Transitioning Content & Activities Online (pdf)

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Getting Started

Transitioning Content & Activities Online

This is a quick-start guide to give you ideas about how to move different types of content delivery, learning activities and assessments online.

- Lectures
- Discussions
- Labs
- Group Work
- Oral Presentations
- Exams
- Community Engaged Learning
- Emory Tools & Training

Getting Started
- ✓ Click on the **yellow tabs** for more information about each topic.
- ✓ **You will see this symbol on some pages:**
  - **Click on it for additional information** about the topic it is next to.
- ✓ Click HERE or look in Resources (upper right) for a pdf version of this information

Definitions
Asynchronous: Instructors prepare course materials for students in advance of students' access. Students may access the course materials at a time of their choosing and will interact with each over a longer period of time.

Synchronous: Instructors and students gather at the same time and interact in "real time" with a very short or "near-real time" exchange between instructors and students.

Created by Emory University CFDE, 2020

Pop-up:

i: **Extra Info**
Click on me for more information - I have lots of interesting things to say!

Did you know distance learning started as early as the 1800s for students who couldn't be on a university campus?

Questions? Email Liesl Wuest, *Assoc. Dir. of Learning Design & Technology* for the Center for Faculty Development & Excellence, Emory University

Lectures

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Lectures
Think about what might already be available:
- **Text:** Books, Websites, Journals etc.
- **Images:** Photos, Illustrations, Charts, Graphs
- **Media:** Video, Simulation, Podcast
  - ✓ Khan Academy (click on "courses" for topic list)
  - ✓ PHET Simulations (primarily science)

Remember: If the information is one-way, it can be completed outside of a Zoom session. In simpler terms, **try to avoid lectu** **during a synchronous session**. Use that time to engage with t students through discussion, Q & A, group work etc.

Need to record video? Think about the purpose.

- ⓘ Solving equations
- ⓘ Summarizing points, asking questions
- ⓘ Software demonstration, text analysis etc.
- ⓘ Demonstration or on location

Created by Emory University CFDE, 2020

Check-Mark Pop-ups:

Solving Equations: Narrated Whiteboard

- ✓ On a tablet: Explain Everything EDU
- ✓ On a computer: Use the whiteboard option in Zoom or Studio

Summarizing points, asking questions: Narrated Slides

- ✓ Record audio on each slide or for the full presentation
- ✓ Use a screen capture software (Studio, Zoom, Snag-it) to record your screen

Software Demonstrations, text analysis etc: Screen Recordings

- ✓ Use a screen capture software (Studio, Zoom, Snag-it) to record your screen

Demonstrations or on location: Record Video

- ✓ Have someone record you or use a tripod
- ✓ Think about labs, landmarks, cities etc.

Links:
- Khan Academy (click on "courses" for topic list)
- PHET Simulations (primarily science)

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Discussions

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Discussions

Asynchronous: Online Discussion, Blog
- Allows students to **participate with flexibility**
- Gives them **time to reflect** on the question before posting
- These are often more robust with higher participation rates than in-class discussion
- If appropriate, have students include media (images, videos, websites)
- Use these to assess participation and comprehension
- See Online Discussion Tips for some best practices

Synchronous: Zoom
- If you have a large class, **consider using breakout rooms** so that students all have a chance to participate in the discussion
- Students have their own Zoom account and could hold and record their own discussions and submit the video to you for your review.
- **Take into account student accessibility** (internet access, time zone etc.) before relying heavily on synchronous sessions for class discussion. Take a quick survey to find out how well this option would work for your class.

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Pop-ups:

i: Asynchronous Discussions

Pros: Students have time to reflect on the answers before posting. Allows flexibility in when to participate. More space for everyone's voice to be heard since there is no time limit. More opportunity for personalized feedback and ongoing assessment (e.g. you can see more clearly how everyone is doing).

Cons: Will likely require more time to review. Takes a little longer to design good online discussion prompts and guidelines. No real-time oral component.

Recommendation: Include at least one asynchronous online discussion each week to support continued conversation even for those who might not be able to attend live Zoom sessions, build community, and provide ongoing feedback.

i: Synchrnous Discussions

Pros: Replicates in-class discussion most closely.

Cons: Relies on broadband connectivity and real-time access and availability which may be limited at this time.

Recommendation: If you have a synchronous session, record and post it in Canvas. Try to cover the same content/skills that you did during the Zoom session in other ways as well. This is a good practice in general, but especially important for students who have accessibility issues.

