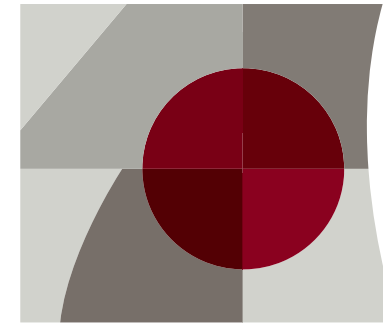
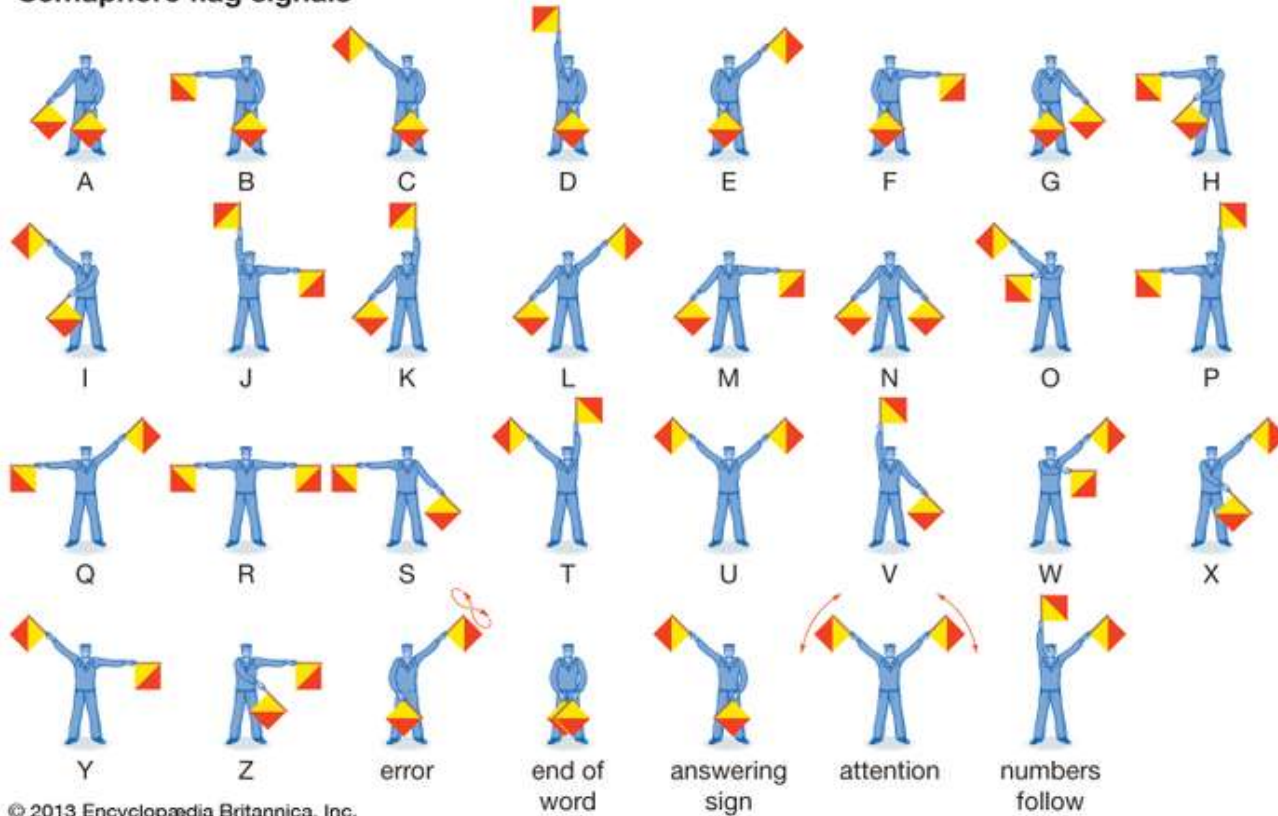


Pedagogical Considerations for Remote Teaching

Semaphore flag signals



Chicago
Center for
Teaching

THE UNIVERSITY OF CHICAGO

Goals

Introduce

Introduce general pedagogical principles and considerations for a transition to remote teaching.

