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TALE Teaching Tip:

Teaching & Learning in a Pandemic: F2F, Blended, Online, Asynchronous

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Hyperlinks to Content:

Underlying Principles of Teaching Practice

1. Make learner-centered decisions. Students must do the learning, we develop teaching and learning activities that optimize their learning by drawing upon our content-area expertise.
2. Backward design is essential to your teaching practice. Formulate big ideas and essential questions that define the learning goals, develop assessments that will help students reach those learning goals, make content priority choices, and develop learning and teaching activities.
3. Dedicate class time to engage students at the higher cognitive levels. Provide students with guided practice to prepare for in-class activities that promises completion; we routinely show or explain how the learning goals will be achieved through successful completion of learning activities and assignment.
4. Engagement is possible when we lecture. Develop lectures that pose questions, problems to solve, then pause periodically to check for student understanding, practice ideas, apply concepts; create guided practice that promotes student engagement with the content outside of class.
5. Decode your discipline. The passion that you have for your discipline will not be embraced by most learners unless you make it relevant to students and leverage motivation theories to your advantage.
6. Embed equity into your teaching practice. Unpack classroom norms and help students learn how to learn so that first generation and under-prepared students increase their potential to thrive.
7. Good teachers are made, not born. Teaching takes up the largest percentage of what we do as university professors (add up the hours), so we should be making time to read about teaching, reflect about our practice, and apply the science of learning to our choices.

Syllabi Language

- As you develop your policies and assignments, acknowledge that the nation is currently suffering multiple traumas and that this will impact the Bloomsburg University community in many unpredictable ways.
- Create flexibility in your make up policy so that students know that they have a path forward.
- Develop ways for students to make up work if they are quarantined or forced to work extra hours because of the economic upheaval.
- Office Hours will be online using Zoom.
- Avoid requiring documentation for proof of illness – in the pandemic this puts an undue burden on students.
- Articulate in unambiguous language that if a student feels ill, they should not attend class even if it is to take an exam or complete a major assignment. In advance, give them a path for makeup.
- Include language that requires students to wear masks and maintain six-feet of social distancing in classrooms and throughout campus; if they refuse to follow in your classroom, ask them to leave.

- Develop a technology access policy that emphasizes the importance of being connected and having access to a computer, not just a smart phone. (You may want to survey students about their access or needs and contact your department chair or dean to learn what measures we have in place to help students who lack access.)
- Make yourself aware of how accommodations from University Disability Services may need to be adapted to the variety of teaching and learning modalities.
- Familiarize yourself with details being communicated to the University Community at Fall 2020: Back to Bloom this webpage will include the most recent version of the Reopening Guide.

Use BOLT to Eliminate the Distribution of Handouts
- If your students need worksheets, study guides, lecture outlines, etc, these should be distributed through BOLT.
- If you are creating these as the semester progresses, be consistent in how and when you distribute so students know when to look for them. For example, if you will provide PowerPoint skeleton outlines for students to take notes, let them know that these will always be available at a set time in the relevant module, e.g. 6 hours before class starts.

BOLT Content Modules: Create a Coherent Experience for Students

Follow guidelines to create content in BOLT; provide greater coherency across students' schedules. Imagine the cacophony of sounds, pre-pandemic, that students encounter with the variety of syllabi that they collect in the first week in class. While some departments may adopt a standard format and most syllabi will share predictable topics, the similarities end there. Some of us spell out assignment guidelines in great detail, while others may list assignments (to be explained later for sure). When a professor speaks about assignments such as an essay, savvy students, who are familiar with the social norms of the college classroom, will learn to ask the professor about specific requirements, but not all students do. Some faculty want the essay submitted in BOLT, some will ask for a hard copy, others will ask students to put very specific items in the header or use a particular format, still others just assume students should know. Now, the pandemic has thrust us into an environment in which we may not see all of our students at the same time or perhaps not at all. How then do we help students make sense of our course goals, policies, assignments, etc.? We use BOLT. And if all faculty adopted best practices for setting up our courses in BOLT, the coherency will reduce the potential that students hear a cacophony of sounds; students can focus on the learning goals of each course and how to achieve them.

