



NORTHERN MICHIGAN UNIVERSITY
GLOBAL CAMPUS

ONLINE BYTE OF THE WEEK, Vol. 2, Issue 10 & Teaching Tip #14- Sept. 25, 2020



The Teaching BYTE: The Modified On-Campus Course

Since the pandemic will not be over soon and winter semester may look much like it does today, this is our teaching and learning reality. How can faculty adapt their modified on-campus courses to better meet students' needs? How can we help students to be successful in modified on-campus courses? The Teaching and Learning Scholar, Dr. Lisa Flood, and the Extended Learning and Community Engagement Scholar, Dr. Stacy Boyer Davis, are collaborating this week to combine a Teaching Tip with an Online BYTE to offer some suggestions to address these concerns. This **Teaching BYTE** offers the best practices for teaching modified on-campus (or off) courses due to the COVID-19 physical distancing precautions. The pedagogy we provide can be applied now to in-person, modified, or online classes and beyond our current health crisis. We hope that you will find some useful information in our collaborative effort.

As you are aware, due to social distancing requirements, many face-to-face (F2F) courses are not able to have all students meet physically during class periods. In these modified on-campus courses, faculty are using various delivery options, each with strengths and/or unique challenges.

Teaching Dual Audiences Simultaneously (In-Person and via Zoom)

Some faculty are using videoconferencing via Zoom to deliver synchronous content with their remote learners while other students attend in-person on their assigned class days. Using this method, everyone attends the same class meeting day and time schedule. There is little difference in class preparation with this modified teaching approach as this model is similar to traditional pre-COVID courses. However, faculty are finding it challenging to simultaneously manage their classroom and remote students (Zoomers). Although the in-class students can hear remote students, the Zoomers cannot hear any F2F students' questions, answers, or participate in their live discussions. In order to convey these in-classroom conversations, the faculty member needs to repeat or paraphrase what was said for the Zoomers. Faculty who use wall-mounted whiteboards or chalkboards are finding the laptop webcam limiting. Finally, it is a challenge to make connections between these two groups of students who may never meet physically.

Hybrid Course Delivery Using a Flipped Classroom Teaching Technique

Some faculty are using another course model called the flipped class. In this model, faculty record lectures or assign primary content (readings, videos, websites), to be completed outside of class before their required in-class attendance. During class, students are engaged in active learning activities such as case studies, problem solving, role playing, or other activities designed to apply the content in relevant ways. The instructor repeats the same in-class activities with students on their assigned class days. Strengths of this model include: 1) students can view/review the lecture as many times as needed, 2) precious in-class time is used to explain difficult concepts and complete application activities, and 3) faculty can focus solely on the F2F students and do not have to manage the remote students and related technology. However, the faculty need to spend additional time recording lectures, creating the out of class assignments, and designing in-class activities that might need to be revised because of physical distancing requirements. For example, students cannot work side by side in small groups, share physical manipulatives, or use wall-mounted white boards. If faculty are requiring pre-class quizzes or other assignments, the due dates may vary for different groups of students.

Hybrid Course Delivery Using a Modified Flipped Classroom Teaching Technique

The third popular delivery model is the partial flipped course. In this model, the faculty pre-record some lectures reserving class time for more critical concepts or difficult content. The same in-class lectures are delivered F2F but on separate days to each group of students while both groups watch or complete the same online assignments. Similar to the hybrid flipped model, the modified flipped model also requires additional faculty preparation time to record or create the online assignments and manage different due dates.

Regardless of which deliver model or combination of models you are using, faculty are likely being challenged this semester. Because students may need to isolate and/or quarantine, faculty might elect to use Zoom for each in-class session. Faculty may also need to isolate or quarantine at any time, which further adds to the stress. Students are reporting being confused with the different course delivery methods and are finding it difficult to pay attention while on Zoom. They are also struggling to keep track of assignments and are stressed out in general due to the pandemic and national events.

Regarding specific teaching challenges, we have compiled a list below of suggestions and resources to assist faculty to address instruction in modified on-campus courses.

Modified On-Campus Teaching Toolkit

A smorgasbord of helpful resources and videos, A-Z, nuts to bolts, modified on-campus teaching including EduCat tools, creating and grading quizzes, VoiceThread, Respondus Monitor, using Zoom, etc. <https://www.nmu.edu/ctl/modified-campus-teaching-toolkit>

Managing F2F (classroom) and Remote (Zoom) Students

Provide a recorded overview of your course including a **'guided tour'** of EduCat resources and assignments. See examples of course overviews and best teaching practices in the Faculty EduCat Showcase. <https://educat.nmu.edu/moodle2/course/view.php?id=11927>.

You will need to enroll by entering the code: nmufaculty

Pre-Recording Lectures

CTL's Resource Library: Camtasia, VoiceThread, and Wildcast Podcasting
<https://www.nmu.edu/ctl/ctl-resource-library>

Using Zoom

- **FAQ's:** <https://www.nmu.edu/audiovisual/faq>
- **Visit the CTL's Resource Library:** Open Zoom Video-conferencing tab which has many resources such as creating an account, setting up a Zoom meeting in EduCat, securing your meeting, recording a session, and managing class sessions
<https://www.nmu.edu/ctl/ctl-resource-library>
- **Identify a Remote Student Facilitator:** Each class, ask a different student to serve as the Zoom moderator to confirm audio, report on document sharing, and monitor the chat questions. In addition, encourage that student to remind you if you forget to 'relay' in-class discussion to the remote group.

