Engaging Students in Remote and Hybrid Teaching
Autumn Workshop Program

Three formats:
• Stand-Alone Workshops
• Self-Paced in Canvas
• Structured Cohort

Info and registration available at: teachingremotely.uchicago.edu/register-for-training
Goals

Introduce pedagogical considerations for student engagement in remote and hybrid teaching.

Illustrate with several faculty examples.

Discuss questions and think together about how to actively engage students in the fall.
In order to learn the material, a student “needs to actually involve himself in the course. He needs to direct his attention to the lecture and the problem sets. He must be willing to use his working memory to attempt solutions rather than daydream about his life outside the small windowless room full of equations. He needs to decide the information is important enough to commit to memory and then be motivated to grapple with it later, on his own time, to prepare for the exams.”

And do all of this within a rich, supportive social context.
Engagement Considerations

- Motivation
- Community and Social Presence
- Attention
- Active Learning Strategies
Motivation

Value

(Positive) Expectancies

Ambrose et al, 2010
Remote Teaching Motivation Challenges

Distraction

Social Isolation

Reading the Room
Motivation Strategies

- Focus on the “why” of the course, not the “what”
- Invoke self-transcendent purpose
- Chunking, with hooks: stories, puzzles, problems
- Assess early and often
- Relevance
- Design for autonomy (choice in discussion prompts, project groups, etc.) and UDL with “plus-one” thinking

Miller 2014; Lang 2016; Cavanaugh 2019
Self-care

- Be mindful of the emotional, social, health, economic, political, and other stressors students (and we) are experiencing.
- Everything takes longer now. Mind students’ (and your) workload.
- Practice self-care and talk about it with your students.
- See Healthy Academic Work Habits for students, scholars, and researchers at all levels, by Ada Palmer (Associate Professor of History) for thoughtful advice for yourself and students.
Community & Social Presence

Maintain an active teaching presence.

Be personal, use students’ names, and share your own experience (if you’re comfortable).

Build peer-to-peer interactions into your course.

Articulate norms for equitable participation and 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; Eyler 2018; Darby & Lang 2019; Cavanaugh 2019
Create Community & Connection

- Intro videos (Panopto)
- "Temperature check" poll (Zoom)
- Pre-/post-class Zoom breakout rooms
- Low-stakes communication between classes (Twitter, Slack)
Example: Student Intro Zoom Interviews

- Kendra Burbank, Statistics
- Elementary Statistics
Example: Social Breakout Chats

- Film and the Moving Image
- Allyson Nadia Field, Cinema and Media Studies

• Put students in groups of 4-5 for the first 5 minutes of class
• Get to discuss whatever they want
• Approximate the pre-class “chit-chat” of face-to-face classes
• Social presence, connection, community
Breakout Discussion

- Introduce yourselves.
- Find the Google Doc.
- Identify one notetaker and someone else to report out for your group.

Discuss:
- How are you thinking about designing community and social presence into your course?
Fostering Attention

Miller 2014; Darby & Lang 2019; Cavanaugh 2019

- Intersperse moments for processing & reflection.
- Attend to your Zoom/Panopto persona.
- Assign low-stakes activities after videos.
- Be mindful of “extraneous cognitive load.”
- Talk to students about distraction.
Example: Audio Lectures

- Philosophical Perspectives
- David Finkelstein, Philosophy

- Weekly audio lectures recorded as MP3s
- Sometimes accompanied by a handout
- Escape from video: students report listening with a notebook and text; while running; while doing the dishes
- Students post a comment to Canvas about the lecture or reading
- One Zoom meeting, with a handout organizing student comments by topic to structure discussion
Example: Podcast

- Intro to Software Development
- Borja Sotomayor, Computer Science
- Substitute for guest speakers
- Discuss the realities of software development in industry
- Students listen on own time
- Engaging conversation
- https://podcast.software.fm/
Active Learning Strategies
Teaching Modalities for Autumn Quarter

- **Synchronous Remote Teaching**
- **Asynchronous Remote Teaching**
- **Social distanced in-person classes**
- **Blended Synchronous - in-person + remote**
Teaching Modalities: Synchronous Online

Definition: Instructor and students meet synchronously via Zoom.

Engagement Challenges:

- Students who don’t have a **quiet place or have slow internet connection** are at a disadvantage.
- **Zoom fatigue**.
- Discussion via Zoom proceeds slower than in-person discussion by nature.
- Managing screen sharing, audio discussion, and text chat can have a **high cognitive demand on the instructor**.
Teaching Modalities: Asynchronous Online

**Definition:** All course activities take place online and are designed so that students can complete them at their own pace within a given time frame.

**Engagement Challenges:**
- Lack of social presence when the class do not meet synchronously.
- Some students may need help with managing their time so that they make regular and consistent progress in their learning.
Teaching Modalities: In-Person

**Definition:** Instructor and students meet in person in a physical classroom. All will sit at least 6 feet apart.

**Engagement Challenges:**

- At any given time you might have **students who cannot attend face-to-face meetings and need accommodation to attend remotely.**
- Some **traditional active learning techniques** such as small group and fishbowl discussion may be **difficult to carry out** effectively in a socially-distanced classroom without modification.
- **No ambulation** within the classroom and **speech may be muffled** by facemasks.
Teaching Modalities: Blended Synchronous

