

Teaching Maps for 2021 Winter-Term Online Classes

Three 50-Minute Classes

Preamble

These Suggested Teaching Maps have been collaboratively developed by members of the Task Force for Online Preparedness, the Teaching and Learning Center, and the Faculty Development Committee to assist instructors new to online teaching during the first week of Winter term 2021. These maps are offered only as guides to support instructors who wish to use them. Please feel free to modify or adjust depending on your class size and other factors unique to your teaching situation.

When transitioning parts of a course designed for a face-to-face teaching format to one designed for online teaching, it is important to remember that, while you may be new to the online teaching platform, as an instructor you bring several important assets to this task:

- You know the course content.
- You know your preferred teaching style.
- You have created a syllabus outlining the course outcomes and topics for each class.

The StFX Teaching and Learning Center has provided an excellent concise document that can help you [transfer techniques you use in your face-to-face classes to the online environment](#).

The Context of Teaching in the Winter 2021 Term

- COVID 19 will still be with us and we will continue to have to follow public health protocols. We will continue to live in the heightened stress of this reality.
- StFX students will have returned to class after a month of being away; some will still be in their homes and some will be in self-isolation in Antigonish.
- Many students and instructors will be new to the Collaborate platform.
- Most instructors will be teaching new 3-credit courses and will not have met most of the students; a few instructors will be continuing with 6-credit courses and already know their students.
- After the first week of classes which will all be online, most classes will transition to face-to-face instruction; however, there is always the possibility that classes may need to transition back to online at some point in the Winter term.

The companion document, '[Getting Started Guide](#)', provides an overview of the pedagogical principles that inform this Suggested Teaching Map

SUGGESTED TEACHING MAP FOR THREE 50-MINUTE TIME BLOCKS

CLASS #1: The first class in a new term is usually a day of anticipation and excitement as students are introduced to a new course (or the second half of a six-credit course). Students will likely be very ready for the Winter Term 2021 to begin, having had an extra-long, and for some, complicated, holiday break. Many will be glad to get back to both the routine and the freshness of a new term.

The first week of classes will be all online and many instructors will be new to this learning platform. There are many simple ways to create enthusiasm and engagement about the new semester in this first online week. A great deal of this first 50-minute class will be devoted to setting up the learning for the rest of the course. The instructor will make sure the students are familiar with the Collaborate tools, introduce themselves and welcome the students, review the course outline and expectations for the course, and provide an overview of the course topics. Please remember that the passion and energy the instructor brings to the course is often what excites students and those qualities can be transferred to the online learning environment.

Essential Learning Outcomes	Teaching/Learning/Assessment Strategies	Instructor Resources
<p><i>Personalize the online classroom and build the learning community.</i></p> <ul style="list-style-type: none"> familiarize students with the Collaborate classroom tools and online classroom protocols. 	<p>Strategies that will create meaningful learning. The strategies aim to:</p> <ul style="list-style-type: none"> personalize the online classroom and build the learning community provide direct instruction model diverse learning approaches actively engage students serve as a means of assessment <p>Instructor begins with a short tour of the Collaborate classroom. A PPT slide can guide the introduction and describe the online class protocol. This includes showing students how to:</p>	<p>Links to key short teaching resources that will you give you more information on this teaching topic.</p> <p>Link to PPT: Tour of a Collaborate Classroom</p>