Model

Model several asynchronous and synchronous teaching and learning strategies.

Discuss

Provide a space for instructors to ask questions and think together about how to meet this distinctive pedagogical challenge.

Agenda

How to Think about This Transition

Breakout Discussion 1

Lessons from Research on Online Teaching:
Community, Attention, & Engagement

Breakout Discussion 2

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 student-moderated Q and A using Zoom

Breakout discussions for reflection and processing using Zoom

Synchronous, collaborative notetaking using Google Docs

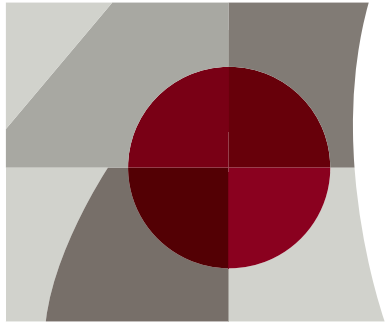
The Transition

- Keep it simple.
- But also look for opportunities to be creative.



Features of this teaching & learning landscape

- Greater mediation
- Less structure
- Extraordinary circumstances



Chicago
Center for
Teaching

THE UNIVERSITY OF CHICAGO

Getting Started with Remote Teaching: A Framework in Five Steps

Framework



Articulate your learning objectives.



Reflect on the teaching strategies that are aligned with those objectives.



Identify a mix of asynchronous and synchronous tools.



Set and communicate expectations.



Be intentional about creating an inclusive environment.



1. Articulate your learning objectives.

What do you want your students to know or be able to do?

Bloom's Revised Taxonomy



Creating

Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing



Evaluating

Justifying a decision or course of action
Checking, hypothesizing, critiquing, experimenting, judging



Analyzing

Breaking information into parts to explore understandings & relationships
Comparing, organizing, deconstructing, interrogating, finding



Applying

Using information in another familiar situation
Implementing, carrying out, using, executing



Understanding

Explaining ideas or concepts
Interpreting, summarizing, paraphrasing, classifying, explaining



