

WELCOME TO

Selecting Your Fall Course Format

Our goals for the next hour:

- Clarify the new course format options
- Explore considerations and strategies for both formats
- Answer your questions!
 - *Ask in the chat as we go along*
 - *Q&A period at the end*

Note: This webinar will be recorded & posted to otl.wayne.edu/teachanywhere by the end of the day.

From the Provost's email with Restart Flyer (Wed. 5/27):

Establishing the format for instruction or student activity should be a discussion between a faculty or academic staff member and the chair of the department or leader of the unit that includes the following questions:

- 1. Can the essential benefits of the course or activity be replicated through online/remote means (e.g., virtual experiences, simulations)?**
2. Is the room (or space) assigned for the course or activity unable to accommodate physical distancing?
3. Would the nature of the course or activity require people to be in close physical proximity?

Fall Course Formats

At least some in-person class time

CLAS

For traditional, face-to-face meetings. This will require days/times and room assignments.

HYB

For sections that include a mix of online and in-person learning. This will require days/times and room assignments.

Fully online formats

WEB

For online sections that **do not require** synchronous virtual meetings. No rooms, days or times will be assigned.

SYNC

For synchronous online sections that **do require** an online synchronous meeting day/time. No rooms will be assigned.



COURSE WORKLOAD REFRESHER

From the WSU Bulletin

Per credit hour:

1 hour of classroom time (really 50 minutes)

2 to 3 hours of out-of-class student work (i.e., *asynchronous work*)

Across a fifteen-week semester =

45-60 hours of work per credit

9-12 hours per week total for a three-credit course

***Even in a face-to-face class,
66-75% of student workload is already asynchronous***

ASYNCHRONOUS (WEB) VS. SYNCHRONOUS (SYNC)



Asynchronous (WEB)

Flexible contact: Students interact with course materials, activities, and assignments when they want *within deadlines*.

Key benefits

- **Greater opportunity for cognitive engagement** with course content
- More accessible and inclusive of all students
- Flexibility helps manage personal/work challenges

Key challenges

- Less personal engagement
- Potential misunderstanding of content



Synchronous (SYNC)

Real-time contact: Students attend virtual class sessions or meetings at a specified time *and* engage in asynchronous work.

Key benefits

- More immediate **personal engagement/feedback**
- Interaction can clarify information

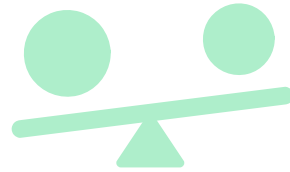
Key challenges

- **Not all students may be able to participate consistently & equitably**
- Technology access/skills (instructor & students)
- Need to rethink content and facilitation strategies
- Zoom fatigue is real

BALANCING ONLINE ELEMENTS



Asynchronous
"WEB"



Synchronous
"SYNC"

Every online class – "WEB" or "SYNC" – should include a mix of both, but the balance may look different depending on the course.

ASYNCHRONOUS VS. SYNCHRONOUS ELEMENTS



Asynchronous (WEB course format)

- Can & should be **interactive**
 - Can & should include **voluntary opportunities for synchronous communication** with the instructor
 - *Remember, SYNC courses will still need to include asynchronous elements*
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Typical asynchronous elements

- Digital or physical texts
- Videos (micro-lectures or external videos)
 - *Level up: Interactive videos with formative/informal questions interspersed*
- Other multi-media such as podcasts
- Advanced organizers or worksheets
- Data sets

Typical asynchronous activities

- Online discussions
 - *Consider Perusall or Hypothes.is – social annotation tools that increase participation in online discussions*
- Peer review
- Group work
- Many other active learning strategies (*the OTL can help!*)

ASYNCHRONOUS VS. SYNCHRONOUS ELEMENTS



Synchronous (SYNC course format)

- Synchronous sessions must be **interactive in order to be effective**
- Be compassionate & flexible about attendance policies & requirements to keep webcams on
- Record synchronous sessions for those who can't attend (let students know it will be recorded)
- *Remember, SYNC courses will still need to include asynchronous elements*

Typical synchronous meeting types

- Interactive class sessions. Examples:
 - Micro-lectures mixed with polling questions or chat-based Q&A
 - Small group breakout rooms for problem-solving or discussions
- Q&A sessions or problem-solving sessions
- Virtual office hours
- Other cases where immediate feedback is beneficial

Typical synchronous tools

- Zoom (currently in process of being rolled out campus-wide as our primary synchronous tool integrated in Canvas)
- MS Teams (great for highly collaborative courses with group projects to support file sharing and group interaction)
- *Note: BigBlueButton will be retired when Zoom is rolled out – more details to follow from C&IT*

WHICH IS BEST FOR YOU & YOUR STUDENTS?



