

Teaching Method Conversions – in person to online instruction

In-Person Method	Online Method	Suggestions
Lecture	<p>Asynchronous (pre-recorded lecture):</p> <ul style="list-style-type: none"> • Record yourself lecturing with Panopto (video), and embed the recorded lecture in either an Assignment or a Discussion in Canvas. • Do you normally use PowerPoint? Use Panopto to record yourself presenting it (this produces a PowerPoint presentation with a voice-over). • Do you normally use a whiteboard? Use Panopto to record yourself lecturing with an old-school whiteboard behind you – just make sure the board is visible and legible in the video! • Do you want to enhance your lecture with a few select images or slides? Display them on an iPad or other tablet that you hold while recording yourself presenting with Panopto. • Would you rather not do a video lecture at all? Make an audio recording of yourself lecturing, in the style of a podcast. <p>Synchronous (live lecture):</p> <ul style="list-style-type: none"> • Livestream yourself lecturing with Zoom. Be sure your students all know the link for the meeting and leave a few minutes at the beginning of the session to resolve any technical difficulties. Record the livestream so that absent students can review it later. • Do you normally dialogue with your students as part of a lecture? Allow students to submit questions via the “Raise Hands” or “Chat” features in Zoom, or allow them to unmute their mics/cameras for a more natural back-and-forth (if the class isn’t too large). 	<p>Keep lectures short – under 20 minutes. Attention spans are even shorter in online environments.</p> <p>For longer lectures, break the content up: lecture for 10-15 minutes, then have students complete a simple “active learning” activity (e.g. articulate the three most important points in what they just reviewed in a Canvas Assignment or Discussion) or break into small groups to discuss the content for a few minutes (using Zoom’s Breakout Rooms feature). After a few minutes of a different activity, you can do another “chunk” of lectured content.</p> <p>To add interest to lectures, have a TA or colleague or student “interview” you – you can give them the questions so that the interview addresses all the content you wish to cover, or have students submit questions about the topic before the class and then lecture by responding to their questions.</p>
<p>For More Information:</p> <ul style="list-style-type: none"> • SSCS’ Joe Bonni is hosting daily web-based training sessions on using Zoom for online teaching. • ATS offers regular webinar introductions to Canvas, Zoom, and Panopto. • Need help? Consult with one of SSCD’s Academic Technology Specialists. 		

<p>Discussion/Seminar</p>	<p>Asynchronous (students contribute to the discussion at different times)</p> <ul style="list-style-type: none"> • Post a discussion starter as a Canvas Discussion for all students. By default, Canvas will keep everyone’s responses in one forum. • To allow students’ ideas or submitted work to steer the conversation, post a discussion starter on Canvas, then click the “Allow threaded replies” option. This will “branch” the discussion into several sub-conversations based on students’ replies to the original prompt. (This is a good way to set up and track peer feedback, too.) <p>Synchronous (students are discussing something together, in real time)</p> <ul style="list-style-type: none"> • Schedule your conversation as a Zoom meeting, adjusting the settings so all students log in with their microphones muted and cameras on (if present). Establish ground rules for the discussion, then enable students to turn their mics on when they want to contribute. As instructor, use Zoom’s “Gallery” view to observe your entire class’ engagement. • Schedule a time for all students to log into Canvas, then use Canvas’ (very basic) Chat feature for a text-only conversation. (You’ll need to enable this feature.) • For more enriched online conversation, create a Slack workspace for your class and add one or more of its discussion threads to your Canvas course as links. You can use Slack for both synchronous AND asynchronous discussions! Bonus, they allow filesharing, image sharing, emojis, and #tagging. 	<p>If you want Canvas to track students’ participation in a discussion for you, click the “Graded” option. You can change the settings for how it’s graded, including your assigning points to individual responses and Canvas assigning a simple yes/no participation grade.</p> <p>Consider embedding a rubric into graded Discussions. Especially for content-heavy conversations (e.g., where students are responding to a prompt or a text), this can help you AND students evaluate response quality.</p> <p>To flip your classroom with discussions, designate some of your students as discussion leaders (or “first responders”). Have them generate discussion prompts based on their reading of a text, as a response to a lecture, etc. Review those prompts (editing them if need be), post them in Canvas/on Zoom/in Slack, and then have the students take charge of the resulting conversation.</p>
<p>For More Information:</p> <ul style="list-style-type: none"> • Download: sample discussion evaluation rubrics • “Discussion Boards: Valuable? Overused? Discuss” from <i>Inside Higher Ed</i> • “Four reasons Slack will Change how you Teach” from <i>Inside Higher Ed</i> 		

