017) recommends putting yourself in your students' shoes and asking, "What new ideas, information, or wisdom will I learn from this session that is not already incorporated into the online course?"

- **Visualize the content (Prepare visual aids)**

Remember the technological complications of sometimes losing Wi-Fi or having scratchy audio. Therefore, prepare brief explanations, images, information, and shared files ahead of time for the students. If the student can visualize the topic, then they will be more focused and current during the session. A college student routinely alternates between attention and distraction in a face-to-face class, according to Bunce, Flens, & Neiles (2010). They showed that the first moment of inattention could occur as early as 30 seconds into a lecture. Subsequent spikes occur at approximately 5 minutes, 8 minutes, 10 minutes, and so on.

In Class

- **Getting started**

Norman suggests beginning the session with an informal chat to check on everyone. Consider asking the students to recommend movies they have watched or show a slide with a conversation-starter such as a joke, meme, gif, or trivia question. Arrive a few minutes before the session starts and make small talk online, just like in the face-to-face classroom. When possible, use a wired connection (versus a wireless). If you plan on sharing screen, make sure to close other desktop applications to avoid inadvertent sharing.

- **Ask students to turn on their cameras**

Share your guidelines for how you want students to ask questions (e.g. chat, vs. audio). It is so much easier to make a personal connection with people if you can see their faces, and they can see yours. If internet bandwidth is an issue, ask the students to turn on their cameras at the beginning of the session for the informal chat so everyone can say hello to each other. Then they can turn off their cameras after the informal chat if the bandwidth is low.

- **Share the agenda and start the recording**

Remember the technological complications such as blurry video or audio. At the beginning of the session, share the session plan (as done at the start of productive business meetings). If a student is ejected from the session, when they return, they will know exactly which topic is being discussed or which activity the class is doing. Record the session and make students aware that you are recording the session for the benefit of other students.

- **Use frequent responses**

Frequent responses keep the students active in the session. Recognizing by name when responding to a question or comment helps students feel connected. Apply polls, ask questions, and have students post a thumbs up or thumbs down in the chatbox to indicate their understanding. These help the teacher know if the students are keeping up and comprehending. The frequent responses maintain the students' interest and involvement in the session and combat the students' passivity. Remember to see the online class from the students' point of view. Imagine you are the student watching and participating in the session. What would keep you motivated to pay attention?

POLLS

- **Suggestions for polls**

- In a discussion, ask students to pick the option that is most important to them.
- In a debate, choose a side to agree or disagree.
- For a question on grammar or math, have students select the correct answer.
- Check for understanding and mastery level of a topic. Students can select from 1 = completely confused, 2 = feeling comfortable, or 3 = expert
- Apply a pre-session survey on the topic to be discussed. Send out a brief survey or poll a few days before to find out the students' existing knowledge and their beliefs. Doing these things can help you better to prepare the session plan, materials, and activities.
- Exit poll. At the end of the session, ask the students to rate the session to help you to gauge its effectiveness and to make improvements for future online classes.

Watch your time

- Be concise in the session.
- Remember, showing a 20-minute video during an online class is not a good use of time. So, use the time to maximize learning.
- A student can pay attention in a traditional classroom much longer than an online session.

Keep an active pace

Remember the 30-minute attention span. Take advantage of this. Keep in mind that students are easily distracted by outside influences, so keep the pace lively.

After Class

- Manage recording
- **Exit poll**
Obtain feedback from the students through an exit poll or survey after the class to gauge its effectiveness and use the results to improve your future sessions.

What is in a class agenda?

- A **class agenda** is a great tool to provide students;
 - lesson objective, **class** warm-ups (ice breaker)
 - Prior to class students can see exactly what they will be able to do by the end of **class**
 - Readings or handouts the students will need during class—share PP, article, website link
 - Prep questions – have these ahead of time to frame their context.
 - Provide this each week in the same location (Announcements) and same day.



Getting Camera Ready



Yes



No

Check lighting



Make sure we can see you—do not sit with windows behind you

Tech Check

Expect to use the first few minutes of class for a tech check (login 10 minutes early)

Audio:

- Can everyone hear?
- Are students muted? (keep students muted unless they need to talk)
- Test any audio or video clips you might want to share. (share links & have students watch/listen before class)

Visual:

- Can everyone see?
- Is everyone's camera on?
- Can everyone see the instructor's screen when sharing?
- Is the whiteboard working?

