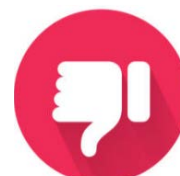


Pedagogical Recommendations for Remote Instruction

Do This



Not That



<p>Communicate regularly and substantively</p> <p>Regular and Substantive Interaction (RSI) is an essential part of online/remote learning and a federal guideline for the College to maintain federal student aid eligibility.</p> <ul style="list-style-type: none"> • Start with a welcome message at the beginning of term. • Weekly “check-in” or “what’s happening this week” emails sent to the class. • All instructions are clearly communicating with students by COCC Email or Blackboard. • Meaningful feedback provided in a timely manner with clear guidance on how students can enhance their learning. • Post grades in Blackboard for each assignment promptly for students to track their own progress. 	<p>No communication or inconsistent/meaningless feedback</p> <p>Instructors provide very little or no communication to students.</p> <ul style="list-style-type: none"> • Design a course to be self-paced learning with NO instructions between the instructor and students. • Students only see grades but no feedback. • Only comment students see is “Good Job!” • Instructors do not grade assignments in timely manner. • Instructors do not respond to student’s questions. • Students do not have a way to monitor their own grades until the final grade entry in Bobcat.
<p>Clear alignment among the lesson objectives, assessments and activities</p> <p>Be intentional and identify clear alignment of learning objectives and assessment outcomes (formative and summative).</p> <ul style="list-style-type: none"> • Use the “Backward” design method to plan for appropriate learning activities with the desired learning outcomes in mind. • Have strategies to achieve the same course outcomes with a face-to-face class in a remote instruction environment. (it may not be possible for some disciplines) 	<p>Give random activities</p> <p>Keep students busy doing outline activities and do not think about the lesson objectives and assessments.</p> <ul style="list-style-type: none"> • There is no alignment in desired course outcomes, assessments and learning activities. • Provide course work that makes students wonder, “why are we doing this?”

<p>Asynchronous access to learning materials</p> <p>Instructors create learning experiences for students to work at their own pace and take time to absorb content. The essential learning materials are available for students to access at any time.</p> <ul style="list-style-type: none"> • Post essential materials in Blackboard or send it by email in advance. • Provide recording link after a synchronous session (if applicable) for those who could not attend or who will benefit from having review material. 	<p>Synchronous learning as the only option</p> <p>Students are only given opportunities to access learning materials during the synchronous videoconferencing or live chatting.</p> <ul style="list-style-type: none"> • No lecture notes or recoding available • Penalize students for not attending the synchronous class meeting
<p>Less is more</p> <p>Assignments likely take twice as long to complete at home because of different factors; prioritize and be realistic.</p> <ul style="list-style-type: none"> • Think about what it takes students to complete the assignment with limited resources (do your students have access to technology and support functions?) • Keep the video lecture recording shorter. Divide into segments if possible. 	<p>Being unrealistic</p> <p>Instructors expect students to be “free” at home because of the social distancing.</p> <ul style="list-style-type: none"> • Assign “class work” and “homework” every day and request students to complete according to short timelines. • Require watching a long video of NON-ESSENTIAL information that does not align to lesson/course outcomes.
<p>Give explicit instructions and specify expectations</p> <p>Outline deliberate instructions and specify the length of time to complete the session of learning.</p> <ul style="list-style-type: none"> • Post clear instructions on how to access the publisher content account and specific technical phone number of the publisher. • Provide enough time for students to ask questions before the due dates. • Specify task requirements and length clearly (e.g. 2 pages of reflection paper with single space) 	<p>Being unclear and vague and too open-ended</p> <p>Communicate in lengthy paragraphs with instructions that may be difficult to follow or tasks that are overly vague.</p> <ul style="list-style-type: none"> • Does not respond to students asking for clarification. • Blame technology for lack of student understanding regarding content.
<p>Be empathetic</p> <p>Instructors are well aware of the challenges students are experiencing. Encourage and provide support to overcome the obstacles.</p> <ul style="list-style-type: none"> • Have a “self-introduction” assignment to get to know students during the first week. Any sensitive conversation should be held in a 	<p>Be overly task-oriented</p> <p>Instructors too focused on checking off what assignments have been submitted instead of whether students are demonstrating their learning.</p> <ul style="list-style-type: none"> • Assign online classwork followed by extra homework without a clear focus on student wellbeing.

<p>“private” setting NOT in a group discussion board.</p> <ul style="list-style-type: none"> • Assign a reasonable workload; encourage students to balance online with offline and connect with one another. 	<ul style="list-style-type: none"> • Do not care what difficulties students are facing with technology, childcare, illness, etc.
<p>Be available for ‘office hours’</p> <p>Be available during remote office hours to provide support, answer questions, or clarify confusion.</p> <ul style="list-style-type: none"> • Communicate to your students how to reach you during the office hours (e.g. Email, Zoom, and/or phone) • Set clear expectations on respond time for Email communication. 	<p>Stand by at all times</p> <p>Instructors try to be available to students 24/7 and lose work/life balance.</p> <ul style="list-style-type: none"> • Respond to every email right away and leave no break for yourself (unless it’s urgent, it can wait until office hours or follow your respond time rule) • Invite students to your house for personal tutoring
<p>Seek student feedback</p> <p>Seek student feedback about their workload, emotional state, learning preferences, and learning pace.</p> <ul style="list-style-type: none"> • Send clarification to the entire class when some students ask the same questions about the assignment. • Send occasional “check-in” emails to solicit students’ feedback. • When the technology/tools are not working (or not available) for some students, be flexible and provide alternative way to complete the assignment. 	<p>Use the same approach</p> <p>Teach in a way that does not give students voice and/or choice, leaving them feeling overwhelmed.</p> <ul style="list-style-type: none"> • Penalize students for unreasonable expectations (e.g. not having an enough internet bandwidth at home to access synchronous session.) • Instead of focusing on the issue and the desired outcome, tell students that “this is the way it is.”
<p>Boost learning retention</p> <p>Provide course materials that serve different learning styles in addition to providing accommodations to those who need.</p> <ul style="list-style-type: none"> • Add closed caption to your video recordings. • Select supplemental video (e.g. YouTube) that already has closed captioning – look for “CC”. • Provide multiple methods for students to submit their work when possible 	<p>Try unused/unsupported tools</p> <p>Try “cool” online tools you are not familiar with and cause technological difficulties/increased challenges for student learning.</p> <ul style="list-style-type: none"> • Requires students to use materials or technology not provided and/or supported by the college. • Use tools that are not ADA compliant.
<p>Comply with Family Educational Rights and Privacy Act (FERPA)</p>	<p>Not respectful to students’ privacy</p> <ul style="list-style-type: none"> • Send everyone’s grades on a list by Email.

Design your communication method and learning activities to protect student's privacy.

- Post grades throughout the term in blackboard.
- Use COCC Email to communicate with students
- Send group email for the class via Blackboard, Bobcat account or DLX list (dlx + 5-digit of CRN) for COCC Outlook. When sending to personal email addresses use BCC (blind carbon copy) to protect the privacy of recipients/email addresses.

- Require students to exchange their personal phone numbers (and/or personal Email addresses) to communicate with each other.
- Proctor remote **group** exam via Zoom and ask everyone to show ID on the screen.



Source: Perelman School of Medicine, University of Pennsylvania