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	<ul style="list-style-type: none">• detach the “Attendee Panel” so all the students in the class can be seen. (Students will only have to do this one time and then Collaborate will maintain the Attendees panel separated.)• open the chat function• use the emoticon features• use the raise hand function• locate the mic feature and explain the protocol to mute mics when students are not speaking• use the video camera and explain that using video cameras compromises band width for students in rural areas. Therefore, the protocol is generally to turn video cameras off <p>The instructor will inform the class that the Collaborate session is being recorded to allow students to later review the course material. The instructor will reinforce that no sharing of course material is permitted outside of Collaborate classroom.</p> <p>The instructor may also share community protocol about demonstrating respect in the online classroom when communicating through the chat, when speaking, or using the emoticons.</p> <p>A note about emoticons. In online classroom neither instructors nor students can see each other’s body language and non-verbal expressions. The emoticons and chat function can be a helpful way for the instructor to communicate some of what would be communicated by their body language in the face-to-face class. For example, if a student has just made a contribution, the instructor can add a “thumbs up” emoticon or write “interesting point” in the chat box.</p>	
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<ul style="list-style-type: none"> personalizing the online classroom by creating a safe and positive environment in which learning can take place. 	<p>The instructor will have slides that welcome the student to the online course. The first few slides may contain the Land Acknowledgement, the Community Agreement/Ground Rules, the instructor’s preference for asking questions, notes about Office Hours, and an agenda for the class. Following this, the instructor will introduce themselves to the students.</p> <p>The following are options for engaging students in introducing themselves to the instructor and the class.</p> <p>a) Adding photos in Collaborate classroom: Knowing that visuals help personalize the online classroom, the instructor can add their photo to the person icon in Collaborate prior to the first class. During the first class, the instructor can show students to add their photo to the person icon in Collaborate. A head shot of a student is most helpful for the instructor to start making a visual connection to a student.</p> <p>b) Instructor introduction: Students are interested in the instructors’ experience with the course, their research interests, and how they became engaged with the topics, etc.</p> <p>The instructor ought to make reference to the fact that COVID 19 is still our present reality and that acknowledge that students’ experiences with COVID 19 can range from being a personal inconvenience to a very stressful. The instructor can offer empathy and encouragement just by making this acknowledgement. Instructors can remind students that it is appropriate to be concerned and have fears about COVID 19 and remind students that there are supports on campus. Students should be encouraged to avail themselves to these services if needed.</p>	<p>Link to PPT: Opening Slides for an Online Class</p> <p>Link to article: Compressing a PPT and Turning it into a PDF</p> <p>Link to article: Uploading a PDF into Collaborate</p> <p>Link to article: Adding Your Image (Avatar) in Collaborate</p>
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	<p>Furthermore, the instructor can communicate their intent to support students in their learning journey and encourage the use of Office Hours.</p> <p>c) Student Introductions (Synchronous): The instructor may email a Learner Profile survey to the students prior to the course. This provides the instructor with important information about who is in the class and it also is a simple way to learn the students’ preferred names. It is also helpful to avoid mis-gendering students. The Learner Profile can include:</p> <ul style="list-style-type: none"> • the name and pronoun the student uses • their year and major • their reason for taking this course • their outside of class responsibilities • their outside of class interests • any other information they may wish the instructor to know <p>Students can upload Learner Profile to Moodle before the course begins. The information on the Learner Profile is private and for the instructor only.</p> <p>If the class has fewer than 30 students, the instructor can ask students to pick up the mic, according to the speaking order on the Attendees panel, and introduce themselves. The instructor may choose to write comments in the chat box as each student speaks. This allows the instructors to take attendance at the same time.</p> <p>In classes larger than 30 students, students can write this information in the chat box and the instructor could copy the chat before the end of class to look at it after the class.</p>	<p>Link to Learner Profile Survey: PDF or Word</p> <p>Link to article: Adding an Assignment Submission Link to Your Moodle Page.</p>
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	<p>d) Student Introductions (Asynchronous): In an asynchronous class, the instructor may create a different survey “<i>Introducing Ourselves to Each Other</i>”. This survey is a way for students to share some of who they are with each other and the instructor. Its purpose is slightly different than the Learner Profile as is meant to create a sense of community between the students. The instructor also fills in the “<i>Introducing Ourselves to Each Other</i>” survey.</p> <p>These surveys are uploaded to the course on the first day in a Discussion Thread on the class Moodle site. The class is invited to post their surveys, read the surveys of others, and make at least 2 connections to people in the course and add comments to their surveys.</p> <p>This can create both a social and learning space a space where students in asynchronous classes communicate with each other.</p>	<p>Link to “<i>Introducing Ourselves to Each Other</i>” Survey: PDF or Word</p>
<p><i>Engaging with the course content</i></p> <ul style="list-style-type: none"> • reviewing and clarifying the learning expectations for the course 	<p>The instructor will want to review the course outline and expectations. Two possible approaches:</p> <p>A) The instructor will have the course outline posted on Moodle and give the students 15-20 minutes to review the course outline on their own and come back into the Collaborate classroom with questions. Students can ask questions in the chat box or by raising their hand, and the instructor can review the questions with the entire class.</p>	

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	<p>provide the instructor with some ‘discussion’ points to engage the students in the course topics.</p> <p>B) The instructor will find a motivating piece of “text” (video/sound clip/data about the topic/news story/opinion piece/interview with an ‘expert’ in the field) that will provoke or spark students’ interest in one of the big ideas in the course. This text can either be shared using screensharing by the instructor or the instructor can upload the text to Moodle and students can go out to view it and come back into the class. The instructor can have a discussion with the class about the issues raised that will be touched upon in the course.</p>	<p>Link to article: Linking videos in Moodle.</p>
<p><i>Checking for student understanding</i></p> <ul style="list-style-type: none"> • assessing students’ experience in the first online class 	<p>Snowball Activity: The instructor will create a whiteboard slide and write this 3-part question: What was ...</p> <ol style="list-style-type: none"> My comfort level with the online platform today? One thing that is clearer to me about the course expectations? Something that is still confusing to me? <p>Students will be asked to write their responses in the chat box BUT will be asked to NOT HIT SEND until instructed to do so.</p> <p>When instructed, the students will all hit send at the same time, sending a flurry of responses in the chat box•. The students can look at the responses of their peers, but most importantly the instructor can do a copy/paste of all the comments onto a Word Document and review this after class. This strategy provides important feedback to the instructor and can provide further direction for the next class.</p> <p>•Note: <i>During the class, the names of students appear beside any contribution they make to the chat box (an emoji, a comment). In the</i></p>	

