To view a recording of this presentation, **click here**. Expand the chat at any point during the recording by clicking on the purple button on the lower right-hand side of the screen.
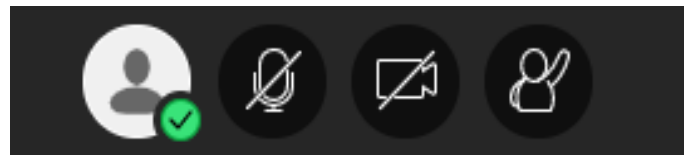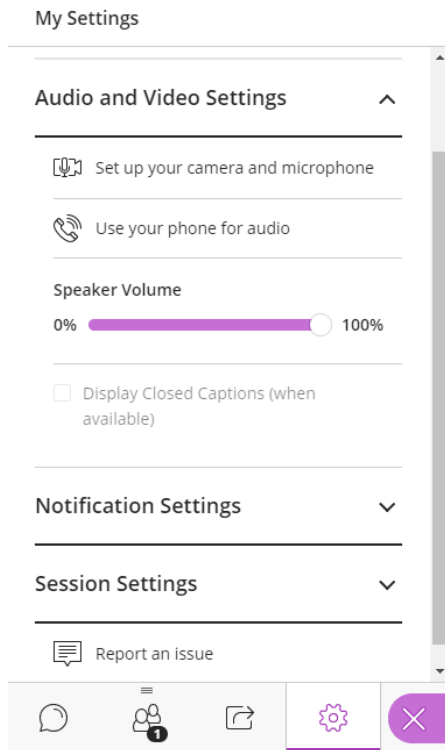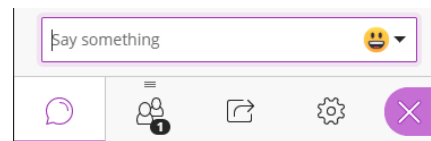
Welcome, ACWG Members

Before we get started:

1) Open the Collaborate panel (bottom right of screen)

2) Click on the gear icon for settings

3) Check your audio before we begin.

My Settings

Audio and Video Settings

Set up your camera and microphone

Use your phone for audio

Speaker Volume

0% — 100%

Display Closed Captions (when available)

Notification Settings

Session Settings

Report an issue

Controls: Please keep your microphone muted.

Say something

Chat: We will be monitoring the chat for your questions and comments.

Other BBCollaborate Moderator Tools

Experience poll

1. I have experience in remote/online learning as a student

2. I have experience in remote/online learning as an instructor.

3. This is all new to me.

Asynchronous versus synchronous teaching

Modes of delivery

Asynchronous	Synchronous
Primary: Knowledge transfer or demonstration	Primary: Class discussion or participation
Flexible access (any time/self-paced)	Group activity (students join at scheduled time)
Small chunks of content	Content requires longer explanation
Larger class size	Smaller class size

Use cases

Asynchronous	Synchronous
Record structured video lecturettes	Facilitate interactive discussions
Curate readings that can be accessed virtually	Enable student presentations
Assign virtual lab exercises	Conduct online office hours

Which modality?

Considerations:
- Class size
- Instructor to student interaction
- Student to student interaction
- For synchronous; need to schedule class at a specific time
- Instructor comfort with managing live sessions

Focus on essential learning outcomes to drive course format decisions.

Course Components

Combine elements that engage students with instructors, with peers, and with content.

Instructor-Directed
- Video-lectures
- Webinars
- Online tutorials
- Office hours

Peer-Based Activity
- Discussions
- Peer feedback
- Group projects
- Presentations

Individual Assignments
- Reflections
- Quizzes
- Assignments
- Online labs

Course Format Scenarios

Example: course that uses a mix of synchronous and asynchronous

Out of class
(Asynchronous)

| Weekly Quiz Assignments | Readings & virtual demos | Recorded lecturettes |

In-class
and/or
Synchronous
online

| Group case analysis | Breakout discussions | TA-led tutorial (webinar) |

Example: Online/remote lab-based course

Out of class
(Asynchronous)

