

Translating In-person Teaching Strategies Online

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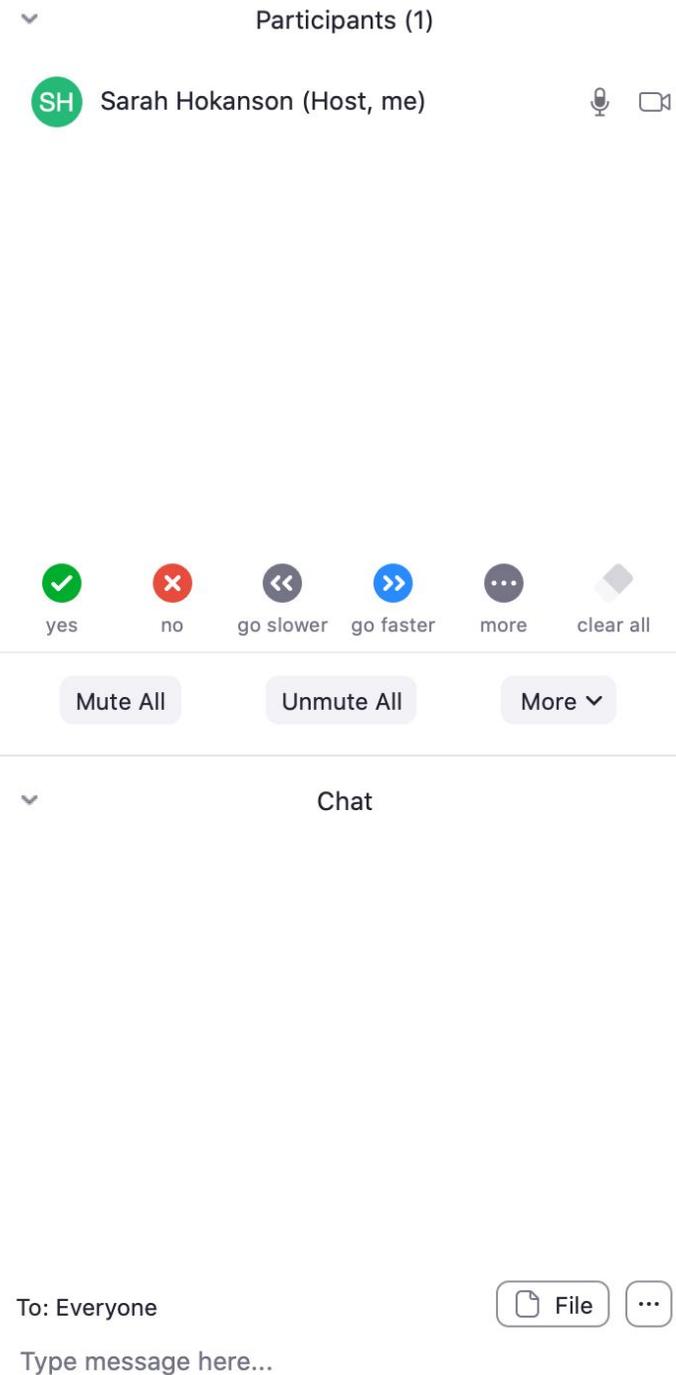
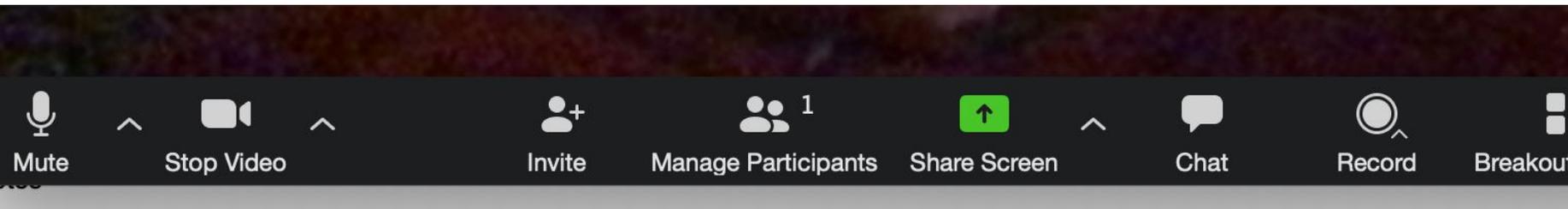
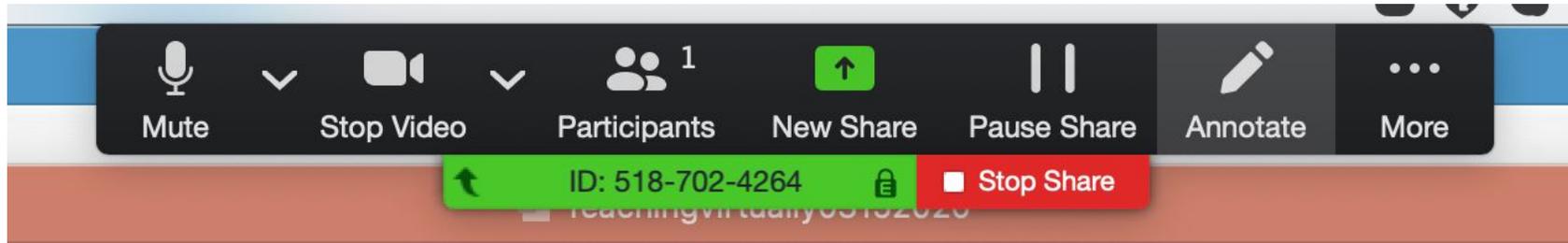