For a more in-depth explanation, consult: Better Practices for Creating Content in BOLT (pdf, 10 minute read) and Working with Content in BOLT (22 minute video)

Guided Practice and Helping Students Prepare for Class

We often struggle to get students to read, to complete homework, to practice, to do problem sets, etc. Why students resist learning are manifold, and the ramifications of this challenge will be magnified teaching in a pandemic. In the long term, read more about motivation theories and how you can encourage self-regulated learning and metacognition in your courses. In TALE's BOLT organization, you will find a number of useful readings on exercises that you can introduce into your teaching to encourage self-regulation and metacognition. In the short run, try adapting a strategy from Flipped Classroom philosophy called **Guided Practice**.

Guided Practice is the structure that we create for students to complete out-of-class work (called **individual space**) in preparation for class meetings (called **group space**). The learning activities that we create for students to complete in the individual space will include tasks that you have always asked your students to do, such as reading or solving problems, but we need to design activities with intention, make them relevant, and be transparent in our assessments and goals. The guided practice which you would build into each content module includes the following steps:
1. Overview, a short paragraph or video telling students about "the material [they] are about to encounter, with an emphasis on how it connects to other things they have learned." (Talbert, 135-136)
2. Provide a list of the learning objectives that will be completed by students. In a flipped lesson, the learning objectives are divided into **Basic** (lowest level of Bloom's taxonomy worked on in the individual space) and **Advanced** (higher order cognitive skills) where your instructor presence and expertise in the group space will deepen student learning or help them overcome cognitive hurdles.

3. Identify and provide the resources they will need to achieve the learning goals (readings, recorded lectures, videos, etc). Be sure to provide guidelines on how to take notes, etc. Make the work engaging and relevant to larger learning goals.
4. List and provide the exercise that "will instantiate the basic learning objectives – giving students the 'practice'…" These exercises should create meaningful accountability, transparency in grading (e.g. quizzes, short writing prompts, etc, those things that you routinely do) and communicate how these kinds of exercises will contribute to learning. (For example, quizzes are retrieval exercises that help students discover what they know and don't know.) Talbert recommends that you create "failure-tolerant" activities where mistakes and errors become a learning experience. Certainly, frequent, low-stakes formative assessments are preferred.
5. Instructions for submitting the work.

You may do many of these things, but what may be missing: helping students see the relevancy to their course and their lives. The level of intentionality and transparency is more pronounced. What is more, you build this up in BOLT content in a coherent, student-friendly way. If you would like to learn more, Robert Talbert, *Flipped Learning: A Guide for Faculty Teaching Face-to-Face, Online and Hybrid Courses* (2017) or consult the subject in TALE's BOLT organization.

This academic year many of us will take a blended approach (explained below), our students may need to be more self-regulated in their learning, and we can help them develop self-reliance by providing guided practice.

F2F – Blended Options 1-5 – Online Synchronous – Asynchronous

General considerations:
- ☐ Most of us will unlikely be assigned rooms that will allow our students to be together in one space.
- ☐ Stay focused on your learning goals and make teaching and learning choices given your disciplinary expectations and shaped by the situational factors of your room assignment, enrollment, and public health.
- ☐ Be cautious about how many tech-tools you adapt for a class.
- ☐ For those meeting F2F, current public safety guidelines recommend desks always face forward and not be repositioned.
- ☐ Consider using a seating chart to facilitate contact tracing.
- ☐ The **Zoom-enabled classrooms** that we currently have, with a single mic in the front of the room and a camera that the instructor can rotate, will restrict what we can do. Not everyone will be assigned one of these rooms.
- ☐ Consult the [Back to Bloom Guide for Reopening Fall 2020](#) for policies on attendance, etc.
- ☐ If we are faced with stay at home orders, are we more ready this fall than this spring? Simply moving the book publisher material to BOLT and creating deadlines or emailing worksheets with a reading assignment is not teaching; we have had the summer to prepare.