Replacing Wall-Mounted Whiteboards and Blackboards

- **Document Cameras:** <https://www.nmu.edu/classrooms/technology-guides>
- **White Boards** in Zoom, Google Jam Board, EduCat Wiki pages.
https://www.nmu.edu/ctl/sites/Drupalctl/files/UserFiles/Documentation/Instructional_Technology/NMU_EduCat/Wiki.pdf
- **Studio 102:** A lightboard is a glass board that is internally lit and recorded through which allows instructors to write or draw on it while making 'eye contact' with their audience. Watch videos of faculty 'teaching' with the lightboard. <https://www.nmu.edu/ctl/studio-102>

Classroom Equipment Issues

In-room problems, call for AV assistance for real time help: (906) 227-2290.
Schedule 1:1 consultation in your classroom or with AV staff
<https://www.nmu.edu/classrooms/request-equipment-and-assistance>

Best Virtual Classroom Practices

<https://www.nmu.edu/classrooms/sites/DrupalClassrooms/files/UserFiles/Files/PDF/virtclassroompractices.pdf>

Connecting Classroom and Remote Students

- **EduCat Discussion Forums:** create a forum for Q & A before an exam or one to address key concepts covered in pre-class assignments (recorded lectures or readings).
- **Zoom Polling:** great for formative assessments and to gauge your group's feelings especially about sensitive topics.
- **Virtual Break-Out Rooms:** Have F2F and remote groups join to work collaboratively.
- **Individual Attention:** Call on each student by name during synchronous sessions; don't forget to include the Zoom group.
- **Personal Feedback:** consider providing students with audio and/or video comments to make a more personal connection (Glazier, 2020).

Interactive Learning Activities

- **Think Break:** ask students to reflect on a question and after a period of time, have them weigh in together via Zoom breakout rooms and then report to the class.
- **Empty Outlines:** if using a flipped classroom, supply students with an empty outline and ask them to fill it out after watching the assigned out of class video or completing readings.
- **Tournament:** divide the class into several groups and announce a competition for the most points earned on a practice test. Points should carry from round to round over a given learning module. Consider aligning in-person students with Zoom students to bring the class together.
- **Brain Drain:** divide students into groups of 5 or 6. Provide a prompt to brainstorm. Each person is to brainstorm at least one answer. Have students rotate the brainstorm to another group. This activity can be administered using Zoom breakout rooms and Google docs.
- **TV Commercial:** In groups, students create a minute long TV commercial for the subject currently under discussion and ask them to act it out in class. Zoom, VoiceThread, Camtasia – all the tech tools can be used to accomplish this activity whether in-person, online, or hybrid.
- **Press Conference:** Enable students with the opportunity to role-play as the media to ask questions of the professor, expert on the topic.

Additional Resources and Help

The ideas and tools listed above are intended to get you started on building and delivering a modified on-campus course, but this information is not comprehensive. If you would like assistance to help design or deliver your course this semester, please contact your CTL Liaison, the Teaching and Learning Scholar, or the Extended Learning and Community Engagement Scholar to discuss possibilities.

Faculty who have questions about or would like assistance with the tools mentioned on this page should contact the Center for Teaching and Learning at ctl@nmu.edu or 227-2483.

For questions on any of these tech tips or to highlight the ingenious methods that you employed this semester for modified, hybrid, blended, flex, etc., **PLEASE** write to Stacy (sboyerda@nmu.edu) and Lisa (lflood@nmu.edu). If something did NOT work and was a complete failure in the modified learning environment, please share! We can all benefit from discussing our successes and missteps. The next Online **BYTE** of the Week will showcase what has worked and what hasn't in our modified teaching approach. The next **Teaching Tip** will highlight strategies for helping students to succeed in your modified on-campus course. **Your contributions are needed to write both upcoming newsletters. Thank-you!**

Stay healthy, safe, and strong, faculty friends.

Best regards,
Stacy
Extended Learning and Community Engagement (ELCE) Scholar
Lisa
CTL Teaching- Learning Scholar

The Global Campus has adopted the *Seven Principles* to serve as the framework for online **course delivery** standards (Chickering & Gamson, 1987). The Quality Matters (QM®) peer-reviewed quality assurance program has been adopted to evaluate **course design** rigor. Both methodologies align with and parallel the call for learner-instructor, learner-learner, and learner-content interactions to promote active learning engagement (QM 5.2). For HLC accreditation purposes, all online courses must include learner-instructor, learner-learner, and learner-content interaction (regular and substantive, initiated by the instructor) because correspondence courses are not permitted.

For more information on the Global Campus online course requirements or the SoTL related to them, and/or to curate a conversation about high impact teaching design and delivery practices in your online courses, please reach out to Stacy, the Extended Learning and Community Engagement (ELCE) Scholar via email onreview@nmu.edu or telephone (906) 227-1805.

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