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	<i>class recording the chat feature will become anonymous and the students' names will be deleted.</i>	
Closing	Many instructors have a final slide which outlines the expectations for next class (readings, etc.). The instructor commends the class for their engagement in the online class. The instructor may remain in the classroom for a few moments after class to engage with students informally.	

CLASS # 2: In this class the instructor will continue to work on personalizing the online classroom, building the community, and engaging the students in course content.

The instructor will have prepared a PPT slide presentation to guide their synchronous class. The slides may include the Land Acknowledgement, the community agreement, the agenda for the class, any announcements and the essential outcomes to be presented during the class. Instructors narrate their slides as they would in the face-to-face class, leaving time at regular intervals to address questions students may have. Best practices in online teaching suggests that instructors do not 'read their slides' but use visuals and key words to 'speak to' their slides in a more animated way. Instructors should remember that a good online classroom can be like listening to good radio. The passion and excitement in the instructor's voice can motivate students to be engaged and well-chosen visuals and graphics assist students in understanding key concepts.

Outcomes: Essential Learning Outcomes	<p style="text-align: center;">Teaching and Learning Strategies Teaching/Learning/Assessment Strategies</p> <p>Strategies that will create meaningful learning. The strategies aim to:</p> <ul style="list-style-type: none"> • Personalize the online classroom and build the learning community • provide direct instruction • model diverse learning approaches • actively engage students 	<p style="text-align: center;">Resources</p> <p>Links to key short teaching resources that will you give you more information on this teaching topic.</p>
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	<ul style="list-style-type: none"> • serve as a means of assessment 	
<p>Personalize the online classroom/ Build the learning community</p>	<p>The instructor reviews the first few slides in the PPT: the Land Acknowledgement, the community agreement, the agenda for the class, and any announcements.</p> <p>As this would be only the second class of the first week, the instructor could open the class by <i>taking the temperature in the classroom</i> and engage the students by creating some easy surveys or using the polling feature. These strategies would allow students to share how their first week is going and can create some class discussion to build a sense of community in the class.</p>	<p>Link to PPT: Opening Slides for an Online Class</p> <p>Link to PPT: Tips for Building Effective PPT Slides in an Online Classroom</p> <p>Link to PPT: Taking the Temperature in the Online Classroom</p> <p>Link to article: Polling in Collaborate</p>
<p>Engaging with the course content</p>	<p>In the synchronous classroom, the instructor will provide some direct instruction on the course content.</p> <p>The instructor may present the topic through by narrating a PPT presentation or they may direct students to Moodle to view videos/read texts that teach these concepts.</p> <p>The direct instruction part of the class should be chunked into two 15-20-minute time blocks. The instructor can ask probing questions about what has just been taught. These questions can be quickly typed into a whiteboard slide so students can both hear and see the questions. The instructor can alternatively ask students to write their ideas in the chat box and as students are writing the instructor can be commenting on the students' questions, creating a lively conversation.</p>	