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Learning goals

- Identify strategies to minimize student discomfort in a technology-based learning environment and maximize student engagement;
- Identify the strategies used in-person to achieve student learning outcomes;
- Translate in-person teaching techniques into a virtual environment.

Brief review: navigating Zoom toolbars



Activity: How do you feel about going online?



Annotate



Chat

I feel excited to try...

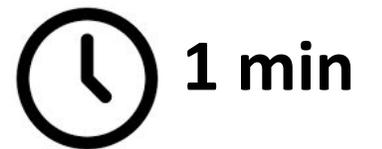
I feel nervous about...

Ways to ease students' discomfort

- Be transparent
- Display vulnerability and empathy
- Invite feedback
- Invite them to participate...again...and again...
- Be flexible and demonstrate understanding
- Active listening

Community norms

- What are the current norms of your in-person classroom?
 - What are explicit norms?
 - What are implicitly understood?
- What norms would you like to establish in your online classroom?
 - How will you do this?
 - How can students contribute ideas?



Creating social presence – the research basis

What is social presence?

“sense of community, of knowing one another” (*Gunawardena and Zittle, 1997*)

Why is it important?

It has been shown to affect:

- perceived learning
- student satisfaction with instructor and with course
- instructor satisfaction with a course (*Richardson & Swan, 2003*)
- learning performance (*Wei, Chen, & Kinshuk, 2012*)
- ties to inclusive teaching

1. Gunawardena, C. N., & Zittle, F. J. (1997). Social presence as a predictor of satisfaction within a computer-mediated conferencing environment. *American journal of distance education, 11*(3), 8-26

2. Richardson, J. C., & Swan, K. (2003). Examining social presence in online courses in relation to students' perceived learning and satisfaction.

3. Wei, C. W., & Chen, N. S. (2012). Kinshuk, “. A model for social presence in online classrooms,” *Education Technology Research, 60*, 529-545.

