

Course Mode Faculty Guide

Structure and Expectations to Support:

Safety for All, Connectedness with Students, and Successful Learning

Preface

The current environment does not allow for us to teach our students in Fall 2020 the exact way we may want, or in the same way as we did in Fall 2019, no matter how much we wish we could.

However, the university has created a set of course delivery modes that will allow you to create the most safe, connected, and collaborative learning environment for you and your students.

The good news is that despite the new modes, the aspects of these modes share many similarities to the way you are accustomed to helping your students learn.

The purpose of this guide is to provide you key information on the structural aspects and expectations for each of the modes of teaching.

Structure of Weekly Learning: Course Meetings and Student Workload

- This slide deck contains a section for each modality type.
- Each section includes one or more graphics that show the structure of the course in that modality, compared to traditional face-to-face course delivery. The next slide contains the **icon key** for the graphics.
- Regardless of modality, **the total time students spend engaged in the learning process (i.e., student workload) should be similar to traditional learning**, and certainly not exceed that.

Structure of Weekly Learning: Icon Key

Icons representing components of the teaching-learning process

Key



- Faculty teaching done on campus
- Student learning done on campus



- Students complete out-of-class online solo (asynchronous) learning



- Student in an online environment in real time with the faculty member and other students (synchronous)



- As typical, students complete outside of class “homework” (e.g., readings, videos, problem sets, cases)

- **BLACK** indicates components similar to the structure of a traditional face-to-face course
- **RED** indicates components different than the structure of a traditional face-to-face courses



Campus/Traditional*: The Traditional Classroom

The tried-and-true mode, that which you are most familiar

* Mode limited to small classes; enrollment cap set to social distance (6') room capacity



Campus/Traditional : Expectations of Faculty and Students

Faculty

- You teach in a traditional classroom
- On all scheduled days/times you are in the classroom
- Wear a mask at all times inside

Students

- All students attend in person
- On all scheduled days/times students are expected to attend in the classroom
- Wear a mask at all times inside



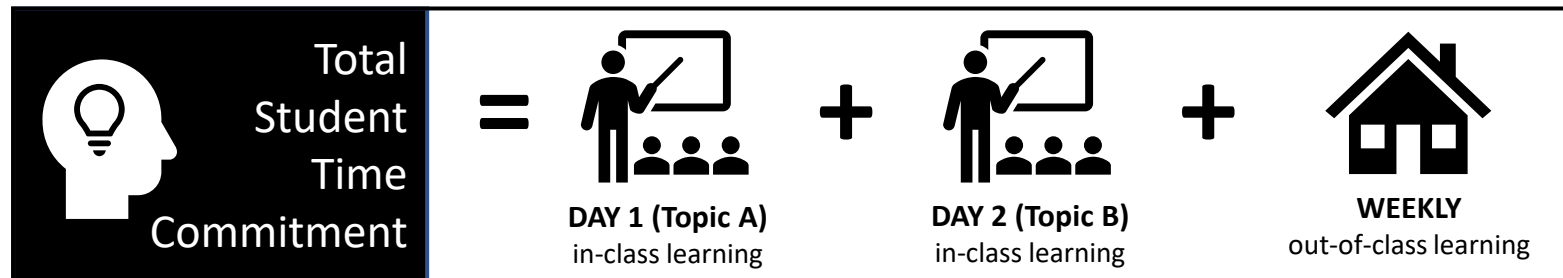
Campus/Traditional: Teaching Considerations

- **MUST have a backup plan in the event of a close campus mandate**
- Social distancing required at all times
 - During lecture and discussion
 - During groupwork
- Mask may make it harder for you to be heard
 - May have to project voice more
- Masks may make it harder for you to hear students
 - Students may have to be asked to speak up

