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 Diagram](image)

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

   ![Simulcast Diagram](image)

Sample Class Distribution

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>![Student Icon]</td>
<td>![Student Icon]</td>
<td>![Student Icon]</td>
</tr>
<tr>
<td>Group B</td>
<td>![Student Icon]</td>
<td>![Student Icon]</td>
<td>![Student Icon]</td>
</tr>
<tr>
<td>Group C</td>
<td>![Student Icon]</td>
<td>![Student Icon]</td>
<td>![Student Icon]</td>
</tr>
<tr>
<td>Group D</td>
<td>![Student Icon]</td>
<td>![Student Icon]</td>
<td>![Student Icon]</td>
</tr>
</tbody>
</table>

(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

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Section 1</th>
<th>Section 2</th>
<th>Section 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group A</td>
<td>![Icon]</td>
<td>![Icon]</td>
<td>![Icon]</td>
</tr>
<tr>
<td>Group B</td>
<td>![Icon]</td>
<td>![Icon]</td>
<td>![Icon]</td>
</tr>
<tr>
<td>Group C</td>
<td>![Icon]</td>
<td>![Icon]</td>
<td>![Icon]</td>
</tr>
<tr>
<td>Group D</td>
<td>![Icon]</td>
<td>![Icon]</td>
<td>![Icon]</td>
</tr>
</tbody>
</table>

(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:
  o Live polling: Zoom, Poll Everywhere, TopHat, Kahoot
  o 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](https://padlet.com/ellen_maddin/as3b84cww4t7)
- Nearpod:

References:

[https://www.clemson.edu/otei/fall2020-academic-models.html](https://www.clemson.edu/otei/fall2020-academic-models.html)

[https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course](https://teaching.cornell.edu/resource/getting-started-designing-hybrid-learning-course)

[https://docs.google.com/document/d/1gokdIjWbfERADiswIUBL4hE81hEnNiEYmBzRUEdFfUDk/edit#heading=h.uemmrqypk4zd](https://docs.google.com/document/d/1gokdIjWbfERADiswIUBL4hE81hEnNiEYmBzRUEdFfUDk/edit#heading=h.uemmrqypk4zd)