Creating social presence – *before class starts*

- Icebreaker question in chat
- Drawing / typing on slides (don't forget to save!)
- Link to Google Doc / Google Slide / Google sheet
- Verbal participation
 - *(small groups) – turn on video and audio in gallery view*
 - *(large groups) – raise hand to speak in speaker view*

Example of creating a social presence – *before class starts*

- Doesn't have to be a complicated prompt
- Also doesn't have to generate content, not yet
- Bringing whole human into the space

Sarah Hokanson	Robin Greenler	Devin Shepherd	Shannon Patton
Lissa Behm-Morawitz	Monica Carter	Robin Sullivan	Nancy Abney
Peggy Semingson	Laura Page	Linda Strubbe	Hanae Tsukada

Welcome back!

Share something that happened to you in the last week while you wait for class to start. Write it in your square.

How might you start your class?



Annotate



Chat

Creating social presence – in session

- Give time

Everything takes longer

directions, questions, introductions, discussions, activities, breakouts

Creating social presence – in session

- Give time
- **Be specific & transparent**

Be explicit with details

How, when, where, what

Creating social presence – in session

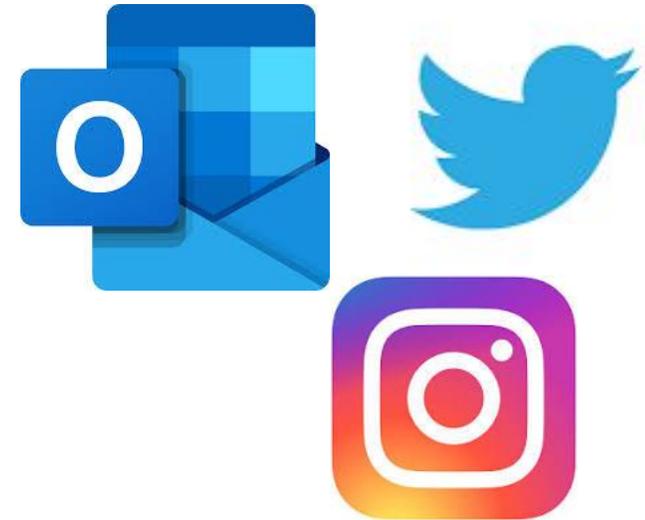
- Give time
- Be specific & transparent
- **Invite participation**

Break it up

discussion, comprehension activities, small groups, quick response, thoughtful response, polling

Creating social presence – in session

- Give time
- Be specific & transparent
- Invite participation
- **Reduce cognitive overload**



Visual and verbal processing are different, and so many, many multi-tasking distractions online...

Sidebar: Universal design for learning

Recognition Networks

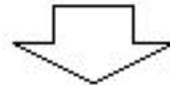
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways



**Principle #1:
Provide Multiple Means of
Representation**

Strategic Networks

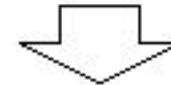
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



**Principle #2:
Provide Multiple Means of
Action and Expression**

Affective Networks

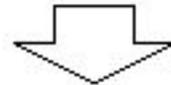
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



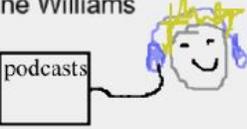
Stimulate interest and motivation for learning



**Principle #3:
Provide Multiple Means of
Engagement**

Creating social presence – in session

- Give time
- Be specific & transparent
- Invite participation
- Reduce cognitive overload
- **Don't forget the joy!**

Rachel Kennison 	Denise Pope 	Adrienne Williams 
Ephrem Abebe  Photo journal	Sunny Chang	Deborah Good
Jessica Kruger	Franziska Landes  	Yingying Xie 

Find the fun in the tools, visuals, and activities
just as you would in-person!

Creating social presence – in session

- Give time
- Be specific & transparent
- Invite participation
- Reduce cognitive overload
- Don't forget the joy!
- **Use tools thoughtfully**

Don't use tools just for the sake of showing off your Zoom skills!

Teaching in-person:

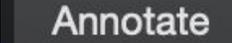
How is your classroom set up?

How do you promote student engagement?