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	<p>Effective use of chat box conversations: Online instructors notice that students who would not ordinarily speak up in the face-to-face classes are more likely to write comments and share ideas in the chat box. This is a wonderful form of student engagement and when the instructor is adding commentary and affirming what the students are saying, students become quite engaged in the chat discussions. This can be a very rich form of active, engaged learning among the students and the instructors. The comments in the chat also provide a method of informal assessment, indicating how the students are understanding the course material. The instructor may, after the chat discussion, invite students to take up the mic, offering another form of expression.</p> <p>When chunked in this manner (15-20-minute direct instruction followed by 10 minutes of comments, Q&A using the chat and mic), the class is more likely to be engaging for students.</p> <p>This activity could also be done asynchronously mimicking the strategy listed above but with the following changes:</p> <ol style="list-style-type: none"> 1) The instructor will have prepared a PPT with voice over or a teaching video to MOODLE. 2) Students will watch the video/PPT on their own time. 3) The instructor will have created some questions on a Discussion Thread and given students directions respond to the questions and also build upon a certain number of responses of their peers. The instructor can monitor the discussion thread, occasionally adding to the conversation. 	<p>Link to article: <i>Recording Audio in PPT (Windows)</i></p> <p>Link to article: <i>Setting up a Discussion Forum</i></p>
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<p>Checking for student understanding</p>	<p>Exit Cards: Exit cards are a quick and simple way to get individual (private) feedback from each student to show their understanding related to the outcomes of the class. The instructor will ask 1-2 questions and on the whiteboard. For example, at the end of a class on systemic racism in Sociology, the students might be asked to define the term ‘systemic racism’ in their own words and give two examples from the Canadian context. Students would be asked to write a 100-150-word response and email it to the instructor before leaving the class. Exit cards are short, quick to read and are a simple method of assessing individual and class performance. They assist the instructor in knowing if further review is needed before moving forward.</p>	<p>Link to: Exit Cards</p>
<p>Closing:</p>	<p>Many instructors have a final slide which outlines the expectations for next class (readings, etc.). The instructor commends the class for their engagement in the online class. The instructor may remain in the classroom for a few moments after class to engage with students informally.</p>	

CLASS #3: There are two possible choices for the third class.

A) The instructor may simply wish to repeat the lesson format of CLASS #2, using different content for the class but using the same basic tools.

B) If the instructor is feeling confident, they may wish to use the following lesson template which introduces the use of break-out rooms. In this class, the instructor will continue to work on personalizing the online classroom, building community, and engaging students in course content. In addition to direct instruction, the instructor will use break-out rooms or discussion in which students can work in small groups and in a more self-directed way to extend their learning about the essential outcomes. Students will become familiar with the whiteboard tools in this synchronous class.

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Outcomes: Essential Learning Outcomes	Teaching and Learning Strategies Strategies that will introduce students to the course content and engage the students in learning. The strategies aim to: <ul style="list-style-type: none"> • Personalize the online classroom and build the learning community • provide direct instruction • model diverse learning approaches • actively engage students • serve as a means of assessment 	Resources Links to key short teaching resources that will give you more information on this teaching topic.
Personalizing the online classroom/ Building the learning community	<p>The instructor will have a whiteboard slide on with several different facial expressions on it. The students will pick up the whiteboard pencil and check the emoticon that best describes how they are feeling. The instructor will also participate. This will create an anonymous snapshot of the emotions in the room and this will provide an interesting visual. Using either the chat feature or the mic, the instructor will ask for volunteers to speak about the kinds of things that made them happy, frustrated, or worried. This activity gives creates a sense of empathy to the variety of experiences students face. Having the instructor share their feelings helps create a sense of classroom community.</p> <p>During this activity the instructor will have demonstrated the whiteboard tools (pen, text box, eraser) which will set the students up for the next learning activity.</p>	Link to PPT: How are you Feeling Today in the Online Classroom?
Engaging with the course content	Discuss course content using one of the possible options: PPT presentation, presentation by a guest speaker, video, chapter reading. The instructor will create break-out rooms of 5-7 students. For example, there may be 12 break-out rooms if there are 70 students in	Link to article: Creating Random Break-Out Rooms

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	<p>the class. The instructor will create 12 enrichment questions that will extend the students' thinking about the content. These 12 questions will be placed on 12 different individual PPT slides and loaded into 12 break-out rooms. The instructor indicates that the first two people listed on the attendee list when they enter their break-out room will report back the findings to the whole group. The instructor reminds the students that the whole group is working collaboratively to address the question.</p> <p>The instructor will quickly explain to students how to enter and leave the break out rooms.</p> <p>The students will randomly be assigned break-out rooms and their task will be to enter the break-out rooms and discuss the question together. They will discuss for 5 minutes and then begin to formulate their response to the question (another 5 minutes). At the end of 10 minutes the students will head back to the main room.</p> <p>The class will go through the responses to the questions by having the reporters speak to the question. As each group shares responses, the instructor is actively involved, affirming, clarifying, probing to help deepen the students' learning on the topic being taught.</p>	<p>Link to article: Sharing Slides with Break-Out Rooms</p>
<p>Checking for student understanding</p>	<p>When students are able to work in small groups and talk about their learning out loud, they are deepening their understanding of the concepts being taught. The instructor's ability to listen to the students' comments will provide a form of summative assessment to indicate the overall level of understanding of the students.</p>	
<p>Closing</p>	<p>Many instructors have a final slide which outlines the expectations for next class (readings, etc.). The instructor commends the class for their engagement in the online class over the entire week and express their</p>	

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	appreciation for working with this change in format. The instructor may remain in the classroom for a few moments after class to engage with students informally.	
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