Pedagogical Considerations for Remote & Hybrid Teaching

We will make brief use of Poll Everywhere today. Please pull up this website on your computer or phone so you can participate when the time comes:

https://pollev.com/josephlamper568
<table>
<thead>
<tr>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduce</strong></td>
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<tr>
<td><strong>Model</strong></td>
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<tr>
<td><strong>Discuss</strong></td>
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</tbody>
</table>
Agenda

Lessons Learned from Spring Quarter

Breakout Discussion

A Framework for Remote Pedagogy

Models and Strategies

Final Discussion (Time Allowing)
This workshop models:

- Asynchronous mini-lecture, with check-in quizzes, using Panopto
- Asynchronous discussion using Discussion prompts in Canvas
- Synchronous, in-class assessment using polls in Zoom
- Synchronous mini-lecture with moderated Q and A using Zoom
- Breakout discussions for reflection, processing, and engagement using Zoom
- Synchronous, collaborative notetaking using Google Docs
- Engagement using Poll Everywhere
Lessons Learned

- Focus on learning goals.
- Consistent tech use, with a/synchronous options.
- Clear structures for learning experiences.
- Attention to inclusivity, connection, and community.
- Promoting student engagement.
- Adapting assessment to the circumstances.
- Flexibility, empathy, and responsiveness.
Introduce yourselves.

Find the Google Doc.

Identify one notetaker and someone else to report out for your group.

Discuss:

- What is the most important lesson you learned (or a question you have) based on your experience in Spring Quarter (as a teacher, student, and/or observer)?
The Pedagogy of Remote Teaching: A Framework in Five Steps
General Approach: Aim for Resilient Teaching

- Activities, discussions, lectures, etc. are designed only once in such a way that they are applicable across modalities (remote, hybrid, face-to-face, etc.).
- So, if teaching a hybrid or blended synchronous course: all students do same activity. Discussion questions asked in face-to-face class are also posed on Zoom, on Canvas, etc.

For this moment: design for remote and adapt from there.

Eyler, 2020
Components of Integrated Course Design

Fink, 2013
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>Level</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Creating</td>
<td>Generating new ideas, products, or ways of viewing things</td>
</tr>
<tr>
<td></td>
<td>Designing, constructing, planning, producing, inventing</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Justifying a decision or course of action</td>
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<tr>
<td></td>
<td>Checking, hypothesizing, critiquing, experimenting, judging</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Breaking information into parts to explore understandings &amp; relationships</td>
</tr>
<tr>
<td></td>
<td>Comparing, organizing, deconstructing, interrogating, finding</td>
</tr>
<tr>
<td>Applying</td>
<td>Using information in another familiar situation</td>
</tr>
<tr>
<td></td>
<td>Implementing, carrying out, using, executing</td>
</tr>
<tr>
<td>Understanding</td>
<td>Explaining ideas or concepts</td>
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<tr>
<td></td>
<td>Interpreting, summarizing, paraphrasing, classifying, explaining</td>
</tr>
<tr>
<td>Remembering</td>
<td>Recalling information</td>
</tr>
<tr>
<td></td>
<td>Recognizing, listing, describing, retrieving, naming, finding</td>
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</tbody>
</table>
Example: Greece and Rome

Students will:

• Practice careful and critical textual analysis (what literary scholars often call “close reading”).

• Use writing as a tool of textual analysis and critical inquiry, communicate their observations and interpretations through expository writing, and become self-reflexive readers and editors of their own writing.

• Explore the main features of the genre of epic and its history from antiquity to early modern England.
Students will be able to:

• **Communicate** how/why a reaction occurs in a clear, concise manner, i.e.:
  
  • **Determine** the bonding and properties of an organic molecule.
  
  • **Predict** how a molecule will behave in a chemical reaction.

  • **Predict** reaction products.

  • **Classify, explain, and apply** fundamental reactions.
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
- Discussion
- Quiz

Think...

