

Teaching Online

Tips and Suggestions



Key terminology

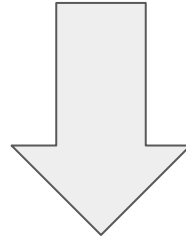
Synchronous - this involves activities through real-time chat, video conferencing, collaborations; and it takes place in real time.

Asynchronous - these activities don't require students or instructors to log in to your virtual classroom at a specified time. Instead, students can complete their assigned work at their own schedule and submit their work or assignments by the deadline.

Which one should I use?

It depends on what you want to accomplish and what is the learning goal of your lesson or assignment. You can also combine the two, for example you may start with an assignment asynchronously and then create a virtual meeting synchronously to discuss or give feedback.

Pratt Telepresence Cloud Kit



<https://www.pratt.edu/the-institute/administration-resources/information-technology/telepresence-cloud-kit/>

These are the tools and resources supported by Pratt's IT department.

During this this presentation we are focusing on Google suite products but please feel free to utilize other IT-supported tools, as you see fit.

Three things to remember

What do you want your students **to learn**?

When you are asked to teach online, your primary goal should **STILL** be helping your students meeting the course learning objectives. It shouldn't just be busy work for the sake of doing something online.

How can you **reach all** your learners?

Thoughtful, learner-centered and inclusive pedagogy that takes into account UDL principles and active learning must still be followed. Active learning is when your learners are 'doing' something with the information you provide: write about it, talk about it, make something from it, reflect on it, map it, mix it, critique it etc.

How to **be kind** during the process?

Teaching online may be messy and confusing at times. So just remember that teaching is always about being human with humans. Please be honest with your students about this mode of teaching, this transition, and have patience for yourself and your students in the process.

How to create a Google Classroom



For more videos like this, follow the [CTL channel on YouTube.](#)

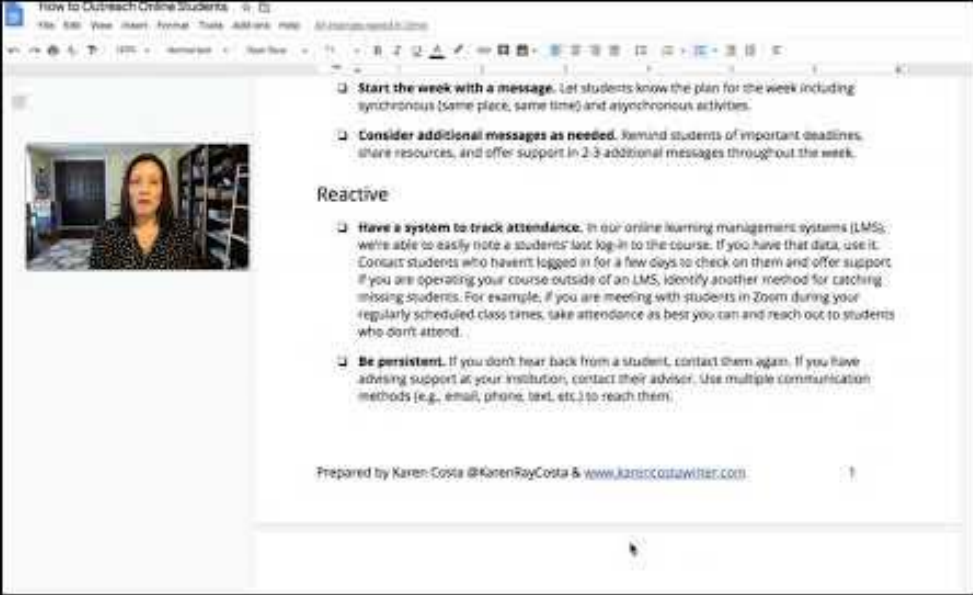
<https://youtu.be/3bH3rB6SSIY>



Keep your recorded videos 5-7 minutes.
You may record several shorter sessions as
needed.

How do I... ?

Communicate with Students



The screenshot shows a video player interface. On the left, a woman with long dark hair is speaking. On the right, there is a list of communication strategies:

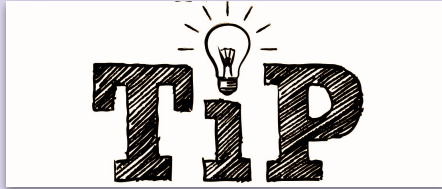
- ❑ **Start the week with a message.** Let students know the plan for the week including synchronous (same place, same time) and asynchronous activities.
- ❑ **Consider additional messages as needed.** Remind students of important deadlines, share resources, and offer support in 2-3 additional messages throughout the week.