<p>Studio (Peer/External Review) Process</p>	<p>Asynchronous (students post work and receive feedback from others over a range of times)</p> <ul style="list-style-type: none"> For in-class processes, use a Canvas Discussion to post the prompt or guidelines for students' deliverable(s). Be sure to select the "Allow threaded replies" option. This will establish a new thread for comments related to each student's project. For processes involving a range of known participants, create a Slack workspace for your class, and then create a discussion thread for each student or project group. Be sure to add the workspace's URL to your Canvas class so students can find it easily! For processes that engage a broader audience in responding to students' work, establish a class blog using UChicago Voices, WordPress, or another free/inexpensive web hosting platform. Assign each student/project a page, enabling public comments to permit broader feedback. <p>Synchronous (students post and present work, then receive feedback in real time)</p> <ul style="list-style-type: none"> To provide face-to-face feedback for multiple students at once, schedule a Zoom meeting for the class, then use the "Breakout Rooms" feature to divide the class into separate, simultaneous, small-group conversations. (Note that Breakout Rooms' participant lists can be set up in advance of a meeting, if all your participants are invited through Zoom.) For more focused synchronous feedback, have each project or group "host" its own feedback session using Zoom. (This will require some advance scheduling, but it will permit more of a class' members to participate in each session.) For text-based feedback, schedule a time for evaluators and presenters to log into a common Canvas Discussion or Slack thread to mediate a synchronous conversation. (Slack will feel more immediate.) 	<p>You can invite guests to participate in your Canvas class – use the "People" menu to add their email addresses to your class roster. Non-UChicago participants will receive an email from Canvas with instructions for logging in.</p> <p>Remember that Canvas can keep track of students' participation – just click the "graded" option when setting up your Discussion.</p> <p>Some class participants might not be used to giving feedback. Consider providing an example (e.g. responding first) or a rubric to help evaluators know the level of detail at which they should respond.</p> <p>Remember that Zoom meetings' (and Slack threads') URLs enable anyone to participate in an online discussion – perfect for classes that want to invite non-class members into feedback conversations.</p>
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<p>Response Papers/Dialogic Writing Process</p>	<p><i>Most writing-based processes are inherently asynchronous, and so work well in online classes even when students have limited access to dependable internet or are dealing with irregular/unpredictable schedules.</i></p> <p>To facilitate back-and-forth between instructor and student authors:</p> <ul style="list-style-type: none"> • Structure each paper as an Assignment in Canvas. Select “File Upload” as the Submission Type, limit acceptable files to document types (DOCX, RTF, PDF), and then use Canvas’ Speedgrader interface to annotate and comment directly on students’ work. • To permit peer evaluation of submitted assignments, select “Require Peer Reviews” when setting up the assignment, and then decide on the kinds of anonymity you’d like your students to maintain, both as authors <i>and</i> as reviewers. • Canvas permits resubmission of assignments after grading, enabling iterative writing processes. <p>To encourage students’ integrative reflection (across multiple writing assignments):</p> <ul style="list-style-type: none"> • Have students use Canvas’ e-Portfolio feature to “frame,” present, and reflect on content or learning from multiple writing assignments. Portfolios can be shared with the class or the public via URL); used to start threaded Discussions; evaluated via Slack chats; or submitted as Canvas Assignments at the end of a class. 	<p>To save time (and make feedback feel more personal), consider leaving audio or video feedback in Speedgrader, either in place of or as a complement to annotations.</p> <p>Consider embedding a rubric in writing assignments. Rubrics with clear narratives associated with their categories can help students understand numeric or letter grades, as well as how to improve in future assignments.</p>
<p>For More Information:</p> <ul style="list-style-type: none"> • Blog post on integrating ePortfolios into online classes from Tuoro College 		