+ activate audio & video

Activity: Match the tool to your goal



Annotate

Outcome Desired

Anonymity

Accountability

Elevates Student Voice

Full Participation

Ease of Use

Quick Feedback

Back-and-forth discussion

Longer thoughtful responses

Tools

Emoticons

Chat

Polls

Whiteboard

Camera/microphone

Breakout rooms

Link to Google Docs

The tools – a summary

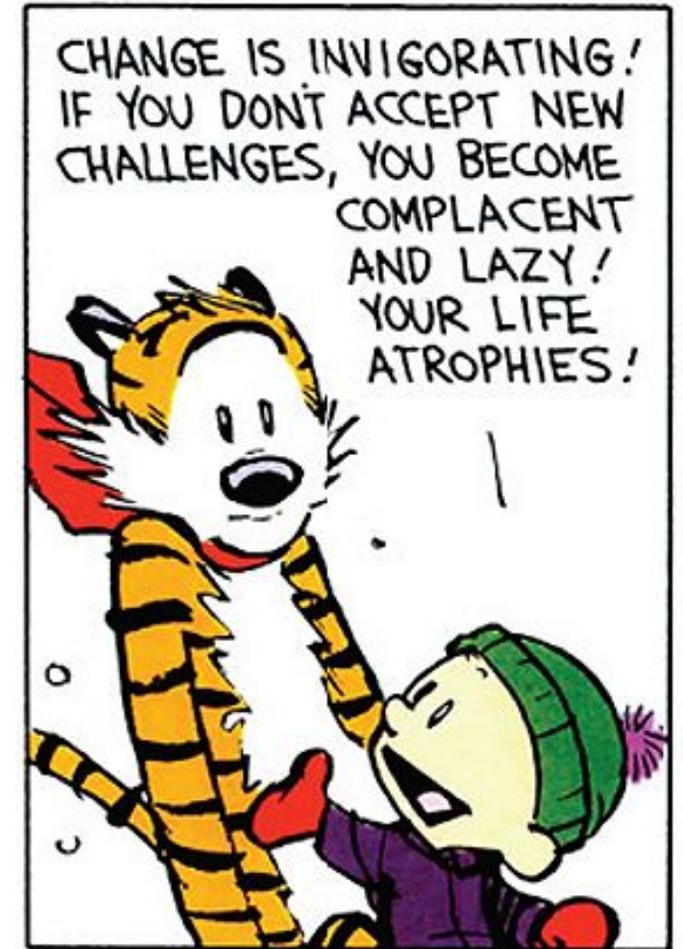
[Table of Conversion from Face-to-Face to Online Learning, from McDaniels et.al. \(2016\)](#)

- **Polls** = just like clicker questions, quick response, low barrier to participate, anonymous feedback, have to set-up ahead of time (Zoom)
- **Emoticons** = formative assessment tools, also easy to use, not anonymous
- **Chat** = student default, good for introverts & non-native speakers, can be more accessible to some, requires active facilitation
- **Mics & cameras** = closest to in-person instruction look & feel, can cause bandwidth issues as class gets larger, discussion can move quickly, record sessions so students can watch back if needed
- **“Whiteboards” / Google docs** = Good for brainstorming, slower pace, more complex activities or ideas, basis for discussion, use timer
- **Breakout rooms** = extended student co-creation, replaces small groups or “think pair share”, can be facilitated or not

Creating social presence – after class

- Reiterate what they just learned – share notes, slides, or recording (if applicable)
- Check in with your students and yourself – how is online learning going? What are the barriers?
- Connect with instructor
- Self-care as a community

Copyright Bill Patterson – Calvin & Hobbes



Wrap-up – self-reflection

1. What is one takeaway I have from this session?
2. What am I most excited to try online?
3. What do I still have questions about? (Q&A = next!)



+ activate audio & video

Q&A

Please put questions into the chat window. We'll take them in the order they are received until they run out.

Questions that we don't get to will be answered in an online FAQ that will also include additional resources and a recording of this session.