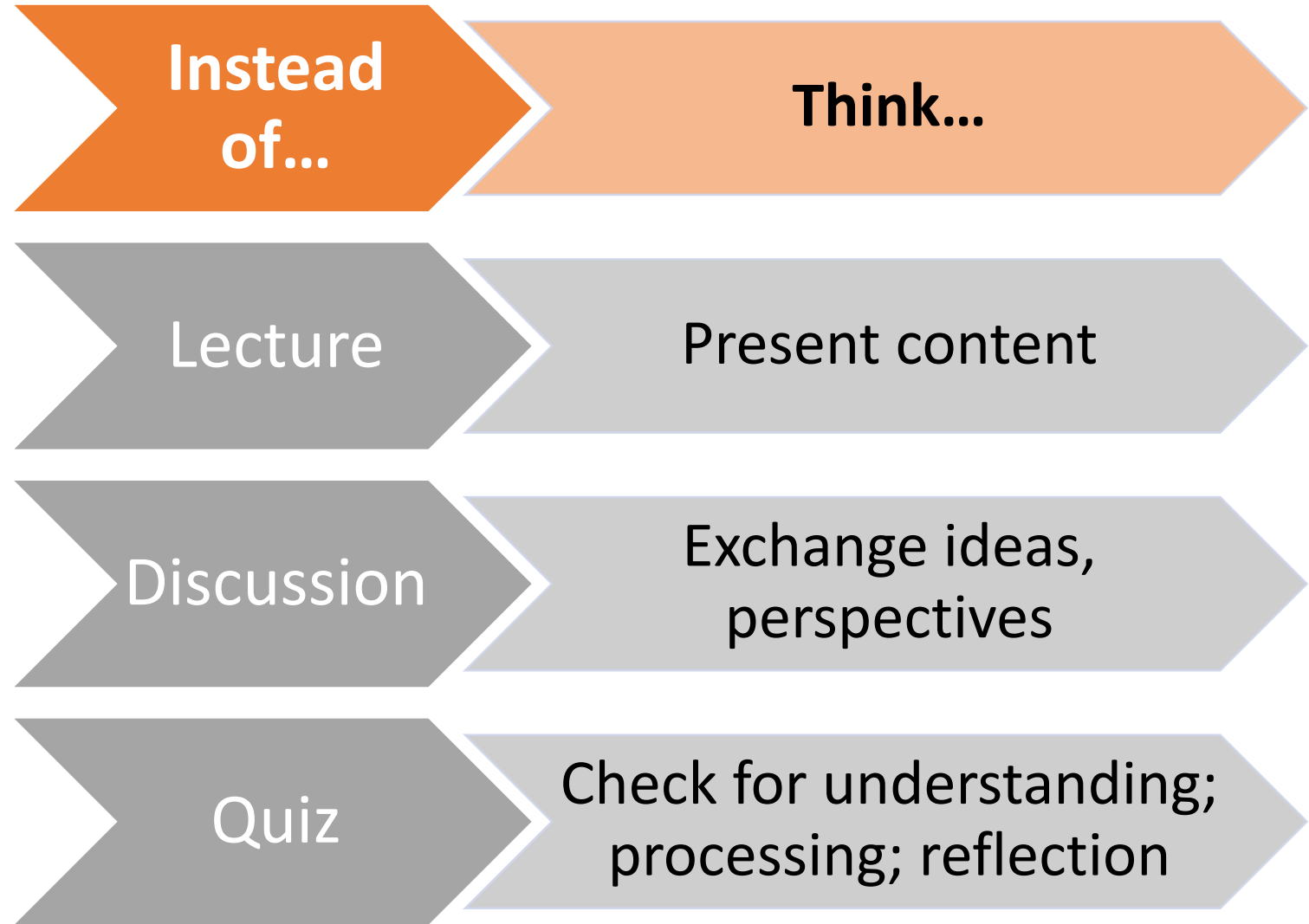
Remembering

Recalling information
Recognizing, listing, describing, retrieving, naming, finding

2. Reflect on the teaching strategies that are aligned with those objectives.

What kinds of learning activities will your students engage in?

