



# Pedagogical Resources



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*This is a trying time, and it may seem daunting to move out of the classroom and into a remote environment. Some faculty will have a multitude of experiences doing this; others will not. Below are some basic tips and resources for migrating your content to remote delivery that you may find useful. This list could be potentially endless, but the goal here is to help you start thinking about creative ways to deliver your material without being physically in a classroom. Ultimately, let your goals for student learning drive your decisions and do what feels feasible for you.*

## Thinking about Remote Course Delivery

### Tips for moving a class online quickly:

- ["So You Want to Temporarily Teach Online" from Inside Higher Ed](#)
- ["Going Online in a Hurry: What to Do and Where to Start" from The Chronicle of Higher Education](#)
- ["Tips for Moving a Class Online Quickly" from Pearson](#)
- ["Stop Gap Strategies to Quickly Transition Courses Online" from Cengage](#)

### Orienting to Remote Learning

- Organization matters – organize that class by putting yourself in their shoes; make it intuitive; navigable
- Communication will be key – set clear pathways and availability and communicate often (weekly announcements, FAQ area, open questions area, etc.)

- Instructions need to be clear, specific, direct and more step-by-step than if you were in person – Students need to know what to do, how you want them to do it, how to submit it to you and how to get your feedback on their work.
- Frequent meaningful feedback is key to progress and learning and to you knowing how students are interacting with your content.
- Exams and quizzes should now be assumed to open book, open Google, open notes, etc. You'll need to think about assessing knowledge and skills with this in mind.
  - You can create a timed test in Canvas (see [Canvas Resources](#) - Quizzes & Exams)
- Give yourself and students flexibility as we make this transition - you may need to be more flexible with deadlines, etc. and you may need to ask them to be more forgiving of you

### Thinking about Student Success

- [How to Help Struggling Student Succeed Online](#) from *The Chronicle of Higher Education*
- [Strategies for Getting the Most Out of an Online Class](#) (a resource for grad students that might be helpful as you plan and/or for sharing with your students) from *Northeastern University*

## Different Approaches to Remote Delivery

There are basically two types of delivery for courses. Synchronous vs. asynchronous.

- **Synchronous:** Activities are executed one thing at a time. A better way to think about this is that class meetings are in real-time, either face-to-face or virtually. One item is covered/completed, then you move onto another. It involves geographically dispersed students accessing the same website at the same time as an instructor and usually interacting in real-time. Participants communicate at the same time, from different locations using the same communication tool.
  - An example of synchronous learning would be BVU's regular face-to-face classes, or classes that make use of web/video conferencing to meet a predetermined time, but not in the same physical space.
- **Asynchronous:** Multiple activities take place over a period of time, but there is no synchronous component, i.e. having class at 9:00-10:00 A.M. The main difference with an asynchronous course students are completing tasks

(assignments, discussions, group work, quizzes/exams for example) but not in a physical location with their peers at a predetermined time. It is a just-in-time, on-demand student learning experience. Participants communicate at different times from different places using the same communication tool.

- An example of an asynchronous course might be one of BVU's online courses. Interaction is still taking place, but not a specific time or location.

In times like these, we have the opportunity to be very flexible. A course could be fully asynchronous, partially asynchronous with synchronous components, or mostly synchronous with asynchronous activities built-in. Many of the face-to-face courses on main campus fall somewhere in the realm of synchronous courses with asynchronous components placed in Canvas. This allows students to participate in class, yet complete some activities (like quizzes/discussions, assignment submissions or presentations) in Canvas.

## Remote Course Delivery Tech Options

In general, you should not expect students to have the same level of connectivity they have when on campus. Therefore, it will be difficult to rely exclusively on synchronous communication during regular class times. Rather than requiring all students to be online at the same time, you could develop plans to complete most work asynchronously, meaning students can access and finish required work any time during a delineated period. This doesn't mean you have to give up staying connected. You can record videos and ask them to do the same, require asynchronous interactions/discussions, etc. Regardless of your decision, there are many options for educational interaction. You may feel more comfortable with some than others.

- Canvas offers a platform for organizing and delivering course content including submitting assignments, assessment, communication, discussion boards, quizzes, etc. (See Canvas Resources)
- Zoom offers a platform for synchronous teaching/meeting, including breakout groups for discussion, and also allows you to record mini-lectures or demonstrations that can then be uploaded for asynchronous access. (See Zoom Resources)
- BVU email offers the ability to submit and return documents and files as well as communicate with students.
- Office365 offers options for creating and sharing documents in Word, PowerPoint, Excel, etc. and for creating assessments like tests and quizzes in

Form. Microsoft is also offering educators [information on creating Teams for courses](#).

- [Google](#) is also emphasizing and curating support and resources for remote education during this crisis.

## Recording Short Lectures or Demonstrations

- [In PowerPoint](#)
- [In Zoom](#)

## Uploading Recorded Videos to BVU Server

**Because of FERPA regulations, it is important that recorded Zoom sessions that include students to public websites not be uploaded to public sites like YouTube. Therefore, we have provided you with a secure location to upload and share your video files with students.**

1. To get started, click on the [Storm Lake Classes](#), choose **Upload**. The channel is pre-selected to Storm Lake Classes.
2. Select videos to upload or drag and drop your files to the upload area.
3. Rename your file using this file naming convention: Course name – Instructor name – Description (ex. "Econ 101 – Casey Smith – March 26 Lecture")
4. Once the upload is complete click on **Go to Video**.

Note: The "Processing time, to view your video, varies based on video size and length, to check processing status refresh your page. You will also receive an email stating "Your Video is now ready to play."

Once your video is ready to be viewed, you can highlight the URL address, copy and paste the link into your Canvas course, share in an email, etc.

## Communication Options

- While you can use Zoom to communicate in real-time/synchronously, there are many options for asynchronous communications, your BVU email, discussion boards in Canvas, etc.
- You could look at something like [Flipgrid](#) for asynchronous video responses.



## COVID-19 support resources | Google for Education

[edu.google.com](https://edu.google.com)

For educators and IT administrators preparing for potential school closures affected by COVID-19 — or currently facing closures — here are a few ways to engage students through distance learning.

## Create a class team in Microsoft Teams

[support.office.com](https://support.office.com)

Follow these steps to create a class team. Add students to the team to participate in group work channels, trade files, and assign work.



## Stop-Gap Strategies to Quickly Transition Courses to Online

[share.vidyard.com](https://share.vidyard.com)

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