

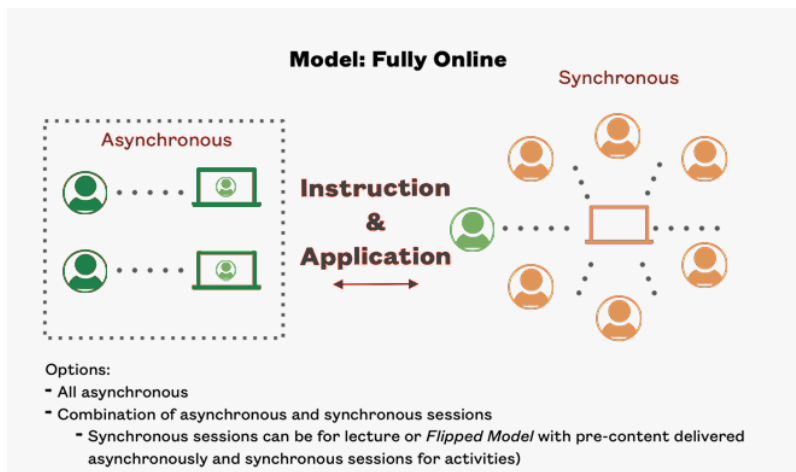


Visualizing Your Fall 2020 Courses

This fall, UW-Green Bay will offer in-person, online and hybrid/blended courses.

In order to help instructors plan for teaching in Fall 2020, CATL has a few guiding questions and suggestions based on models circulating in the educational development community, but contextualized to fit with what we have the capacity to do here at UW-Green Bay. This document assumes that a fully face-to-face course with no digital or online complement is not feasible in our context.

Where do I start? And, what might an “online core” look like?



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Consider an Online Core

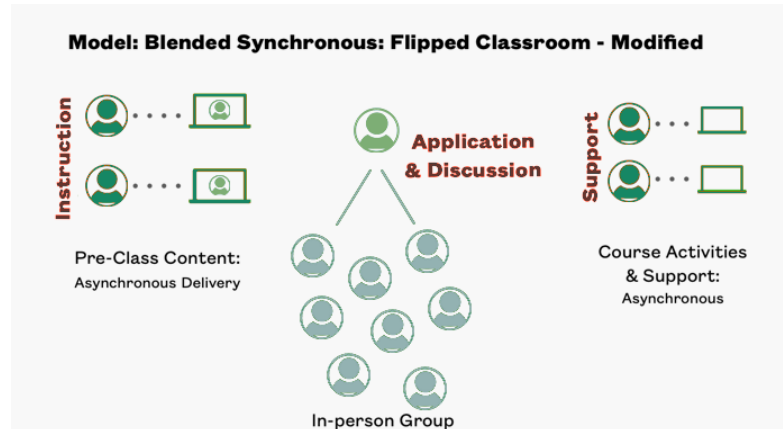
Whether you are teaching in-person, hybrid, blended, in-person with streaming online capability, interactive video, online, or virtual classroom we strongly recommend you visualize your course having an online, asynchronous core. Placing your important assignments, engagement strategies, projects, exams, etc. online will ensure that all students will be able to access the essential elements of the class should they encounter circumstances that require them to attend at a distance.

Benefits of an online core	<ul style="list-style-type: none"> • Create flexibilities for students whose schedules or circumstances may not allow them to attend an in-person class or synchronous sessions. • Attendance flexibilities for students as they arise. • Able to pivot to fully online instruction, if necessary.
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Even with an online core, or even a fully online course, we should consider whether students will have equal access to the materials and assessments you provide given our current context. Are students who have irregular computer and internet access and/or low bandwidth able to access learning materials? Are they able to complete your assessments? Consider designing low-bandwidth paths for your class when you think about how you wish to deliver content, promote student interaction or group work, or assess for learning.