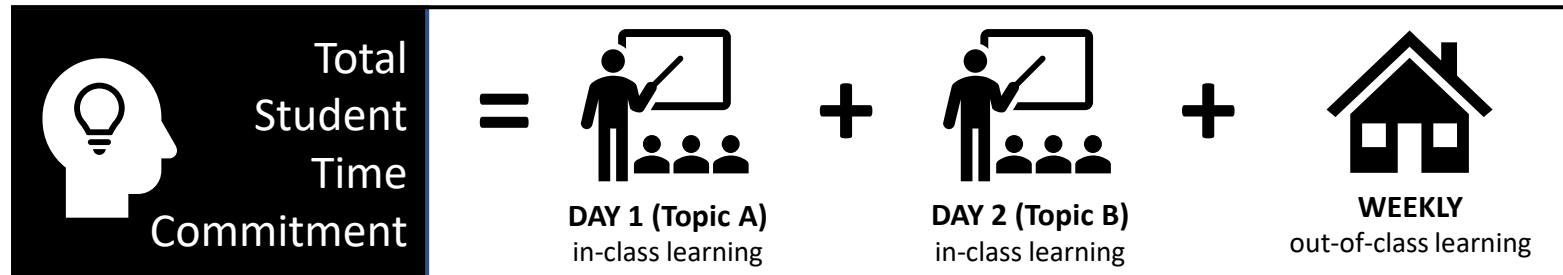


Campus/Traditional: Student Time Learning (2 Days a Week)

Fall 2019 (Pre-COVID)



Fall 2020 (post-COVID19)



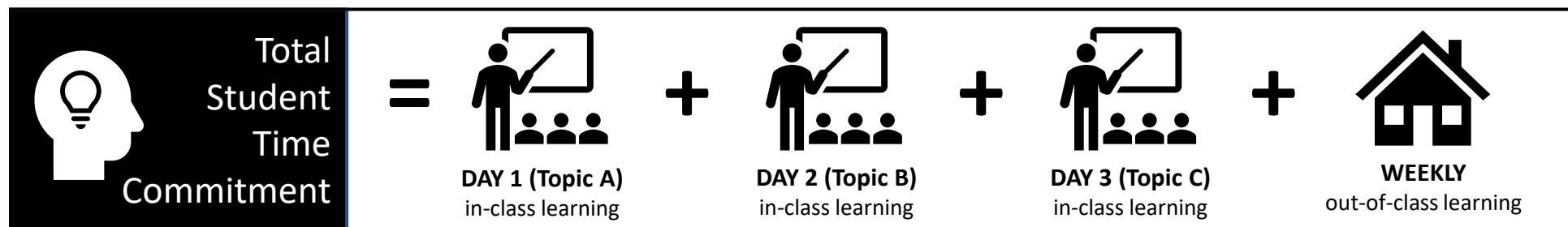
Differences

- None

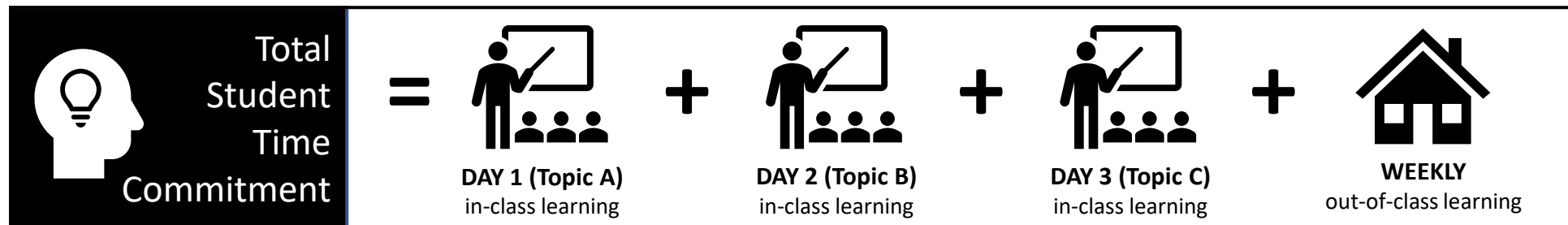


Campus/Traditional: Student Time Learning (3 Days a Week)

