Resources for Teaching Online

TCU and UNTHSC School of Medicine

VIRTUAL CLASSROOM
Ensuring Active and Engaged Online Sessions

• The School of Medicine remains committed to active learning for our students.

• Attention to active learning strategies in the online classroom is critical in ensuring optimal student engagement and learning.

• This resource provides you with existing resources available to you as you transition your in-person application sessions to an online format.
School of Medicine Resources for online classrooms:

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# University Resources

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[TCU and UNTHSC School of Medicine](#)
Managing and Conducting a Class During a Campus Closure

If an emergency situation causes a campus closure, UNTHSC offers a variety of tools and resources to move your teaching online. On the Academic Continuity Plan page, we have listed a variety of tools and strategies to continue conducting classes.

The Academic Continuity Plan page contains:

- Essential Practices
- Class Announcements and Communications: Setting up a Discussion Board in Canvas
- Options for Class Meetings
- Managing Assignments and Exams
- What about hands-on labs or skills training?
- 2020 Class & Business Contingency Plan Training
- VoiceThread Online Workshop
- Student Resources
- Canvas Help

- Canvas Help Request Form
Canvas tools for online learning:

If you are new to using Canvas, you may appreciate some orientation to key Canvas tools and functions.

• **Assignments:** Instructors can create space for students to upload submissions, from informal reflections to formal written assignments and projects. Instructors can select the grading approach within the assignment. Assignments are best for instructors who wish for the students’ work to only be viewed and assessed by the instructor.

• **Chat:** The whole class, instructors and students alike, can engage in a “real time” text-based, instant messaging conversation. Messages received in Chat remain archived and can be read outside of synchronous time too. This can be a nice way for instructors and students to communicate nimbly without needing to use voice-based chat and without needing to use any outside apps or resources.

• **Discussions:** Instructors can create threaded, written discussion forums for instructors to engage in written (or audio/video) dialogue with each other and respond to written prompts.

• **Files:** Instructors can post key course documents, like the syllabus, readings, assignment sheets, and activity descriptions in this space.

Schedule a consultation with the School of Medicine academic technologist for individualized training on each of the CANVAS tools. Honor.Anderson@tcu.edu
Faculty and staff can view additional Canvas compatible technology on the CIL Technology Inventory page. Faculty and staff can also seek Self Help Solutions (FAQs) on the Canvas & Technology Support portal.
Synchronous vs. Asynchronous?

There are two options for instructors to facilitate class sessions remotely:

**Synchronous**: instructors and students gather at the same time and interact in “real time” with a very short or “near-real time” exchange between instructors and students.

**Asynchronous**: instructors prepare course materials for students in advance of students’ access. Students may access the course materials at a time of their choosing and will interact with each over a longer period of time.

Instructors may choose to engage their students synchronously or asynchronously depending on the course content or material that needs to be taught. There are many advantages and disadvantages to asynchronous and synchronous teaching options.
Lesson Planning is Critical
(even when we are responding with limited time)

• Use your session template document to outline the online synchronous session, including any discussion questions, case-based discussion prompts, and TBL resources.
  • This will allow for all faculty engaged in the session to effectively interact with the session and allow the session facilitator to moderate the session for optimal learning

Resources:
• School of Medicine Lesson Planning Module
Shifting your classes online
Run Your Class Session Live With Zoom

- This option works especially well for small discussion-based classes, though it’s also effective for large lectures, especially if you have a moderator.

- Visit TCU IT to download and see the Zoom Cheat Sheet to set up your call.
Zoom Pedagogical Considerations

• **Use slides and screen sharing** within Zoom to make sure discussion questions are visible to students who may have a slow Internet connection or who may struggle to hear the audio for the initial question. (Look for “Share Screen” at the bottom of your Zoom call.)
  - On your first slide, **display an agenda** at the start of the class session so that students know what to expect of the shared time together.

