



Pedagogical Boosters

Finally, shots that don't hurt...



Course Design

- Use clearly labeled Canvas Modules.
 - Modules should chunk content and be organized consistently.
 - Chunks should contain videos, reading(s), and other sources.
 - Upload all content and assignments in advance.
- ASYNCHRONOUS LEARNING:**
- Talk over slides to add a visual element to recorded videos.
 - Build each video around one clear learning objective.
 - Create multiple 10-15-minute objective-driven videos.

SYNCHRONOUS LEARNING:

- Limit class time and do not exceed set times.
- Create norms.
- Engage in varied instructional activities.
- Post recordings in zoom and provide options for those who can't attend.
- Use novelty to break up long lectures every 6-10 minutes.
- Use the Annotate tool to add dynamism to presentations.

Discuss Content

- Create opportunities for reflection.
- ASYNCHRONOUS LEARNING:**
- Assign discussion boards with clear expectations on how to respond.
- SYNCHRONOUS LEARNING:**
- Utilize Zoom breakout rooms to discuss content.
 - Task the TechTA (available to aid Zoom classes) with responding to chat question.
 - Share a Word doc to use as a virtual chalkboard – post this doc in Canvas.
 - Use Jamboard or Google Slides for group work.

References & Other Resources:

- The [Center for Learning & Teaching Blog](#)
- [Keep Teaching](#), from Oregon State University
- OSU CTL's Twitter: [@OSUTeaching](#)
- [Remote Teaching Scenarios](#), from Cornell University.
- [Keep Teaching](#), from Indiana University.
- [Inclusion, Equity, and Access While Teaching Remotely](#), from Rice University.
- [Putting Some of Your Course Content Online in a Hurry](#), from Vanderbilt University.
- Flower Darby's, "[How to Be a Better Online Teacher](#)," from The Chronicle of Higher Education
- Michelle D. Miller, "[Going Online in a Hurry: What to Do and Where to Start](#)," from The Chronicle of Higher Education
- Michelle D. Miller, "[Minds Online: Teaching Effectively with Technology](#)," from JSTOR

Foster Critical Thinking

- Provide more offline options for engaging with course content.
 - Share scholarly perspectives not contained in the assigned material.
 - Create assignments that aim to deepening their understanding, encountering differing perspectives.
- ASYNCHRONOUS LEARNING:**
- Activities can include discussions, presentations, and debates.
- SYNCHRONOUS LEARNING:**
- Activities can include pro/con issue comparison memo.

Build Community Engagement

- Engage in weekly "temperature checks".
 - Provide breaks that provide mental health check-ins.
 - Identify multiple ways students can choose to participate.
 - Use avatars, introductory posts, and video comments.
 - Convey care for students.
 - Acknowledge challenges of the current time.
 - Share a bit about your own current experiences.
 - Communicate early and often.
 - Respond in a timely manner to student emails.
 - Support creation of online social and study groups.
- SYNCHRONOUS LEARNING:**
- Assign roles in Breakout Rooms (Timekeeper, Facilitator, Reporter, etc.).
 - Use Polls in Zoom.
 - Allow students to Chat in Zoom.
 - Create virtual learning communities.

Assess Learning

- Be consistent (but flexible) with when work is due.
- Ensure assignments and expectations are clear.
- Include videos of the instructor talking about the assignments.
- Use varied ways for students to communicate what they've learned.
- Do not change posted assignments.
- Use Announcements in Canvas to provide deadline reminders.
- Use the Canvas Calendar to communicate what is due and when.
- Use Canvas Quizzes to assess prior knowledge.
- Use low-stake quizzes for students to check their understanding.
- Use Speedgrader to grade, use rubrics, and provide video feedback.