Fall 2019 (Pre-COVID)



Fall 2020 (post-COVID19)



Differences

- None



Agile-Hybrid

The closest to the campus experience possible (for larger courses)



Agile-Hybrid: Expectations of Faculty and Students

Faculty

- You teach in a traditional classroom
- On all scheduled days/times you are in the classroom
- Wear a mask at all times inside

Students

- Each class, only half of students attend in person
- Completes asynchronous (i.e., self-paced) online learning equivalent to “missed” class sessions
- Wear a mask at all times inside



Agile-Hybrid: Teaching Considerations

You (Faculty) Need To

- Divide your students into groups
 - those who will attend class in person each day of week
 - do not exceed social distancing room capacity
- Inform each student of the specific day of week they are expected to attend in person
- Create the asynchronous online learning content
- Post the asynchronous online learning content to Blackboard with a clear and consistent structure
- Communicate a clear and consistent schedule to students

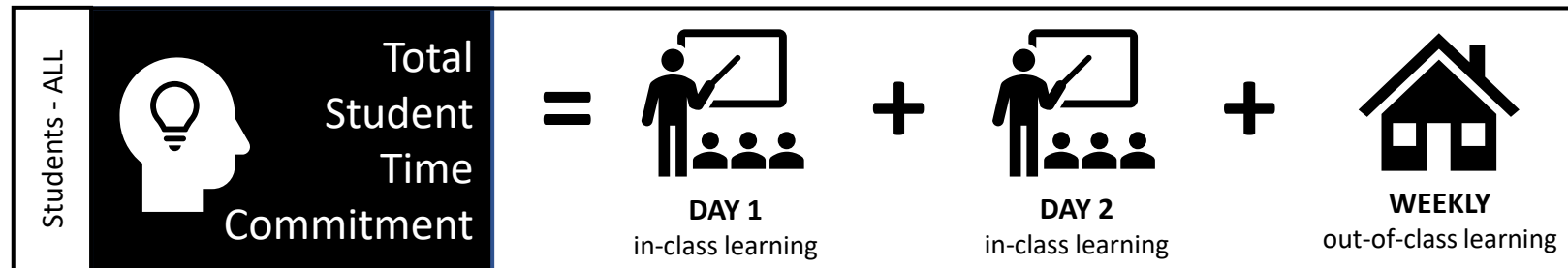
Classroom Considerations

- **MUST have a backup plan in the event of a close campus mandate**
- Social distancing required at all times
 - During lecture and discussion
 - During groupwork
- You are required to wear a mask
- Students attending in person are required to wear a mask