• **Use the chat** (bottom of your screen). See **In-Meeting Chat**.
  - Moderate discussion, i.e., “call on” a student with a comment to speak, to help them break into the conversation.
  - For larger classes, assign a co-facilitator to help moderate the chat and make sure important questions and comments are addressed. Even for smaller classes, it may be worthwhile to ask a student (or two) to take on special roles as “chat monitors” to voice if there are questions that arise that the instructor has missed.
  - You might use the chat to troubleshoot technical problems. For example, if a student is having trouble connecting via audio or video, the chat might be a space for you as the instructor or for fellow students to work together to problem-solve. This may, again, be an opportunity to assign a student to a special role, especially if you have students eager to help on the technical aspect of things.

• **Use Zoom Breakout Rooms** to help students talk in smaller groups (just as they would do break-out groups in a larger class environment). See **Managing Video Breakout Rooms**.

• **Rethink your classroom activities** to make the class more interactive even if Zoom students don’t have ideal connections and aren’t able to hear and see everything perfectly.
  - Have students write and comment together on a shared Google Doc.
  - Try using **Poll Everywhere** or **Google Forms** to collect student responses, and then share results with both in-person and online students.

• **Consider making discussion questions available in advance** in Canvas, etc. so that students can access the questions if screen sharing does not work. If sharing slides in advance to Canvas, share as PDFs, as students will be able to access the material on their phones.
Zoom Troubleshooting:

- **If your microphone is not working**, use the phone number listed in the Zoom invitation when you set up a Zoom call. You can use your phone as the microphone and audio source for your call rather than your computer’s built-in microphone if necessary.

- **If your Internet connection is slow or lagging**, consider temporarily turning off your video stream and only maintaining the audio stream. Sometimes, running the web camera on your computer will use up the Internet’s bandwidth in a way that might make communication challenging. Turning off the video should improve communication quality and consistency.

- **If you have earbuds or a headphone set, wear them!** Wearing earbuds or headphones will reduce the amount of noise that your computer will pick up during your quality, which will make it easier for your students to hear you. Similarly, you may want to advise your students to wear earbuds or headphones during the call.

- **Advise students to mute their microphones if they are not speaking and unmute the microphones when they wish to speak.** Students may be joining Zoom calls from all kinds of different locations, many of which may create background noise that could be distracting. Encourage students to mute themselves if they’re not speaking to minimize unnecessary or distracting background noise. Using the “raise hand” feature or simply seeing the microphone unmuted will give the group a visual cue for when a student wishes to speak.

- **Check the “chat” space for student questions and contributions.** Some students may not have working microphones and, therefore, may be unable to contribute via voice. The chat room is a good place for students to contribute, ask questions, and be involved.

- **Check the Zoom Help Center**
Accessibility Suggestions:

• Automatic live captioning is not available in Zoom (automatic captions are visible if you record a Zoom session).
  • You may wish to use Google Slides and enable the live captioning feature within Google Slides. If you share your screen using Google Slides, your voice will be captured and live captions will appear.
  • See Present Slides with Captions (via Google Drive support) for more information.

• For students who are blind or have low visibility, narrate the material that you’re displaying visually on the screen.
  • Just as you might read materials aloud in class, read screen material that you share on-screen just in case students are not able to see essential text.

Source: Stanford University. Teaching in Times of Disruption.
Examples of Active Learning Activities

In this section you will learn about 20 active learning activities. Explore the Venn diagram below to find out which activities may work in small or large classes, and which ones may be appropriate for individual work.

- Please select each circle to reveal a list of examples appropriate for each scenario.
- Next select an example to learn more about it.
- A detailed description of the activity will open below, with pointers for using in large and small classes and online.

Source: http://www.queensu.ca/teachingandlearning/modules/active/12_examples_of_active_learning_activities.html
SET THE STAGE
FOR ONLINE ENGAGEMENT
TECHNIQUES TO ENGAGE LEARNERS FROM THE START

Set Expectations
Communicate with learners ahead of time, and at every opportunity to let them know it will be an interactive event.

Start Early
Have on-screen activities ready for learners upon login.

Create a Social Experience
Choose activities that let learners frequently interact with each other for dialogue and discussion.

Seek & Sustain Engagement
 Invite participants to engage with the facilitator, with each other, and/or with the platform tools about every 4 minutes during virtual events.

