Remote Learning Resource Guide
Fall 2020

How to use this document:

This document is intended to help you decide which remote learning tools are best for you and your classes. One method is to follow the “decision tree”, which has three steps: #1 identify course priorities, #2 decide whether the course will be fully in-person, fully online, or a hybrid of online and in-person formats, #3 decide which elements of the online portion of the class will be delivered synchronously and which will be delivered asynchronously.

If that decision tree format doesn’t work, another way to figure out which remote learning tools will be the best for you is to identify the type of course you teach (e.g., large lecture, small seminar, lab course, etc.).

If you prefer to begin with your pedagogical approach or style rather than the type of course, that will work too.

You can click on the section that you think will be the most useful for you in this document, and it will skip ahead to the relevant portion. You’re also welcome to read the whole document from start to finish or jump around.

A more interactive and visual representation of the same information can be found on the Mind Map Remote Teaching Resource Guide Part I and Part II.

Finally, the Summary Table [need hyperlink] identifies the specific tools that work for all of the types of courses, pedagogical styles, and pedagogical approaches.
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Identify the courses priorities

- Examining the learning goals (what students will be able to do by the end of your course) in your syllabus (e.g., critical thinking, program in R, etc.);
- Identifying the most crucial higher-order goals that remain in your course this semester; (e.g., foundational knowledge to continue in course sequence, enthusiasm for the subject, capstone experience and feeling of accomplishment)
- Adapting your activities/assignments for those goals to meet your remote teaching format;
- Deciding which goals are lower priority, redundant, or no longer feasible, and letting go of activities aligned with those goals. (e.g., if the main goal of the gateway course is to create enthusiasm for the major, one or more of the skill/content goals can be abandoned) 

(Transcript: Center for Teaching & Learning: UMass)

Identify if course will be fully in person, hybrid or fully online

Fully Online

All course activity is done online; there are no required face-to-face sessions within the course and no requirements for on-campus activity. Purely online courses totally eliminate geography as a factor in the relationship between the student and the institution. They consist entirely of online elements that facilitate the three critical student interactions: with content, the instructor, and other students.

Fully in Person

If your course will be meeting in person in the fall, it is worth doing a bit of contingency planning in case you have a few students who either planned to come to class and can’t make it (i.e., they are international students and aren’t allowed back into the country) or start the class but become sick or become exposed, so have to try to cope with a period of time where they will need to try to work remotely or make up the missing sections of class.

Hybrid

With blended courses, students receive instruction online as well as in a traditional brick-and-mortar location.

In this type of course, traditional classroom pedagogy and approaches (including group work, student discussions, and lab work) are supported by online components, often utilized for content delivery by the instructor. In other words, the online component complements or even replaces class lectures, so that class time is used for more active learning activities that reinforce new skills and knowledge. These in-person class sessions may be held each week, or else at strategic pre-set times during the semester.
There are a diverse range of forms that partially online courses can take, including: blended, small private online course (SPOC), flipped, and hybrid.

- **Hybrid Shift:** Start in person, and move to online
- **Hybrid Module:** most classes online with a few in person sessions
- **Fully Hybrid:** half the class in person / half online throughout the semester

### Identify how you will teach the course: Synchronous or Asynchronous

**Synchronous**
With this type of course, the instructor and students are all online at the same time, and the material is delivered in real time using methods such as chat or video. Students can ask questions, take tests, or participate in discussions online while the instructor is available to assist them.

Keep in mind:

**Video Conferencing**
“Zoom fatigue” is a documented condition and has to do with the challenge of trying to remain hyper-focused on a tiny screen, requiring your body to remain in one spot for long periods of time, and the difficulty of extracting social cues from very little (and visually small) information without the usual nonverbal forms of communication. This means that synchronous digital instruction should be of limited duration. 50 and 80 min classes are likely to be fine. Some faculty found that allowing students a 5-min “stretch break” was helpful. 3-hour seminars will likely need to have their synchronous meeting time be shorter than three hours.

**Reading the Room**
Instructors cannot “read the room” online in ways that you usually can in person, sensing when students are engaged, bored, lost, confused, etc. This is because the number of students you can see are fewer, and the portion of the students you can see is less (perhaps only the top of their head). This means that it is generally a good idea to take more breaks to “check in” with students—ask if people have any questions, make sure that everyone is with you—more often than you might otherwise do when teaching the same material in person.

