Online Teaching Pedagogy

WELCOME!

Badavas Center for Innovation in Teaching and Learning

Bentley Learning and Teaching Council

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Objectives for today's session

- Establish your instructor presence online, for example through frequent communication and virtual office hours
- Identify how pieces of your class structure (e.g., lecture-based, seminar, etc.) translate to an online environment
- Hear about some instructional tools

- Experience some of the pedagogy of Zoom

What we will not have time to cover

- Technical questions about Zoom or Blackboard
- ATC Resources: https://atc.bentley.edu/academic-continuity-plan/
  - Many instructions and tutorials; for example:
    - How to use an ipad with Zoom
    - How to set up a poll
    - How to create breakout rooms
    - Virtual Office Hours

- Submit questions via our text chat today and we will make sure they all get address in the near future
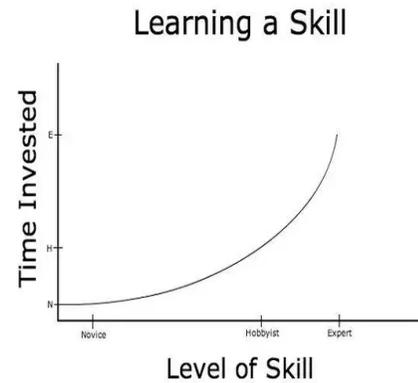
Online Teaching Poll

STAY CALM AND KEEP TEACHING

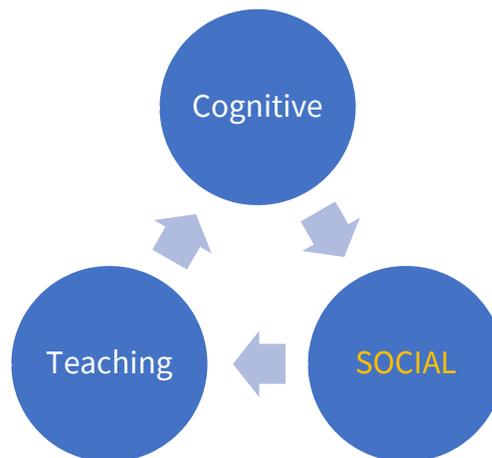When you start your first online class after your school shuts down:

Things to keep in mind

- Teaching online will not be as bad as you think it will be
- Teaching online will not be as hard as you think it will be
- Practice before class; you will get better
- Do not assume your students are familiar with the technology
- Keep it simple
- Allow extra time (to do less)
- Be patient….with yourself and your students

Learning a Skill

(graph: Time Invested vs. Level of Skill, with points Novice, Hobbyist, Expert)

Establishing Instructor Presence….Online

Instructor → Student

- Cognitive
- Teaching
- SOCIAL

Maintaining social presence

- Communicate regularly; send reminders
- Create a simple plan and rhythm, share it, stick to it
- First day of online class: Time to connect; relevance to course learning goals?
- Virtual office hours: can drop in just to listen!
- Demonstrate care for your students

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Keeping it Manageable: Some Tips

- Use Blackboard email, post as announcement
- (Co-)create FAQ space in Blackboard to share info
- Allow students to post questions there (and respond to each other; you can correct them if needed)
- Students are responsible for reviewing questions there first before contacting professor
- Students as co-creators

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Activity

1) Review your syllabus for March 23 – April 3
2) What had you planned for each class session? Lecture, Group work, Class discussion, Presentations, etc.
3) Pick one class session in next two weeks. What ideas do you have about adapting part of that session to an online environment?

BREAKOUT ROOM (8 minutes):

1) Select a spokesperson. Share your ideas. Pick one to share with whole group after breakout.

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Activity Debrief

1) What ideas did you hear? Has anyone tried this? Advice to share?
   - Lectures
   - Presentations
   - Discussions
2) Instructional tools:
   a) Tablets
   b) Breakout groups
   c) Discussion boards (asynchronous)

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Structures: Synchronous vs asynchronous

Before
Monday 11:00 – 12:20
Lecture and discussion

Thursday 11:00 – 12:20
Group project time OR
Guest speaker

After (sample)

Monday 11:00 – 12:20

Virtual class meeting (recorded)

If you could not attend live, watch and post two questions to discussion board by Wed at 11:59 PM (ET)

Thursday 11:00 -12:20

Assign 15 min blocks for student groups to meet with you OR

Guest speaker via Zoom (recorded)

Key takeaways

- Stay calm, model resilience
- Social presence: communication and caring
- Adapt face to face formats to online interactions
- Adjust structure and deliverables to the circumstances
- Remember, you are not alone!

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Resources

Virtual Office Hours (Drop in via Zoom)

Wednesday, March 18, 6-7 pm: Tracy Noga

Thursday, March 19, 1:30 pm - 3:30 pm: Tracy Noga

Thursday, March 19, 4-5 pm: Mark Frydenberg

Thursday, March 19, 7-8 pm: Joy Gray

Friday, March 20, 11-12 pm: Joy Gray

By appointment: Suzanne Dove, Mark Frydenberg, Joy Gray, Tracy Noga

Small Teaching: Online
By James Lange and Flower Darby

https://www.bentley.edu/coronavirus/keepteaching

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Wrap-up

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THANK YOU!