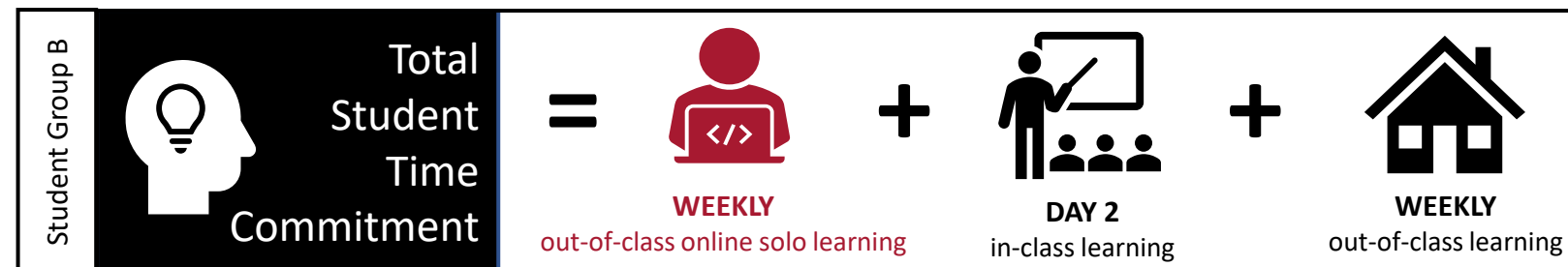
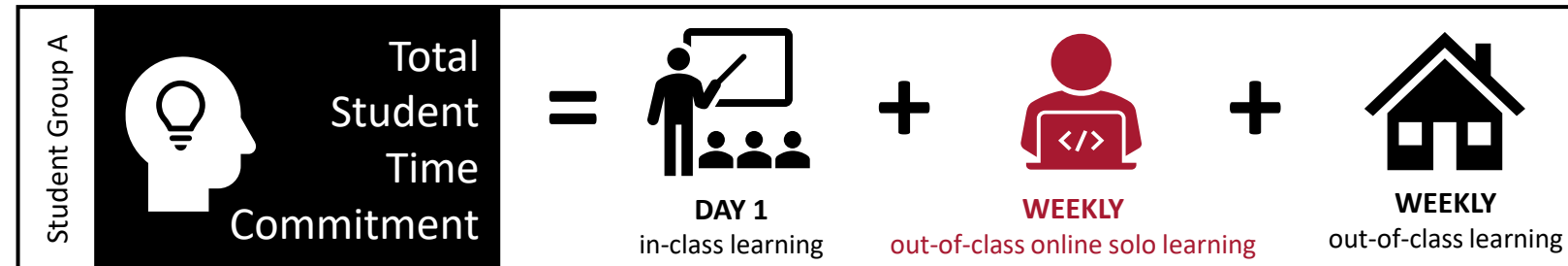


Agile-Hybrid: Student Time Learning (2 Days a week)

Fall 2019 (Pre-COVID)



Fall 2020 (post-COVID19)



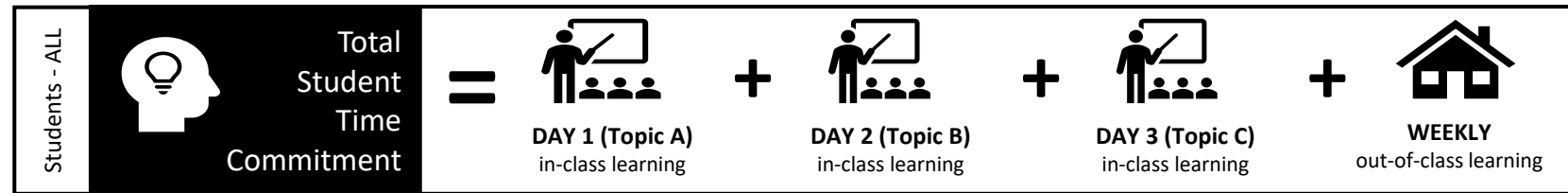
Differences

- One traditional class session replaced with equivalent online learning content
- Student completes content asynchronously