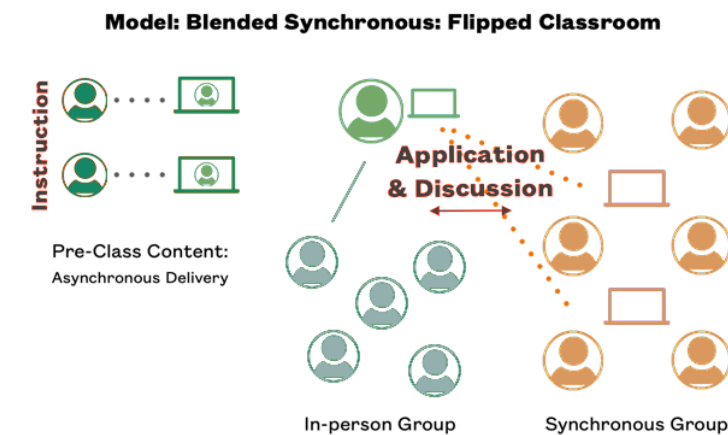
So, what might an “online core” look like?

You may want to look to the “flipped” model for inspiration. In flipped teaching, the one-to-many, lecture-like distribution of information is available online for students to engage with at a distance, and application and hands-on activities are held in person. While this model needs to be reconsidered to incorporate limitations imposed by COVID-19, it can still serve to inspire you. When students cannot participate in person or at a given time, alternative assignments, asynchronous discussions and conversations, and assessments should be available online.



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Consider the components of your course that are best served by being conducted in-person—applied, experiential, labs, studios, performance—and try to work them into whatever in-person space and time you’re given.



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Resources to help you visualize your online core

- “Active Learning while Physical Distancing”.
- “HyFlex” course design (although we’re advising that the online core be asynchronous, there may be times when some of the synchronous scenarios laid out this document would be appropriate; note we’re not advocating that you create a true “HyFlex” course – that’s a huge lift!).

How is an online core different from what I did in Spring 2020?

An online core means that the heart of your class is online, regardless of how it is listed in the timetable, or the mode in which it is ultimately delivered. Students will gain full citizenship to your course in the online

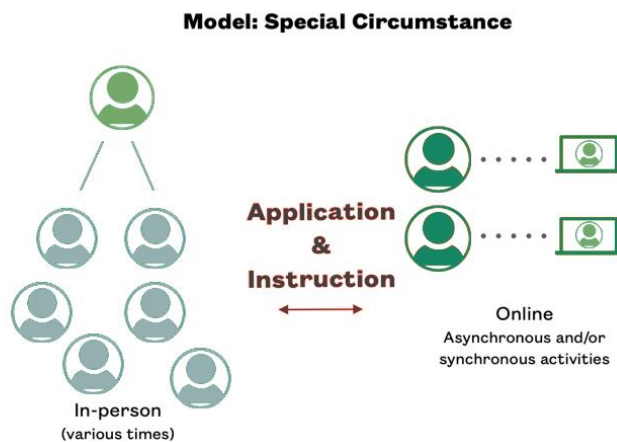
environment: access to learning materials, assessments, and communication with you and their classmates. The big difference between this and "pandemic teaching" is that you will have the time to prepare for the likely scenario that at least some of your students will not be able to participate in person.

How is a virtual classroom different than an online course?

Virtual Classroom will allow you and your students to share a digital space at the same time. In the schedule of classes there is a set time, so students know when they need to be available for synchronous meetings. Instructors need to communicate where those synchronous meetings will happen (e.g. Microsoft Teams, Blackboard Collaborate Ultra through Canvas) and that students with strong internet connections will be able to view the video and hear the lecture, but will need a microphone and camera to share audio and video back to the class.

Session Considerations	<ul style="list-style-type: none"> • If some students can't attend synchronously, how will you share content from the lecture with them? • Students should be in attendance at all virtual class sessions, but they may need to be absent for personal or medical reasons. What attendance policy will you implement and how will you support students who are unable to attend? • Both Teams and Blackboard Collaborate have features to encourage interaction, e.g. break out rooms or chats, how might you use these features to engage all students? • If you decide to record and share videos of class meetings, it is important that the videos are accessible. Have you identified a captioning solution? • Internet connections must be reliable and strong for the best user experience, but students and faculty may not have consistent internet access. Faculty should plan class and lecture material in case they or their students need to turn off their cameras to increase bandwidth during class meetings.
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So, what might a blended or hybrid course look like?



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What's the difference between hybrid and blended courses?

