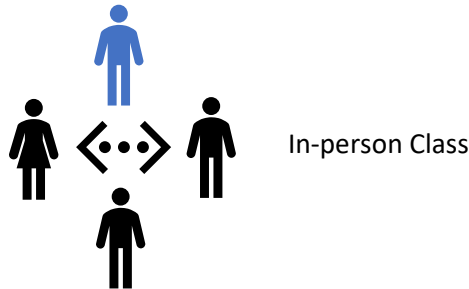


Supporting Student Learning in Multiple Teaching Modalities Fall 2020

Adapted from Clemson University’s “Model Options”

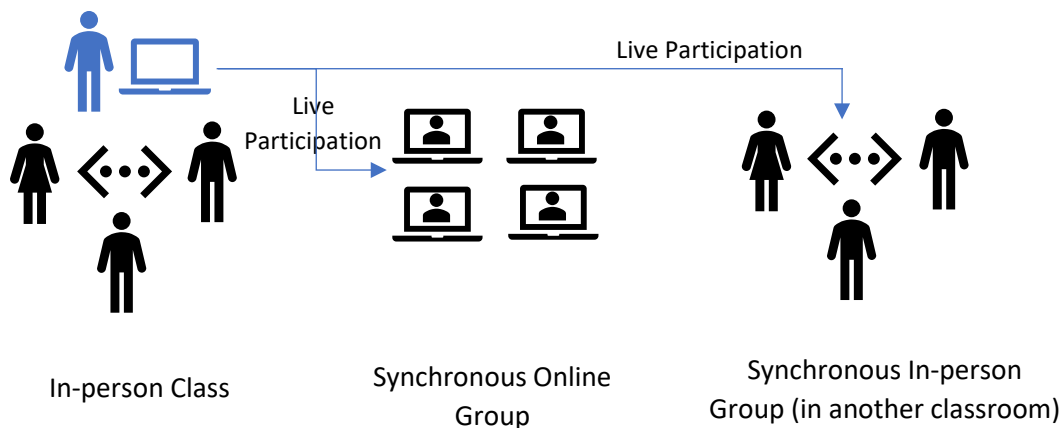
Based on Villanova University’s Return to Campus Plan, [Academic FAQs for Fall 2020](#) and [Online Teaching Guidelines Fall 2020](#)

1. **On-campus in-person course (INP):** On-campus in-person courses in socially distanced classrooms. Students attend in-person class and are socially distanced from each other.












2. **Simulcast courses (SIMU):** Combination of students participating in person, in a designated simulcast classroom with a faculty member and those participating via live stream from any location with an internet connection (e.g., another classroom, their dorm room, their home, library).

Students attend class in the following ways: (1) in-person, in the classroom with faculty and (2) synchronously from any location via live stream from the classroom. Students may alternate between participating via classroom and live stream depending on their preference and/or the requirements of the class.



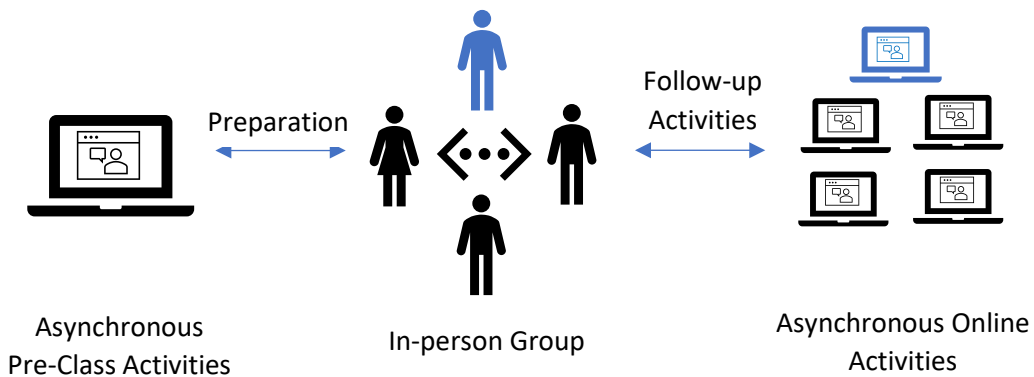
Sample Class Distribution			
Student Group	Monday	Wednesday	Friday
Group A	👤	💻	💻







Group B			
Group C			
Group D			

(Group D: Students who request to attend online only)

3. **Hybrid/Flipped course (HYB):** Combination of in-person, in the classroom with faculty, and online coursework. This can take on varying forms but may include a replacement of some class time with asynchronous materials posted in the Blackboard (Bb) learning management system (LMS). For example, faculty may split students into groups and alternate attendance asking the students to watch pre-recorded lectures prior to the in-person class session. Class time can then be used for discussion and group work. Students who were approved for an accommodation to learn online will continue in this format throughout the semester (asynchronously).

