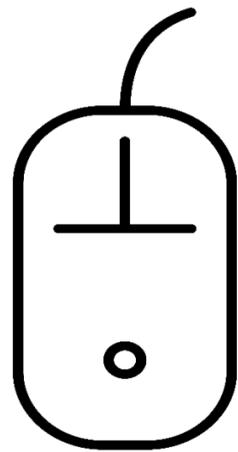
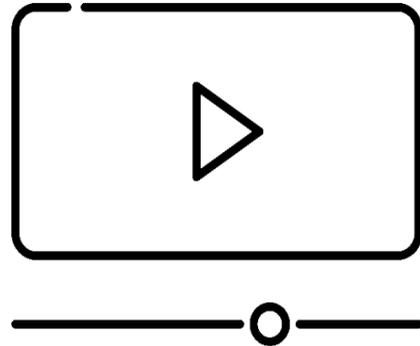


# Remote Teaching Issues & Pedagogical Solutions

## Problem:

### Zoom Fatigue & Internet Stress



## Solutions:

- Consciously [adapt](#) your on-campus course to remote teaching rather than trying to replicate it.
- Use a [blended approach](#) in which you thoughtfully integrate the asynchronous and live course components.
- Make strong use of [asynchronous](#) course components in Canvas to foster [student interaction](#) with content, their peers, and you.
- Create short lecture videos (under 10 min.) to personally deliver key content that students can consume at their own pace and time.
- Only use live Zoom sessions for class activities that clearly benefit from synchronous delivery and [record them](#) so students can view on their own schedules.
- Use [fun activities](#) to engage students; defuse the stress of remote learning.
- Run live sessions for no longer than the scheduled class meeting time.

## Problem:

### Instructions or Expectations are Unclear

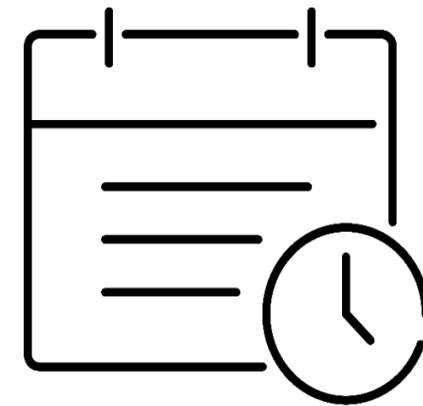


## Solutions:

- Organize your course in [weekly Canvas modules](#).
- Use a [remote teaching Canvas template](#) for modular structure.
- Provide a [weekly overview of tasks](#) (and expected time required) as first page of each module.
- [Communicate](#) regularly and consistently (e.g., Canvas weekly announcements each Monday morning).
- Ask for focused [student feedback](#) during the term.
- Use [general Q&A Canvas discussion](#) forum for student questions about assignments and logistics.
- Create focused, [engaging assignments](#) that foster accountability.
- [Build your online presence](#) in your course.

## Problem:

### Too Much for Students To Do and Uneven Workload



## Solutions:

- To avoid student overload, apply the OSU [credit hour policy](#). "One credit is generally given for three hours per week of work in and out of class."
- [Estimate time required](#) for each learning activity and balance weekly student workload throughout the term.
- [Align all content, assignments, and assessments](#) with course learning outcomes so students see the purpose.
- [Stage assignments](#) with weekly steps for students to complete.
- Offer opportunities for [distributed practice](#) over a period of several weeks.