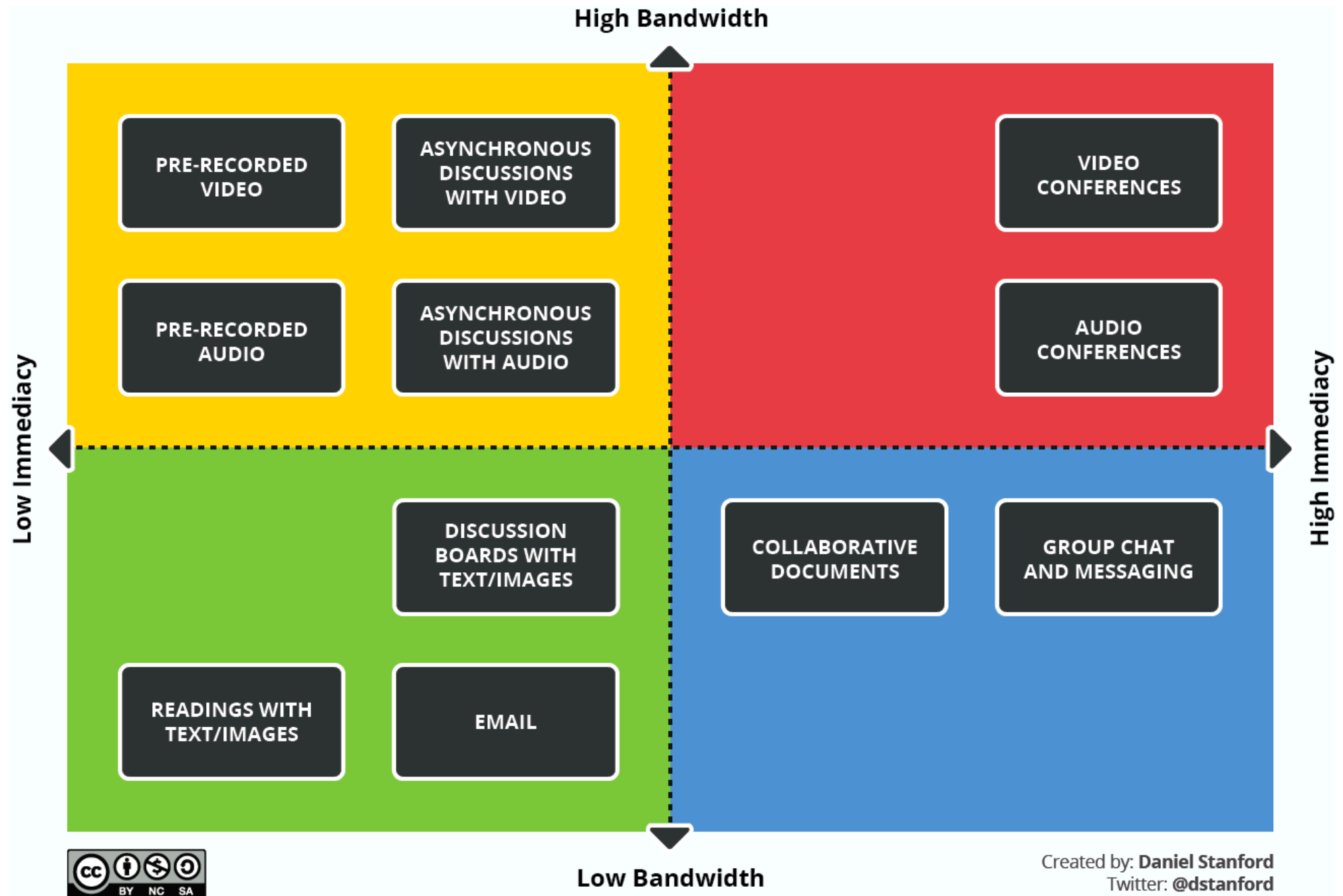
Think “one level up,” in a broader, more goal-oriented fashion.



3. Identify a mix of asynchronous and synchronous tools.

What are the multiple modalities that I can make available for students to:

- *engage* in their learning
- *practice* it, and
- *receive feedback*?



Pre-recorded
video
(Panopto)

Live video
(Zoom)

Canvas page
with
text/images

Email

Present
Content



```
graph TD; PC((Present Content)) --> PV[Pre-recorded video (Panopto)]; PC --> LV[Live video (Zoom)]; PC --> C[Canvas page with text/images]; PC --> E[Email];
```

Discussion
boards; Chat
(Canvas)

Collaborative
documents
(Google)

Live video
(Zoom)

Email; Piazza

Exchange
ideas



```
graph TD; A((Exchange ideas)) --> B[Discussion boards; Chat (Canvas)]; A --> C[Collaborative documents (Google)]; A --> D[Live video (Zoom)]; A --> E[Email; Piazza];
```

Discussion
boards/ Chat
(Canvas)

Low-stakes
writing

Polls, quizzes,
surveys (Zoom,
Panopto,
Google)

Email; Piazza

Check-in,
processing,
reflection

```
graph TD; A((Check-in, processing, reflection)) --> B[Discussion boards/ Chat (Canvas)]; A --> C[Low-stakes writing]; A --> D[Email; Piazza]; A --> E[Polls, quizzes, surveys (Zoom, Panopto, Google)];
```

The diagram features a central blue circle with the text "Check-in, processing, reflection". Four arrows radiate from this central circle to four surrounding rectangular boxes. The boxes are: a grey box at the top-left containing "Discussion boards/ Chat (Canvas)", a yellow box at the top-right containing "Low-stakes writing", a green box at the bottom-right containing "Email; Piazza", and an orange box at the bottom-left containing "Polls, quizzes, surveys (Zoom, Panopto, Google)".