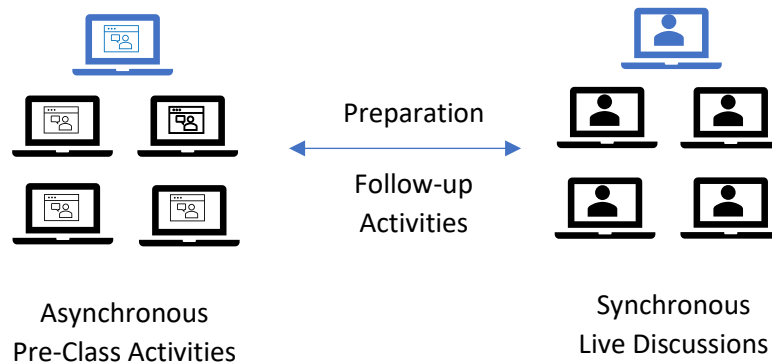
Note: These courses are not held in simulcast classrooms and are not conducive to full remote attendance without providing supplemental materials/recordings to the students.



Sample Class Distribution		
Student Group	Tuesday	Thursday
Group A		
Group B		
Group C		

(Group C: Students who were approved for an accommodation to learn online.)

4. **Online instruction (DIST):** Online instruction, reflecting best practices in online course design, including synchronous and/or asynchronous interactive experiences.



How Can I Prepare Students for My Class?

- Set up your course in Bb LMS with linear modular structure so that students can easily access weekly course materials and learning activities. Obtain Bb course template from UNIT-IT.
- Aim to have essential course materials (including syllabus, instructional activities, and assessments) ready approximately one week before classes start. Once students have been enrolled in the course, they are able to access the course in Bb LMS (keep in mind that students can see areas under development once they have access to the course).
- Describe the teaching modality in which your course will be offered in your **syllabus** using the terminology outlined in [Academic FAQs for Fall 2020](#) to ensure consistency with students' expectations. Students have been referred to this link.
- Explain the rationale for using your chosen mode of teaching within the context of your course using the terminology outlined in [Academics: FAQs](#)
- Communicate how the course has been structured and how student participation has been organized based on the teaching modality. For example, you may have two groups of students in a hybrid course. Group A will attend in-person on Tuesday and participate asynchronously for the rest of the week. Group B will attend in-person on Thursday and participate asynchronously for the rest of the week.
- Outline expectations for student learning and engagement in this mode, highlight how students can engage successfully in this teaching format, and how you will support them in their learning.
- Orient students to the technology required in the course, inform them of support available, and include support references in your syllabus.
- Invite students to reflect on their online learning experiences (synchronous and asynchronous) during COVID-19 and share what worked well for them. What was challenging for them? How they worked with that challenge? Highlight main themes that emerge from the students' reflections and connect them with venues for success in your course.

- Discuss time management strategies and communicate expected time-on-task for online learning activities and assignments.
- Based on your teaching modality, provide explicit instructions for each group of students pertaining to meeting schedule, learning activities, and due dates for assignments.
- Provide ongoing individual support and feedback; check-in with students frequently and remain as flexible as possible.
- Consult the [Online Teaching Guidelines Fall 2020](#) for best practices for teaching online.

Asynchronous Online Activities

Regardless of teaching modality, asynchronous learning activities support students' learning by introducing them to content (e.g., readings, video), working with and/or applying content (e.g., quizzes, discussion posts, journaling, simulations), and preparing them for in-person or synchronous work. Given the pandemic situation, the asynchronous platform serves as a channel to meet students' needs with flexibility (e.g., missed classes due to health reasons).

If you are offering synchronous sessions, think about how to balance and sequence synchronous and asynchronous work by considering: (1) what can students do independently? (2) what do students need to know/be able to do in preparation for live sessions? (3) what skills might they need to practice? (4) how might working with peers asynchronously be beneficial? (5) what do students need faculty guidance with, what can students not do on their own? (6) what aspects of the content lend themselves to be explored together in a live session?