Zoom Or Collaborate web conferencing (DL)

- Attend a Zoom or Collaborate workshop or check out the previous recordings:

Zoom: <https://www.middlesex.mass.edu/professionaldevelopment/mcczoom.aspx>

Collaborate: <https://us-lti.bbcollab.com/recording/bafc53f9b7ea42a1a9a4515f2598b315>

- Get access to Zoom Pro: servicedesk@Middlesex.mass.edu
- Zoom vs. Collaborate? <https://app.luminpdf.com/viewer/5f1700596cdd2a001a72830d>

Zoom & Collaborate Tools

Best Practice –lecture 10 to 15 minutes, then do a class activity

Engagement tools:

Chat

Audio/Video

Share Screen

Polling

Breakout rooms

Whiteboard

Annotations

Raise Hand

Other non-verbal feedback/emoji

Advanced Engagement (Third Party Tools)

Poll Everywhere, Mentimeter

Kahoot, Quizlet Live

Ipads & White board functionality

Google Suite (Docs, Slides, Forms, Maps)



Even More Resources/Ideas

[Transitioning Content & Activities Online-Emory](#)

[10 Ways to Improve Student Engagement in the class](#)

Learning Activities for Synchronous Instruction

Whole Group

Small Group

Short periods of direct instructions-with visuals

Group Presentations

Short discussion -- warm up topics

Think, Pair, Share about topic....etc...

Case Study Discussion. - read prior

Q&A

Data Analysis –read prior

Read & Respond (guided questions)

