Teaching: Replacing Traditional Modalities With Remote Options

Note: Though this listing provides alternatives to in-person teaching, it carries strategies and tips to make your teaching more effective and efficient. Resources that will support your teaching
i) Menu of Teaching Approaches with Appropriate Supporting Technology for aligning the appropriate teaching approach to the appropriate technology
ii) Effective Teaching Strategies irrespective of the mode of teaching
iii) Just-in-time Teaching offers strategies for various disciplines

Traditional Teaching	Alternatives for Remote Instruction

Lecture	**Creating content:**
	● **Write up lecture notes** in word or pdf -- include relevant additional resources and communicate to students
	● **Use PowerPoint slides with detailed notes in each slide**, then convert to a pdf (instructions here) or to an editable word document (instructions here).
	● **Record audio to your Powerpoint slides** so students can listen to the lecture as they view your slides**:** instructions here
	   ○ Can upload recordings to Google Classrooms too (instructions here)
	● **Or Record lectures** through a smartphone and upload it on **Google Classrooms.**
	● **Video recording of lecture:** you can
	a) record within Zoom (instructions here) or
	b) capture your computer screen with audio, for 'Khan Academy' style videos (instructions here); or
	c) record yourself using your computer/phone camera
	d) Keep online lectures videos short/segmented.
	e) With BButton your lecture will be automatically recorded and can be shared via Moodle
	● **Processing Videos:**
	   ○ Windows Moviemaker (windows built-in) for trimming and splitting of videos. For video guidelines, click here.
	   ○ Resize using RealPlayer converter into MP4 (Get real player)
	   ○ Upload on Youtube. For guidelines, click here.
	● **Online Classes:**
	   ○ Zoom class: see here for useful Zoom tips and links (e.g. recording meetings and uploading them on Moodle/Youtube, etc., screen-sharing, managing slow internet during meetings, etc.).
	   ○ **Moodle Classes**: Using Moodle
	   ○ Google Classroom (How to create classroom)
	   ○ **Comparison of video conferencing platforms**: click here
	Sharing content:

	● **Documents** can be shared via email, Moodle, GoogleDrive, etc. ● **Video** files can be shared directly in Moodle -- or you can upload the video on YouTube ([instructions here](#)), DropBox, GoogleDrive, etc. -- then share this link with students. **Ensuring learning and engagement:** ● Make sure students are clear about your mode/timing of delivery ● Make students write up a **learning contract** where they outline what they will learn during the course and how they will learn it (i.e. with a weekly learning plan). It promotes deeper involvement. ● **Using Multiple platforms for information sharing:** Placing data on multiple platforms increases accessibility (e.g. Whatsapp, Youtube, Moodle, Google Classrooms, etc.). Youtube lecture sharing is most accessible (since most cellular data packages cover youtube videos but not the videos present on moodle or on the drive). ● Promote **Self-Directed Learning** to develop proactive learners
Seminar-style class / Discussions	● Create a discussion forum on Moodle and discuss. If there are 15+ students, you can create student groups and assign each group to a separate discussion forum. ● Other platforms include emails, social media, chatrooms, etc. ● See [Guidelines for Discussions](#) for tips on remote discussions
Project or Group work	● Create groups of students on Moodle and assign them to separate Discussion forums. Ask them to work on a discussion or assignment collectively. ● Encourage students to collaborate on Moodle and/or [GoogleDocs](#) and/or PowerPoint (or [GoogleSlides](#)). ● Group work includes discussion groups, guided discussions, role-playing, games, etc. For information on types of small groups, [click here](#). Other small group activities [here](#). ● Projects can be individual or group and can be reviewed by the instructor or/and with peers (the latter promotes interaction and encourages diverse feedback)
Student queries about course assignments or course concepts	● Moodle discussion forum (dedicated to student-queries), or a ● Whatsapp group or ● Closed Facebook group for your students. *All above allow all students to see responses to common questions*
Student Presentations	● **Pre-recorded videos:** students can record videos, upload them on Moodle's discussion board and respond to questions posted by others (see instructions above) ● **Video conference:** meet using a video conferencing tool like Zoom. Students can share their screens while presenting. *Note: these sessions can also be recorded and shared on Moodle later.*
Lab Work	● [Simulations and virtual labs](#) (with subject-specific information)

Resources and Tools:
● **Synchronous:** [Google Classroom](#); [Microsoft Teams](#)**,** Zoom

- **Asynchronous**: Moodle, Facebook groups, Whatsapp groups, Youtube, Wiki, Blogs

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Developed by CLT, FCC, 2020 from:

Guidelines for AUC Faculty Moving to Online Modes of Instruction
Teaching Effectively During Times of Disruption, for Stanford Introductory Studies
LUMS: Moving Spring 2020 Online
Instructional Strategies for Online Courses
Keep lectures short
Learning Contracts
How to put self-directed learning to work in your classroom
Group work in the classroom
Small group work

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