Face-to-Face (F2F): It's possible that smaller classes could be F2F if assigned a large enough room. However, the room may not be Zoom-enabled. Students will not easily be able to work in small groups without the help of technology and devices. Of course, used to wandering about a room working with students or lecturing, will be limited to the front and must keep six-feet away from students (by the way, ceiling tiles are 2x4 feet and many floor tiles are 12 inch square to help you visualize 6 feet. Keep in mind that voices are muffled by face masks and/or face shields. You might think it is pointless to be F2F if you utilize tech tools to collaborate with everyone sitting in the same room, but you and your students may be starving for the social presence created by being together physically.
Some ideas:
- Sheets of paper and broad-tip markers or "low-tech" clickers (pre-made color-coded cards with A, B, C, D), can be held up by students to express an opinion or vote on multiple-choice questions posted on PowerPoint slides. Just minimize the exchange of these materials. Make enough "low-tech" clickers for all students, distribute, then require them to bring to class. Have them bring their own paper and markers. Small white boards with dry-erase pens could be used but would necessitate the ready availability of disinfectant wipes unless students bring their own.
- Consider using web-based software that allows collaboration among anyone who has been given editing rights. One Drive-Office 365, available to all faculty and students, can be set to give everyone editing rights who receive the link. This is also true with Google Docs, Sheets, and Slides. In addition, there are a variety of web-based tools that allow for synchronous interactions: Turning Technology (BU supported), Kahoot, Padlet, Miro, Perusall,

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Polleverywhere   Derek Bruff from Vanderbilt's Center for Teaching suggests that Live Polling, Backchannels, Collaborative Notetaking, the Jigsaw, and Fishbowl could be adapted and maintain social distancing.

Blended Option 1: Room size restricts all students being F2F together, and you are **NOT** in a Zoom-enabled classroom. What is your enrollment, and what is the pandemic seating capacity? Once you determine this, consider a flipped approach: recorded lectures accompanied with guided practice, readings, etc are completed in the students' individual spaces. Break the students into cohort groups and dedicate F2F time to providing support for the more cognitively demanding content. A guiding principle of a flipped classroom: use the group space to support students' learning when they need you and their classmates the most. You must abide by social-distancing, so that means you cannot mingle among the students, all students must maintain 6-feet of separation. What is more students might need to use web-based tools to collaborate in the physical space. Plan ahead to have these ready to employ. You will have to let go of content that is explored in the group space; if you double or triple the student work-load outside of class because of content-coverage demands, expect students to resist if they perceive this as unfair, unreasonable, not meaningful to their learning.

Blended Option 2: If you are in a Zoom-enabled classroom and you predominantly lecture, but enrollment and pandemic seating capacity prevents all students from being present. Divide students into cohort groups, who take turns attending the F2F class, while the others Zoom-in. How to determine the cohort group? Randomly divide, but you should find out if any students, for health reasons, must always be remote and put them in a Zoom-only cohort. If students are quarantined, in theory they can still Zoom-in, but if they become ill, they will need access to recordings, or you provide that content in another format.
Some ideas:
- The Zoom-enabled room lends itself well to lectures, Q&A by students in the room and using the Zoom text chat, and web-based formative assessments that check for student understanding, ability to apply, or evaluate. Those web-based tools include Turning Technology, Kahoot, Padlet, Miro, Perusall, Polleverywhere, OneDrive-Office365, GoogleDocs, and many more.
- Locate a volunteer or ask a student to monitor the text chat and participant's panel in Zoom, but be sure that they mute their audio. The emojis in the Participant's Panel, green check mark, red X, go slower or go faster could be used as proxies to vote on choices shown on a PowerPoint slide during lecture.
- When students in the classroom pose questions, faculty will need to repeat for the remote student; ambient sounds and masked faces will likely make it impossible for remote students to hear their classmates who are more than 18 feet from the mic unless "outside voices" are used.
- When the instructor turns their back on the mic to write on the chalkboard, or walks more than a few feet away from the mic, the remote students will have difficulty hearing.
- Bear in mind that the monitor in each classroom is standard, so having multiple windows open on the computer will create a challenge; there's just not enough screen real estate to continuously have the participant's window, text chat, and non-Zoom windows open. It's doable but you need to practice, adjust, and avoid berating yourself if the transitions are clunky.
- With respect to quizzes or exams, you will most likely need to move them to BOLT especially for larger classes?
- If you do want to promote whole-class discussion, you will need to match the asynchronous tool to your needs. One obvious choice is BOLT's Discussion Board.