Sample asynchronous delivery and activities that you may consider in your course:

- Short course orientation and instructor introduction videos that help students get started smoothly in the course such as overall course structure, instructional activities and assignments. Post these videos in your Bb course.
- Brief assignment for students to introduce themselves to their peers to help begin to establish social presence, build online community.
- Presentation of course content in Bb using a variety of engaging and comprehensive sources – texts, videos recorded by faculty, videos available in the public domain, narrated slides. For example, you can develop presentations in [VoiceThread](#) by uploading your narrated slides and students can engage with the content by commenting.
- Brief video and audio lectures (10 minutes or less) interspersed with activities/quizzes that reinforce learning and maintain student focus.
- Follow-up activities on course materials with explicit instructions and guided questions such as reflection activities, online discussions, low-stakes quizzes (with multiple attempts and auto feedback), or other online exercises that facilitate student interaction.
- Asynchronous activities and assignments due before the live meeting – make assignments due the same day/time to establish consistency of submission.

- Opportunities for students to work collaboratively within their group and with other groups such as using [Padlet](#) (online virtual “bulletin” board) for collaboration, group projects using Microsoft Teams, online student-paced challenges using [Kahoot](#).
- Guided questions for readings to help students prepare for the live session.
- Opportunities for students to post questions for clarification of course materials (Q & A set up in the Bb discussion board, VoiceThread).
- Opportunities for students to provide formative feedback about their learning so that you can modify your teaching, as appropriate.

Synchronous Online and In-Person Class Activities

Live sessions either online or in-person build on foundational learning in the asynchronous environment and lend themselves to deeper student learning, such as answering student questions resulting from group-based activity, reviewing or workshopping assignments, discussing research projects, interpreting and evaluating data, or analyzing simulations.

Plan ahead and consider the needs of your different student groups that take your course in different modalities (e.g., purely online, in-person on different days). Engage them in a variety of activities including mini-lectures to clarify students’ misconceptions, pair work, small group discussions, problem-solving, case-based and/or simulation-based analysis.

Note. All courses that offer in-person sessions: UNIT recommends that the in-class students do not connect to Zoom on their laptops. Having another laptop in the classroom with its microphone and speakers active will cause a bad audio feedback loop for everyone. Please refer to [Simulcast Class Instructions](#) for more details if you teach a Simulcast class.











- While communicating with students, make sure to address all groups of students in your class (in-person, live online, and students who may need to watch recordings asynchronously).
- Make sure student questions are heard. Repeat in-person student questions so the online attendees can hear both the question and answer and be sure to read chat questions for the in-person students before answering online questions.
- Assign a student facilitator role to monitor chat for questions. Rotate that role frequently.
- If you are teaching via Zoom, revisit proper [etiquette for virtual meetings](#), including appropriate attire.
- With students’ permission, select one or two samples of student work online to discuss in more detail in class.
- Peer learning advances students’ understanding. For in-person class, students may work in small groups (in pairs with their nearby classmate while keeping social distancing); for online students, they can be assigned to breakout rooms. Please refer to [Facilitating Live Sessions with Zoom: Instructional Guidance](#).
- Provide opportunities for in-person and online students to work collaboratively during class sessions. You may use Microsoft Word, Google Docs, OneNote for collaborative note taking, developing a joint presentation, outlining engineering designs.



- You may use Polling tools to collect students’ feedback, gauge their understanding, prior knowledge and/or experiences, values, attitudes. For example, Polls in Zoom, Poll Everywhere, TopHat, or Kahoot.
- You may consider integrating some of the following synchronous active learning activities: (For more strategies, please visit [Active Learning Strategies](#)):
 - [Sticky Notes](#) for in-class students/ [Padlet](#) (online virtual “bulletin” board) for online students
 - [Fishbowl](#) activity
 - Concept Mapping
 - [Jigsaw](#)
 - One-minute Paper

Sample Course Schedule for Your Syllabus

Adapted from Clemson University’s “Course Schedule”

When you teach your course in a simulcast or hybrid modality, you may choose to assign students to different groups (e.g., online, alternate days of in-person attendance). Students benefit from a clear outline of their responsibilities, timelines, due dates. Refer to the sample course schedule as you develop your own course schedule and modify accordingly. It’s critical that students know what group they belong to (equals mode) so that they can prepare/engage successfully.

Week	Day	Mode	Topic	Activities and Assignments	Due Dates
Week 1 August 17	M	 Group A			
		 Group B & C			
	W	 Group B			
		 Group A & C			
	F	 Group C			
		 Group A & B			
Week 2 August 24	M	 Group A			
		 Group B & C			
	W	 Group B			
					

		Group A & C			
	F	 Group C			
		 Group A & B			

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July 29, 2020

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