

# Virtual Campus Modality Guide



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

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 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

## You (Faculty) Need To

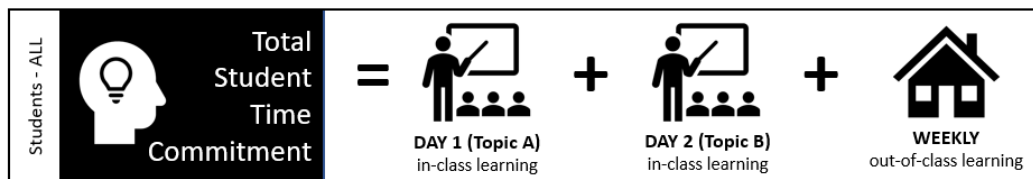
- Divide your students into groups
  - those who will attend class in person on each day
    - do not exceed social distancing room capacity
  - those who attend class remotely on each day
- Communicate to each student of the specific day they are expected to attend in person vs. remotely
- Teach students 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 (for students)
- 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 group work
- You are required to wear a mask
- Students attending in person are required to wear a mask

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

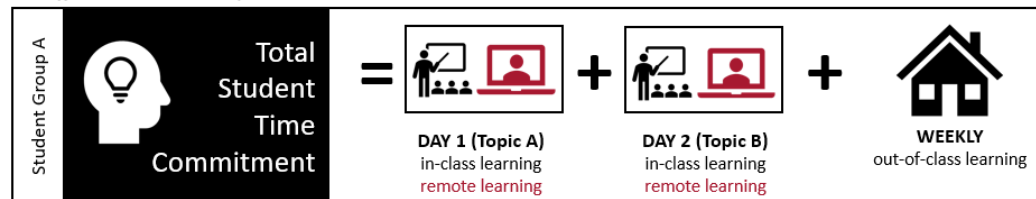
Fall 2019 (Pre-COVID)



### 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

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



- 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

## ACT Toolkit Resources Related to Virtual Campus Modality

<b>Getting Started (Foundational)</b>	
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
<b>Instructional Basics</b>	
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*
<b>Instructional Advanced</b>	
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*
<b>Engaging Students</b>	
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*
<b>Supporting Success</b>	
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
<b>Connecting Students</b>	
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