Asynchronous (WEB)

Consider WEB when:

- Classes are over 30-35 students (*but it can still be a great choice for smaller classes!*)
- When you have a diverse group of students (technology access & knowledge, work, and home lives/responsibilities)
- Lectures typically include a lot of factual and conceptual content
- Assessment is primarily through objective tests or quizzes
- **WEB is still a great choice for discussion, writing, or project-based courses!**



Synchronous (SYNC)

Consider SYNC when:

- Classes are under 30-35 students
- Class meetings are highly interactive
- You are confident your students have the technology and space to participate equitably (ask them to be sure!)
- You are comfortably leading virtual meetings (both technology and facilitation)
- You are open to posting recorded sessions for those unable to attend
- You are including other asynchronous content and activities to promote an inclusive experience

BEST PRACTICES FOR EACH FORMAT



Asynchronous (WEB)

Best Practices

- Lectures chunked into small topics (10-15 minutes) with closed captions/transcripts
- Ample opportunities for direct interaction with you and with classmates
- Varied supporting content including texts, external videos, podcasts, graphics, etc.
- Lots of low-stakes, formative assessment
- Asynchronous learning activities that are clearly linked to assessments (discussions, peer review, group collaborations)



Synchronous (SYNC)

Best Practices

- Keep synchronous sessions interactive, focused, and concise (aim for one hour if possible)
- Be flexible about requiring students to have webcams on
- Record sessions and be flexible about attendance
- Give students asynchronous opportunities to interact with the content & each other
- Consider the [flipped classroom model](#) as a way to structure SYNC courses

SUPPLEMENTAL LINKS

WSU Faculty Share Their Favorite Tech Tools (many thanks to our contributors!)

- **Kafi Kumasi (SIS)**
 - [Using Perusall, a collaborative reading/social annotation tool, in Canvas](#) (9:26 min)
- **Tonya Thomas (CFPCA, MISB):**
 - [A Tour of Microsoft Teams + Canvas Together](#) (7:53 min)
 - [Whiteboarding with iOS screen recorder](#) (4:05 min)
 - [Using Canvas Native Video/Audio Recording in Pages and Comments](#) (6:58 min)
 - [Using Zoom to Create Video AND Audio-Only recordings](#) (3:31 min)
- **Nicole Coleman (CMLLC):**
 - [Using VoiceThread and EdPuzzle to create interactive videos](#) (11:51 min)
- **Jennifer Sheridan Moss (CMLLC):**
 - [Using ExplainEverything to create course videos](#) (7:30 min)

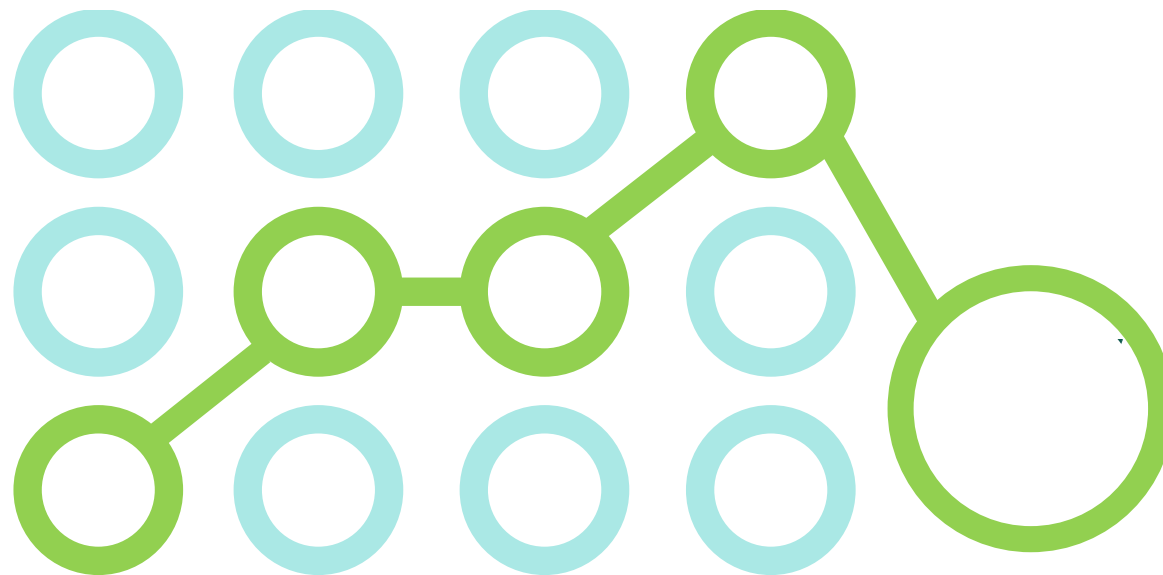
WSU Faculty Share Their Favorite Tech Tools (many thanks to our contributors!)

- [Hypothes.is](#) (collaborative reading/social annotation)
- [You Can Book Me](#) (scheduling tool)
- [Calendly](#) (scheduling tool)
- [Flipped classroom model](#) from Vanderbilt University



Office for
Teaching &
Learning

ONLINE COURSE DESIGN SPRINT



Join the OTL Online Course Design Sprints!

[Registration link](#)

June 15-July 3 OR July 6-24

You can choose your level of participation! Once you are in the Sprint, you will have ongoing access to all the resources and webinar recordings even after the Sprint is over.