Blended Option 3: In a Zoom-enabled classroom though you employ a variety of student engagement techniques, and give short lectures to clarify or contextualize. However, enrollment and pandemic seating capacity prevents all students from being present. If what you would normally do in a single class meeting is to briefly lecture, then have students work in pairs or groups for the remainder of the class, being in a Zoom-enabled room may not be very helpful.
Some Ideas;
- You might be better off dividing students into cohorts, rotating them into the group space, and flipping the class comparable to Blended Option 1: recorded lectures accompanied with guided practice, readings, etc are completed in the students' individual spaces.
- Dedicate F2F time to providing support for the more cognitively demanding content.
- The larger the class enrollment, the more challenging rotation becomes and shapes what you do in the face-to-face time.

- When I ponder this option, I compare it to my time as a graduate assistant, where we met with smaller cohorts of students to discuss specific topics contextualized by the instructor's lecture or demonstrations.

Blended Option 4: In a Zoom-enabled classroom, you dedicate an entire class to lecture to create context for a subsequent class meeting where you employ student engagement techniques. However, enrollment and pandemic seating capacity prevents all students from being present.
Some Ideas:
- Divide students into cohort groups, who rotate into the F2F space.
- On lecture days, the Zoom-enabled classroom is used to lecture to all students, some F2F, others using Zoom, thereby making yourself available to answer questions, pose formative assessment questions, etc.
- You can record the lecture to make available to students who miss. Perhaps the lecture occurs once a week, then the remaining class meetings are dedicated to student engagement techniques on a rotational basis.

Blended Option 5: Large lectures of 60-250+ students. All of the large lecture halls will be Zoom-enabled. In Centennial 170, a room that normally holds 60 students holds between 23 and 30 students with six feet of social distancing. Depending upon room size and enrollment of the students enrolled in the 200+ courses might still be divided into cohorts and rotate their attendance in the F2F. In short, the Blended Option 2 is still possible. When the rotation means less frequent F2F sessions, does the value of human connections get undermined? By definition, high-enrolled courses are lecture-based, though some instructors introduce small group discussions, think-pair-share. Others use TurningTechnology's Student Response System; these can be used with mobile devices. In addition, other web-based polling tools could generate feedback from students and increase engagement. In organizing the content within BOLT and completing assignments, the asynchronous option discussed below seems like an obvious choice. What is more, large lecture courses that predominantly contribute to students general education goals, faculty should consider scaling back on content, perhaps even introducing an element of choice. If the goal of the course is to develop an appreciation for art, music, scientific thinking, offer students a menu of choices with the course content that you have undoubtedly already created from having taught the course before.

The above are five potential ways to teach a blended course in pandemic times. Two great resources from other teaching centers, that outline hybrid options for their faculty: Vanderbilt University's Center for Teaching [Structures for flex classrooms: pros, cons, and pedagogical choices](#) by Cynthia Brame and Clemson University's [Playbook for Models of Instruction](#). This latter source provides very useful visuals to imagine how to divide students into cohorts if you cannot bring all students together in the group space. (Please report broken links to TALE@bloomu.edu.)