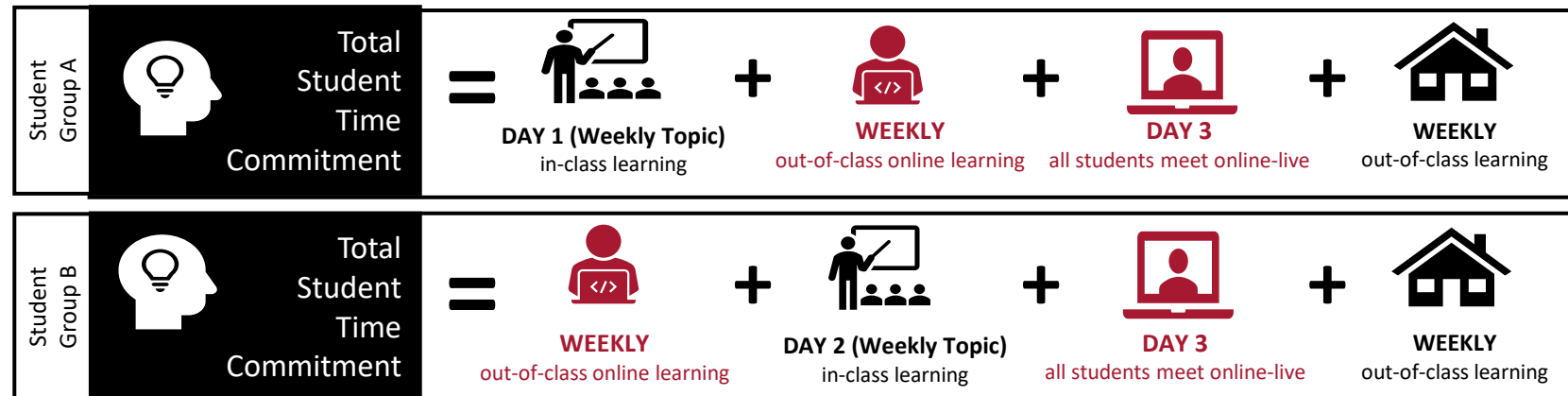


Agile-Hybrid: Student Time Learning (3 Days a Week, Option A)

Fall 2019 (Pre-COVID)



Fall 2020 (post-COVID19)



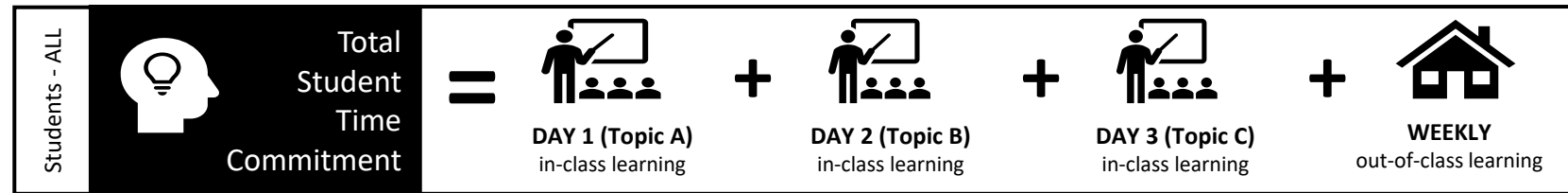
Differences

- **One** traditional class session replaced with a live class meeting (all students)
- **One** traditional class session replaced with equivalent self-paced online learning content
- Student completes content asynchronously

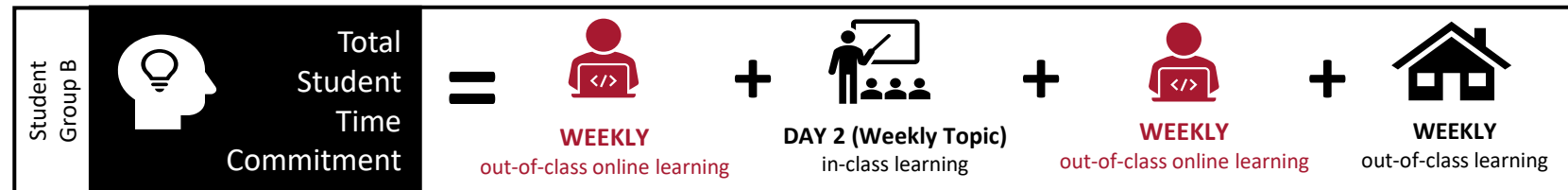
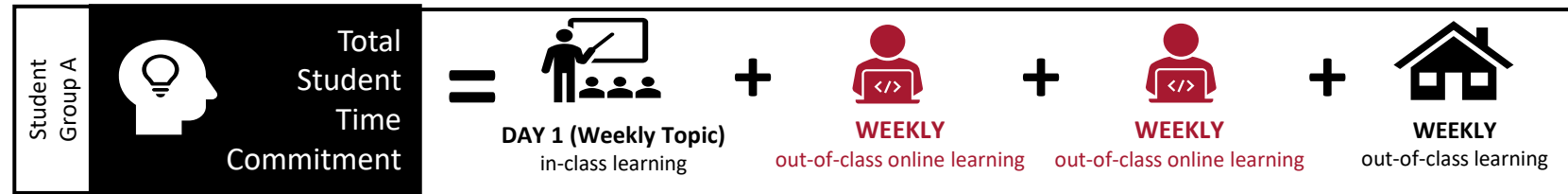


