

EMERGENCY REMOTE LEARNING: MAKING YOUR LARGE LECTURE CLASS ACTIVE

Ask Yourself	
<p>Instructor Presence How will I adapt my presence for an online environment with a large number of students?</p>	<ul style="list-style-type: none"> • Consider how you will communicate with students to answer individual questions. Create an FAQ Forum in Blackboard Discussions to compile questions posed by students. Act as a resource for students during a synchronous session by using the chatbox in Collaborate or WebEx. • Connect with students on a rolling basis: ask for chatbox feedback one day from students whose names begin with A-F, and a different group the next, or use the Groups feature to have Blackboard automatically create groups and send each one a short message every other week. • Make brief videos or voice recordings using Kaltura that encourage students, respond to key questions several students have asked, and/or connect course material to specific current events or upcoming projects.
<p>Lecture How will I invite student engagement in my lecture?</p>	<ul style="list-style-type: none"> • Organize lecture content to deliberately invite input. Follow up 10-15 minutes of lecture with an interactive activity, such as a survey in Blackboard or a poll in Poll Everywhere or Kahoot!, and share the results live on screen. • Create pauses to enable student thinking: pose a challenging question and tell students you'll pause for 20 seconds while they consider their answer or their top three reasons. • Follow up with small-group discussions by providing groups with a question based on the lecture using a wiki in Blackboard, which allows students to collaborate among multiple postings, even from different time zones and locations. Use wikis to have groups analyze an image, quotation, equation, chart or table related to the course material. Summarize the best responses in the next lecture.
<p>Student-Student Interaction How will I create and manage student groups?</p>	<ul style="list-style-type: none"> • Create groups in Blackboard using the Groups tool; smaller groups (4-6) can solve trickier problems, while larger groups (7-10) respond to broader questions. • Assign small weekly tasks to each group: to create three possible ways to respond to a problem, to check one homework answer, to create a "3 things we understand and 3 things we're confused/curious about" list, to write one great exam question that could come from the week's lecture, etc. • Create a document that states the expectations for groups, and grade based on completion. For low-stakes activities in an emergency semester, try not to stress about "social loafing" or students who can't participate.
<p>Transparency in Assignments How will I provide directions & examples for students to follow?</p>	<ul style="list-style-type: none"> • Explain how each assignment or interactive task contributes to student learning and provide detailed instructions for more complex assignments • Provide more examples as well as model how you solve problems, analyze data or summarize an article by using Kaltura and sharing your screen so that students can see your work.
<p>Feedback and Assessment How can I provide feedback on assignments?</p>	<ul style="list-style-type: none"> • Create low-stakes assignments in Blackboard with an easy grading scale to check student understanding, such as satisfactory/unsatisfactory, 5/4/0, or A/B/C. • For high-stakes assignments, consider an exam- or project wrapper: ask students as they turn in an exam or project to explain the study strategies they used and what areas they're well prepared for, and devote a session afterward to reviewing exam results, identifying common errors, and/or suggesting better approaches. • Use rubrics in Blackboard to grade major assignments.