Online Synchronous
What I share here in no way can fully prepare faculty for developing and teaching an online course. Yet here's a start. Successful online synchronous courses depend heavily on good course design, faculty creating purpose, building learner-centered content modules in BOLT, being organized and planning ahead, being fair and respectful, communicating clearly, providing meaningful, timely feedback, and creating an online presence that tells students you care.

The online synchronous meeting time is listed in MyHusky. You may only require students to meet in the assigned time for the course, but you may decide that a synchronous session is required every class meeting. If the pandemic forces us into this modality, again synchronous times can only occur when the class is scheduled to meet. The synchronous component of this course will be using Zoom, and you should notify students that you will be recording to the cloud. You need to be prepared that some students, through no fault of their own, may not be able to attend a synchronous session. In which case, you should provide a makeup. The easiest makeup is to have students study the recording and give them some goals to write about: develop their own responses to the questions posed during the Zoom session; give them time stamps in the Zoom session and ask them to comment on the ideas; etc. Have them submit the makeup in a BOLT assignment folder.

Live Zoom sessions should create opportunities to exchange perspective; create dialogue; elaborate, intervene or mediate difficulties in learning; and build community. Zoom's ability to screen share leads most of us to create PowerPoint slides through which we create focus for our students. Slides might include a URL that you plan to share with students; graphic organizers to direct student attention; a visual image or quotation to discuss; multiple choice questions

for formative assessments. Screen share pdf's or websites. Use the Zoom Whiteboard for students to annotate. Live Zoom sessions should be engaging or else students will log in and walk away. In short, you might give a micro-lecture or explain an assignment, but students will be too easily distracted to pay attention for 50-75 minutes of a Zoom lecture.

Lecture content should be recorded and through guided practice students complete it in their individual space to prepare for the live Zoom session. In BOLT content, modules should be organized by week, lesson topics, or by day. Within that content module, create a seamless workflow for your students utilizing the "Create a File" option. Explain the learning goals and how they are relevant to the course goals, then contextualize the recorded lectures. Insert quizzes or other tasks that get student to engage with the lecture content. Consult: Better Practices for Creating Content in BOLT and Working with Content in BOLT.

Liven up a Zoom Session (not an exhaustive list of possibilities; decide on your goal then develop the technique):
- Make use of a doc camera or tablet to complete calculations, share sketches, etc. (Use these same tools to create recorded demonstrations.)
- Survey students on prior knowledge, working assumptions, etc. making use of Zoom's polling tool (make the poll in advance). OneDrive-Forms, Google Forms, and Polleverywhere can be used to survey; decide if the results should be anonymous, if not, then you can use to count as participation or attendance.
- Poll students in less formal ways by having them use the Green Check, Red X, GoSlower, GoFaster to select between options presented on a PowerPoint slide. Alternatively, the Zoom annotation tools create opportunities to mark a white board or PPT Slide as a form of voting.
- Discuss the results of a pre-class quiz or writing assignment as a segue into a micro-lecture to clarify misunderstanding or to build on the goals for the session.
- Practice using the Breakout Rooms as an ice-breaker early in the semester to develop experience and promote a sense of community.
- Use Breakout Rooms to encourage students to explore an issue, develop the solution to a problem, work on a case study, etc. Give them updates on time left and check in on them. In short give students structure as you would in a F2F class.
  - Create worksheets out of OneDrive-Office 365 tools or Google Docs/Slides/Sheets, these will provide structure for discussions or Breakout Rooms.
    - Example of a OneDrive-Doc (to record interpretations of all participants)
    - Example of a OneDrive-PowerPoint (to be used for Breakout Rooms or asynchronous discussion)
    - Example of a OneDrive-Form (to survey students at the end of class about their level of preparedness)
  - In the above examples, set the link for everyone to edit, then watch as students begin to complete the worksheets in collaboration with others. If you want to associate a students name with their contribution, pre-assign space to each student so they know where to type their response.
- Let students take the mic and share screen to make short presentations, to summarize a reading, to solve a problem, elaborate upon the meaning of a quotation, etc.
- Provide students with a question prompt, show a short video clip then generate responses to their prompt. Record student responses using the White Board tools, etc to help them recognize the importance of listening. (When you share the screen, be sure to select optimize for audio and video. Caution: some students will experience connectivity problems and have a subpar viewing experience.)
- An alternative to sharing a video through your screen: share the video as a URL (e.g. YouTube or Mediasite) in the text chat, provide a goal, set a time limit, then instruct the students to watch the video and return to discuss in a specified time frame.
- Share a website URL and provide instructions on what students should look for, then have them return ready to discuss after a set time.
- Provide an image or text upon which students will make annotations using Zoom tools.
- Save time for the end of a Zoom session to ask about "the muddiest point" or pose a question that asks students to summarize an essential idea from the Zoom session. They can record these on a white board or the PPT, then save the results.
- By the way, a lively Zoom session helps you identify students who may logged in and walked away. Be sure they understand that this behavior is equal to an absence.

