

# OOL, INQ & Critical Thinking – A Panel Discussion on Teaching Synchronously Online

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THURSDAY, AUGUST 6, 2020  
1 PM - 2 PM

Our goal is to answer this question:

*“I’ve been successful with classroom teaching...but now what?”*



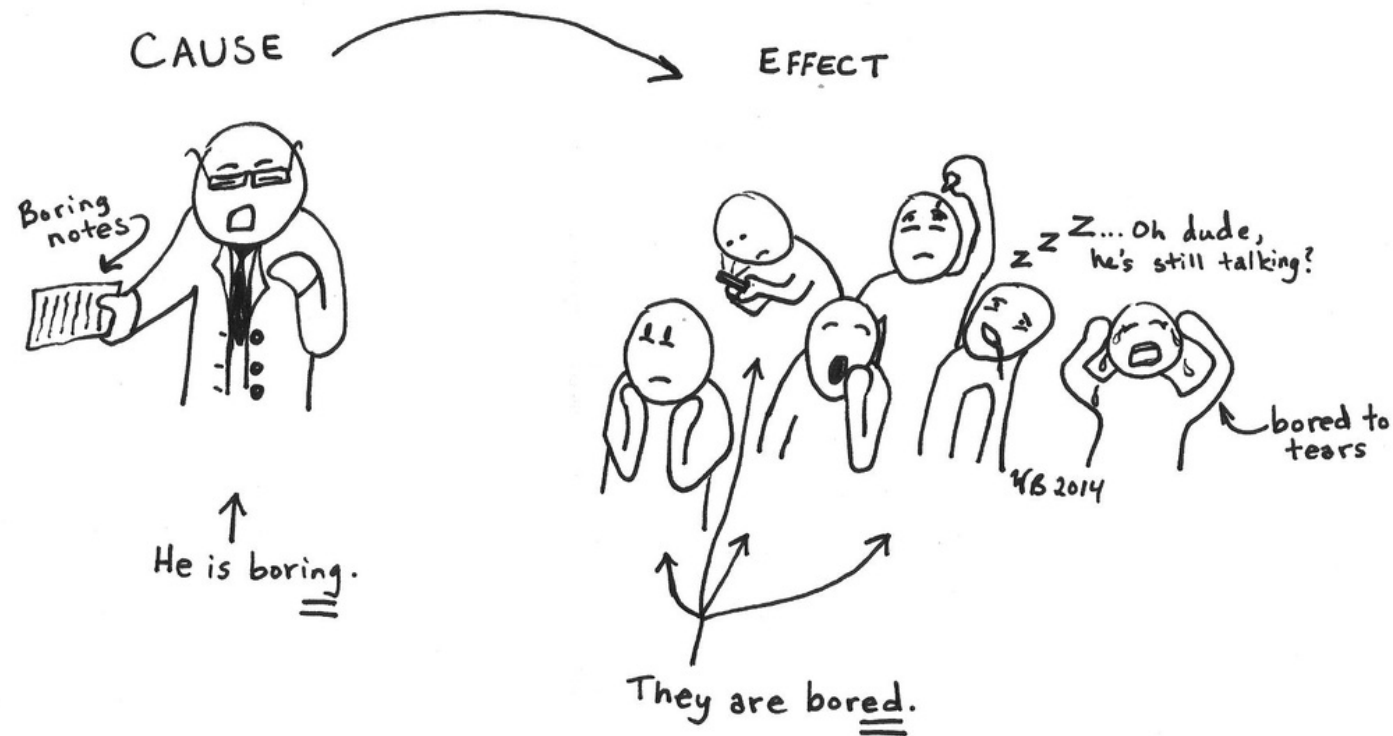
# Our approach to answering the question

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1. Concentrate on the *content* and *how that content is presented*.
2. Defer discussion of the technology used to present the content while providing follow-up consultation.
3. Model a good online teaching practice by frequently pausing the slides (every 5-10 minutes) and asking for your questions and ideas. Please use the chat function.

# Synchronous online teaching is not simply lecturing onscreen

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# OK...so what is synchronous online teaching?