Labs

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Labs

Learning Techniques & Application
- Look for online simulations
  - ✓ PHET Simulations
  - ✓ LabXchange
  - ✓ MERLOT simulations

Interpreting Experimental Data
- Extract data-sets and ask students to interpret it
- Go step-by-step through an experiment asking questions that explore specific steps and results - use video to record and demo each step if you can!

Project-based Lab Research
- Have students interpret the data they have already gathered
- Have them predict their experimental outcomes and design the next experimental steps in detail.

credit: *https://bokcenter.harvard.edu/remote-labs*

More: How to Quickly (and Safely) Move a Lab Course Online

Created by Emory University CFDE, 2020

Links:

- PHET Simulations
- LabXchange
- MERLOT simulations
- *https://bokcenter.harvard.edu/remote-labs*
- How to Quickly (and Safely) Move a Lab Course Online

Group work

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Group Work

Asynchronous:
- **Discussion Boards**
  - ✓ Set up a board in Canvas for each group where they can chat, share files etc.
  - ✓ This allows you to monitor their progress and provide feedback
- **Google Apps** (Docs, Sheets, Slides, Forms)
  - ✓ Monitor progress/iterations/contributions & provide ongoing feedback.
- **Office 365 Applications**
  - ✓ Share and collaborate on Microsoft files like Word, Excel, PowerPoint and more

Synchronous:
- **Zoom**
  - ✓ Students all have their own accounts and can hold meetings on their own
  - ✓ Have them record their meeting and post it in Canvas to hold them accountable
- Other synchronous tools: Skype, Google Hangouts, Facetime

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Links:

- **Google Apps** (Docs, Sheets, Slides, Forms)
- **Office 365 Applications**
- **Zoom**

Oral Presentations

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Oral Presentations

Asynchronous:
- Have students record and upload their presentations into Canvas
    - ✓ Upload into a Discussion Board for everyone to view and give feedback
    - ✓ Upload into an Assignment for instructor-only viewing and feedback
- Recording Options:
    - ✓ Create a private Zoom session and record it
    - ✓ Add audio to a PowerPoint or Keynote presentation
    - ✓ Have a friend or family member record them

Synchronous:
- Have them give their presentation during a Zoom session

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Exams

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Exams

Rethink your assessment options:
- Rather than one final exam, **create multiple shorter online quizzes**
  - ✓ You are able to set date and time restrictions as necessary – you could use your designated class time for this purpose
  - ✓ Consider using a pool of questions and randomly pull different questions for each student and randomize the order
- **Give a take-home or open book exam**
  - ✓ Time limits/window period of completion will still require that they know the material well to be successful.
  - ✓ If they need to show work, have them do the work on paper then take a picture and upload the image to Canvas.
- Have them **create a project** to demonstrate their knowledge
  - ✓ Recorded presentation, video, story, analysis etc.

Synchronous Exams:
- **If absolutely necessary, students could take their exam during a** Zoom session with their cameras on
  - ✓ Randomizing questions and answers will reduce the ability to share answers

note: we recommend trying to find an asynchronous option as much as possible. See Final Exams in Remote Courses for more tips.

Link:

- **Final Exams in Remote Courses**

Community Engaged

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Community Engaged Learning

- Think about how students **can engage virtually** with the community partner
  - ✓ What tasks can be performed from a distance?
  - ✓ Continue relationships and communication with community partners so that future student engagement can be as robust as possible

- Have students **reflect on work accomplished in-person** and re-orient their academic engagement with the community work
  - ✓ Have them create a blog
  - ✓ Set up a discussion board where they can share their experiences

- Ask students to **read and analyze case studies** of community-based work similar to the work they have been doing in the community

Contact *Vialla Hartfield-Méndez* for questions about *Community Engaged Learning at Emory.*

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Links:

- *Contact Vialla Hartfield-Méndez*
- *Community Engaged Learning at Emory.*

Emory Tools & Training

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Canvas – Supported by Teaching and Learning Technologies

- Setting up your Canvas site for remote teaching
- Training and Workshops
- Canvas Guides
- Tips
- Sign up for a Consultation
- email questions to classes@emory.edu

Zoom – Supported by LITS Messaging & Collaboration

- Getting Started – Guides & Support
- Tips and Tricks for Teaching with Zoom (from Emory College)

Office 365 Applications - Supported by LITS Messaging & Collaboration

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