**Definition:** Instructors meet with remote and in-person students simultaneously.

**Engagement Challenges:**

- Instructor need to **operate Zoom and classroom AV equipment while addressing the in-person and remote students.**
- **Difficult to equally engage** in-person and remote students.
- Remote students’ experience is highly dependent on available **classroom audio-visual technology, internet speed, and in-person participants** being mindful to be inclusive of them.
- Having in-person participants connect to Zoom requires some technical finesse to avoid **audio feedback.**
## Tools and Teaching Modalities

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<th>Asynchronous Remote</th>
<th>Social Distanced In-Person</th>
<th>BSL</th>
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**Note**
- Meet on their own
- Small group difficult
- Sm gp using Zoom?
Some engagement strategies for all modalities

- Canvas Pages course homepage
  - Set tone & welcome message
- Profile image
- Video introduction discussion board
- Know thy name: NameCoach

For more 💌 **Introduction to Canvas for Remote and Hybrid Teaching**

Photo by CoWomen on Unsplash
Remote Engagement (Synchronous)

Full Class Discussion
- Warm call opportunities
- Clear facilitation norms

Group Work
- Task-oriented breakouts w/ assigned roles
- Collaborative note taking/text annotation
- Jigsaw
- Fishbowl

Backchannel
- TA/rotating student moderated Chat
- Twitter, Slack, Discord, etc. between classes

Processing, Reflection, Check-in: Polls
- Problem solving
- Position taking
Assigned Roles ➔ Conversational Moves

1. Generate a list of “conversational moves” appropriate to Zoom or Canvas that reflect the kind of discussion you want students to engage in.

2. Distribute one conversational move to each student prior to class. Each student should do their move at least once during class.

3. Consider debriefing the exercise at the end of class.

Brookfield & Preskill, 2005

- Human Being and Citizen
- Samantha Fenno, Humanities Collegiate Division
- Used conversational moves as guidance for Canvas discussion posts
Example: Large Lecture Course

- Intro to Political Theory
- Matthew Landauer, Political Science

- Synchronous, recorded Zoom sessions
- 15-20 minute lecture, interspersed with one of three activities: breakout rooms, polls, & full class discussions
- Have students stake out a position with a poll
- Poll students on which premise (or conclusion) they would critique
Example: Discussion and Text Annotation

- Reading Cultures
- Valerie Levan, Humanities Collegiate Division

- Share lesson plan via a Google Doc day before class
- Elevated student discussion
- Close reading and annotation exercises
Example: Problem Solving Breakouts

- Elementary Statistics
- Kendra Burbank, Statistics
- 2-4 students
- Work on problems w/ Google Docs or whiteboards w/ instructor support

1: HANES study the histogram for the 6,588 women age 18-74
a normal curve. However, the
rve has a mean of zero and a
teviation of one, while the HANES
ave of 63.5 inches and a
veiation of 2.5 inches. To use the
rve you will have to convert to
units.
Draw the normal curve and
aga curve.

a) Since 63.5 inches is th
0 on our SU scale. Ne:
take our standard devi
and subtract it from th
the values that corresp
and -2.
b) (66-63.5)/2.5 = 1 stan

c) (60-63.5)/2.5 = -1.4 sta

d) (69-63.5)/2.5 = 2.2 sta
Jigsaw discussion

Divide students into 3-4 “expert” groups in breakout rooms (or asynchronously). Each group addresses a particular aspect of the topic, concept, text, etc.

For example:

• Develop an explanation of one of the four modes of alienated labor in Marx.
• Explain one of the four phases of mitosis.
• Summarize one of four assigned articles for the day.
• Produce a close reading of a particular passage (or inspired by a particular branch of literary theory, or...).
• ...
Jigsaw discussion

Students are then placed into “jigsaw” groups, which consist of one member of each expert group. Each expert teaches their part to the others.
Jigsaw discussion

The jigsaw groups produce some work that requires the contribution of each member.

For example:

- Oral debrief
- Group presentation or paper
- Lab report
- Concept map
- …
Remote Engagement (Asynchronous)

**Full Class Discussion**
- Canvas Discussion posts
- Panopto videos

**Group Work**
- Assigned student groups
- Text annotation (Hypothesis/Perusall)
- Jigsaw
- Fishbowl

**Backchannel**
- Canvas Discussion posts
- Slack, Twitter, Discord, etc.

**Processing, Reflection, Check-in**
- Canvas Quizzes
- Low-stakes writing
Example:
High-touch
Asynchronous
Text via Slack

Use channels to chat w/different groups or whole class

- Kendra Burbank, Statistics
- Elementary Statistics
In-Person Engagement (+ Hybrid)

Full Class Discussion
- Townhall
- Teach outside

Group Work
- Assigned student groups
- Collaborative note taking
- Fishbowl

Backchannel
- Google Doc, Twitter, etc. projected on screen

Processing, Reflection, Check-in
- Poll Everywhere
- Low-stakes writing
Blended Engagement

Full Class Discussion
- Remind students to speak loudly and clearly and repeat comments/questions if needed

Group Work
- Collaborative note taking
- Text annotation (Hypothesis/Perusall)
- Fishbowl
- Dual-mode breakout rooms

Backchannel
- Zoom Chat, Google Doc

Processing, Reflection, Check-in
- Zoom, Poll Everywhere
- Low-stakes writing

Bruff, 2020
Breakout Discussion: think, pair, share

Introduce yourselves.

Discuss:

• What kind of active engagement strategies are you thinking about for the fall?


• 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.

• Palmer, Ada. *Healthy Academic Work Habits for students, scholars, and researchers at all levels.*