Engaging the Remote Learner Notes From COM Students

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Course Coordinators and Faculty Members

- Make assignments, quizzes, exams, and live or required sessions "front page" or they will get lost.
    - It's very easy for students to miss deadlines and assignments if information is not organized and communicated clearly.
- Find a balance in communication; Something our class communicated pretty early on about was decreasing the number of emails we were getting. The solution was we received two Weekly Newsflashes that listed all of the assignments, tests and quizzes with due dates for all of our classes, which seemed to work pretty well.

- To minimize email load, consider compiling all email questions anonymously into Blackboard Discussion Boards. All students can then reference the discussion board Q&A prior to emailing questions.

- It helped when faculty were open for office hours and review sessions. If possible, add additional times for students to reach out for help.

- If possible, allow students to make appointments if they are unavailable during office hours

Lectures

- Live sessions more effective than pre-recorded sessions, so try to do live sessions when possible.

- There is more interaction in a live virtual lecture which helps students stay focused remote learning can be very monotonous and isolating.

- Use polling methods (Zoom, PollEverywhere, etc.)

Large Group/Lectures

- Logistically it can be hard to set up interactive large-group sessions when learning remotely, but it can be done and done well! (We had a team-based learning session where we split off into groups via breakout rooms, intermittently rejoined the entire class for discussion, and answered questions in real-time.)

- First slide: set expectations of how you will run your classroom and how you would like to communicate with students/field questions.
- Asking questions:
- Students unmute their mic
- Nominate a student or faculty co-pilot to monitor the chat
- Students leave questions in the chat and the lecturer answers all questions at the end
- Insert "Questions?" slide after every COM lecture objective as a reminder and to budget time for questions in advance
- Ask students to use the "raise hand" feature in Zoom
- Ask students to provide "thumbs up" for non-verbal feedback in Zoom

Small Group

- Arrive ~5 minutes early and be intentional about starting conversation with students (introduce your pet, talk about hobbies, ask how students are managing remote learning, etc.)

- First slide: etiquette/expectations of how you will run your classroom (as above)
- Additional considerations:
- Mute reminder
- Request camera on or off
  - Camera On: conversational or the group is small enough to know everybody's name.
  - Camera Off: larger groups/lectures (to minimize visual distractions).
- "Socratic method": call on students by name; ask a student to explain their thought process/reasoning, ask a student to field their classmate's question.