Engaging Students in Various Modes of Teaching

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Andy Cui, VITAL
Modes of Teaching

• On-campus in-person course (INP)
• Simulcast courses (SIMU)
• Hybrid/Flipped course (HYB)
• Online instruction (DIST)
On-campus in-person course (INP)
Simulcast courses (SIMU)
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group A</strong></td>
<td>![Person Green]</td>
<td>![Laptop Green]</td>
<td>![Laptop Green]</td>
</tr>
<tr>
<td><strong>Group B</strong></td>
<td>![Person Black]</td>
<td>![Person Black]</td>
<td>![Laptop Black]</td>
</tr>
<tr>
<td><strong>Group C</strong></td>
<td>![Person Red]</td>
<td>![Person Red]</td>
<td>![Person Red]</td>
</tr>
<tr>
<td><strong>Group D</strong></td>
<td>![Person Purple]</td>
<td>![Person Purple]</td>
<td>![Laptop Purple]</td>
</tr>
</tbody>
</table>
Hybrid/Flipped course (HYB)

Asynchronous Pre-Class Activities

In-person Group

Follow-up Activities

Asynchronous Online Activities
<table>
<thead>
<tr>
<th>Student Group</th>
<th>Tuesday</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Group A</strong></td>
<td>![Group A icon]</td>
<td>![Group A icon]</td>
</tr>
<tr>
<td><strong>Group B</strong></td>
<td>![Group B icon]</td>
<td>![Group B icon]</td>
</tr>
<tr>
<td><strong>Group C</strong></td>
<td>![Group C icon]</td>
<td>![Group C icon]</td>
</tr>
</tbody>
</table>

*(Group C: Students who request to attend online only)*
Online instruction (DIST)

Asynchronous Pre-Class Activities

Preparation

Follow-up Activities

Synchronous Live Discussions
Moving to an online learning environment is a time-consuming and exacting process made all the more challenging when set against the backdrop of dealing with a global pandemic. Some would not choose to teach online if circumstances did not require it, and some faculty may not be versed in online teaching best practices, university policies or regulations governing online teaching. The guidelines presented below were developed to help academic leaders assist faculty successfully transition from in-person to online instruction and ensure a high-quality learning experience for our students. They are offered as recommendations for assisting faculty in the preparation, planning, design, and delivery of online courses for the 2021 academic year in response to the Covid-19 crisis. These guidelines are built on evidence-based learning principles: engaging students online; providing prompt and targeted feedback; maintaining a supportive learning environment; minimizing cognitive load through the delivery of short segments of information; and clear content organization and communication.

+ Preparation, Planning and Course Design

- Develop your syllabus for online teaching (PDF)
- Convert your in-person courses to online course (PDF)
- Convert face to face course to online teaching (video)
- Facilitate live sessions with Zoom (PDF)
Prepare Students for Class

• Communicate the teaching modality and structure
• Set up your course in Blackboard (Bb)
• Orient students to the technology required in the course
• Invite students to reflect on their online learning experiences
• Provide ongoing individual support and feedback
Asynchronous Activities  

Synchronous Activities
Asynchronous Online Activities

• Short course orientation and instructor introduction videos
• Icebreaker activities
• Presentation of course content in Bb using a variety of engaging and comprehensive sources
• Asynchronous activities on course materials with explicit instructions and guided questions
• Opportunities for students to post questions for clarification
Asynchronous Tools

• Virtual Collaborative Spaces – Group Work
  • Bb Groups
  • Zoom for students
  • Microsoft OneDrive/Google Drive

• Creating Video/Audio Lectures
  • MyMediasite/Mediasite Desktop Recorder

• Collaborative/Communication Tools
  • Discussion Board
  • VoiceThread & Yellowdig

• Bb Assignments/Assessments
Bb Groups (Virtual Collaborative Spaces)

• What is it?
  • With Blackboard groups, each group has its own homepage with links to tools to help students collaborate.
    • Examples of Tools
      • File Exchange: You and group members can use this tool to upload documents to the group area, and delete files, regardless of who added them.
      • Group Discussion Board: Members of a group can communicate as a group, as well as create and manage their own forums.
      • Email: Use the group email tool for quick and efficient communication among group members.
    • Can use it for group assignments

• Only you and group members can access the group tools
• You can enroll students in groups in three ways. Students can't unenroll themselves from groups.
  • Manual Enroll – You assign each student in the course to a group
  • Random Enroll – (with group sets only) – Automatically distributes student into groups
  • Self-Enroll – Students add themselves to a group with a sign-up sheet in Bb.
Bb Groups – How to Create
Bb Groups – How to Create

Groups
You can use the Course Groups tool to create an interactive online environment.

