

This handout accompanies the “Engaging the Remote Learner” ECHO conference and is meant to provide support to Upstate faculty who are learning and developing their skills in remote teaching.

I. Objectives:

1. Analyze ways to re-structure your teaching session
2. Utilize techniques to establish emotional connections with your learners
3. Establish new expectations for your learning environment

II. Participants

Facilitators:

Pam Youngs-Maher, EdD
Ann Botash, MD

Invited Panelists:

Marissa M. Hanlon, PT, DPT, GCS, CSCS (CHP)
Eric Rodriguez, MS, FNP-C (CON)
Amy Brown, MD (COM)
Travis Hobart, MD (COM)
Kathryn Hart (CHP) PT student
Hunter Smith (CHP) Medical Imaging Student
Kathryn Skolnick (Med Student)
Deirdre Regan (Med Student)

III. Community of Inquiry (C of I)



Garrison, D.R., Anderson, T., & Archer, W. (2010). The first decade of the community of inquiry framework: A retrospective.pdf . Internet and Higher Education, 13(1). 5-9.

The learning environment includes

1. Teaching Presence
 - content, assessment, course schedule
- 2 – Cognitive Presence
 - engaging students with content, assessment
- 3 – Social Presence
 - discourse with others, engagement

IV. Distance Learning, Remote Teaching & Community of Inquiry:

- ▶ **Remote Teaching is Distance Learning**
- ▶ **Face-to-Face** - includes the C of I
- ▶ **Distance Learning – a choice [both the design and delivery]**
 - ▶ OL – fully online, asynchronous
 - ▶ BL – some f2f and some OL
 - ▶ IC – interactive conferencing (distanced; use zoom, webex)
- ▶ **Remote Teaching – not a choice**
 - Sense of loss of familiar
 - Must be deliberate; build in teaching, cognitive AND social presence
 - How do we engage students?

V. Questions to our Panelists:

- ▶ How have you restructured your teaching
 - to engage students and connect with them?
 - to maximize technology and social presence?
 - to assist those who may not have access?
- ▶ How have expectations been set with students?
 - do you orient students to Zoom/WebEx/Bb?
 - review attire, background, mute mic, use camera?
 - do you have a chat co-pilot, do you call on students

Tips from the Session and Chat:**General:**

- Consider asynchronous vs. synchronous methods
- Arrive early with intentional small talk (per student panelist Deirdre Regan);
- Rename yourself in the chat so that we know who you are [not an option in WebEx]
- A roll call at the beginning helps you know who you have on and what groups they may already be in. Also, you can see names in the participant list (as long as people type in their names)
- Utilize the chat function; better in some respects for encouraging participation from students who are reluctant to participate in live classes. Note from facilitator: Chat levels the field
- Compile emailed questions (recommended by student panelist, Katie Skolnick), attach FAQs to Blackboard lectures (bundling the responses to questions recommended by Eric Rodriguez)
- Don't be afraid to fail [aka – keep practicing!] keep trying new things--- students are amazingly patient with us and the remote format
- It is helpful if live Zoom sessions are recorded and posted (if possible). That way if students are not able to make the live session they can still get the information. (Katie Skolnick)
- Use co-pilots for monitoring chat; that person can be unmuted and speak to presenter
- Practice some sessions online; Use fun zoom background to engage with students
- Use chat function—assign someone to chat (co-pilot); ask to write all questions in chat; Answer questions at the end of the session by reading all chat questions to everyone and give answers
- Establish clear objectives, as for any learning experience; put requirements for the course on a front page of Bb (from student panelist, Katie Skolnick)
- Utilize library resources; case studies;
- Use other asynchronous online methods for interactions, such as Google Docs (use for case study discussions) allows students to interact without a formal discussion (don't need to go through Bb) using questions; VoiceThread, Bb discussions, summarize case studies in video form or synchronous discussion
- Find a balance in communication (weekly or bi-weekly news flash without overwhelming with emails); use online office hours

Setting Expectations:

- Important to set expectations when you begin remote teaching, include a review of the tools
- Include details of how much time for each section (including assessments)
- Students can discuss and set their own expectations at the beginning—set the culture
 - setting expectations as a group (rules of engagement/ ground rules)
 - Students can set their own expectations for structure and professionalism
- Clearly set expectations about how you want the students to ask you questions during Zoom/WebEx lectures in advance; set weekly expectations too
- Spend a few minutes at the beginning to provide some connections that we lose on-line. And the specific etiquette rules that the students mentioned at the start of class. Some excellent ideas - telling students when to ask questions and how, whether to hold questions, raise hands, use of “thumbs-up” if getting it
- If students/learners do not all sign in on their computers, you do not know who they are (for example if residents are sitting together in a room)—need to set expectation for sign in