**Background Noise**
Background noise can be distracting, especially when there are many people in the “room.” With groups of more than 15, it is often a good idea to have everyone who is not speaking mute their microphones.
Technical Problems
Slow internet connections can slur voices and pixilate screens. Low batteries can drop people out of the class unexpectedly. Encouraging students who are having connection-related issues to mute their video and use only audio can be helpful.

Non-technical problems
It happens - children and pets might unexpectedly jump on your lap, or on your students’ laps. Non-class members might wander across the background of someone’s screen and be distracting. Seek to develop a collective sense of humor, flexibility, and acceptance about everyone’s particular situation.

Personal
Although it is remote, digital teaching can be very personal. You may be teaching your class from your bedroom—you’ll want to make sure the pile of dirty laundry isn’t visible to your students. Virtual backgrounds can be a fun way to mask your background (you could be at the beach, or you can pick a background that is relevant to the day’s topic). This is also a good option for students who may not want their living situation visible to the whole class.

Synchronous Instruction
Can be impossible or exceptionally difficult for people in time zones that are inconvenient to your class meeting time, for those with unreliable internet connections, and for those who may not have access to a private and quiet place to attend synchronous sessions.

Asynchronous
In this type of self-paced course, course materials (lectures, readings, forums, assessments, etc.) are made available for students to access and engage with on their own schedules. There will still be deadlines, and some asynchronous instructors will release materials on a week-by-week basis rather than all at once, but students can usually decide how and when they will work through the course materials. This type of online course is typically more flexible than the synchronous type with its set meeting times. Synchronous online courses as well as those happening fully in-person all make some use of asynchronous learning tools to supplement what happens during class.

Keep in mind:

Short Videos –
Faculty have found that keeping videos short (15 min or less) has worked better than long lectures. Topic-focused PowerPoint presentations without audio worked well for some faculty, since they were easier to prepare and allowed students to work through the material at their own pace. Assigning a short quiz or required comment/forum post
for each posted video is a helpful method to ensure that students watch assigned videos and help the instructor keep track of the learning accomplished.

Problem Sets
Problem sets/response papers/other assignments should be closely tied to the posted material (lecture/reading/etc.). Generally, shorter, more frequent, assignments work better than long-term, complex, lengthy assignments online formats.

Disconnected
Students frequently reported becoming disconnected and unmotivated in fully asynchronous online classes. Creating opportunities for in-person time (group sessions with TAs, one-on-one meetings with the instructor) through optional discussion sections run through Google Hangout, Zoom, or some other platform can help students feel more connected and can help build community. Similarly, enabling interactive asynchronous interactions (e.g., Perusall discussions of the readings, Moodle Forums, or similar opportunities) can help students who are not interacting in a live class feel like they are still part of a class and not just engaged in program of self-study.

Organization
Some faculty have found that asynchronous online courses work better when they are organized around distinct modules rather than as a course that builds over time towards a large final project. Because of the limited nature of student-faculty interaction in asynchronous courses, having distinct sections offers students a chance to “reset” if they missed something important, and a few missing days won’t derail the entire course.

Remote Learning Resources by Course Type

Type of courses:

Lecture
This is a large class held in a lecture hall, a theater-like room that may seat hundreds of students. The professor talks for the entire class while students take notes. Lecture classes are common in first-year courses. Students in these classes may also attend a related discussion class.

Discussion
Discussion classes (sometimes called sections) are often a required part of lecture classes. Discussions are usually smaller groups of students led by a graduate student. You’ll do additional work, talk about the lecture and have a chance to ask questions.
Seminar
In seminars, professors meet with a small group of students. These are often advanced courses that focus on special topics within the student’s major. Seminars are more personal, and students participate more in presentations and discussions. Some seminars focus on career or research skills.

Laboratory
Labs are usually part of a science lecture class. Students use what they’ve learned in class to complete an assignment, such as creating a computer program or doing a physics experiment.

