

Exploring key elements of successful remote teaching: Building online learning experiences that facilitate connection and collaboration

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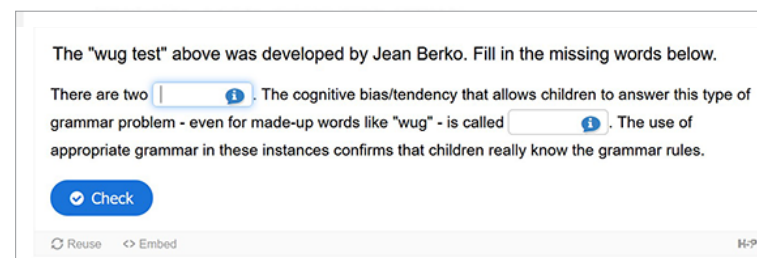
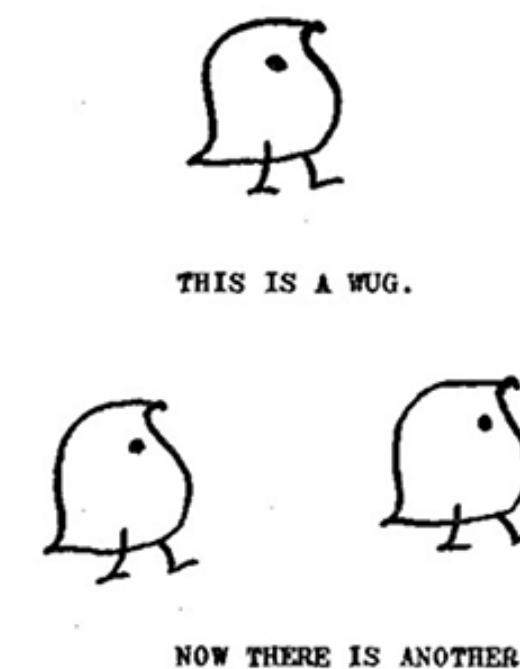
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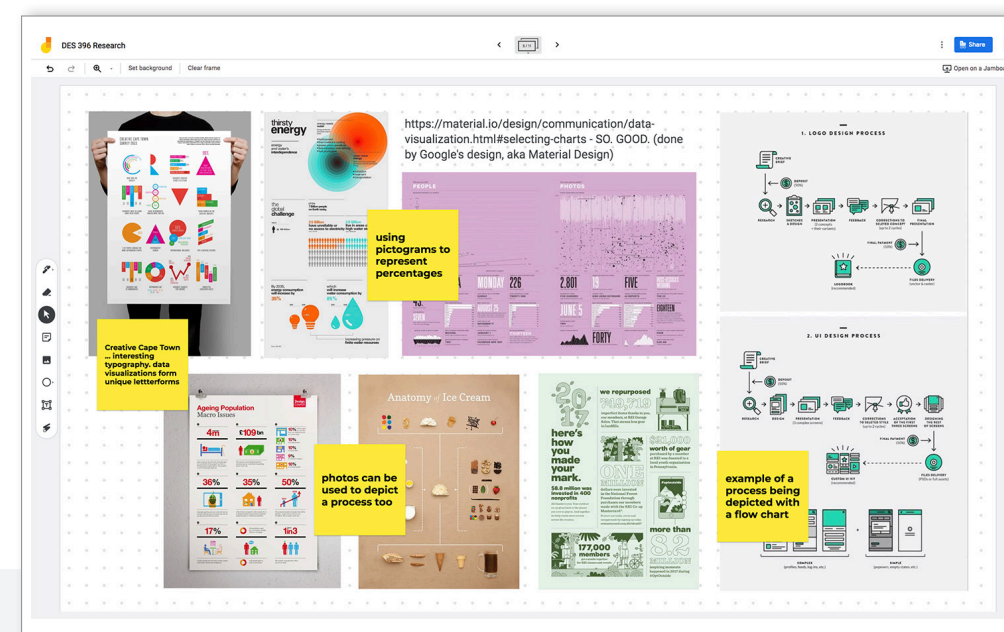
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An example of an interactive and active learning tasks in H5P embedded within eClass (credit: Jennifer Passey)