- Present content
- Exchange ideas, perspectives
- Check for understanding; processing; reflection

Miller, 2020
Present Content

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

- Discussion boards; Chat (Canvas)
- Collaborative documents (Google)
- Live video, breakouts (Zoom)
- 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?
Assessment Considerations

- 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.
- Use Canvas quizzes for formative assessment, reflection, and engagement.
- 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.”
Example: Oral Exam

- Intro to Political Theory
- Matthew Landauer, Political Science

- Gave students 12 concepts that they could be tested on
- Had TAs discuss 4 of the 12 concepts with them in 15-minute conversations
- Motivated students to study all the concepts
- Assessed their ability to explain complex concepts in conversation
Example: “Easy” Quizzes for Check-in and Processing

1. How is this artwork called?

2. What evidence does it provide that Naram-Sin indeed went to Anatolia, in other words, that we are not dealing with wishful thinking on his part?

- Petra Goedegebuure, NELC & OI
- Ancient Near Eastern History & Society
Example: “Easy” Quizzes for Check-in and Processing

<table>
<thead>
<tr>
<th>Question 2</th>
<th>1 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who conquered Puruššanda?</td>
<td></td>
</tr>
<tr>
<td>□ Sargon of Akkad</td>
<td></td>
</tr>
<tr>
<td>□ Anitta of Neša</td>
<td></td>
</tr>
<tr>
<td>□ Hattušili I of Hatti</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Question 3</th>
<th>1 pts</th>
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<tbody>
<tr>
<td>How many children did the Queen of Kaneš bear?</td>
<td></td>
</tr>
<tr>
<td>□ 30</td>
<td></td>
</tr>
<tr>
<td>□ 50</td>
<td></td>
</tr>
<tr>
<td>□ 60</td>
<td></td>
</tr>
<tr>
<td>□ 100</td>
<td></td>
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</tbody>
</table>
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/

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

Offer multiple modes for engagement and participation, especially 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, 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; 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
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

- Clear, empathetic, transparent expectations.
- Simple, consistent tech use.
- Clear, consistent weekly schedule.
- Consistent, organized Canvas modules for days/weeks/units, etc.
- 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.
Hybrid or Blended Synchronous Classes

<table>
<thead>
<tr>
<th>Issues</th>
<th>Strategies</th>
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</thead>
<tbody>
<tr>
<td>• What learning goals align with face-to-face, masked, and socially distanced classrooms?</td>
<td>• “Town hall” sessions</td>
</tr>
<tr>
<td>• May be difficult to lecture or have students work together.</td>
<td>• Polling</td>
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<tr>
<td>• For blended: how to include students on Zoom.</td>
<td>• Fishbowl discussions</td>
</tr>
<tr>
<td>• But perhaps does better than remote at:</td>
<td>• Backchannel discussion displayed on screen (Google doc, Twitter, Slack)</td>
</tr>
<tr>
<td>• Social presence</td>
<td>• Connect students—in class and remote—over Zoom, Google docs, etc.</td>
</tr>
<tr>
<td>• Community and connection</td>
<td></td>
</tr>
<tr>
<td>• Some spontaneity, immediacy</td>
<td></td>
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</tbody>
</table>
Teaching by Discussion

- **Read.**

- **Reflect**—posts, comments, problem sets, etc. before class meeting.

- **Live video discussion.**

- **Asynchronous follow-up.**
Example: Film and the Moving Image

Allyson Nadia Field

Pre-Zoom Work (Asynchronous)

Canvas module:
• Readings
• Video intro to films using Panopto
• Discussion posts with 4-5 prompts
  • Choose which to write about (1-2 paragraphs)
  • Due 24 hours before class (so everyone can read)
  • Must do 7 out of 9 over quarter

Zoom Session

• 5 minutes: social breakout rooms of 4-5 students
• 15-20 minutes: Field and TA give overview, go over main points from discussion posts
• 15-20 minutes: breakout discussions based on prompts or particular portion of readings
• 20-30 minutes full class discussion
Example: Film and the Moving Image

Allyson Nadia Field
Teaching by Asynchronous Lecture (Flipped Learning)

Create short, focused "mini-lecture" videos with Panopto.

Add periodic quizzes for students to reflect and check understanding.

Create active learning "chunks" in Canvas modules (e.g. reading + video + reflection questions posted to Canvas).