Scaling up/scaling down (large lecture courses):

- Breakout rooms/small groups help; This is what we do 40 students divided in 4 breakout rooms (10 /room)-being used per Dr. Mihaila
- Make groups smaller than you would in live sessions; Zoom breakout rooms work well once you figure out how to divide people up. I think they're probably best used for small group work within the context of a larger group exercise
- Allow longer pauses for people to ask questions in chat/unmute
- Can do small groups in WebEx and Zoom-- WebEx can do breakout rooms, but it is a different interface.... not as easy as with Zoom
- TBL can be tried with break-out rooms; takes time to set up

Presentations:

- Shorten live sessions - Ted Talk Style (18 minutes); existing lectures take longer sometimes with virtual platforms; can try splitting them into Part 1 and Part 2, etc.; Find a way to better chunk material into 20-minute segments — even for a class that's usually 60 “non-stop” minutes;
- Check in with students re: speed of presentation (ask for thumbs up/down)
- Shorter, more effective lectures might benefit from supplying shorter videos; use extra time to review; add clinical anecdotes; break up the talks
- Record VoiceThread videos in advance
- Stop after addressing each objective—pop in a slide to stop YOU (per student panelist, Deirdre Regan) and give students the opportunity to ask questions
- Reducing video with large groups to reduce distraction is important; Good to know when to use video and when not to; Turning on too many videos in a large group may impact WiFi too.

Interactions:

- Allow longer pauses for people to ask questions or to speak
- Use of chat (see above comments); ask students to answer other student questions
- Frequent interaction with students; say their name as part of a discussion, not just when calling on them (Eric Rodriguez)
- Show up to small groups early to just chat and get to know students a bit better
- Pre-class social time would be a good way to encourage interactions for large lecture settings
- Consider calling on learners by name (Socratic method) or ask in chat
- Consider student led groups—give them expectations as educators first
- Weekly check-ins with students via Zoom or WebEx
- Use of WebEx for student contact with patients on their own
- Providing a sense of purpose to help people during the pandemic (per panelist, Hunter Smith)

Tools:

- VoiceThread is a tool for lectures that will allow student to comment and ask questions (recommended by panelist, Eric Rodriguez); having a teachers tone keeps student on track (per student panelist Hunter Smith)

- Flipgrid App for Labwork: <https://info.flipgrid.com/> (recommended by participant, Shuhong Luo and panelist, Katey Hart), Usefulness of Flipgrid as an additional means of connecting with students and observing skills (recommended by participant, Carol Ann Kozik)
- SLACK: <https://slack.com/> Course materials can be in specific channels and address similar questions for all students to see / take in on their schedule instead of bombarding them with email. If a question is missed during Zoom, it could be posted on SLACK, could be addressed all at once, program can email you as the instructor whenever a student posts (Recommended by participant, Jessical Ridilla-Henty); I think Slack is worth looking into to get more of a connection

Assessments:

- There are different ways to give feedback remotely; Some use ASK, some use PRIME
- Use of break-outs for discussion
- Polling function; can use PollEv instead of Zoom poll
- Ask students to present
- Use of formative methods in Google Docs
- Group projects (harder to hold people accountable remotely)

Take-Aways:

- ▶ Setting expectations– minimizing distractions, camera or not, dress, discussing/deciding as a group
- ▶ Keeping attention on a virtual platform– length of time, chat, calling on students, use of gestures, emotional connections
- ▶ Reducing content, goals, slides
- ▶ Engagement beyond the synchronous session – encouraging teamwork and homework “remotely”
- ▶ Use of questions and facilitation of group sessions, breakout rooms, polling, cold calls, tracking who speaks up
- ▶ Use of games, debates, icebreakers

Resources:

Five principles for remote teaching (Evidence Based Practice tips)

Reich, J., March 12, 2020. *Five Research-Informed Principles for Switching to Online Learning*. Link retrieved 3/30/20.

<https://open.mit.edu/c/teachremote/1k0/five-researchinformed-principles-for-switching-to>

Here are five principles shared by MIT; these principles are informed by research and experience, for planning remote teaching experiences. Of particular concern are those students who do not have access to computers or reliable internet access.

1. Partner with Students in the Transition
2. Strategically Reduce Your Goals
3. Identify and Support Disadvantaged Students
4. Help Students Form Study Groups
5. Prioritize Time For Individual Connections

For the full Zoom conference, see: https://upstate.edu/facultydev/fac_dev/educator-support.php