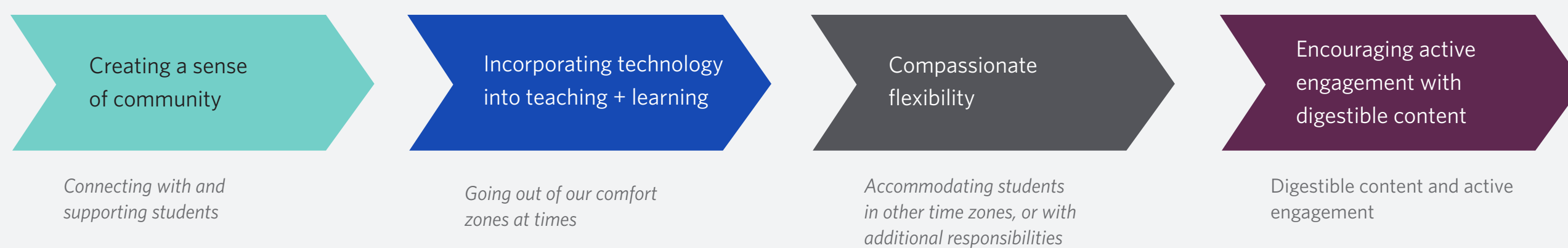
INTRODUCTION

As the recipients of the 2020 COVID-19 Remote Teaching Awards, our colleagues often ask about how we transitioned our traditional face-to-face courses. Shared strategies include creating a sense of community, incorporating technology into teaching and learning, compassionate flexibility, and encouraging active engagement with digestible content. We provide examples of how these strategies were implemented.



An example of how instructors and students used Google Jamboard in a Design Studies undergraduate class. Students use digital "stickies" to comment on each other's work. (credit: Gillian Harvey)

PROCESS



RESULTS

- 1 Sense of community: Connecting with and supporting students**
 - Instructors appearing in videos
 - Office hours
 - Polls for feedback /check-in
 - eClass discussion boards, Instagram/Facebook/Youtube class channels
 - Outside of class Zoom hangouts
 - Undergraduate learning assistants to provide extra in-class support
 - Social bumps: In-class time for connecting with other students
 - Providing advice from former students on how to excel.

- 2 Incorporating technology: Getting out of our comfort zones at times**
 - YouTube, Instagram, Facebook
 - Flipgrid (convenient, flexible and allows for spontaneity)
 - Create interactive active learning tasks in H5P to embed in eClass
 - Discord
 - Google Maps (creating authentic contexts for writing and research)
 - Zoom or Google Meet
 - eClass (maximizing function)
 - Google docs for synchronous in-class work
 - Google sites for student blogs

- 3 Flexibility: Accommodating students in other time zones, or with additional responsibilities**
 - Recording class for those who could not be there synchronously
 - Blending of asynchronous and synchronous delivery
 - Establishing channels and expectations for class forums and for one-on-one communication;
 - Setting up for one-on-one communication and meetings with Teaching Assistants.
 - Timing of assignments (e.g., flexibility with deadlines, time zones, "oops tokens": students can exchange tokens for late submissions)
 - Alternative assignment formats (e.g., audio/video clips, student blogs).

- 4 Digestible content and active engagement**
 - Short videos to chunk information
 - Captions for videos
 - Linking content to practice/industry
 - Low stakes or not-for-grade quiz for feedback
 - Practical/creative seminars or assignments (e.g., public health brochure, travel brochure in a language class)



credit: Shereen Hamza

STUDENT FEEDBACK

- “Lastly, thank you for your amazing teaching last fall. It was inspiring to learn from you. The atmosphere you were able to create online helped us all learn from each other as well. Thank you for sharing your passion for your field, it continues to inspire me! //”
- “I just wanted to say thank you for the wonderful online course and all the effort that you put into it. So far this is the most engaging online course that I have taken. It was wonderful to have such an enthusiastic and approachable professor! //”