Studio
Students who take hands-on classes such as art, theater, music, design or photography will find themselves in a class environment in which they do what they are studying. A drawing class, for example, may be divided into two parts: a lesson class and a drawing studio.

Independent Study
For an independent-study class, a student and a professor design a study program for the student that is separate from regular courses. Independent study often requires a research project or a lot of reading on a central theme as well as a series of papers or one major paper.

Remote Learning Resources by Pedagogical Approach and Style

Pedagogical Approach:

Behaviourism
A behaviourist pedagogy uses the theory of behaviourism to inform its approach. A behaviourist pedagogical approach would say learning is teacher centered. It would advocate the use of direct instruction, and lecture-based lessons.

In a lesson using a behaviourist pedagogical approach, you could expect to see a mixture of lecturing, modelling and demonstration, rote learning, and choral repetition. All of these activities are ‘visible’ and structured, as well as being led by the teacher. However, during the course of the lesson, the shift may come where the student is the center of the activity and demonstrates their learning.

Behaviourism is also sometimes described as a traditional teaching style.
Constructivism
Constructivism is a theory that people learn through experiences and reflection. A Constructivist pedagogy puts the student at the center of the learning and is sometimes called ‘invisible pedagogy’. A constructivist approach would incorporate project work, inquiry-based learning, and might adopt a Montessori or Steiner method.

A lesson might include individualization, a slower pace, hidden outcomes, the mantle of the expert, and less teacher talk. Some adopters of this pedagogy would also place emphasis on being outdoors and engaging with nature.

Constructivism is also sometimes described as a progressive teaching style.

Social constructivism
A Social constructivism pedagogy could be considered to be a blend of two priorities: teacher guided, and student centered. Cognitive psychologist, Lev Vygotsky developed social constructivism, building on the work of Piaget, but argued against the ideas of Piaget that learning could only happen in its social context, and believed that learning was a collaborative process between student and teacher.

The teacher would use group work elements, but would use smaller group sizes, and limit the choice in topics. The teacher might also use teacher modelling, questioning, and a mixture of individual, pair, and whole class instruction.

Liberationism
Liberationism is a critical pedagogy developed by the Brazilian educator, Paulo Freire. Freire was the Director of the Department of Education and developed an approach of teaching where he was able to teach illiterate adults to read in just 45 days. Freire focused on removing the two barriers to learning: poverty and hunger. Freire was then imprisoned following a military coup. Once he was released, he wrote a book called 'Pedagogy of the Oppressed' where Freire wrote about the dehumanization of students in schools and argued for cooperation and unity. A liberationist approach is one where the student voice is placed at the center, and a democracy is put into the classroom. Value is placed on having the teacher as a learner, and the class discovering subjects together.

The teacher might use examples of literature that contain non-standard constructions, such as hip-hop, or graffiti. Students may take on the role of the teacher and decide upon the topic of the lesson. The teacher should provide space and opportunity for the students to showcase their learning, and this can take the form of a performance, speech, or dance.
Pedagogical Style

Engaging our Students – (Cornell University)

Accessibility and Accommodation
Accessibility means ensuring that all students can equally access, use, and understand learning content. Universal design for learning can help with creating accessible content through consideration of a variety of learning modalities and disabilities. Accessible course materials include but are not limited to alternate text for images and graphs, a clear course structure, and captions and transcripts for course media like videos and audio.

Active Learning
Active learning methods ask students to fully participate in their learning by thinking, discussing, investigating, and creating. In active learning classrooms, students may be asked to practice skills, solve problems, struggle with complex questions, propose solutions, and explain ideas in their own words through writing and discussion. Research indicates that active learning methods are especially effective for student learning, when compared to classes that primarily consist of lecturing.

Collaborative Learning
Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

Discussions
Discussions offer students the opportunity to articulate their knowledge and ideas, to hear a variety of viewpoints and perspectives, to develop their position related to a topic and learn to evaluate their own and others’ positions.

Increasing student motivation and participation
Instructors have control over the learning environment, the course materials, teaching strategies, learning activities, and assessments. The way these are designed and aligned influence student motivation, which in turn impacts student learning.