Create

Import

Single Group
Self-Enroll
Manual Enroll

Group Set
Self-Enroll
Random Enroll
Manual Enroll
Bb Groups – Self-Enroll

Name

Description

Group is visible to students
- No
- Yes
- Sign-up Sheet Only
Bb Groups – Manual Enrollment

MEMBERSHIP

Add Users

No users have been added.

Add Users

Search: Any ▼ Not Blank ▼ Go □ Show all users regardless of role

<table>
<thead>
<tr>
<th>USERNAME</th>
<th>FIRST NAME</th>
<th>LAST NAME</th>
<th>ROLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>adesai</td>
<td>Ankit</td>
<td>Desai</td>
<td>Student</td>
</tr>
<tr>
<td></td>
<td>Ankit</td>
<td>Desai</td>
<td>Student</td>
</tr>
<tr>
<td>adesai</td>
<td>Ankit</td>
<td>Desai</td>
<td>Student</td>
</tr>
</tbody>
</table>
Bb Groups

- Group Properties
  - Group Description
  - Group Members
  - Anki

- Group Tools
  - Collaborate
  - File Exchange
  - Group Blog
  - Group Discussion Board
  - Group Journal
  - Group Tasks
  - Group Wiki
  - Send Email

- Group Assignments
Zoom (License/Pro) for students

- All students have access to Zoom License/Pro version. Unlimited meeting time.
- Go to https://villanova.zoom.us
- Any meeting recordings are saved locally.
  - They can share via Villanova MyMediasite (https://vums-web.villanova.edu/mediasite/mymediasite)
  - For archiving: save to OneDrive or Google Drive
Microsoft Office 365 and Google Drive

Office 365
UNIT offers Microsoft’s Office 365 to the Villanova community. The cloud-based version of the Microsoft Office desktop suite includes Word, Excel, PowerPoint, OneNote and OneDrive. This initiative provides users with increased storage using Microsoft OneDrive (OneDrive-Villanova University).
Where to find it: http://office.villanova.edu

Google @ Villanova
Villanova maintains a partnership with Google to provide access for all undergraduate students to the following services:

Google Drive
Back up all of your important Villanova documents and portfolio of work up to 30GB of data on Google Drive. You can also work together better, publish and collaborate in real-time on documents, spreadsheets and presentations.
Creating Video/Audio Lectures - MyMediasite/Mediasite Desktop Recorder

What is it?
• MyMediasite is a video platform that allows you to easily record and add video content to courses from your computer. With the MyMediasite Desktop recorder app, you can record and publish presentations. The recordings can include any combination of audio, webcam video, and your computer screen.

Who can use it?
• Available to Villanova faculty, students, and staff

Where can I access it?
• https://vums-web.villanova.edu/mediasite/mymediasite

Where can I learn more?
• Attend daily training sessions (virtual) held by UNIT-Multimedia Technologies
  • Mediasite Desktop Recorder, improving video/audio for online lectures, etc...
  • MyMediasite Help Page
The Economic Outlook: Prospects for the Regional Labor Force

James Diffley, Group Managing Director
US Regional Services, IHS Global Insight
Villanova University
MyMediasite/Mediasite Desktop Recorder
MyMediasite/Mediasite Desktop Recorder

PRESENTATION NAME:
Unnamed Recording

SELECT THE TYPE OF RECORDING YOU WANT TO CREATE:

- **Slideshow + Audio**: Present still images from your computer desktop with microphone input.
- **Screencast + Audio**: Present your computer desktop as video with microphone input.
- **Audio Only**: Record with only audio input.
Question 1