Student Discussion Leaders

Case Study Discussion

Pick a side to agree/disagree - Debate

Role Play

Fishbowl Activity – Inner circle/Outer circle

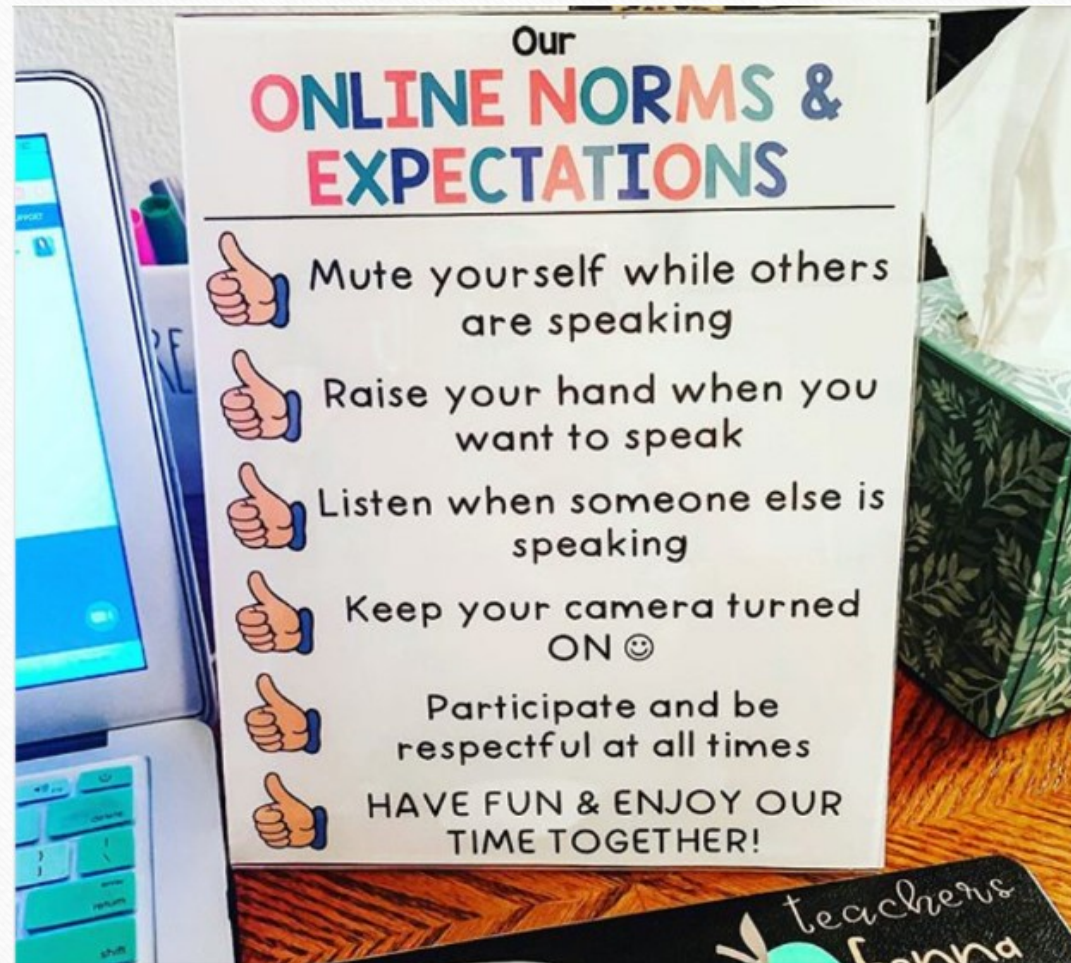
Netiquette

A set of rules for your virtual classroom

- Camera On
- Breaks—camera off/coffee break
- Language – academic environment
- Chat – proper, grammatically correct
- Strategies for disagreement – break into smaller groups, one person speaks at a time, encourage different opinions
- Consider creating these “norms” as a class together - Civility



Set Online Norms & Expectations



Civility and Communication In this class

- We may talk about issues that you have very strong opinions about or personal experience that may evoke emotional and sensitive responses. You are expected to display respect, sensitivity, and professionalism for the varying opinions, life experiences, and perspectives of others in the classroom at all times, as well as respect the confidentiality of your classmates' and professor's personal reflections or experiences.
- If you disagree with your fellow student or the professor, please do so politely and with civility. While you are allowed to have your own opinion and are more than welcome to espouse that view in class, it is important to remember the following: • Not everyone is going to agree with you. • As much as possible, your opinions in this class should be defended by facts and interpretations of those facts.
- Establishing boundaries in relationships helps each participant clarify their unique values and allows the other party to understand how to interact within the relationship. To operate successfully in life, one must learn to adapt to those different environments and relationships or otherwise find environments and relationships that better support their values. Any communication that interferes with the learning environment or disrupts my ability to effectively teach will be reported to the proper party. This includes any communication to peers in the class or the professor (in class discussions, online discussion forums, e-mails). Students will first be made aware by the professor about their communication. Any repeated action to follow will be referred to the proper party. Each student is allowed their right to free speech but this must be carried out in a manner that is reasonable, civil and does not compromise the learning environment. Refer to the MCC Student Handbook: <https://catalog.middlesex.mass.edu/index.php>
- At no point is name calling or derogatory personal attacks allowed. If this occurs, you will need to meet with me and the MCC Code of Conduct will be followed. Free speech does not protect language used to perpetuate violence, harassment, intimidation, or invasion of privacy of another student or the professor.

How to manage your class time

- **Synchronous Learning:**

- 2 hours synchronous class meets on T & Th from 8am to 10am
 - Instructor may teach 1 hour 15 minutes using lectures & visuals
 - Use frequent touch points---Q&A, chat, polls, short discussion.

