Pedagogical Considerations for Remote Teaching

Semaphore flag signals

© 2013 Encyclopaedia Britannica, Inc.
<table>
<thead>
<tr>
<th>Introduce</th>
<th>Introduce general pedagogical principles and considerations for a transition to remote teaching.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Model several asynchronous and synchronous teaching and learning strategies.</td>
</tr>
<tr>
<td>Discuss</td>
<td>Provide a space for instructors to ask questions and think together about how to meet this distinctive pedagogical challenge.</td>
</tr>
</tbody>
</table>
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:

<table>
<thead>
<tr>
<th>Model Description</th>
<th>Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous mini-lecture, with check-in quizzes, using Panopto</td>
<td></td>
</tr>
<tr>
<td>Asynchronous discussion using Discussion prompts in Canvas</td>
<td></td>
</tr>
<tr>
<td>Synchronous, in-class assessment using polls in Zoom</td>
<td></td>
</tr>
<tr>
<td>Synchronous mini-lecture with student-moderated Q and A using Zoom</td>
<td></td>
</tr>
<tr>
<td>Breakout discussions for reflection and processing using Zoom</td>
<td></td>
</tr>
<tr>
<td>Synchronous, collaborative notetaking using Google Docs</td>
<td></td>
</tr>
</tbody>
</table>
The Transition

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

Photo by Hello I'm Nik on Unsplash
Features of this teaching & learning landscape

• Greater mediation
• Less structure
• Extraordinary circumstances
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?
<table>
<thead>
<tr>
<th>Bloom’s Revised Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating</strong></td>
</tr>
<tr>
<td>Generating new ideas, products, or ways of viewing things</td>
</tr>
<tr>
<td>Designing, constructing, planning, producing, inventing</td>
</tr>
<tr>
<td><strong>Evaluating</strong></td>
</tr>
<tr>
<td>Justifying a decision or course of action</td>
</tr>
<tr>
<td>Checking, hypothesizing, critiquing, experimenting, judging</td>
</tr>
<tr>
<td><strong>Analyzing</strong></td>
</tr>
<tr>
<td>Breaking information into parts to explore understandings &amp; relationships</td>
</tr>
<tr>
<td>Comparing, organizing, deconstructing, interrogating, finding</td>
</tr>
<tr>
<td><strong>Applying</strong></td>
</tr>
<tr>
<td>Using information in another familiar situation</td>
</tr>
<tr>
<td>Implementing, carrying out, using, executing</td>
</tr>
<tr>
<td><strong>Understanding</strong></td>
</tr>
<tr>
<td>Explaining ideas or concepts</td>
</tr>
<tr>
<td>Interpreting, summarizing, paraphrasing, classifying, explaining</td>
</tr>
<tr>
<td><strong>Remembering</strong></td>
</tr>
<tr>
<td>Recalling information</td>
</tr>
<tr>
<td>Recognizing, listing, describing, retrieving, naming, finding</td>
</tr>
</tbody>
</table>
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.

Instead of…

Lecture
Present content

Discussion
Exchange ideas, perspectives

Quiz
Check for understanding; processing; reflection

Miller, 2020
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*?
Exchange ideas

- Discussion boards; Chat (Canvas)
- Collaborative documents (Google)
- Live video (Zoom)
- Email; Piazza
Check-in, processing, reflection

- Discussion boards/Chat (Canvas)
- Polls, quizzes, surveys (Zoom, Panopto, Google)
- Low-stakes writing
- Email; Piazza
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.
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

- 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

Miller 2014; Darby & Lang 2019
Fostering Attention

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

Miller 2014; Darby & Lang 2019
Engagement & Learning

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

Miller 2014; Bruff 2019; Darby & Lang 2019
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.)
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...

• Chicago Center for Teaching. “Pedagogical Guidance for Remote Teaching.”


• 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.