Questions

1. Screencast and audio is the correct choice.

Type: True or False

Correct?: False

Points: 1
MyMediasite – Annotations

- **Beautiful Wolf**
  - This is a beautiful wolf, do you know where in Denmark this picture was taken?
  - Author: bcherne
  - Time: 00:01:02

- **Pack of wolves**
  - Wow, that is a big pack of wolves.
  - Author: bcherne
  - Time: 00:09:25
Bb Discussion Tool

• Discussions are a good way to encourage students to think critically about your coursework and interact with each others' ideas. You can create discussions around individual course lessons or for your course in general. As the instructor, you own the discussions. After you start a discussion, you can post comments of your own to guide students.

• The most common form of interaction in an online course is through discussions started by an instructor. Participation and interaction in discussions don't occur naturally. You must intentionally design it into your courses. To encourage engaging, quality discussion, craft discussion questions carefully and create inquiry.

• Examples of Discussion Boards
  • Course Introductions
  • Questions for the Professor
  • Student Questions

### Discussion Board

Discussions are a good way to encourage students to think critically about your coursework and interact with each other’s ideas. You can create discussions around individual course lessons or for your course in general. More Help

<table>
<thead>
<tr>
<th>FORUM</th>
<th>DESCRIPTION</th>
<th>TOTAL POSTS</th>
<th>UNREAD POSTS</th>
<th>UNREAD REPLIES TO ME</th>
<th>TOTAL PARTICIPANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Questions for the Professor</td>
<td>Your professor will share information that seems to be a common question within the class in this forum, rather than responding to multiple emails of the same topic.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Student Forum</td>
<td>Students can discuss a wide variety of items here and network with each other.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Week 1 Introduction Discussion</strong></td>
<td>Please post one or two introductory paragraphs to introduce yourself to your classmates: include your interests, hobbies, where you are in the program, and your expectations for the class. If you are compelled, comment on another's posts.</td>
<td>6</td>
<td>6</td>
<td>0</td>
<td>5</td>
</tr>
</tbody>
</table>
Discussion Board

Discussions are a good way to encourage students to think critically lessons or for your course in general. More Help

Create Forum
FORUM SETTINGS

If a Due Date is set, submissions are accepted after this date, but are marked late.

Viewing Threads/Replies

- Standard View

- Participants must create a thread in order to view other threads in this forum. If participants are required to create threads in order to view other threads in the forum, they cannot delete or edit their own posts, and cannot post anonymously. Those options will be set for you automatically.

Grade

- No Grading in Forum

- Grade Discussion Forum: Points possible: 0

- Grade Threads

Alignments

- Forum alignments

- Thread alignments

Subscribe

- Do not allow subscriptions

- Allow members to subscribe to threads

- Allow members to subscribe to forum

  - Include body of post in the email

  - Include link to post
Create and Edit

- Allow Anonymous Posts
- Allow Author to Delete Own Posts
- Allow Author to Edit Own Published Posts
- Allow Members to Create New Threads
- Allow File Attachments
- Allow Users to Reply with Quote
- Force Moderation of Posts

Additional Options

- Allow Post Tagging
- Allow Members to Rate Posts
Voicethread

VoiceThread is an interactive discussion tool that allows you and your students to engage in an asynchronous discussion using a variety of communication mediums that include:

- Video
- Audio
- Screen Capture
- Screen Annotation
- Pictures

This tool is fully integrated with the Blackboard course environment and found under Tools.
Taylor

This appears to be a baseball player from a bygone era. He doesn't resemble today's players.
Photography...how we love you!

There is no other visual medium that has penetrated our lives more than photography, whether we consider traditional “film” photography or new forms of digital photography.

On this slide, gives examples of how photography plays a role in your life.
Yellowdig

Yellowdig is a social pin-board for teams that lets you quickly share items of interest, assess student participation, and drive class discussions within your private community.

Integrated into Blackboard Learn, Yellowdig helps to turn your course into a social learning community.

Students have a familiar looking site similar to other social networks with the ability to post and share content.