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For more ideas on how to build student confidence in using zoom and a variety of techniques for encouraging participation, consult: Zoom: Lively and Engaging Sessions (17 April 2020 60 minutes) by Mary Nicholson and How to Host an Engaging Zoom Session (29 June 2020, 60 minutes) by Chaya Merrell (both require Husky SSO). Also consult Dan Levy, *Teaching Effectively with Zoom* (2020, Kindle).

Asynchronous

What I share here in no way can fully prepare faculty for developing and teaching an asynchronous course. It all begins with high quality course design. Successful asynchronous teaching requires more work for the students and faculty. Students must be self-disciplined, have well-developed self-regulated learning skills to determine best study methods and to recognize when they need help from classmates or the instructor. Asynchronous teaching and learning is not simply a modern twist on the correspondence course. Faculty need to be highly organized to create learner-centered modules in BOLT that clearly defined the course goals and how they will be achieved. They have to be able to predict, without the aid of body language or facial clues, where students might struggle and develop guided practice that will help them thrive. They must be fair and respectful, communicate clearly and regularly, but not excessively, provide timely feedback that is meaningful, and create an online presence that tells students they care.

In BOLT content, modules should be organized by week, lesson topics, or by day. Within each content module, students must be provided a seamless workflow by utilizing the "Create a File" option. Explain the learning goals and how they are relevant to the course goals, then contextualize recorded lectures, readings, etc. Insert quizzes or other tasks that get students to engage with the lecture or reading content. Consult: Better Practices for Creating Content in BOLT and Working with Content in BOLT.

Assuming that lecture content will either be made available through recordings or readings, here are some additional adaptations that might reduce the sense of isolation:
- Record welcome messages with audio and/or video.
- Create FAQ videos.
- Introduce new topics and provide instructions through short videos or podcasts to bring your humanity into the teaching and learning.
- Create short videos that explain difficult assignments or offer virtual tours of other kinds of assignments.
- Create a venue for students to introduce themselves.
- Create opportunities for student-student and student-professor asynchronous interaction, e.g. discussion board forum dedicated to Q&A for each unit or more generally for the course. Or create Discussion Boards that ask students to reflect and exchange ideas on topics within course units or modules. Do not remain aloof nor dominate when students are contributing to a Discussion Board. Non-BU supported alternatives include Padlet, FlipGrid, VoiceThread, Microsoft Teams, GroupMe, …). Consult the TALE Teaching Tip: Discussion Boards: Best Practices and Tips
- Use OneDrive-Office 365 tools or GoogleDocs/Slides/Sheets to generate asynchronous group interactions and collaboration. (Levy, pp. 102-104)
- Crowd-source the note-making: divide students into smaller groups or pairs. Have them compose their lecture notes using OneDrive-Docs, then review and improve notes made by different team members, in preparation for exams, essays, projects. (Frankly this could be useful in any modality.) If this content will later be used to complete exams or compose essays, be sure to think ahead about your guidelines for appropriate use of sources. For example, if students have worked collaboratively to compose notes, then they use the same or similar language in a written response, they will have appeared to plagiarize.
- Ask students to submit notes in advance through BOLT's assignment folder, then allow them to use for open-quizzes or tests.
- Make use of asynchronous social media tools, whose interface is more user-friendly and familiar to students, where they can pose questions or continue the conversation explored initially in recorded lectures: e.g. Slack, GroupMe, Discord, Microsoft Teams, Instagram, Twitter, …
- Assess early and often with low stakes quizzes. It will help students measure their learning, and it might reduce cheating that occurs with high-stakes, infrequent exams.