Reactive

- ❑ **Have a system to track attendance.** In our online learning management systems (LMS), we're able to easily note a student's last log-in to the course. If you have that data, use it. Contact students who haven't logged in for a few days to check on them and offer support. If you are operating your course outside of an LMS, identify another method for catching missing students. For example, if you are meeting with students in Zoom during your regularly scheduled class times, take attendance as best you can and reach out to students who don't attend.
- ❑ **Be persistent.** If you don't hear back from a student, contact them again. If you have advising support at your institution, contact their adviser. Use multiple communication methods (e.g., email, phone, text, etc.) to reach them.

Prepared by Karen Costa @KarenRayCosta & www.karencosta.writer.com

<https://youtu.be/blsG3K1E6gk>



When you are synchronously meeting with your class (using Google Meet, for example), please begin by checking in with each of your students and ask them how they are doing, what is going on with them. Take enough time for this activity, don't short-change it!

Alleviating anxiety by creating a community is especially important in these uncertain times.

How do I... ?

Facilitate a Discussion

Synchronously:

Set up a Google Meet meeting for a set time and invite your students.

Pose a discussion question AND provide learning materials to students **ahead of time** so they can prepare.

Hold a full class discussion in real time. Provide good prompts for them to follow. Share your screen with clear questions for them to respond to.

Follow-up with a SHORT assignment and reflection that students can send you or submit afterwards.

Asynchronously:

Use the LMS discussion board/ Google Classroom or other tools to pose a discussion question AND provide learning materials to students so they can prepare.

Set the parameters for the discussion (how long will it take place). A week? 2-3 days? When is the deadline?

Set instructions for participating (what counts as a good post, or a thoughtful reply). Demonstrate and/or provide clear guidelines.

Participate yourself, but let the discussion develop without your authority first.

Video on Google Meet



<https://youtu.be/MQZZTnLXrSM>

How do I... ?

Lecture

Synchronously:

Set up a Google Meet meeting for a set time and invite your students.

Arrive 15 minutes early to troubleshoot tech issues. You don't want to spend class time doing that.

Have a clear agenda of what you will plan to say and how you want your students to engage with you and each other.

Keep track of time and leave enough time for questions and answers.

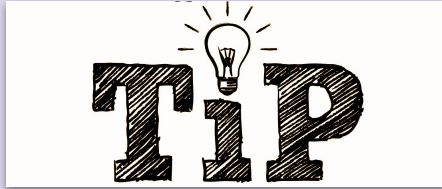
Asynchronously:

Record your lecture using Meet or other technology.

It's best practice to keep your lecture **between 5-7 minutes!** If you need to, record several shorter segments.

Make the video available to your students by posting it online (LMS, Google). Follow UDL guidelines for providing captions/script for your video.

Make sure to prompt students to 'do something' with the video: respond to it, write about it, discuss it (That is active learning!)



When you are holding your class synchronously online, using Google Meet, be sure to arrive 15 minutes early to troubleshoot any tech issues. You don't want to spend class time doing that.

Also, you may want to set up a test-meeting with a friend or colleague prior to your live classroom so you can check your own tech set-up.

How do I... ?

Facilitate Small Group Work

Synchronously (using Zoom):

Set up a Zoom meeting for a set time and invite your students.

Create groups (This will only work on Zoom!) and pose a discussion question or assignment for each group, and provide learning materials to each group **ahead of time** so they can prepare.

Split the class into smaller groups on Zoom and ask each group to discuss the materials on their own. Provide a time and a report-back prompt for them to follow.

Bring all the smaller groups back together and ask them report out, followed by a whole group Q/A.

Follow-up with a SHORT assignment and reflection.

Asynchronously:

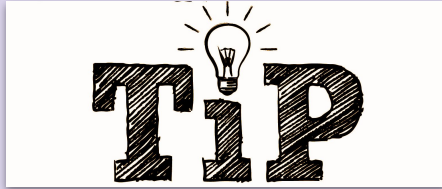
Use the LMS discussion board / Google Classroom or other tools to create groups. Groups of 2-4 are best.

Pose a discussion question or assignment for each group so they can prepare.

Set the parameters for the group work (how long will it take place). A week? 2-3 days? When is the deadline?

Set instructions for participating (what do you expect from each group?). Provide clear guidelines.

Check in with the groups at least twice during your set time period. Provide feedback, encouragement and directions. Consider Group-Showcase online at the end.



Keep track of FAQs. Answer them periodically.

Establish a mechanism to send communications and responses out to all students to ensure that all students are receiving consistent information from you as the source.

How do I... ?

Keep track of Attendance

Synchronously:

If you are holding a Google Meet meeting, take a roll call (the same way you would do in a f2f class)

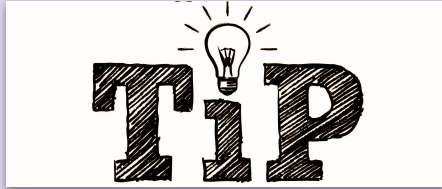
If you are having students work synchronously on a project, count attendance by having each student submit a quick reflection about their contribution to the group work.