Faculty are capable of setting up a point system to rate the quality of content posted which in turn can be published back to the Blackboard gradebook and used as participation score.

Yellowdig Engage
Nolan Ryan Pitching Mechanics - A Biomechanical Phenomenon

Here's video I found breaking down the pitching mechanics of Nolan Ryan. I would be curious to see how the author for this week's reading, Paul Nyman, would apply this pitching models to Nolan Ryan's pitching motion.
The Man Who Started The Pitching Revolution: A Discussion With Paul Nyman

This is an interesting story that I found which discusses traditional pitching and throwing models in baseball and the person who is mostly responsible for that change. I did not realize this change in the 1990s.

Tony Abbatine speaks with Paul Nyman, the founder of SETPRO, regarding the new-age pitching philosophies and more.

https://www.baseballamerica.com/story...
Bb Inline Grader (Bb Assignments)

• Provides an alternative method to provide feedback on Bb Assignments (Alternative to: Word commenting feature/tracking changes or methods)
  • Highlight Text
  • Add Comments
  • Draw

• Create Recording for Feedback within Inline Grader
  • An instructor or grader can create personalized feedback recordings (audio only or video & audio) when grading an assignment
  • Each recording can be up to 5 minutes long and can be either audio only or include video as well. Feedback recordings are viewable to students as they view grading feedback within Blackboard
  • Inform students know that you will be providing audio/video feedback and that it will be located within My Grades
Impact of Habitat

Habitat loss poses the greatest threat to species. The world’s forests, swamps, plains, lakes, and other habitats continue to disappear as they are harvested for human consumption and cleared to make way for agriculture, housing, roads, pipelines and the other hallmarks of industrial development. Without a strong plan to create terrestrial and marine protected areas important ecological habitats will continue to be lost.

Opinion

Habitat loss is probably the greatest threat to the variety of life on this planet today. It is identified as a main threat to 85% of all species described in the IUCN’s Red List (those species officially classified as "Threatened" and "Endangered"). Increasing food production is a major agent for the conversion of natural habitat into agricultural land.

Why is it happening?
Forest loss and degradation is mostly caused by the expansion of agricultural land, intensive harvesting of timber, wood for fuel and other forest products, as well as overgrazing.

High land conversion rates
The net loss in global forest area during the 1990s was about 95 million ha (equivalent to 2.4% of total forests). It is estimated that in the 1990s, almost 75% of deforested areas were converted to agricultural land.

Source?

Around half of the world’s original forests have disappeared, and they are still being removed at a rate 10x higher than any possible level of regrowth. As tropical forests contain at least half the Earth’s species, the clearance of some 17 million hectares each year is a dramatic loss.

Coastal and marine areas
Human impact on terrestrial and marine natural resources results in marine and coastal degradation. Population growth, urbanization, industrialization and tourism are all factors.

In 1994, it was estimated that 37% of the global population lived within 60 km of the coast. Rapid population growth and economic factors contributed to the degradation of coastal ecosystems.
Great work, Ashby. I have some thoughts about your analysis. Please watch my recording:

[Recording link]
Your recording will be lost if you close the window before it saves.

Ready to record!

When you're ready, select the Record button to start your recording.
What do students see?

Students can access the recording with grade details and any other feedback you leave from the item or My Grades. The recordings stream to student devices and don't require them to download anything. Students can play the recordings on most modern browsers without any additional plugins or extensions. Students can't download or save recordings.

Great work, Ashby. I have some thoughts about your analysis. Please watch my recording:

"Essay feedback - Ashby Cooper"
Synchronous Online and In-Person Class Activities

• Address all groups of students in your class (in-person, live online, and students who may need to watch recordings asynchronously).
• Assign a student facilitator role
• Select one or two samples of student work online to discuss
• Peer learning activities
• In-person and online students to work collaboratively
Active Learning Activities

• Polling
• Think-Pair-Share
• Sticky Notes for in-class students/ [Padlet](https://padlet.com) (online virtual “bulletin” board) for online students/[Google Jamboard](https://jambord.io)
• Collaborative notetaking
• [Fishbowl](https://fishbowl.com) activity
• Concept Mapping
• [Jigsaw](https://jigsaw.org)
• One-minute Paper
Synchronous Tools