Agile-Hybrid: Student Time Learning (3 Days a Week, Option B)

Fall 2019 (Pre-COVID)

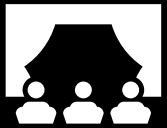


Fall 2020 (post-COVID19)



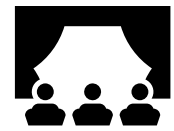
Differences

- **Two** traditional class session replaced with equivalent online learning content
- Student completes content asynchronously



Virtual Campus: The “Classroom of the Future”

Incorporating what you enjoy about campus, with the flexibility of remote learning



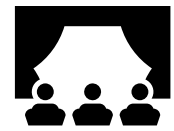
Virtual Campus: Faculty and Students

Faculty

- Teach in a traditional classroom outfitted with state-of-the-art virtual meeting technology:
 - computer, camera, microphones, large screens
- In-class teaching is broadcast live to remote students (via WebEx)
- On all scheduled days/times you are in the classroom
- Wear a mask at all times inside

Students

- Some students attend in person
 - Wear a mask at all times inside
- Some students attend remotely via WebEx
- All students expected to attend on all scheduled days/times, either in person or remotely



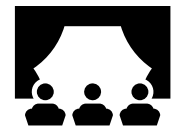
Virtual Campus: Teaching Considerations

You (Faculty) Need To

- Divide your students into groups
 - those who will attend class in person on each day
 - do not exceed social distancing room capacity
 - those who attend class remotely on each day
- Communicate to each student of the specific day they are expected to attend in person vs. remotely
- Teach students located both inside and outside the classroom

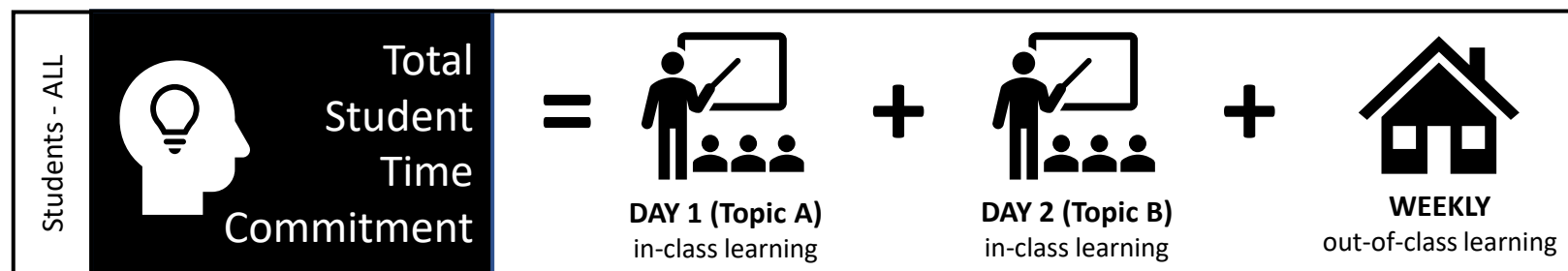
Classroom Considerations

- Managing the WebEx technology while teaching (there is a learning curve)
 - Request training ASAP
 - If available, arrange for a GA to assist
- Can easily record classes (if desired)
- Less cues from students to indicate understanding
 - Remote students may only be letters on a screen
- Social distancing required at all times
 - During lecture and discussion
 - During groupwork
- You are required to wear a mask
- Students attending in person are required to wear a mask

