Pedagogical Considerations for Remote Teaching: A Framework in Five Steps

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Learning Goal

Think through five key pedagogical considerations for remote teaching.
Articulate your learning goals.

Reflect on the teaching strategies and tools that are aligned with those goals.

Adapt assessment plan for the circumstances.

Design inclusivity, community, and social presence into the course.

Balance structure and adaptability.
1. Articulate your learning goals. What do you want your students to know or be able to do?
<table>
<thead>
<tr>
<th>Bloom’s Revised Taxonomy</th>
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<tbody>
<tr>
<td><strong>Creating</strong></td>
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<tr>
<td>Generating new ideas, products, or ways of viewing things</td>
</tr>
<tr>
<td>Designing, constructing, planning, producing, inventing</td>
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<tr>
<td><strong>Evaluating</strong></td>
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<tr>
<td>Justifying a decision or course of action</td>
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<tr>
<td>Checking, hypothesizing, critiquing, experimenting, judging</td>
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<td><strong>Analyzing</strong></td>
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<tr>
<td>Breaking information into parts to explore understandings &amp; relationships</td>
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<tr>
<td>Comparing, organizing, deconstructing, interrogating, finding</td>
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<tr>
<td><strong>Applying</strong></td>
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<tr>
<td>Using information in another familiar situation</td>
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<tr>
<td>Implementing, carrying out, using, executing</td>
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<tr>
<td><strong>Understanding</strong></td>
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<tr>
<td>Explaining ideas or concepts</td>
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<tr>
<td>Interpreting, summarizing, paraphrasing, classifying, explaining</td>
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<tr>
<td><strong>Remembering</strong></td>
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<tr>
<td>Recalling information</td>
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<tr>
<td>Recognizing, listing, describing, retrieving, naming, finding</td>
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2. Reflect on the teaching strategies and tools that are aligned with those goals.

What kinds of learning activities will your students engage in?
Think about this in a broader, more goal-oriented fashion.

Instead of...

- Lecture
  - Think...
  - Present content

- Discussion
  - Exchange ideas, perspectives

- Quiz
  - Check for understanding; processing; reflection

Miller, 2020
Present Content

- Pre-recorded video (Panopto)
- Live video, recorded (Zoom)
- Canvas page with text/images
- Email, docs, slides, etc.
Exchange ideas

- Live video, breakouts (Zoom)
- Discussion boards; Chat (Canvas)
- Collaborative documents (Google)
- Piazza, Twitter, Slack, Email, etc.
Check-in, processing, reflection

- Discussion boards/Chat (Canvas)
- Low-stakes writing
- Polls, quizzes, surveys (Zoom, Panopto, Poll Everywhere, Google)
- Email, Piazza, class blog, etc.
3. Adapt assessment plan for the circumstances. Given the context, what kind of work will students do to practice and demonstrate their understanding?
Summative Assessment

- Align assessments with learning goals.
- Rethink the number and weight of assignments, distributing more evenly over the quarter.
- Consider essays or projects in lieu of exams—and/or open-everything/oral exams with higher order tasks.
- Scaffold complex assignments and research projects over the course of the quarter.
- Adapt to take advantage of the situation (focus on writing, video presentations, group projects, etc.).
- Establish clear, transparent, flexible expectations for assessing participation, including what “counts.”
Formative Assessment

- Clear, learning-focused rubrics help to provide feedback and evaluation efficiently and transparently.
- Embrace frequent, low-stakes assessment as a form of asynchronous, active learning and feedback.
- Grade low-stakes work for completion; have students submit a selection of such work for a quality grade.
- Use Canvas quizzes for formative assessment, reflection, and engagement.
- Use polls (Zoom, Poll Everywhere) and Zoom icons for quick in-class assessment and engagement.
- Use classroom assessment techniques (e.g. minute paper) to check in on students and their learning.
4. Design inclusivity, community, and social presence into the course. How can you create a virtual space in which every student feels a sense of belonging and connection?
Some Salient Inclusivity Issues

Access to technology or internet bandwidth.

Access to quiet spaces to attend class and study.

Comfort speaking in Zoom and breakouts.

Supporting family members who have lost jobs.

Coping with illness and death.

Coping with and confronting social/political concerns.

See Considerations for Inclusive Teaching in Remote Environments for further guidance.
Think about the materials, contexts, and norms that structure your students’ learning.

*Survey* students about their access to technology, time zones, and other factors that may shape their learning experience.

Review guidance for *accessible* course materials: [disabilities.uchicago.edu/faculty/aft-faculty/](disabilities.uchicago.edu/faculty/aft-faculty/)

Be mindful of the emotional, social, health, economic, and other *stressors* students are experiencing.

Offer *multiple modes* for engagement, especially low-bandwidth and asynchronous activities and assignments.

*Get feedback* from students on specific strategies.

Be *flexible*. With the technology. With your students. With yourself.
Community & Social Presence

- Maintain an active teaching presence.
- Be personal and share your own experience (if you’re comfortable).
- Build peer-to-peer interactions into your course.
- Articulate norms for online discourse, and keep an eye on it.
- Use short videos for class updates.
- Check in with students and convey that you care about them and their learning.

Miller 2014; Darby & Lang 2019
5. Balance structure and adaptability.

How can you organize your course to make it navigable for students—while allowing for change in response to circumstances?
Practices

- Simple, consistent tech use.
- Clear, consistent weekly schedule.
- Consistent, organized Canvas modules for days/weeks/units, etc.
- Clear plan for each Zoom session.
- Regular mechanisms for student feedback.
- Discuss the feedback and any changes with students.
Articulate your learning objectives.

Reflect on the teaching strategies and tools that are aligned with those objectives.

Adapt assessment plan for the circumstances.

Design inclusivity, community, and social presence into the course.

Balance structure and adaptability.

• Chicago Center for Teaching. “Pedagogical Guidance for Remote Teaching.”

• --. “Considerations for Inclusive Teaching in Remote Environments.”


• Miller, Michelle D. *Minds Online: Teaching Effectively with Technology*. Harvard University Press, 2014.

• --. “Going Online in a Hurry: What to Do and Where to Start.” *Chronicle of Higher Education*.

• Stanford, Daniel. “Videoconferencing Alternatives: How Low-Bandwidth Teaching Will Save Us All” IDDblog.

UChicago Teaching Remotely website.

Register for workshops and technology trainings.