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Delivery of the  
*essential learning* of your course  
in a fashion that is  
*balanced* and *predictable*  
while keeping students *engaged*

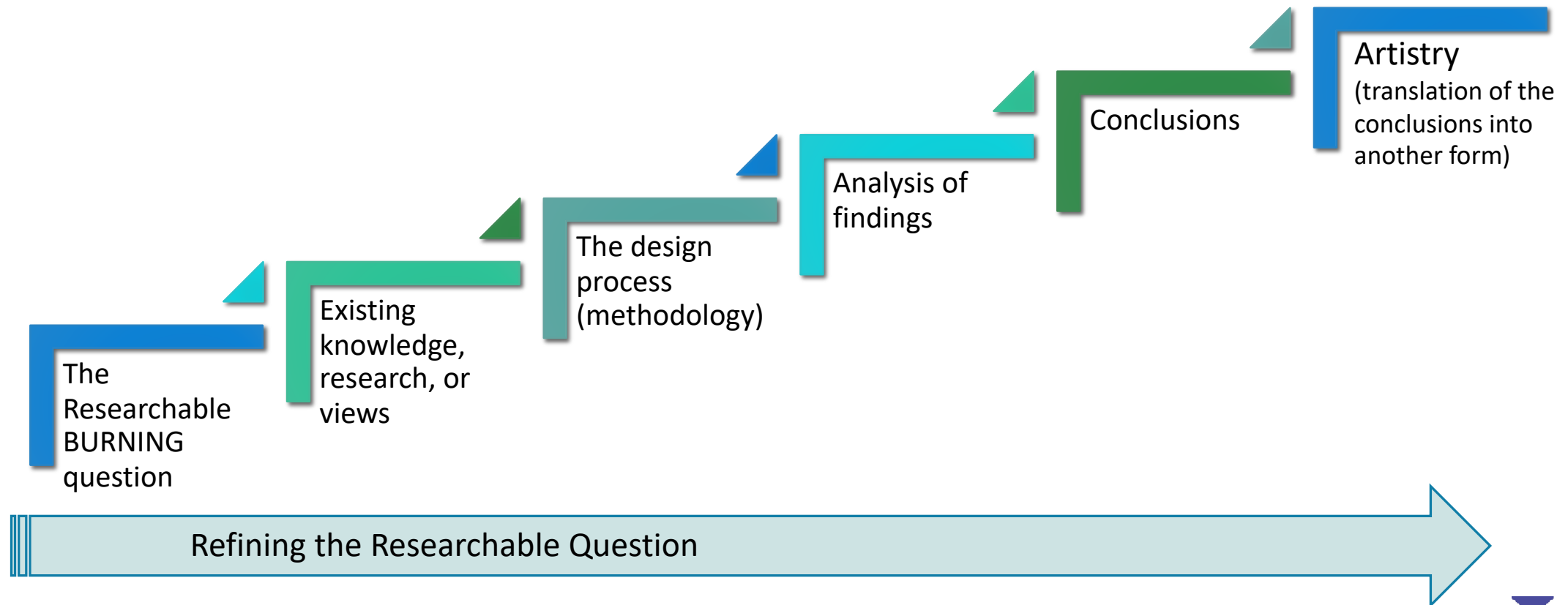
## Essential learning: then

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We are familiar with the course goals for INQ and CT courses. In INQ courses, we use a visual stairway image to help students remember the essential content of the course (the research process steps):

# FYRE: The Research Process: Common to all Academic disciplines (and the rest of life too!)

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# Essential learning: then

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In CT courses, the subject area provides the basis for learning argumentation, evaluation, analysis, and synthesis.

We have achieved those goals through a combination of lectures, in-class discussions, group work, and individual assignments. These activities reflect our understanding that these courses teach *skills* and that mastery of those skills required *repeated practice*.



# Essential learning: now

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Our challenge is to adapt those techniques to an environment where

- there is less lecture time;
- synchronous whole-class discussion is significantly more difficult than in the onground classroom;
- synchronous group work may be difficult (initially) due to technology.

# The plan for synchronous INQ101

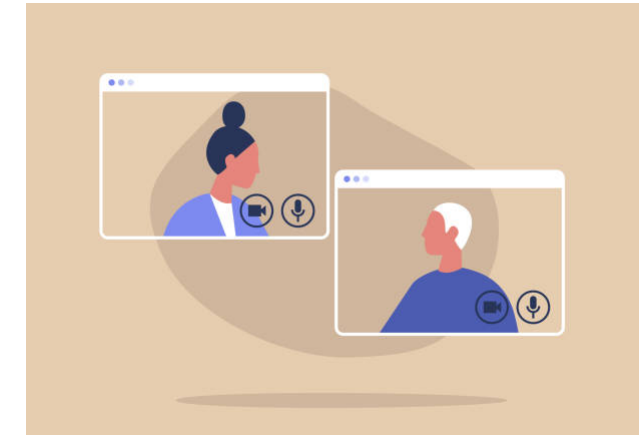
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Generally, at least 1/4-1/3 of class time with whole class on screen



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Generally, at least 3/4-2/3 of class time with small groups or individual students



# How does this affect our teaching?

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- Identifying the essential learning for each week [predictability].
- Using a variety of media that capture the week's learning [balance and engagement]
- Adapting to 5-10 minute “chunking” of the class [balance]
- Creating individual and group asynchronous activities in place of lectures [balance] and understanding how you'll support and evaluate these activities.
  - ☹ More preparation
  - ☺ A chance to engage students more frequently

# How does this affect our students?

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- They have more responsibility for being engaged in the course
- Both students and faculty need to be flexible in this new environment (*Life ate my homework*)
- If all goes well, there will be more active learning.

