

# Online-Live Modality Guide



Teaching everything your students need, using synchronous technology

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. 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.

## Expectations of 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
- Wear a mask at all times inside

### 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

## You (Faculty) Need To

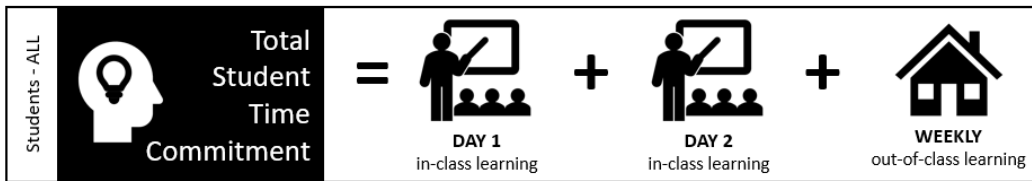
- Decide to not split or to split class into two groups for meetings (given class size and learning objectives)
  - If not split, communicate expectation that students will attend all classes on day/time
  - If split, communicate to students the day of week they are assigned to attend
- Managing the 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

## Classroom Considerations

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

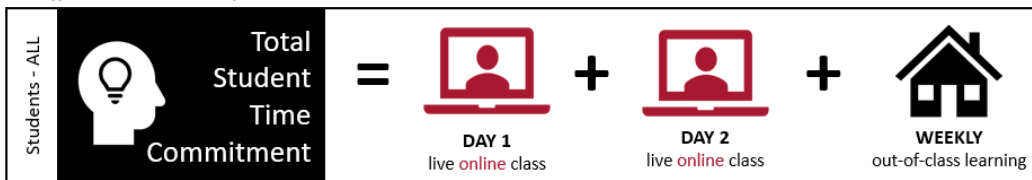
Fall 2019 (Pre-COVID)



### Differences

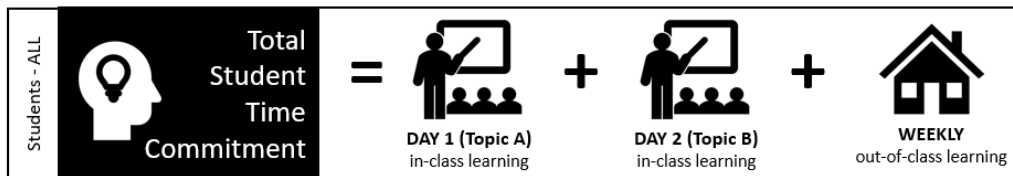
- You meet with students live both days of the week, but **online**

Fall 2020 (post-COVID19)



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

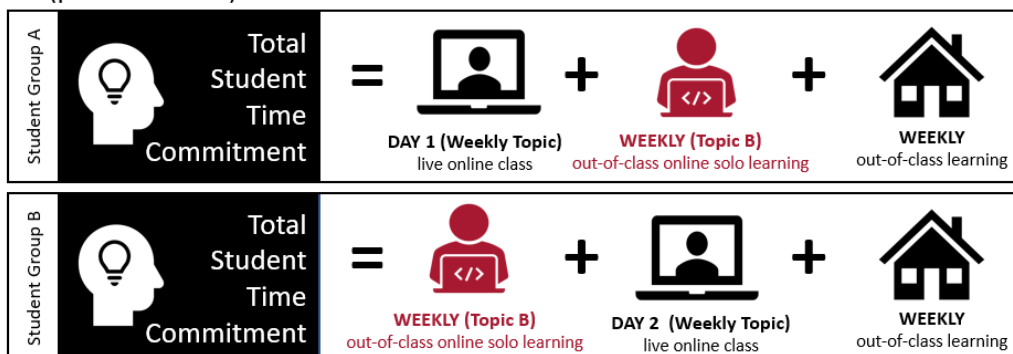
Fall 2019 (Pre-COVID)



### Differences

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

Fall 2020 (post-COVID19)



## Icon Key

Icons representing components of the teaching-learning process

### Key



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

▪ **BLACK** indicates components similar to the structure of a traditional face-to-face course



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

▪ **RED** indicates components different than the structure of a traditional face-to-face courses



- 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)

## ACT Toolkit Resources Related to Online-Live Modality

Getting Started (Foundational)	
I want to COMMUNICATE TO MY STUDENTS.	X
I want to SET EXPECTATIONS FOR MY STUDENTS.	X
I want my students TO KNOW HOW TO USE CLASS TECHNOLOGIES.	X
I want my COURSE TO BE EQUITABLE.	X
Instructional Basics	
I want to DISTRIBUTE COURSE MATERIALS.	X
I want to HOST AN ENGAGING LIVE LECTURE.	X*
I want to ASSESS LEARNING.	X
I want my STUDENTS TO MAINTAIN ACADEMIC INTEGRITY.	X
Instructional Advanced	
I want my course to ENCOURAGE LEARNING.	X
I want to OBSERVE STUDENTS DEMONSTRATING SKILLS.	X*
I want my students to GIVE AN ONLINE PRESENTATION.	X*
I want to FACILITATE A LAB REMOTELY.	X*
Engaging Students	
I want to PERSONALIZE MY COURSE.	X
I want to ENGAGE MY CLASS IN DISCUSSION.	X*
I want to provide an OPPORTUNITY TO ENGAGE WITH CONTENT.	X
I want to MANAGE A SIMULTANEOUS ONLINE & FACE-TO-FACE AUDIENCE.	X
Supporting Success	
I want my STUDENTS TO BE MOTIVATED TO LEARN.	X
I want my STUDENTS TO STAY INVOLVED IN THE COURSE.	X
I want to CHECK IN ON STUDENTS' UNDERSTANDING.	X
I want to PROVIDE MY STUDENTS WITH QUALITY FEEDBACK.	X
Connecting Students	
I want my STUDENTS TO WORK ON GROUP PROJECTS.	X*
I want my STUDENTS TO CONNECT WITH EACH OTHER.	X
I want my STUDENTS TO KNOW HOW TO REACH ME.	X
I want to CONNECT STUDENTS TO SUPPORT ON CAMPUS.	X

Visit the ACT website for toolkit resources and more: <https://ysu.edu/institute-teaching-and-learning/creative-course-delivery>.

\*dependent on course type and instructional strategies used