Maintain an appropriate yet quick pace in the virtual classroom. Keep learners involved and engaged in activities that lead toward the learning outcomes.
TIPS FOR PRESENTING YOURSELF ON WEB CAM

1. Put camera at eye level
   Move your webcam to a spot that centers your face on screen instead of looking down to it.

2. Place lighting in front
   Have a light source in front of you instead of to the side or behind you.

3. Place appropriate items in the background
   Be aware of what's in view of the camera. Have appropriate items of interest that do not distract.

4. Position yourself at the correct distance
   Sit far enough away from the camera so that your shoulders are visible.

For more tips and resources, visit www.cindyhuggett.com

As we transition to online learning ask yourself whether your online content is something that requires **engagement**.

If students can navigate content on their own, consider the structure of your session to build in **active learning principles**.

**Learning Online is not a Spectator Sport: How to Make it Active**

**Active Learning in an Online Course: Ohio State University**

**Med Bits: Team-Based Learning**
Online Discussion: Resources

To facilitate student engagement and ensure that students are able to engage with peers you might choose to include discussion boards.

Create a Canvas Discussion as a forum to facilitate communication, encourage students to interact, ask questions and respond to discussion prompts.

**Resources:**

12 Ways to Increase Student Participation in Online Discussions

20 Tips to Facilitate Online Class Participation

Creating Universally Designed Classroom Discussions
  - Blog post about creating an inclusive discussion environment

Generating Lively Discussions Online
  - Blog post about getting students to participate in online discussions.
Discussion Board Pedagogical Considerations:

• **Craft discussion questions to be as clear and as specific as possible** so that students can build off of the question for a sustained response.
  • See Stanford TeachingCommons’ “Designing Effective Discussion Questions”
  • See “Conversation Starters: Orchestrating Asynchronous Discussion to Build Academic Community among First-Year Writers” by Dan Seward

• **Assign roles to students** so that they understand when and how they might respond to you or their peers. For example, students might “role play” as particular kinds of respondents or you might ask them to do particular tasks (e.g. be a summarizer, a respondent, a connector with outside resources).

Source: Stanford University. Teaching in Times of Disruption.
Case-Based Learning

For online case-based learning sessions you can prepare case scenarios with progressive disclosure and create discussion groups similarly to how you would in the in-class session.

If you need help with setting up your online case-based learning session please contact the School of Medicine academic technologist @ honor.Anderson@tcu.edu

- 5 Ways to Use Stories to Make Your Online Course More Engaging/
Transitioning TBL to Virtual TBL

• Using our learning management system you can work with the academic technologist to implement your previously scheduled TBL sessions into a virtual based TBL process including scratch off for iRat and tRat.

• Schedule your Virtual TBL consult: Honor.Anderson@tcu.edu

Resources:
Managing small group learning via video-conferencing
Managing large group learning via video-conferencing
Role Play

Role-play as an active learning strategy is something that also can be implemented in your online class to ensure that you meet your learning objectives that focus on communication, empathy, and professionalism.

Technologies to support Virtual Role Play:
• Carmen Connect to Collaborate
Additional Resources

- **Tips and Tricks for Teaching in the Online Classroom**: Jim Harrison and J. Diane Martonis (*Faculty Focus*)
- **AAMC MedEd Portal: Virtual Learning Resources during Covid-19**
- **Stanford University: Teaching Effectively During Times of Disruption**
- **Cindy Huggett: Scroll Down for Checklists and Templates**
- **Active Learning in an Online Course: The Ohio State University**
- **Active Learning in Online Courses: University of Florida**
- **Digital Classroom Resources Blog**
- **Professionalism in an Online Teaching Environment**
Additional Resources

• **Twine**
  This and other free online tools allow you to easily create interactive stories (text-based or enhanced with images, audio, and video) that can be embedded in Carmen.

• **E-Learning Software: Articulate and SoftChalk**
  These tools allow you to create slide- or page-based interactive experiences. With software like Articulate, you can even recreate the interface of a web-browser or other software and give students tasks to complete.

• **Nearpod**
  This is an instructional platform that merges formative assessment and dynamic media for collaborative learning experiences. It is also a useful tool to increase engagement in virtual classrooms.
Created by the Office of Faculty Affairs and Development in Collaboration with Office of Educational Affairs

For questions please contact:
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