4. Set and communicate expectations.

What are the multiple ways you can adjust expectations?
How will you make these transparent to students?

Adapt your “regular” expectations to remote teaching

What are the *materials* you expect students to have access to?

What are the multiple ways students can *participate*?

How might you adjust your *deadlines* and policy on late work?

How can you allow for *flexibility* if students are in different time zones, have tech difficulties, or face difficult circumstances?

5. Be intentional about creating an inclusive environment.

How can you create a virtual space in which every student feels a sense of belonging?

Think about
the materials
and norms
that structure
your students'
learning.

Review guidance for *accessible* course materials:
disabilities.uchicago.edu/faculty/aft-faculty/

Establish and maintain *community* and social presence.

Offer *multiple modes* for engagement, especially low-bandwidth and asynchronous activities and assignments.

Get feedback from students on specific strategies.

Be *flexible*. With the technology. With your students. With yourself.

Framework



Articulate your learning objectives.



Reflect on the teaching strategies that are aligned with those objectives.



Identify a mix of asynchronous and synchronous tools.



Set and communicate expectations.



Be intentional about creating an inclusive environment.

Breakout Discussions

Introduce yourselves.

Find the Google Doc.

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

Discuss:

- What is one question you have about transitioning to remote teaching?

Lessons from Research on Online Teaching



Community



Attention



Engagement



Community & Social Presence

Miller 2014; Darby & Lang 2019



Maintain an active teaching presence



Be personal and share your own experience (if you're comfortable)



Build peer-to-peer interactions into your course



Articulate norms for online discourse, and keep an eye on it



Use short videos for class updates



Convey that you care about your students and their learning



Fostering Attention

Miller 2014; Darby & Lang 2019



Be mindful of “extraneous cognitive load”



Intersperse moments for student processing & reflection in videos, Zoom sessions, and Canvas text



Assign low-stakes activities after videos (graded for completion)



Talk to students about distraction



Engagement & Learning

Miller 2014; Bruff 2019; Darby & Lang 2019

Use the testing effect

- Regular, low-stakes quizzes

Draw on emotional investment (appropriately)

- Video
- (Semi)public sharing of work

Discussions

- Leverage mediation!
- Assign specific roles (e.g. starter, synthesizer, questioner, etc.)
- Use “backchannel,” with assigned student moderator

Teaching by Discussion



Read.



Reflect.



Live video discussion.



Asynchronous follow-up.

Teaching by Asynchronous Lecture

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 questions.



Assessment & Feedback



Make the work of student learning visible.



Embrace low-stakes assessment as a form of active learning.



Craft assignments that allow students to practice and get feedback on their developing understanding.



Scaffold complex assignments over the course of the quarter.



Adapt to take advantage of the situation (focus on writing, video presentations, etc.)

Breakout Discussions

Find the Google Doc and move on to question #2.

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

Discuss:

- What is one creative idea for how you will help students learn in the spring (tentative thoughts welcome!)?



Teaching a fitness class on a roof in Seville...

References and Further Resources

- Bruff, Derek. *Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching*. West Virginia University Press, 2019.
- Chicago Center for Teaching. [“Pedagogical Guidance for Remote Teaching.”](#)
- Darby, Flower & James Lang. *Small Online Teaching: Applying the Learning Sciences in Online Classes*. Jossey-Bass, 2019.
- 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 Canvas + Zoom trainings.