



# Best Practices for Engaging Students in Remote Live Instruction

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# Agenda

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## Key Terminology and Definitions

1. **Remote Live:** Class takes place during the specified hours through Zoom, Canvas, or Google Hangouts and weekly assignments are completed, submitted, and graded through Canvas
2. **Online:** Class is divided into weekly modules over the course of the entire semester. Each module is published for students to access on a weekly basis, and students complete the weekly requirements at home on their own schedules while still adhering to any required due dates
3. **Blended:** A combination of Remote Live and asynchronous online coursework

# Suggested Remote Live Class Schedule

## ▶ Suggested Class Schedule

- ▶ Begin class with introductions/check-in with students
- ▶ Q&A/Troubleshooting - what was due, what's next
- ▶ Mini lessons: break up lessons into digestible pieces for students - remember that their mental bandwidth is limited (5-15 minutes at most)
- ▶ Use breakout rooms/Canvas Chats/Discussions to break students into groups and apply the principles of the mini-lesson to some student-centered activity or independent work
  - ▶ Example: Ask students in advance to post a portion of their assignment in a discussion thread within pre-determined groups, and then have the groups provide peer review feedback by reviewing the assignment during the group break-out sessions.
- ▶ Whole-class recap (students share group outcomes) and discussion of next steps

# Remote Live Recording Regulations and FERPA

- ▶ Instructors cannot mandate that students show their faces during Remote Live sessions.
- ▶ Due to FERPA regulations, students should be publicly identified by either their full first name and last initial (or full last name and first initial).
- ▶ Instructors should record each remote live session and post the recordings in Canvas so that students who have connectivity troubles are able to access the missed class lesson.
- ▶ Students can choose to opt-out of being recorded, which then requires editing them out of the posted videos or asking them to keep their cameras off while the recording is occurring.
- ▶ Recordings can only be shared within the Canvas course shell in which the recording occurred (not with other classes).

# Engagement with Students During Remote Live Sessions

- ▶ Develop and share clear protocol with students on how you want them to ask questions/provide comments during live sessions.
  - ▶ Consider asking students to post questions within the Chat feature that you can address once your lesson is complete or during the last ten minutes of each class.
  - ▶ You can also ask students to use the Raise Your Hand feature.
  - ▶ Remember to ask students to turn off audio while you teach.
- ▶ When students are in groups, instructors can visit each breakout room and provide support as needed.
  - ▶ This may also be a useful time to work with certain students, one-on-one, and provide conferencing support.
- ▶ Instructors may consider requiring student groups to record their breakout sessions and submit them for a grade. This can serve to enhance student accountability and engagement and provide an additional means for low-stakes assessment.
- ▶ In addition to Zoom office hours, consider having one or two classes throughout the semester in which you meet with students in small groups or individually for conferences prior to submission of final graded assignments.

# Utilizing Canvas for Remote Live Classes

- ▶ In order to avoid overwhelming students and faculty:
  - ▶ Create weekly modules in Canvas that house the remote live recordings along with all required assignments and materials for the week.
  - ▶ Utilize SpeedGrader and TurnItIn for all assignment submissions and grading of assignments.
  - ▶ Consider extending in-class dialogue and peer-review through student engagement in discussion boards. You may even want to create group discussion boards based upon the groupings used during the Remote Live class sessions.
  - ▶ Consider supplementing written feedback with audio-recorded feedback within SpeedGrader.

# Getting Students Accustomed to Virtual Instruction

- ▶ In your first weeks of Remote classes, take time to teach students how to:
  - ▶ Use the technology that you are requiring for the class (Zoom, Google Hangouts, Canvas etc.)
  - ▶ Locate the syllabus within Canvas and understand how you have organized the weekly modules
  - ▶ Preferred contact method (Canvas email, Middlesex email etc.)
  - ▶ Submit assignments and take assessments
  - ▶ Get logistical and technical help with the course
    - ▶ Canvas functionality: eLearning ([elearning@middlesexcc.edu](mailto:elearning@middlesexcc.edu))
    - ▶ Zoom functionality: IT ([help\\_desk@middlesexcc.edu](mailto:help_desk@middlesexcc.edu))
    - ▶ Get academic support for the course (Provide information about support offices and resources that may be different due to remote operations - library, counseling etc.)

# Blended Instruction

- ▶ The goal of Blended instruction is to strategically combine the asynchronous expectations found in an online class with the Remote Live expectations of meeting live with students (to trouble-shoot, engage in the analysis and discussion of assigned texts etc.).
- ▶ Create a consistent weekly schedule for Remote Live class time and asynchronous class time.
  - ▶ Determine whether or not you want to follow a flipped classroom model or if you would prefer to front-load the Remote Live sessions - this may be dependent upon whether or not the class is predominantly skill-driven or discussion and analysis driven
- ▶ Create weekly modules that house all weekly recordings, the week's expectations and due dates, assignments, and any supplemental texts.

# Final Reminders and Considerations

- ▶ We are in the midst of a pandemic. Consequently:
  - ▶ Consider sending a First Week/Getting Started email to students that provides them with *how-to* instructions for accessing the first remote live session and utilizing Canvas.
  - ▶ Spend the first week developing a positive classroom culture - virtual spaces can feel intimidating for students, so consider strategies for developing positive relationships between peers and between you and your students (letter to professor, introductory discussion threads...).
  - ▶ Remember that many students who choose Remote Live DO NOT feel comfortable with online instruction and may need frequent technological support.
  - ▶ Students may, as a result of this pandemic, be facing a variety of non-cognitive struggles. Consider some flexibility in your response to students' individualized needs.

# Sample Email to Students

1. Brief Introduction
2. Explain if class is Blended or Remote Live (and define for students)
3. Tell students the first meeting date and time, and provide students with the Zoom meeting link
4. Recommend that students have access to noise canceling headphones/microphone if in a loud space during class sessions
5. Encourage students to login into Canvas once the course shell is published so they can review the first week's module and the class syllabus
6. Provide students with email information for e-learning and IT

# Q&A

