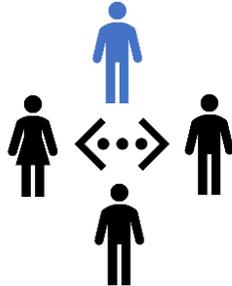


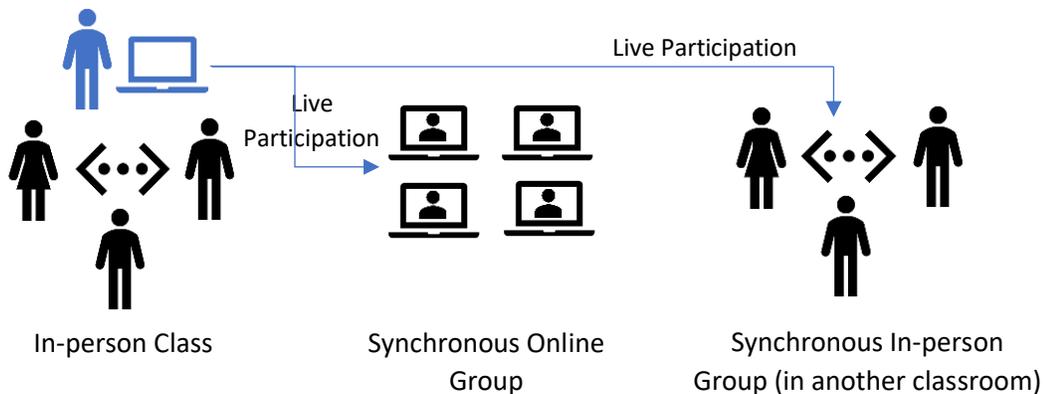
Modes of Delivery

1. **On-campus (fully live) in-person course (INP):** On-campus (fully live) in-person courses in socially distanced classrooms.



In-person Class

2. **Simulcast courses (SIMU):** Simulcast courses between two or more classrooms or learning locations with one instructor using Zoom or other streaming technology



In-person Class

Synchronous Online Group

Synchronous In-person Group (in another classroom)

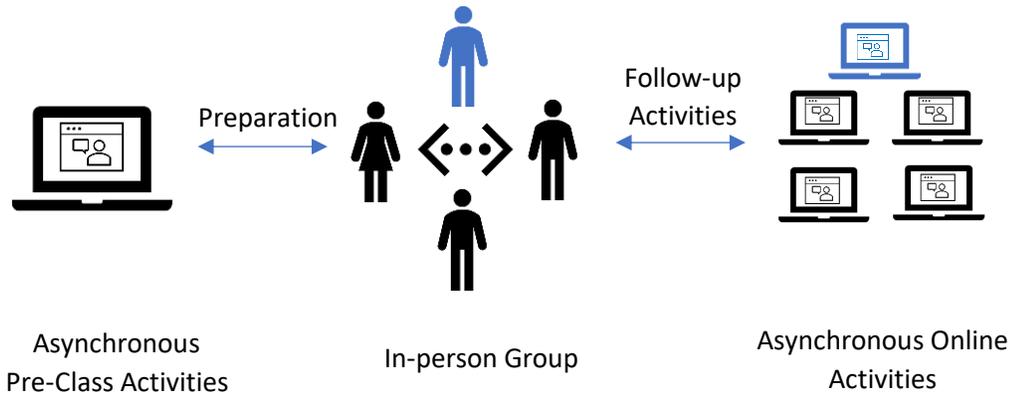
Sample Class Distribution

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):** Hybrid/Flipped course – combination of in-person and online coursework. This can take on varying forms, but may include alternating attendance in large enrollment courses; students split in two or three groups that come

one day a week, while the rest of the content is delivered asynchronously or via Zoom synchronously.

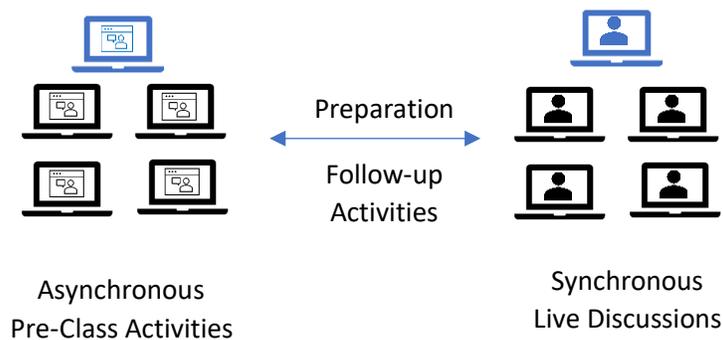


Sample Class Distribution

Student Group	Section 1	Section 2	Section 3
Group A	👤	💻	💻
Group B	💻	👤	💻
Group C	💻	💻	👤
Group D	💻	💻	💻

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

- 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?

- Explain the rationale and expectations for using this current mode of teaching and list the learning benefits.

- Provide an orientation to the technology required in the course and other services and inform students of where to go for additional support.
- Discuss time management strategies and communicate expected time-on-task for online learning activities.
- Provide short course orientation and instructor introduction videos to help students get started smoothly in the course such as overall course structure and group assignment.
- Set up your course in Blackboard with linear modular structure so that students can easily have access to weekly course materials and activities.
- Provide explicit instructions on meeting schedule, activities, and assignments for different groups of students.
- Provide more individual support for students.

Asynchronous Online Activities

- Activities and assignments due before live meeting
- Assign groups
- Work collaboratively
- Prepare for in-class activities
- Develop self-assessment
- Asynchronous video lectures

Synchronous Online and In-class Activities

- Pick one or two samples of online student work to discuss in more detail in class.
- Ask whether student questions are heard. Repeat face-to-face student questions so the online attendees can hear both the question and answer and be sure to read chat questions for the face-to-face students before answering online questions.
- Assign a facilitator role to students if necessary.
- Create opportunities for face-to-face students and online students to work collaboratively during class sessions (using Zoom breakout rooms, Google Docs, etc.)
- Polling:
 - Live polling: Zoom, Poll Everywhere, TopHat, Kahoot
 - Asynchronous polling: Kahoot
- Collaborative note taking
- Chat
- Sticky notes
- Fishbowl
- Jigsaw
- Work in pairs
- One-minute paper

Tools:

- VoiceThread

- Microsoft tools such as SharePoint, Teams, Microsoft word, OneNote
- Zoom
- Polling tools
- Padlet: https://padlet.com/ellen_maddin/as3b84cww4t7
- Nearpod:

References:

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