If you are having students watch your recorded lectures or work on other course materials, count attendance by following-up these (passive) activities with something more active: Ask them to write, create, discuss, reflect.

Asynchronously:

If you give students several days or a week to complete an activity online (such as discussion, group work etc), set clear guidelines for how they will be graded.

And count a submitted work as 'attendance' for that Unit.



Utilizing the LSM/Google Classroom will help you keep track of attendance. It provides you with data on student login and interactions on certain activities.

How do I... ?

Have Students Collaborate

Synchronously:

Set up a Google Meet meeting for a set time and invite your students.

Pose problem to be solved AND provide learning materials to students **ahead of time** so they can prepare.

While online, frame the problem and provide instructions, then send them off to your preferred online collaboration tools (Google, Jamboard etc). Set a time when they will rejoin you in your virtual meeting room.

Share your screen, show the completed collaboration tool and let students discuss their work with others.

Follow-up with a SHORT assignment and reflection.

Asynchronously:

Using the LMS/Google Classroom, pose a problem to be solved AND provide learning materials to students so they can prepare.

Introduce students the collaboration tool they will use (in writing or video) and set the parameters for the assignment (deadline etc)

Set instructions for participating (what do you expect from each student?). Provide clear guidelines.

Check in with the groups at least twice during your set time period. Provide feedback, encouragement and directions. Consider a synchronous Group-Showcase online at the end.

How do I... ?

Give a Test or a Quiz

Use the LMS/Google Classroom to set up multiple choice or open ended tests/quizzes. Provide students instructions on how long they have to take it and how many attempts you allow.

Alternatively, create a Google Form and turn it into a Quiz.

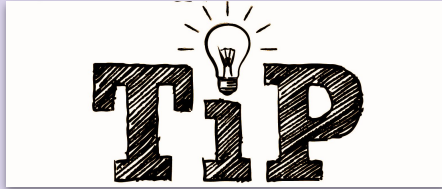
Alternatively, use Socrative or other tools that allow you to create quick formative assessments.

But wait... !

What if my students “cheat”? What if they copy their answers from the book or online?

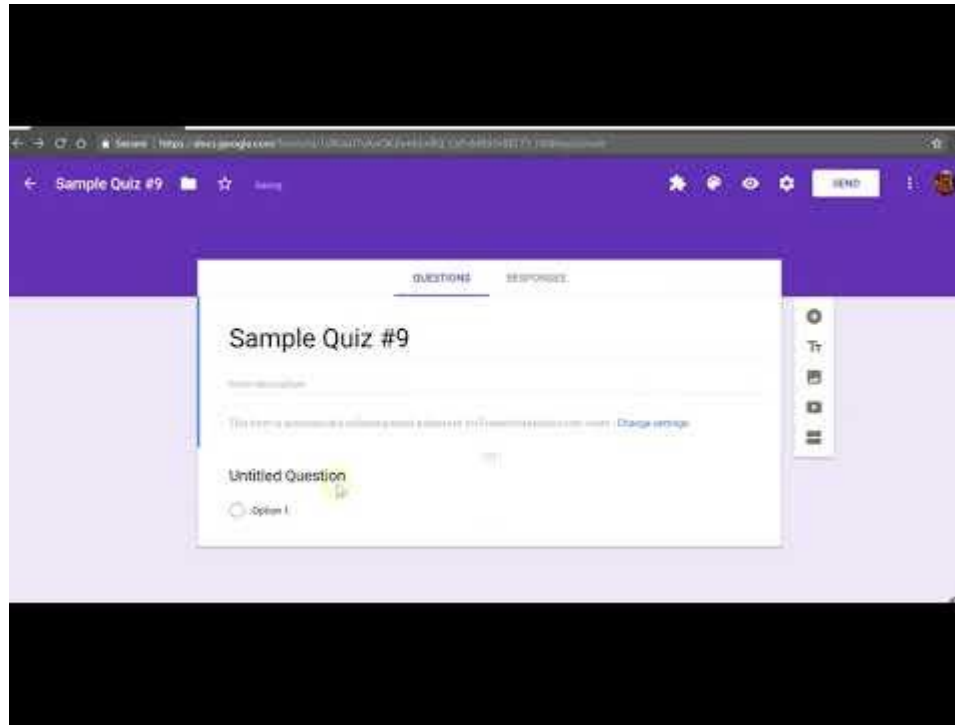
That means you will either 1/ have to **be ok with it** and/or 2/ you will have to redesign your test questions to make them more student-experience-specific (something they can't look up online).

Your tests should not primarily rely on just recalling/remembering information, even in f2f classes.