• Zoom
  • Breakout Rooms
  • Sharing Screen
  • Polling

• Simulcast set up
Synchronous Tools

• Zoom
  • Breakout Rooms
  • Sharing Screen
  • Polling

• Simulcast set up
Zoom

• Screen sharing
• Sharing video/audio
• Spotlight student video
• Polling
• Breakout rooms
• Reactions
Zoom – Screen Sharing
Zoom – Screen Sharing – Allowing Students to Share
Zoom – Screen Sharing – Selecting What to Share
Zoom – Screen Sharing – Selecting What to Share

- Select a window or an application that you want to share

- Basic and Advanced tabs

- Options:
  - Portion of Screen
  - Music or Computer Sound Only
  - Content from 2nd Camera

- Share computer sound
- Optimize Screen Sharing for Video Clip

- Share button

Select the appropriate options to share specific parts of your screen, including audio and camera content.
Zoom – Screen Sharing – Whiteboard
Zoom – Screen Sharing – Share Video
Zoom – Screen Sharing – Share Audio Only
Zoom – Spotlight Student Video

Spotlight video puts a participant as the primary active speaker for all participants. All participants will only see this speaker as the active speaker. This feature is often used to spotlight a keynote speaker.
Zoom – Spotlight Student Video
Zoom – Spotlight Student Video
Zoom – Breakout Rooms

• Breakout rooms allow you to split your Zoom meeting in up to 50 separate sessions.
• Breakout rooms are sessions that are split off from the main Zoom meeting. They allow the participants to meet in smaller groups. Breakout rooms can be used for collaboration and discussion of the meeting.
• The meeting host can choose to split the participants of the meeting into these separate sessions automatically or manually, and can switch between sessions at any time.
Zoom – Breakout Rooms
Zoom – Breakout Rooms
Zoom – Breakout Rooms

- Breakout Room 1
- Breakout Room 2

Options:
- Move all participants into breakout rooms automatically
- Allow participants to return to the main session at any time
- Breakout rooms close automatically after: 30 minutes
- Notify me when the time is up
- Countdown after closing breakout room
  - Set countdown timer: 60 seconds
Zoom – Breakout Rooms
The polling feature for meetings allows you to create single choice or multiple choice polling questions for your meetings. You will be able to launch the poll during your meeting and gather the responses from your attendees. You also have the ability to download a report of polling after the meeting. Polls can also be conducted anonymously, if you do not wish to collect participant information with the poll results.
Zoom – Polling

Polling 1: Credit Card Question

1. What is your primary credit card?
   - Visa
   - Mastercard
   - American Express
   - Discover
   - Diners Club
   - Other

Launch Polling
Zoom – Polling

Polling 1:

1. Favorite color
   - Blue
   - Red
   - Green
## Zoom – Polling

### Edit Meeting Polls

You have created 1 poll for this meeting.

<table>
<thead>
<tr>
<th>Title</th>
<th>Total Questions</th>
<th>Anonymous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poll 1</td>
<td>1 question</td>
<td>No</td>
</tr>
</tbody>
</table>

There is an option to **Add** another poll.
Sample Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Mode</th>
<th>Topic</th>
<th>Activities and Assignments</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 17</td>
<td>M</td>
<td></td>
<td>Group A</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group B &amp; C</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td>W</td>
<td></td>
<td>Group B</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group A &amp; C</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td></td>
<td>Group C</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group A &amp; B</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teaching Online During the Fall

As you begin the process of planning your fall course, please refer to the general recommendations below and Supporting Student Learning in Multiple Teaching Modalities to guide your course preparation.

1. Communicate your course modality with students early. Communicate how the course has been structured and how student participation has been organized based on the teaching modality.

2. Seek to foster community among your learners. Achieving a balance between various types of activities asynchronously and synchronously within your core class structure will help to ensure that students have ample opportunities for engaged learning, interaction, and reflection to support their learning experience. VITAL and UNIT team members can provide guidance regarding fostering community. Refer to Building Online Community of Inquiry.