The blended learning environment is mostly online with a few in-person meetings. The Higher Learning Commission has set the standard for blended classes as 75% of class time spent online and 25% spent in-person class. Hybrid, by contrast, is a more fluid term and can be set at the instructor's discretion somewhere in between 25% and 75% in-person. In practice, many instructors set the ratio at 50% online and 50% in-person.

The Hybrid or Blended Learning Environments

A combination of classroom size and spacing guidelines will influence how many students can attend at one time. Instructors can expect classrooms will require students and the instructor to be physically distanced, and all will wear personal-protective equipment.

- Rooms in which you teach may be larger to accommodate physical spacing between students.
- Students may not be in the room at one time, if a large enough room is unavailable. For example, you may have some students attend in person on Mondays, and the other group of students attend in person on Wednesdays. This will mean that your course falls in the “hybrid” category. You may want to borrow strategies for hybrid and online course development.
- UWGB is likely to see a significant reduction in courses in which an entire class may meet at the same time in-person. See [these infographics](#) from the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University for a useful overview of what courses might look like with varying degrees of technology enhanced instruction.
- Based on discussions about technology availability with the Division of Information Technology, UWGB cannot accommodate video broadcast/simulcast at scale, nor will we have the ability to equitably provide this “blended synchronous model” for all who wish to teach in-person.

Recording in-class lectures, conversations, and studio or lab work is not a tenable option in most cases. Only voices near your recording microphone will be captured, and webcams are not designed to capture video within classrooms filled with people. There are few rooms where an instructor can record their voice along with presentation slides. Further, evidence shows that student views drop off significantly if you do not build interactions into or around such videos for those experiencing them online.

Recording considerations	<ul style="list-style-type: none"> • A recorded class is not a substitute for attending class unless equivalent student and instructor interactions are built around the recording. • To add an interactive element, consider using Kaltura Quizzes or other tools (contact CATL with questions about this). • Long videos require a strong internet connection; assess your students’ high-speed internet access and address accessibility concerns such as closed captioning as you design your online core or your plan to pivot online.
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Communication & Engagement

Communication was identified by students to be paramount to their success in Spring. Engagement is a key component to retention and student satisfaction. Consider the tips below.

Keep in mind	<ul style="list-style-type: none"> • Don’t rely on in-person messaging, and consider the lack of context when recreating messaging for students who can’t attend in-person. • Attendance and participation will “look different” for in-person or blended courses. • Individual student engagement methods will flex as their attendance modes change throughout the semester.
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Engagement is often thought of in tandem with attendance. Instructors may wish to consider how they can shift course attendance policies to align with UWGB’s commitment to compassionate, student-centered policies approved for Spring 2020. Your own attendance may not be possible for significant periods of time. An “online core” (or a plan to pivot) will help keep learning moving for students who must be absent, or if you need to be absent.

Assessments

While some assessment types like Scantron exams are fairly easy to recreate as part of the “online core,” moving assessments for experiential and applied learning outcomes to the “online core” can be especially challenging.

Instructors might return to course learning objectives when considering how students who aren't able to attend in-person can show what they've learned through online meetings, recordings, and alternative assessment methods.

How will I create community and continuity in my hybrid and blended courses?

If you typically use active teaching strategies in your classroom, you may consider pre-designing assignment and project prompts, communications, assignment expectations, and the activity submissions within Canvas so that students who aren't able to attend the in-person session can also have an equivalent experience. Things like critical discussions, simulations, debates, small group work, and project-based courses can still be done, but they will require an additional layer of explanation about how and when students should interact with one another especially if there are any safety guidelines of which we must be cognizant.

Resources

- Visualizing active pedagogies: [Vanderbilt University's Center for Teaching](#)
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OK, I think I'm ready to start! Can CATL help?

Of course! You can either work with us one-on-one, or you can use our asynchronous resources available at www.uwgb.edu/catl/

How we can help

- You can sign up for a Course Consultation any time, just e-mail catl@uwgb.edu and ask for a consultation. Let us know if you have any specific questions you'd like to tackle at the meeting, or if it's more of a general course design consultation.
 - If you've participated in Advanced Trainings with CATL over Summer 2020, you may have access to that course where you can post questions in the Raise Your Hand discussion; or you could keep in touch with your buddy/affinity groups to keep the conversation and support going.
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