Google Forms also allow you to have students ‘attach’ documents as part of their ‘test’. It will create a separate folder for all the ‘attachments’, only available to you. Take advantage of this option.

Video on creating a Quiz on Google Forms



<https://www.youtube.com/watch?v=Pdt8Vv7-3Xk>

How do I... ?

Facilitate a Feedback Session

Synchronously:

Set up a Google Meet meeting for a set time and invite your students.

Ask students to submit their work **ahead of time**.

Students can upload their work to Google, create a Digication Portfolio or use other tools to show process and product.

While online, share your screen, show student work on your shared one student at a time. Facilitate a solid feedback session as you would in f2f classes.

Follow-up with a SHORT assignment and reflection; and revision of the work based on the feedback.

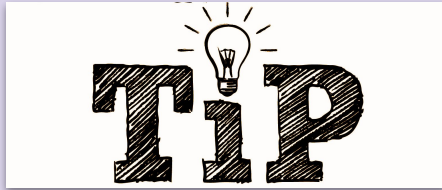
Asynchronously:

Introduce students the collaboration tool they will use (Google Doc for written assignments, for example).

Set the parameters for the assignment (deadline, what needs to be submitted in what format etc)

Provide detailed instructions on how to give each other good constructive feedback (what you expect from each student, who is giving feedback to whom, etc.) Provide clear guidelines.

Participate yourself in the feedback session, but let the feedback session develop without your authority first.



While some students might be more tech savvy, don't assume that all students have the ability, capacity and skills to easily switch to fully or partially online mode of learning. Be kind to them by providing extra help, support, additional time to complete their work online. And as always, keep in mind the [UDL guidelines](#)!

How do I... ?

Facilitate Student Oral Presentations

Synchronously:

Set up a Google Meet meeting for a set time and invite your students.

Provide clear instructions for the oral presentation AND provide learning materials to students **ahead of time** so they can prepare.

While online, have student present to their classmates, one student a time. Set a timer for each presenter and give a 'task' to other students (listeners) so they can be engaged, as well.

Share your screen or allow your students to share their work on their screen.

Plan for a brief Q/A or feedback at the end.

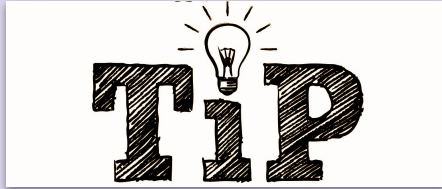
Asynchronously:

Using the LMS/Google Classroom, provide clear instructions for the oral presentation AND provide learning materials to students so they can prepare.

Introduce students to one (or more) recording tools you ask them to utilize. Students will record and share their oral presentations with you and/or with the whole class.

Set the parameters for the assignment (lengths, deadline etc). Provide clear guidelines and expectation.

Instruct the rest of the class to view each other's presentations. Consider adding a written or online synchronous feedback/commenting at the end.



Students can use Google Meet to record themselves and share the recording with the class as an mp4 file.

Or you can ask students to use their phones to record their presentations/projects and upload the video file in your designated space on the LMS/Google Classroom or Google Drive.

How do I... ?

Collect Assignments or Projects for Grading

Use the LMS/Google Classroom to set up an 'assignment'. Provide students instructions on how to submit, clear instructions and your expectations.

Alternatively, create a Google Form with an 'attachment'. This will collect all submissions into a separate folder.

Alternatively and for more process-oriented and visual work, you can utilize the Digication ePortfolios.

If you use a shared Google Drive to collect student work...

All students will be able to see each other's assignment.

And that maybe what you want, especially if you are facilitating a peer feedback session. But if you want the assignments to be only shared between the student and you (the instructor), then use the LMS/Google Classroom assignments features and/or Google Form with attachment.

A few selected additional resources

[How to be a better online teacher](#) from Chronicle of Higher Ed

[Prepare to Move Online \(in a Hurry\)](#) from Inside Higher Ed

[Teaching Remotely Best Practices](#) from Harvard Teaching and Learning

[Credit Hour Expectations](#) from US Department of Education

Need further assistance?

For any technical assistance in utilizing the LMS, Google or other IT-supported technologies, please contact the Tech Support:

Email: techsupport@pratt.edu

Phone: 718.636.3765

If you have questions about teaching strategies, best practices and pedagogy (NOT the tools), please contact the CTL.

Email: ctl@pratt.edu

Final Advice

Please remember that your students might be asked to take several or all of their courses in an online format for some time. How will your online class be received by them - given everything else that they might be dealing with, emotionally, socially, academically and otherwise. Kindly consider this in your online teaching.

Ask for their feedback throughout: What would be useful to you to learn this material?

Check to see if what you are doing is easy to follow and helpful for. If not, please adjust and simplify.