Technology

Available Recorded Lectures and Videos:
- If you have curated or access to recorded lectures that will provide students the essential content and context, be sure to integrate them into BOLT content modules following best practices.
- In selecting videos, create coherency between the way in which you speak about the content, and the language used in the videos.
- Think about attention span and offering guided practice; students do not inherently know what to make note of nor how the content is essential to their learning.

Creating your own Recorded Lectures:
- Many faculty prefer to record their own lectures to provide coherency between how they speak about the subjects and related assignments. This can reduce confusion for students. What is more it creates a more personalized approach.
- If you opt to record a lecture because you find it boring to deliver, then find another way to help students learn or abandon the topic. They will not watch the boring video lecture.

Guiding Principles to record lectures:
- Keep them short 5-10 minute chunks are ideal (student attention spans, file size, and streaming speeds).
- Consider starting each lecture with a question that you want students to answer upon completing the recording.
- Help students learn how to take notes and encourage them to do so even as you speak through your lecture.
- If you do need students to evaluate text heavy content, then ask them to pause, read, make notes, and ponder.
- If you want them to ponder something, in your recording, ask them to pause the lecture, and write down their thoughts or answers to your prompt. See Karl Kapp's Adding Interactivity into an Asynchronous Lecture.
- Want to know what students are thinking when you ask them to pause the lecture? Make use of web-based Office 365 or Google Drive collaborative tools. For example, if I want my students to submit individual non-anonymous responses, I would create a Google Form or OneDrive-Office365Form. After I create the form, I am given options on how to share. Copy the link (essentially a URL) and position on the lecture slide. Because the URL can be quite long, I can shorten it with the free service, Bitly.com. This becomes much easier for students to type into a computer. In addition, with a QR code generator, e.g. Google, students can scan the QR code and gain immediate access to the electronic form with their phone or tablet. They pause the lecture, respond, and you can check in on their response at your convenience and provide feedback. If it's appropriate that students see how their classmates have responded, then you can create a collaborative Doc or Excel sheet. For a demonstration Creating and Sharing Google Forms in a Zoom; for a demonstration on Creating and Sharing Office 365-Doc for a Zoom Session.
- If you are providing voice narration, keep the text to a minimum and use visuals.
- Make your recordings evergreen, i.e. do not make references to specific assignments, seasons, dates, so they can be used again.
- Record lectures in one of these four ways (see Mediasite page for more details):
  1. Podcast if visuals are not essential, for more detail consult TALE Teaching Tip: Podcasting: A Significant Addition to your Teaching Toolbox.
  2. Narrated PowerPoint (needs to be 2007 or later – look for .pptx). After you narrate your PPT, "save as" an MP4, and upload to Mediasite to get a URL. Why take the extra step of saving as an mp4 or uploading to Mediasite? Narrated PPTs are very large files that take a long time to download. Mediasite converts the MP4 into a URL that is easy to share. Alternatively, create your own YouTube channel. (Starting in PPT is my preferred approach because I can easily edit individual slides and just upload a new version to Mediasite. Mediasite recordings can be edited as well.)
  3. Record using Zoom which is essentially a screen capture recording; it creates an audio transcript for the hearing impaired, but the only editing that you can do within Zoom is trim the beginning and end. (FYI: if you upload your Zoom to Mediasite, then you can edit in Mediasite.)
  4. Record using Media Desktop Recorded (MDR) which can be closed captioned; Mediasite offers a number of features including a quiz tool and editing functions if you want to explore.