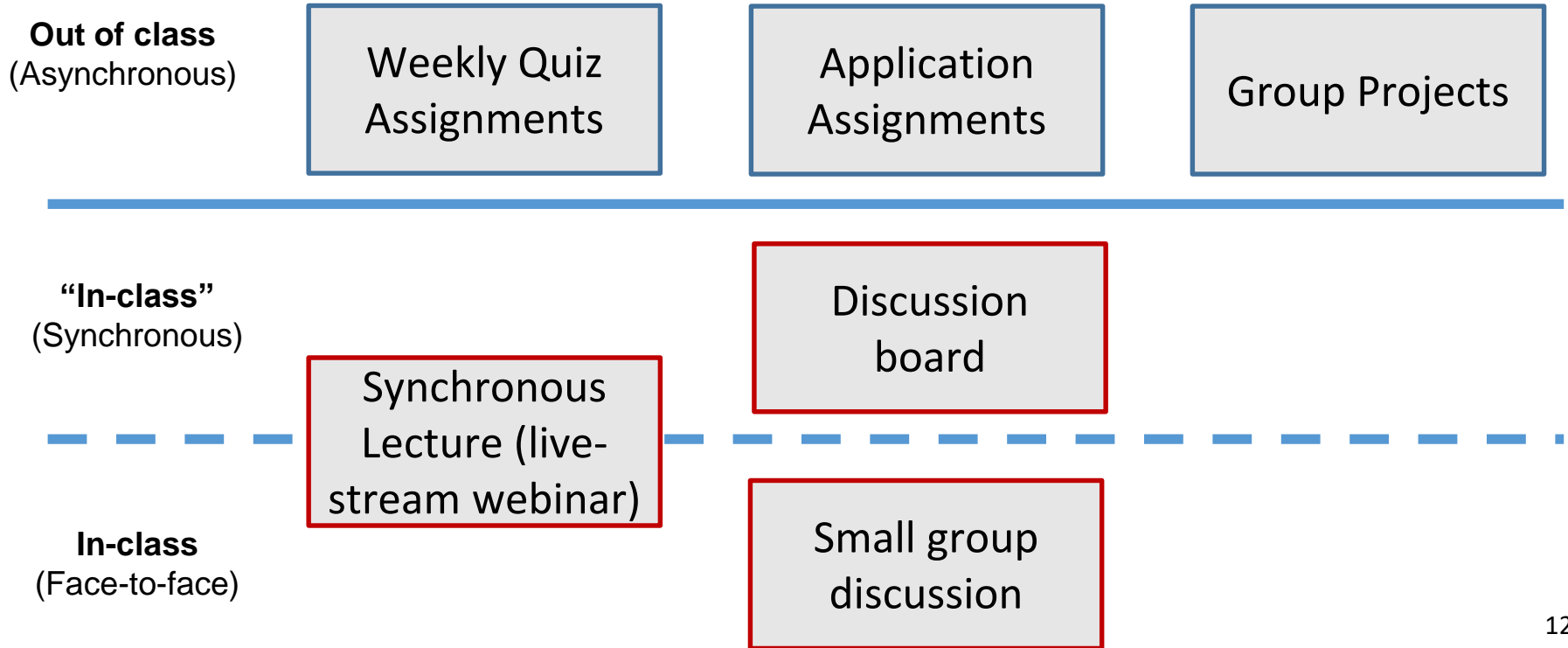| Weekly Quiz Assignments	Video tutorials of lab procedures	Recorded lecturettes

"In-class"
(Synchronous)

Synchronous (webinar) demo	Lab activity (online)	TA-led tutorial (webinar)

Some students in-person for whole term, some online for whole term

Out of class
(Asynchronous)

Weekly Quiz Assignments	Application Assignments	Group Projects

"In-class"
(Synchronous)

Discussion board

Synchronous Lecture (live-stream webinar)

In-class
(Face-to-face)

Small group discussion

Models

- Online course: generally all components are online.

- Online course w/ in-person assessment: we currently have many "online" courses like this.

- Hybrid: a course where a third or more of in-person activities have been moved online.

- Web option: some sections of the course are in-person, and some are online. In-person lectures are captured and provided asynchronously to all students.

Quercus has numerous tools integrated in the system to support all the activities noted on the previous slides.

Online webinars
- BBCollaborate
- MS Teams

Lecture recording
- Record over PPT
- Snag it

Discussions
- Asynchronous: Quercus Discussion board
- Synchronous: BBCollaborate chat or breakout rooms

Assignments
- Reflections
- Quercus quizzes, assignments, and rubrics
- BBCollaborate for presentations

Questions?