Lectured Based
Lecture-based instructional approach refers to a traditional classroom teaching model, where the instructor delivers lecture verbally in combination with a projector, visual display surface and writing surface (e.g. a chalkboard or dry-erase whiteboard).
Problem based Learning
Problem-based learning (PBL) is a student-centered approach in which students learn about a subject by working in groups to solve an open-ended problem. This problem is what drives the motivation and the learning.

Using Effective Questions
Questions can do more than measure what students know. Appropriately challenging, engaging, and effective questions stimulate peer discussion and encourage students to explore and refine their understanding of key concepts.

Writing Assignments
Writing assignments can range from one-minute reflection pieces to exam essays to more involved research papers. The more writing practice and feedback students receive, the more likely they are to develop stronger writing skills.

Summary Table of All Remote Learning Resources
NOTE: There are many more software resources that we can add to this list. Keep in mind that the software/resources below are those that purchased by the University and are accessible via Wesportal or the ITS Remote resource page.

Adobe Sparks
Adobe launched a new suite of apps called Adobe Spark, which allow both web and mobile users to create and share visual content – like posts for social media, graphics, web stories, and animated videos.

Echo360
The first video platform designed to foster active, engaged, and personalized video-based learning. Echo360 combines video management with lecture capture and active learning to increase student success.

- Video and Screen Capture
- Live Stream: all discussion will be live, attendance tracker, synchronous but one way visual (teacher facing students)
- Q&A or Discussion Forums
- Polling

* Integrated within Moodle

H5P
H5P allows you to easily and quickly create rich interactive content on a web page.
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- Video quizzes  
- Dynamic / interactive presentations  
- Interactive tutorials  
- Quizzes

• Integrated within Moodle

Google Suite
Google is hub for group collaboration using:

- Gmail  
- Drive (Repository)  
- Calendar  
- Meet – Video Conference – view up to 16 cameras (faces) on the screen  
- Chat – Discussion Forum  
- Sheets, Docs, Slides  
- Forms: It can be used for Feedback, Quiz and Surveys  
- Sites: Create a website  
- Google Classroom

Microsoft Teams
Collaborate without compromising privacy and security. Microsoft Teams is the hub for team collaboration in Microsoft 365 that integrates the people, content, and tools your team needs to be more engaged such as Word, PPT with sub titles/voice overs (2019), Excel.

- Video Conference – view up 9 cameras (faces) on the screen  
- Discussion via Posts  
- File sharing  
- Assign Tasks  
- Word  
- Powerpoint  
- Excel  
- Forms  
- Sway

Moodle
- Assignments: Individual and Group (Turnitin), Video and Audio narration  
- Attendance tracker  
- Blogs, Wikis  
- Book: Create reading content  
- Databases  
- Discussion Forum: Individual and Group (Turnitin)  
- Echo360: Active Learning, Video Conference  
- Feedback
- Glossary
- H5P: Active learning tools
- Lesson: Create lessons with quizzes, videos and narration
- Perusall: Annotation; Discussion, Active Learning
- Wiki
- Workshop: Peer Review

Perusall
Perusall is an e-reader platform that allows students and faculty to annotate the assigned readings and engage the reading material in a style akin to social media posting. Create a free account using your Wesleyan’s email when selecting Google.

- Commenting in Collaboration
- Discussion in Collaboration
- Peer Review

* Integrated within Moodle

WordPress / WesCreates
WordPress is the simplest, most popular way to create your own website or blog. (Sites / Faculty / Blogs: request ITS to create.)

WesCreates - Community members create their own websites

Zoom
Zoom is the leader in modern enterprise video communications, with an easy, reliable cloud platform for video and audio conferencing, collaboration, chat, and webinars across mobile devices, desktops, telephones, and room systems.

View up to 49 cameras (faces) on the screen with the option to view other pages
Chat
Screen sharing a PowerPoint
Breakout Rooms
File Sharing
Use your iPad in Supervised Mode

Course Design Checklist
- Quality Matters –
- Blackboard Exemplary Course Checklist

Remote Resources:
- https://www.mindmeister.com/1525333205?t=Fs7Am5rpC5
Software: Faculty
- https://www.mindmeister.com/1525331081?t=Fs7Am5rpC5

Software: Students
- https://www.mindmeister.com/1525331797?t=Fs7Am5rpC5
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