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What Tech Tools or Apps to Use?

When our face-to-face teaching was disrupted by COVID-19, many of us were experiencing cognitive overload learning new tools in BOLT. We were struggling to figure out how technology could help us do what we wanted to do. To some extent, the technology became the driver, and this is not a best practice in teaching. Rather, design backwards. What are your learning goals? How will students prove they have achieved them? What teaching and learning activities should you adopt? The additional question: how should you leverage technology to help achieve those goals? Technology should never drive your decisions. And if you introduce too many new, unfamiliar tech tools, you and your students may become easily frustrated and encounter cognitive overload. We have all discovered that "digital natives" is a misnomer, not all of our students are as tech-savvy as generation theories imply. What is more, while you may be only introducing one or two tech tools or apps, the students will experience a multiplier effect if they are taking three courses in a modified semester. For a more in-depth explanation, consult TALE Teaching Tip: Backward Design: A Powerful Course Design Method with Guidelines.

In making decisions about technology, first explore what BU offers to students and faculty, because if you need tech support, they are ready to help. The most efficient way to seek assistance is through the HelpDesk ticket system. The University's Instructional Media and Design Center (IMDC) offers assistance and support on using D2L and Zoom. They provide online training materials for students and faculty at their Infobase (a.k.a. Freshdesk). They are an excellent resource to offer timely advice, consultation, and assistance. BOLT is powered by D2L and their tutorial community is called Brightspace; here is a topical list of some of their most useful YouTube videos. Instructional Media Services, led by Asa Kelley, provides essential support for Mediasite, a comprehensive video platform. If you are trying to determine what technology would help you or your students to complete a video project, check out Asa's Video Project Wizard. Faculty, staff, and students have access to Office 365 including Microsoft Teams (though at present, you will need to make use of online training to use these technologies). In addition, we all have access to LinkedInLearning (formerly known as Lynda.com), which offers numerous courses on a plethora of software and apps. Not only can you study these, you can assign courses or chapters within courses to students.

Leveraging Tech Tools and Apps not supported by BU

This piece will always be in development. On 21 and 23 July, listed below are 10 minute videos of several faculty sharing experiences with a variety of tools. During Summer 2020, some faculty contributed to a crowd-sourced Excel on Tech Tools and Apps they have used. Feel free to explore and contribute. In making decisions about using non-BU supported Tech Tools, consider these factors: cost to student, ease of access and use, goal of the tool and app, layering on too many tools within a course and across the students' semester.

Blogger, Christina Francis	Creating and Sharing Google Forms for a Zoom Session	Creating and Sharing Office 365-Doc for a Zoom Session
Flipgrid, Craig Young	Go React, Jessica Bentley-Sassaman	Gradescope, Dan McCurry
GroupMe, Christina Francis	Inclusive Access/McGraw-Hill Connect, Cheryl Howlett	Kahoot, Rebecca Willoughby
MicrosoftTeams, Dan McCurry	Padlet, Steph Gardner	Piazza, Dan McCurry
Polleverywhere, Arjun Sondhi	VoiceThread, Julie Ambrose	TechSmith's Capture (formerly Jing), Lisa Stallbaumer
Vialogue, Skye Chernichky-Karcher	Wacom Graphics Drawing Tablet	ARCHIVED RECORDINGS of All Summer Training

Updated on 24 July 2020