# ABC: Always Bring Content

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Whatever the day's activities are, make sure that students always bring some content to every class: a question, an answer, a new source of information, an opinion...

*Ten best practices for teaching online and how they might be adapted for the INQ/CT teaching community [Boettcher and Conrad The Online Teaching Survival Guide (Jossey Bass, 2010)]*

## Best practice 1: Be present at the course site

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We are necessarily going to be present at class meeting times using some type of connection (WebEx, Teams, Blackboard Collaborate Ultra).

Some issues:

- Attendance tracking
- Student presence without a video image

## Best practice 2: Create a supportive online community

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Some ideas:

- Students will interact in small groups, so some type of introduction (a discussion post, for example) will help them get to know each other. For our particular teaching community, this support will be reinforced in the INQ classes paired with CT classes.
- How will group membership be determined? Your choice? Their choice? Unchanged for entire semester?
- Consider creating a discussion forum that allows anonymous posts as a place to ask questions.

## Some items previously discussed

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Best practice 3: Develop a set of explicit expectations for your learners and yourself as to how you will communicate and how much time students should be working on the course each week

Best practice 4: Use a variety of large group, small group, and individual work experiences

Best practice 5: Use synchronous and asynchronous activities



# Best practice 5: Use synchronous and asynchronous activities

Week	Topic	Homework for Next Class
1 Sync	<p>Introductions - Live Syllabus &amp; Expectations - Live Supporting the whole student - Live <i>Assign Case Study Groups - Live</i></p> <p>Disability Law: IDEA, ADA, 504 - Asynchronous Attitudes Toward Disability - Asynchronous <a href="#">A Teacher's View of Assistive Technology</a> &amp; Universal Design for Learning - Asynchronous HLPs &amp; EBPs - Asynchronous</p>	<p>Read: <a href="#">Case Manager Responsibilities</a></p> <p>Read: <a href="#">5 Things Your Case Manager Won't Tell you</a></p> <p>Read: <a href="#">UDL in Action: The Smart Inclusion Toolkit</a></p> <p>Watch: <a href="#">High School Accommodations</a></p> <p>Complete the Reading Reflection chart &amp; submit on Blackboard for week 2</p>

## Best practice 6: Ask for informal feedback early in the term

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Course evaluations are always after the fact, so they aren't useful for improving a course in mid-steam. Whatever tool you use, ensure that it's anonymous and that you can track participation from the class (Learn9 surveys are good for this).

Boettcher and Conrad suggest using one or two of the following questions:

What's working so far?

How could your learning experience be improved?

What do you want or need help with?

(What are the three to five understandings you have learned thus far?)

## Best practice 7: Prepare discussion posts that invite responses, questions, discussions, and reflections

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These are obviously good ideas for discussions in general. Consider an async activity where groups respond to one (or more) prompts, posting their results. As a follow-up, students individually summarize the class view as represented in the 4-5 posts.

Best practice 8: Search out and use content resources that are available in digital format if possible

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TED talks have been extremely popular with my students. They have the advantage of being well-produced so that listeners can focus on content.

## Two last items

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Best practice 9: Combine core concept learning with customized and personalized learning.

Best practice 10: Plans a good closing and wrap activity. For INQ, we've got the FYRE Project.

# Establishing a workable synchronous classroom

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Once you've decided on the technology you'll use to conduct your class, plan on using the parts of the first (and perhaps the second) class to ensure that your students are comfortable with the technology:

- Getting into class sessions (email prior to first class)
- Audio muting
- Using the chat function
- Getting into a group and returning to the class

# Looking for help?

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## Training and associated videos

The Office of Online Learning has funded consultants from each College/School to work with you:

### **College of Education**

- Dr. Greg McVerry, Curriculum and Learning - [McVerryJ1@SouthernCT.edu](mailto:McVerryJ1@SouthernCT.edu)

### **School of Business**

- Dr. Alison Wall, Management/IB - [WallA4@SouthernCT.edu](mailto:WallA4@SouthernCT.edu)

### **College of Health and Human Services**

- Dr. Kyle O'Brien, Social Work - [OBrienK9@SouthernCT.edu](mailto:OBrienK9@SouthernCT.edu)

### **College of Arts and Sciences**

- Dr. Candy Hwang, Chemistry - [HwangC1@SouthernCT.edu](mailto:HwangC1@SouthernCT.edu)
- Walter Stutzman, Music - [StutzmanW1@SouthernCT.edu](mailto:StutzmanW1@SouthernCT.edu)