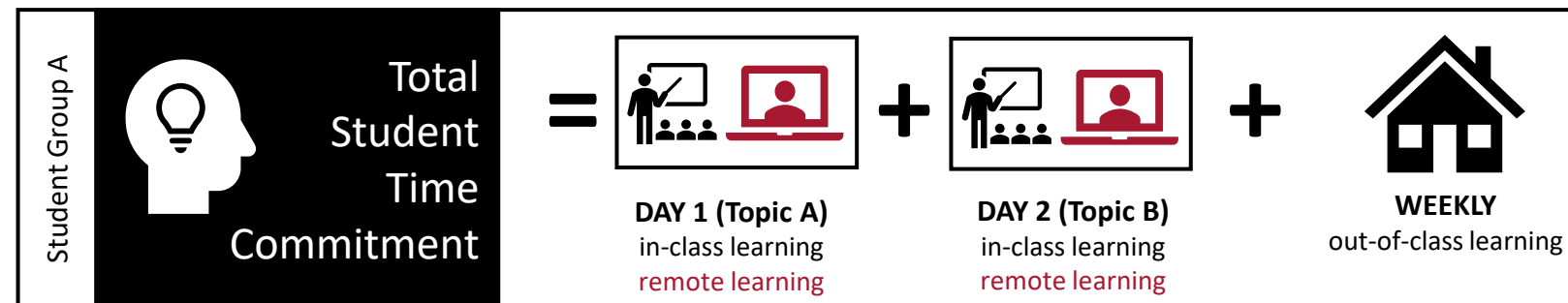


Virtual Campus: Student Time with You & Out of Class Content

Fall 2019 (Pre-COVID)



Fall 2020 (post-COVID19)



Differences

- Use technology during class to live broadcast your class
- All students are in attendance and can participate; but only part are attending in person others via computer



Online-Live

Teaching everything your students need, using synchronous technology



Online-Live: Faculty and Students

Faculty

- Teach courses to students using one of the university supported virtual meeting platforms
 - Microsoft Teams, WebEx, Bb Collaborate
 - No other meeting platforms should be used
- On all scheduled days/times you conduct a virtual meeting/class with students over the computer

Students (All Students or Split)

All students attend via computer

If Not Splitting (e.g., all students every class)

- Expected to attend class meetings on all scheduled days
- Encouraged to have video on to simulate a face-to-face learning experience

Split into Two Groups (e.g., every other class)

- Students expected to attend class meetings on days assigned by faculty member



Online-Live: Teaching Considerations

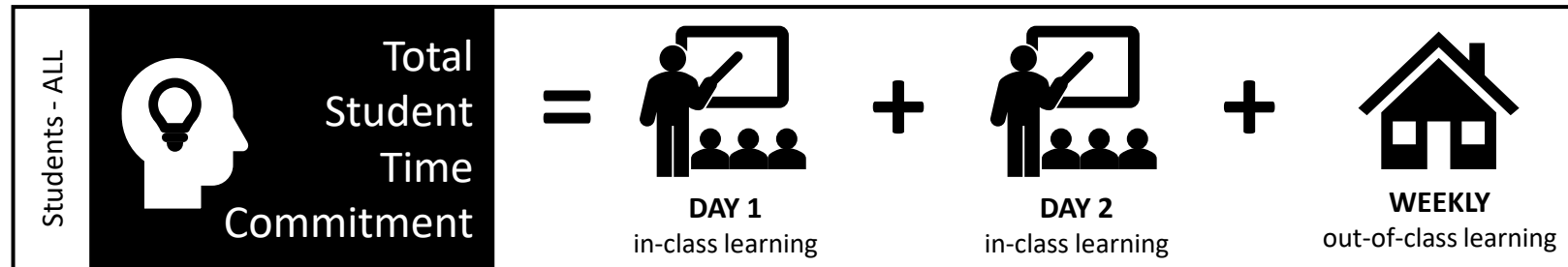
You (Faculty) Need To:

- Decide to not split or to split class into two groups for meetings (given class size and learning objectives)
 - If not split, communicate expectation that students will attend all classes on day/time
 - If split, communicate to students the day of week they are assigned to attend
 - Managing the virtual meeting technology while teaching (there is a learning curve)
 - You can easily record virtual meeting (if desired)
 - Create out-of-class learning content
 - Post the out-of-class learning content to Blackboard with a clear and consistent structure
 - Communicate a clear and consistent schedule to students
- Students may not be able to use video, or even talk during class, depending upon where they are attending
 - They could be in a campus access space
 - There is also a learning curve for students



Online-Live (Meet with All Students/No Split): Student Time with You & Out of Class Content

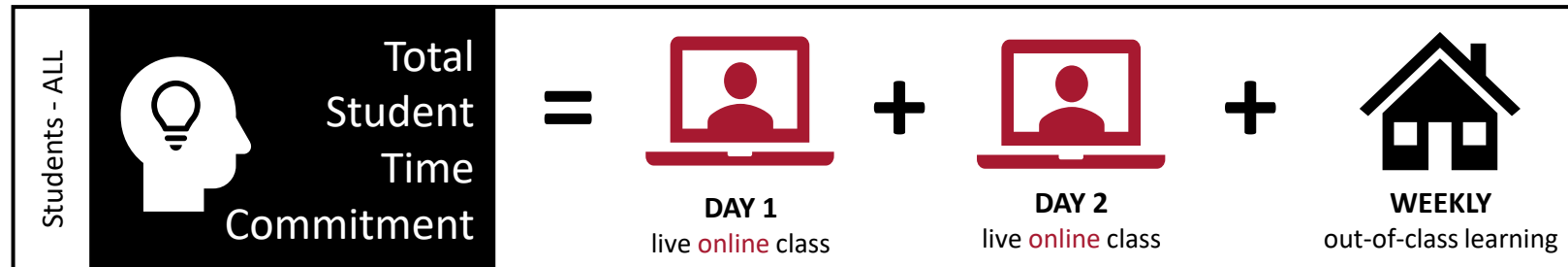
Fall 2019 (Pre-COVID)



Differences

- You meet with students live both days of the week, but **online**

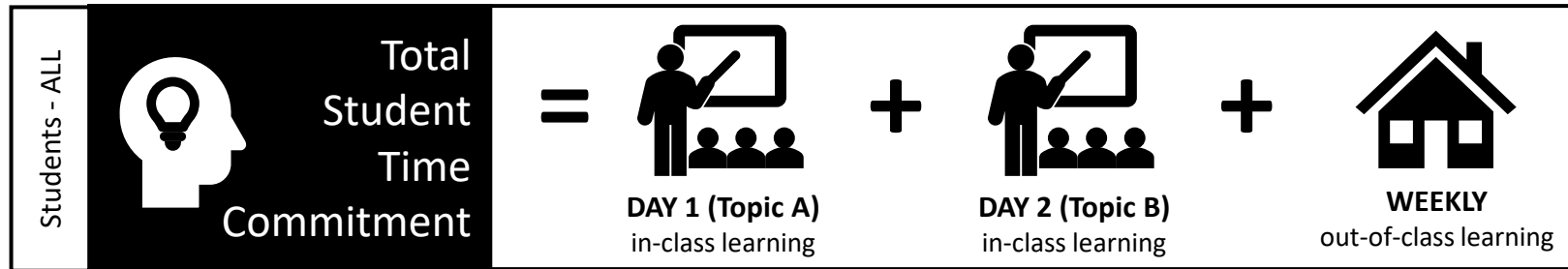
Fall 2020 (post-COVID19)





Online-Live (Split Students into Groups): Student Time with You & Out of Class Content

Fall 2019 (Pre-COVID)



Differences

- You meet with students live, but **online**
- One class session replaced with self-paced online learning content

Fall 2020 (post-COVID19)