<p>Guest Speaker(s)</p>	<p>Asynchronous (guest speaker pre-records content for your class):</p> <ul style="list-style-type: none"> • Invite guest speakers to video themselves delivering a talk using their laptop or phone, and then include the video lecture on your class Canvas site via Panopto. (For more engagement, embed the content in a Canvas Discussion and include some prompts that require students' feedback.) • Invite your guest to a Zoom session at a time that is convenient to you (or to a smaller group of your students) and record the conversation for later posting to the larger class (via Panopto/Canvas). • Record an audio conversation with your guest, then share that content as a podcast via Canvas. As a variant, delegate the task of recording and producing the podcast to one or more students in the class, acting as "interviewers." <p>Synchronous (guest speaker is available to join in a real-time class session):</p> <ul style="list-style-type: none"> • Invite your guest speaker to join a synchronous class session by sharing that class' Zoom link with them. • For more control over the conversation, you can (as the instructor) mute all your students and require them to post questions via the "Chat" feature or use the "Raise hand" feature to request acknowledgement during synchronous sessions. • You can also cede "presenter" status to your guest, so that they can share their screen with your students -- this allows them to share, for example, a Powerpoint presentation or other visualizations with the class. 	<p>Make sure to practice logging into Zoom and video-chatting with your guest prior to asking them to record content or participate in a class session, so they can decide if they want to download the app or connect using their browser.</p> <p>To make the experience of hosting a virtual guest more inclusive, you can send around your guests' bio before the recording date, and have your students develop questions that the guest speaker can respond to during their talk.</p> <p>Be sure to record any synchronous content so students who're unable to attend the session in person can review it later.</p> <p>For a flipped classroom version, ask your students to identify, recruit, schedule, interview, and record/broadcast guest speakers for different units of your class (with your input and approval, of course).</p>
<p>For More Information:</p> <ul style="list-style-type: none"> • Resources for hiring Chicago-based guest speakers are available from Chicago Studies. See https://chicagostudies.uchicago.edu/reframed for information about online experiential learning. 		

<p>Collaborative/Group Project</p>	<p>Instructors should establish clear expectations for participation, mechanisms for collaboration, and accountability/evaluation in presenting collaborative assignments in online teaching.</p> <p><i>Most students are familiar with tools for online collaboration, and so instructors should not be afraid to require collaborative work or group projects in online classes.</i></p> <p>Participation:</p> <ul style="list-style-type: none"> • When explaining the project, be clear with students about how much time you expect each student to put in; when you expect the groups' work to take place (e.g. during synchronous class sessions or independently of class sessions); and whether you expect all students to contribute to all aspects of the final product or to subdivide its elements among the group's members. • Decide in advance whether groups will self-select, be assigned, or be chosen randomly by Canvas. <p>Mechanisms:</p> <ul style="list-style-type: none"> • Encourage students to use class-related collaboration channels for group work. This permits you, as the instructor, to monitor group interactions and (if necessary) intervene before difficult group dynamics interfere with students' success. <p>Evaluation:</p> <ul style="list-style-type: none"> • Be sure students understand whether they will be graded as a group or individually. (Canvas allows both options when setting up a Group Assignment.) • If grading students individually, establish clear standards by which each students' unique contributions will be documented and assessed, and consider using a rubric or similar mechanism for peer evaluation. 	<p>Canvas offers a number of options when creating group assignments using the Assignments tool. You can access these by selecting "This is a Group Assignment." Instructors can decide whether or not to assign students to groups at that time. Assignments can also be distributed/limited to specific sections of a class.</p> <p>Canvas permits integration of Google Tools into classes to facilitate collaboration. By default, the instructor has access to all group files when using integrated Google Tools.</p> <p>If students are using Slack or other real-time collaboration tools, the instructor should establish those mechanisms for the groups. Again, this permits the instructor to monitor group progress and problem-solve if necessary.</p>
<p>For More Information:</p> <ul style="list-style-type: none"> • UC Davis offers this excellent overview of issues with online group projects, including great links. • The Eberly Center at Carnegie Mellon offers great tools for evaluating group work and processes. 		