Pedagogy in the Time of COVID-19

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The following chart offers some ideas for how you might deploy educational technologies to transfer face-to-face teaching strategies into an online modality. These options are not "perfect" and will not be an exact replacement for what you might have done face-to-face; but they offer solutions for you to consider.

Learning Interactions	Low-Tech	Mid-Tech	High-Tech
"Conversation" About Readings	Email students a discussion prompt based on the readings/course-materials at the beginning of "class-time"; students compose and reply (or reply-all) a response within class-time (50-, 75-, or 150-minutes). Pro-Tip: Develop questions phrased to elicit a strong response (avoid yes/no; encourage taking a position with evidence from a reading or some other content). Create a rubric or performance level descriptor for what you expect in their emailed responses. Required tech: LMS class communication. (If you choose to use email to communicate directly with students, note that there might be privacy issues, so consider using the bcc function of your email for such communications.)	Post to LMS (Blackboard/Canvas) a discussion prompt based on readings or a video; set a timeframe within which students respond to that prompt; set Bb or Canvas to withhold others' postings until a student has posted their initial response; ask students to respond to two other students. Pro-Tip: Develop rubric or description of what a response should look like. Model responses yourself to set a high bar for student interaction.	Synchronous use of Zoom; Students log in to Zoom session and participate in conversation as they would in face-to-face modality. This solution works particularly well for 70 or fewer students, but can be scaled up. Pro-Tip: Adjust settings to keep conversation on track (mute audio/video, etc).
Lecture Delivery	Email (or post to LMS) your lecture slides; before doing so, compose comments in the "notes" section along the lines of what you would have said about each slide in-class. Include in your email to students directions about how to "view" the notes section. Pro-Tip: Keep the "notes" section simple and readable. Resist the temptation to	Record (using Yuja) yourself delivering your ppt lecture. Post recording to LMS. Pro-Tip: Use various features of Zoom to include picture-in-picture	Deliver lecture (and push slides) "live" in Zoom. Students can attend synchronously and post questions (text or voice) OR view asynchronously afterwards. Pro-Tip: Set expectations for student interaction in the online

	write like you would in a professional publication; keep it to a 250-word paragraph written like you would speak.	(students see you as well as your content) and live captioning.	environment.
Group Work	Instruct groups to use email to keep in touch with one another. Use Google docs or slides to collaborate; include instructor in the link share.	Use LMS "Groups" tool: post assignments that include instructions for the collaboration and submission of any deliverables.	Student groups use Zoom to collaborate and record their sessions. Instructor meets with groups on Zoom or meets with class as a whole (on Zoom) and uses the Zoom breakout rooms for groups to meet and then share with the entire group on Zoom.
Essay Writing and Submission	Email --- or post to LMS (Blackboard or Canvas) --- thorough directions for writing the paper. Students submit paper as an email attachment or via Google doc sharing.	Post paper directions to LMS (Blackboard or Canvas). Students submit paper using Turnitin via LMS (Blackboard or Canvas). Pro-Tip: Consider recording a SHORT video via Zoom or Yuja, talking your students through the paper directions and answering questions about paper-writing, or post a link to Turnitin support video.	Add peer review to Turnitin via PeerMark or Google doc via link sharing with classmates. Pro-Tip: Consider recording a SHORT video via Zoom or Yuja, talking your students through the paper directions (including the review process) and answering questions about paper-writing, or post a link to Turnitin support video.
Essay Testing	Email: Email essay prompt to students at a set time (existing class time is fair game). Students compose in a Word/Google Doc and then cut-and-paste essay in reply (NOT reply-all) to you within the set time frame. Pro-Tip: Include in the essay prompt clear directions about word-count, level of formality, resources that can be consulted, and time allowed.	Turnitin via LMS (Bb or Canvas): Email essay prompt to students at a set time, with clear directions about word-count, level of formality, resources that can be consulted, and time allowed. Students compose in a Word/Google Doc and then submit that essay via Turnitin on Blackboard. Pro-Tip: This option discourages academic dishonesty by allowing a plagiarism check that will check student work against other students' work and against	

		materials on the internet.	
Multiple Choice Testing	Send (or post to LMS) at a set time your multiple choice test. Students e-mail you a numbered list of their answers to the MCQs. Pro-Tip: Develop MCQs that are not easily googleable or accept that students may use resources to take the test. Such issues can be mitigated by limiting the amount of time to take the test. Do not use this option if you want to maintain "test security" (i.e. the ability to use the test in the future with an assumption that students will not have seen the test questions before-hand). Once you emailed your test, it's out there (everywhere… and StudyBlue, Quizlet, and other test-sharing services students access).	Deploy your MCQs using Blackboard/Canvas testing: Pro-tip: Set a short time frame for the test (at X time for 7 minutes).	Deploy your MCQs using Respondus. Upload quizzes and exams created in Word, imported to Respondus, and pushed up to Blackboard or Canvas for students to take.

Other active learning ideas:

PLAY-POSIT: Use pre-recorded lecture (yourself or some other video) to create a Play-Posit bulb, which allows faculty to design in-video quizzing. Video pauses and students must answer a question you create (multiple choice, T/F, short answer) before being able to continue watching the video. https://go.playposit.com/.

GOOGLEDOCS and GOOGLESLIDES: Create opportunities for students to construct materials together using GoogleDocs or GoogleSlides. Then, using Zoom (either recorded or "live") talk students through the materials they have submitted.