Devote a (shorter) Zoom session to student application work, collaborative activities, and questions.
Example: BIG: Monumental Building and Sculptures in the Past and Present

• Weekly Canvas modules on one theme per week posted by end of previous week:
  • 4-6 short (12-15 minute) lecture videos
  • Readings
  • Discussion questions

• Ongoing discussion threads:
  • Responding to questions about the lectures
  • Responding to questions about the readings (TA)

• Wednesday Zoom session conducted as “office hours”

• Optional Friday TA sessions to discuss readings

• James Osborne, Near Eastern Languages and Civilizations
Week 1: Introduction

1.1 Introduction to Class

1.2 Lee-Jackson Statue part 1

1.3 Lee-Jackson Statue, part 2

1.4 Triumphant Quadriga

1.5 Lamassu

- Watch: ISIS' destruction of Nimrud, one of the capital cities of the Neo-Assyrian Empire

- Lecture-based discussion question: What is a monument?

- Lecture-based discussion question: Peruse the definitions of "monument" offered by the Oxford English Dictionary. What intrigues you about the origins of the word and the different ways it has been used?

- Riegl 1982(1903)_The Modern Cult of Monuments.pdf


- Reading-based discussion questions: Riegl

- Reading-based discussion questions: Wu
Modified Tutorial Model

Present Content (A/synchronous video lecture)  Pre-assignments to prep for small groups (Canvas Module)  Live Interactive Engagement (Zoom, outside, classroom, etc.)

All students  All students

Small group (5-15)  Small group (5-15)  Small group (5-15)

Barrett, 2020; Maloney & Kim, 2020
Structured Project Groups

- Groups of 3-5 students
  - Meet regularly via Zoom and/or socially distanced, masked, outside
- Each group works together over the quarter:
  - On a collaborative project
  - Posing discussion questions (perhaps as a recorded fishbowl)
  - Working through problem sets
  - As a peer feedback group

- Meaningful, authentic, collaborative work
- Social presence, connection
- Group students from proximate time zones
Example:
Course Design and College Teaching

Yours Truly

Students placed into groups (ideally 4-6), based on discipline
Meet regularly on own time over course of the quarter
Share draft elements of course design projects via Canvas
Provide feedback and discuss relevant pedagogical ideas

<table>
<thead>
<tr>
<th>Groups</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biological Sciences</td>
<td></td>
</tr>
<tr>
<td>Nicole Boyer</td>
<td></td>
</tr>
<tr>
<td>Tamica Collins</td>
<td></td>
</tr>
<tr>
<td>Mirna Marinic</td>
<td></td>
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<tr>
<td>Chloe Nash</td>
<td></td>
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<tr>
<td>Jordan Strober</td>
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<tr>
<td>Shivang Sulliere</td>
<td></td>
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<tr>
<td>Brooke Weigel</td>
<td></td>
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<tr>
<td>Divinity</td>
<td></td>
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<tr>
<td>Matthew Creighton</td>
<td></td>
</tr>
<tr>
<td>Mendel Kranz</td>
<td></td>
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<tr>
<td>Matt Peterson</td>
<td></td>
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<tr>
<td>Mahala Rethlake</td>
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<tr>
<td>Hector Varela Rios</td>
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<tr>
<td>History</td>
<td></td>
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<tr>
<td>Jessa Dahl</td>
<td></td>
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<tr>
<td>Roy Kimney</td>
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<td>Zeynep Tezer</td>
<td></td>
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<tr>
<td>Gregory Valdespino</td>
<td></td>
</tr>
<tr>
<td>Humanities 1</td>
<td></td>
</tr>
<tr>
<td>5 students</td>
<td></td>
</tr>
<tr>
<td>Humanities 2</td>
<td></td>
</tr>
<tr>
<td>5 students</td>
<td></td>
</tr>
<tr>
<td>Physical Sciences</td>
<td></td>
</tr>
<tr>
<td>4 students</td>
<td></td>
</tr>
<tr>
<td>Social Sciences 1</td>
<td></td>
</tr>
<tr>
<td>5 students</td>
<td></td>
</tr>
<tr>
<td>Social Sciences 2</td>
<td></td>
</tr>
<tr>
<td>3 students</td>
<td></td>
</tr>
</tbody>
</table>
What is a new or creative idea for how you will help students learn in the fall (tentative thoughts welcome!)?
Teaching a fitness class on a roof in Seville...
References and Further Resources


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

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


• Eyler, Josh. “Resilient Pedagogy for the Age of Disruption.”


• 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.