

Leveraging lessons learned from remote instruction for your residential classroom

In Fall 2021, as CSU is shifting to increased residential instruction, TILT (The Institute for Learning and Teaching) encourages all of us to take advantage of the ideas and strategies that we individually and collectively learned during the pandemic--especially those related to educational technologies. We also want to offer manageable tips to guide faculty so they can best support their students in the transition to a more open campus. It's important to keep in mind the special needs students will have. Some are still dealing with family circumstances, and many are feeling stress and are possibly seeking (or needing to seek) mental health support. There are also special considerations necessary for students who may have content or skill gaps.

Continue to record and chunk your lectures (create mini-lectures) and make them available to students.	
<p>Why?</p> <ul style="list-style-type: none">• If you record lectures and ask students to watch them in advance, use class time to incorporate active learning and discussions and/or implement a flipped classroom model [web]. It's important to get your students engaged with the content and each other whether online or in the classroom; continue to use class time to emphasize interaction with and between students and course content. Remember that a positive class climate can drive students' desire to be in class.• Students are anxious about returning to the classroom and experiencing lectures in real time. They've expressed nervousness about trying to take notes in class when they've become accustomed to being able to pause a recorded lecture to keep up. They also like being able to replay sections of a lecture to better understand concepts. And, some may still not attend class regularly due to illness, pre-existing health conditions, family members' illnesses, etc. and will need access to lectures outside of class. Providing lectures will increase students' confidence that they can make up any missed learning and succeed in the return to face-to-face (F2F) instruction.	<p>How?</p> <ul style="list-style-type: none">• Use Echo360 [web]. Almost all of the general classrooms now have Echo360. There is also Echo360 Universal Capture available for your laptop or PC. There was an Echo training at RampUp (August 2021) and during the all-GTA (graduate teaching assistant) training. Another benefit of using Echo is the auto-captioning feature. (Microsoft Stream and Youtube have auto captioning, as well; the Canvas media tool does not.)• Remember to chunk your lectures. For example, if you have a PowerPoint slideshow for a 50-minute lecture, try distilling that into smaller mini-lectures, each focused on one concept, and record audio narration to create 10- to 15-minute presentation(s). Then, intersperse your mini-lectures with engaged learning activities.• State clearly and specifically your expectations regarding the use of recorded lectures and F2F attendance. For example, if participation requirements can be fulfilled virtually, that should be mentioned--<i>and</i> it should be mentioned if that is not the case. Similarly, if recorded lectures are intended to <i>supplement</i> F2F class attendance and are not to be used as a <i>substitute</i> for F2F class attendance, be sure to state this intention and emphasize the expectation of F2F attendance.
Make content accessible to all learners.	
<p>Why?</p> <ul style="list-style-type: none">• Accessible content and learner accommodations are more important than ever. (And, it's the law!) Make accommodations for students with documented disabilities, and ensure major content is accessible for all learners. Doing so benefits <i>all</i> students and appeals to different learning preferences.	<p>How?</p> <ul style="list-style-type: none">• Student Disability Center [web]• Accessibility by Design [web]• Canvas: Accommodations & Accessibility [web]• Echo Transcripts and Closed Captions [web]: Enable auto-captions in Echo. Auto-captions are generated automatically in Echo, but they are not available for students to turn on unless instructors enable them. (A transcript of the auto-captions is available automatically to students without instructors needing to do anything.)

Assess prior learning.

Why?

- The Scholarship on Teaching and Learning makes it clear that students' preparation and prior knowledge are the starting points for new knowledge and skills. This also includes the context in which students may come to your course with deep prior knowledge, personal expertise, inaccurate knowledge, preconceptions, misconceptions, and alternate conceptions. You want to capitalize on the strengths that students have and be ready to support their new learning throughout the semester.

How?

- Teaching Effectiveness Framework-[Pedagogical Content Knowledge: Knowledge of Students \[web\]](#)
- [A Prior Knowledge Primer \[web\]](#)
- [Beginning with What Students Know \[web\]](#)

Be flexible.

Why?

- While we're returning to F2F instruction in many courses, there won't be an instant return to the way things were (and may never be). Recognize that **there will be a need for flexibility in many aspects of leading a course**. It is possible that you and/or your students will be absent for periods of time.
- [Students Want Online Learning Options Post-Pandemic \[web\]](#).

How?

- Plan to **connect and check in with students often**
 - Consider adding a few brief video announcements (remember to provide a script or captioning) to your course canvas shell.
 - Pay attention to engagement patterns in your students' communication and reach out via Canvas or email, particularly to those you've not heard from or seen in class in a week.
 - Be intentional in creating a positive and supportive [Classroom Climate \[web\]](#). Remember that a positive class climate can drive students' desire to be in class.
- **Be flexible with due dates, accommodations, and assignment types** and when students must quarantine or have other legitimate reasons to miss class.
- Use digital resources and materials in your F2F classroom.
- Use Canvas to house course materials as students are now accustomed to finding grades, readings, lectures and more in Canvas and are comfortable navigating the learning management system.
- Offer opportunities for asynchronous activities/materials.
- Remember that students who took a gap year in 2020-2021 may differ in their prior knowledge/preparation from those of students in prior years.
- Keep online tutoring and student support services options.

Recognize that students will have an increased need for emotional and social support.

Why?

- These are trying times. The **trauma and stress** we've all endured since March 2020 cannot be overstated.

How?

- Discuss with your students what has been stressful and anxiety-provoking during this time. You cannot accommodate every student's issue, but you can **be aware of trends or areas where you can make adjustments that will benefit the majority of your students.**
- Take time to **make personal connections with your students.** Engage with your students. Show that you care about them and how they do in your class.
- **Connect students with mental health resources:** [CSU Health Network \[web\]](#).
- Consider **offering "first-year sophomores" an opportunity to meet faculty face-to-face** at an **informal event** that provides social support for students, e.g., encouraging them to attend in groups, providing snacks, some type of fun activities, etc.
- Adopt a **trauma-informed approach to teaching** and students' learning: [Leveraging the Neuroscience of Now \[web\]](#).

Encourage academic integrity.

Why?

- During the pandemic, there was a rise in the number of questions submitted to websites like Chegg and other **online sites that sometimes promote academic dishonesty**--an increase that may be linked to an uptick in cheating.

How?

- Have a **frank conversation with your students about academic integrity and your expectations** for how they complete their work is still the most effective way to encourage academic honesty. The [For Faculty: Talking with your students about Academic Integrity \[video\] \[3:03\]](#) provides coaching tips on having the most successful version of that conversation.

Reflect on what went well and would continue to work in the F2Fclassroom.

Why?

- We've heard from countless instructors about **revisions to teaching** that worked **during the pandemic. Many** of these strategies **will work for F2F teaching.**

How?

- **Take inventory** of the teaching tools and practices that worked well during the past year. **Consider how you can continue to engage with your students in this manner** with the shift back to campus teaching. For example:
 - Use of Canvas for delivering assessments (testing and assignments), providing feedback, recording grades, sharing files, and facilitating student discussions and collaboration.
 - Use of technology tools like google, Jamboard, Nearpod, videos, etc. to engage students in course material.

Collaborate with colleagues and share success stories.

Why?

- **Instructors have experimented with various teaching strategies** during the pandemic. Colleagues can be your greatest asset.

How?

- **Begin with colleagues who teach the same course** as you, a prerequisite course, or a subsequent course.
- **Attend professional development.** (See [TILT Events Calendar \[web\]](#).) Seek out like-minded colleagues.
- Connect with your college's **MTI (Master Teacher Initiative) Coordinator.**