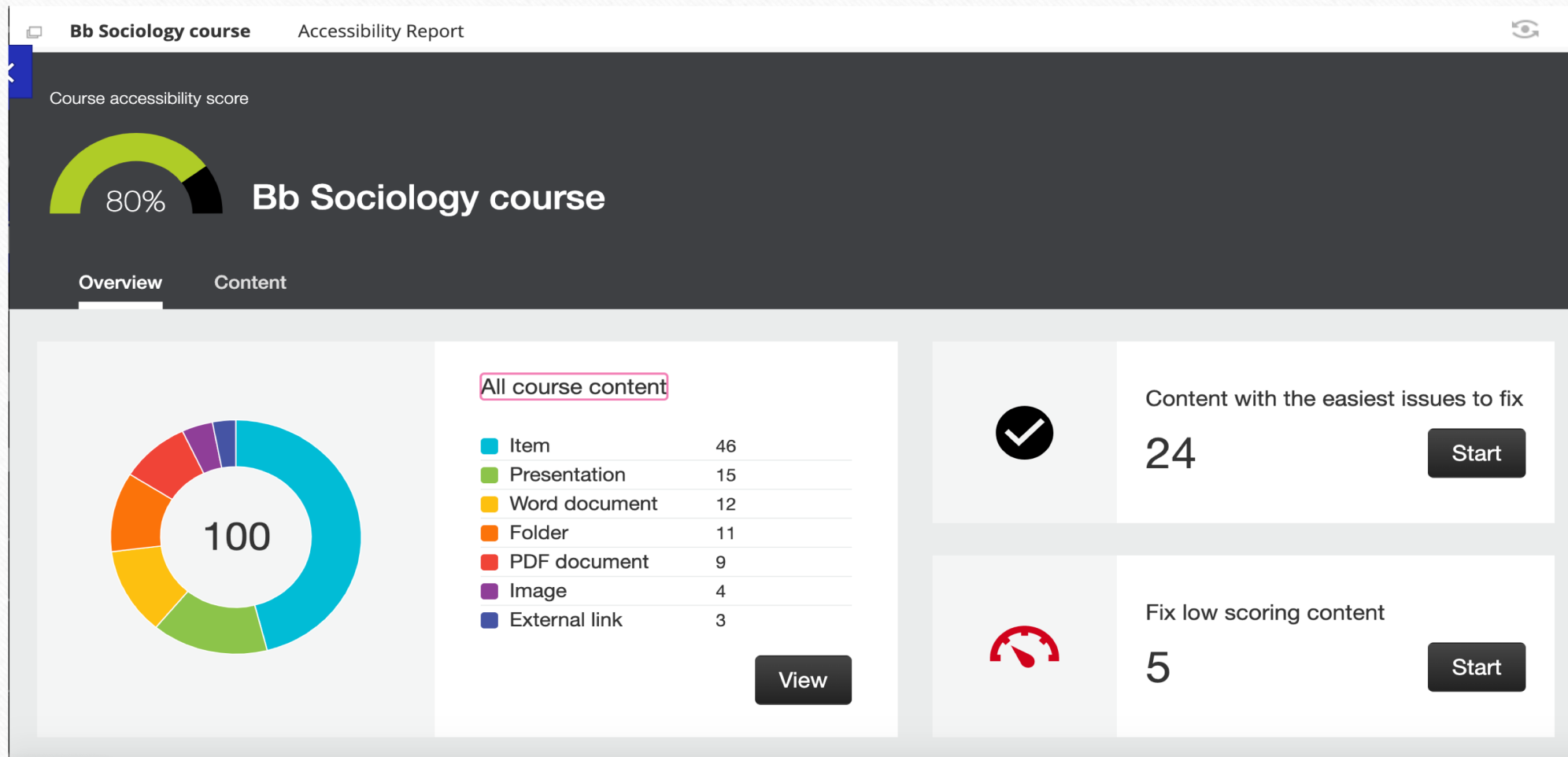
- **Asynchronous Learning:**

- Students prep on their own time.
 - Provide video, article, website etc. to watch before class session
 - Include a discussion board for students to further their online discussions
 - Provide a weekly journal assignment so you know what your students are thinking/experiencing.

Even when teaching synchronously, Faculty need to know how to:

- Create and send an announcement to the class in their Bb course,
- Organize their course menu in Bb, including adding a “course content” folder to the course menu,
- Create an Assignments in Bb
- Find and grade the assignment in Bb
- Save a document as a an accessible pdf
- Upload the pdf document to Bb
- Set up and manage their Zoom or Collaborate live session – practice, practice, practice.
- Create a discussion board post for students to respond

Ally for Accessibility



Ally

Course accessibility score



Bb Sociology course

Overview

Content

Name

Issues

↑ Score



Txtbk IntroductionToSociology2e.pdf
PDF document

3

6%



Social Justice Workshop 2-3 April.png
Image

2

23%



Aristotle(1).jpg
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Funny Zoom.jpg
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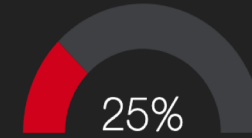


“Give me a child until he is 7 and I will show you the man.”

– Aristotle, The Philosophy of Aristotle

Accessibility score for:

Aristotle(1).jpg



This image is missing a description

What this means

How to write a good description

Add image description

Enter a description for this image

Add

Or

Indicate image is decorative

This image is used for

What did we miss?

- Is there anything else that happens in your class that you would like to happen in the online synchronous environment?
- Questions?