Teaching Maps for 2021 Winter-Term Online Classes

One 3-Hour Class

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 ONE 3-HOUR TIME BLOCK

CLASS #1: The first class in a new term is usually a day of anticipation and excitement as students are introduced to the course and learn what it will involve. Students will be curious and likely very ready for the Winter Term 2021 to begin, having had an extra-long, and for some, complicate, holiday break. Many will be glad to get back to both the routine and the freshness of a new term.

It is helpful to chunk the 3-hour class into three 55-minute sessions, with a short break each hour, which is especially important given the strain on the body and eyes in an online classroom. The first hour of this class will be devoted to setting up the learning for 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. In the second and third hours of the class the instructor will engage the students in the course content with assessment threaded throughout the class and at the end of the class.

Essential Learning Outcomes	Teaching/Learning/Assessment Strategies	Instructor Resources
	Strategies that will create meaningful learning. The strategies aim to: • 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	Links to k**ey short teaching resources** that will you give you more information on this teaching topic.
Personalizing the online classroom and building the learning community.	**FIRST HOUR**	

• familiarizing students with the Collaborate classroom tools and online classroom protocols.	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: •**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** 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. 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. **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	**Link to PPT:** Tour of a Collaborate Classroom

	student has just made a contribution, the instructor can add a "thumbs up" emoticon or write "interesting point" in the chat box.	**Link to PPT:** Opening Slides for an Online Class
• personalizing the online classroom by creating a safe and positive environment in which learning can take place.	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.	**Link to article:** *Compressing a PPT and Turning it into a PDF*
		Link to article: *Uploading a PDF into Collaborate*
	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.	**Link to article:** *Adding Your Image (Avatar) in Collaborate*
	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.	
	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. Furthermore, the instructor can communicate their intent to support	

	students in their learning journey and encourage the use of Office Hours. 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: • 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 Students can upload Learner Profile to Moodle before the course begins. The information on the Learner Profile is private and for the instructor only 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 tim 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. d) **Student Introductions (Asynchronous):**	**Link to Link to** *Learner Profile Survey:* [PDF](#) or [Word](#) **Link to article:** *[Adding an Assignment Submission Link to Your Moodle Page.](#)*

	In an asynchronous class, the instructor may create a different survey "*Introducing Ourselves to Each Other* 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 "*Introducing Ourselves to Each Other*" survey. 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. This can create both a social and learning space a space where students in asynchronous classes communicate with each other.	**Link to** *"Introducing Ourselves to Each Other" Survey:* PDF or Word

Engaging with the course content • reviewing and clarifying the learning expectations for the course	The instructor will want to review the course outline and expectations. Two possible approaches: 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. B) The instructor can either prepare screen shots of key sections of their course outline and create a PPT or use Screensharing in Collaborate to review the course outline. Both approaches allow students to see the content and while the instructor narrates key points. The instructor can either answer the questions through the chat box or the raise hand feature. **Note to instructor about Monitoring the Chat Box.** Instructors may find it difficult to focus on delivering the course material while simultaneously following the chat box. It is common practice to ask for a student volunteer to be a moderator and signal to the instructor when there are questions.	**Link to article**: *Screen Sharing in Collaborate*

	Two approaches for actively engaging students in the course content follow:	
• sparking interest in the course material	A) Activating students' prior knowledge about the course content can spark interest in course and provide useful information to an instructor about the knowledge level in the room. The instructor may create the following slide on the whiteboard (this may be prepared ahead of time).	**Link to article:** Two Ways to Create Whiteboards in the Online Classroom
	What I already know… What I hope to learn…	
	The instructor asks students to complete one or both of the sentences and post them in the chat box. The instructor may copy/paste what the students have said into the appropriate columns. These comments will provide the instructor with some 'discussion' points to engage the students in the course topics.	
	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.	**Link to article**: *Linking videos in Moodle.*
Checking for student understanding	**Snowball Activity:** The instructor will create a whiteboard slide and write this 3-part question: What was …	

License

• assessing students' experience in the first online class	a) My comfort level with the online platform today? b) One thing that is clearer to me about the course expectations? c) Something that is still confusing to me? 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. 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 to save it. This strategy provides important feedback to the instructor at this point in the class. •Note: *During the class, the names of students appear beside any contribution they make to the chat box (an emoji, a comment). In the class recording the chat feature will become anonymous and the students' names will be deleted.*	
	5 MINUTE BREAK	
	SECOND HOUR The instructor will have prepared a PPT slide presentation to guide their synchronous class. Instructors will 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	**Link to PPT:** Tips for Building Effective PPT Slides in an Online Classroom

	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.	

Engaging with the course content Essential outcomes for this class are listed here	In the **synchronous classroom,** the instructor will provide some direct instruction on the course content. 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. 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. **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.	

	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. This activity could also be done **asynchronously** mimicking the strategy listed above but with the following changes: 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.	**Link to article:** *Recording Audio in PPT (Windows)* **Link to article:** *Setting up a Discussion Forum*
	5 MINUTE BREAK	
	THIRD HOUR **At this point in the lesson, the instructor has two choices for the last hour of class. Both choices can be engaging and instructors can pick the format that best suits them and their comfort level with Collaborate tools.** a) The instructor may simply wish to repeat the lesson format they used in the second hour and continue using the same basic tools to engage the students.	

	b) If the instructor is feeling confident, they may want to introduce student to break out rooms. In addition to direct instruction, the instructor may 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.	
Personalizing the online classroom and building the learning community.	In a 3-hour class, energizers are often needed to keep the students' attention. This quick energizer will also give students practice using the whiteboard tools. The instructor presents a whiteboard slide with a choice of 10 different emoticons (many humorous) and ask students to uses the whiteboard tool to put a check beside the emoticon that best represents how they are feeling during this first week of classes. This creates an immediate visual graph. The instructor then asks for volunteers to describe some of the emotions they are feeling and why. This is a nice community builder and often generates empathy among students.	**Link to PPT:** How are you Feeling Today in the Online Classroom?
Engaging with the course content	The instructor continues to present course content and chunks it into a 15-20-minute time block. The instructor will have prepared a number of discussion questions related to the topic to be used in a break-out group discussion. (These might be the same questions the instructor would normally ask in a face-to-face class.) Student engagement often increases in break-out rooms and student learning is often enhanced by their discussion. It is best to have a specific task and assign a reporter so the group is focused and will bring back some points to share with the larger group. The instructor will create break-out rooms. The number of break-out rooms depends on the size of the group. Normally, break-out rooms	**Link to article:** *Creating Random Break-Out Rooms* **Link to article:** *Sharing Slides with Break-Out Rooms*

	work well for groups of up to 70 students (12 room of 6 students). In an ideal situation, 3-4 students would be in each break-out room. The instructor will have typed the questions on whiteboards (one per whiteboard) and put one whiteboard in each break-out room so that each break-out room has a different question to discuss. The instructor will indicate that the first two people listed in the Attendees panel in the break out room will report back to the class on the question that was posed and share their understandings. The instructor explains to students how to move themselves to break-out rooms and gives them a specified time limit. Students work in break-out rooms. They return to the main room and the instructor puts up each question asking the two reporters for that group to address the question. The instructor adds commentary as the students report back and notes students' collective level of understanding and possible areas of confusion.	
Checking for student understanding	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 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.	**Link to:** Exit Cards

| Closing | Many instructors have a final slide which outlines the expectations for next class.

As this is the end of the students' first 3-hour class and it is often an intensive experience for both a new instructor and students new to online learning, the instructor pays special attention to commend 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. | |