

## **Reflection on Remote Instruction**

### **Take-aways from June 3<sup>rd</sup> Brown Bag**

#### **Successes**

- Students participated more in the remote class than typical, perhaps because they felt more comfortable and less visible in this environment.
- Sharing the poll results in myCourses and using the survey tool helped students who could not attend the synchronous sessions view and engage with course content.
- Students in groups used google docs/office 365 to facilitate group work and update instructors on their progress and instructors could use these tools to collectively take notes.
  - Shared docs allow for collective notetaking during synchronous zoom classes as well.
- Having students use the whiteboard in the breakout rooms helped facilitate their discussion and participation.
- Group presentation and facilitation worked much better than expected. Students embedded audio on power points and facilitated exercises and Q&A sessions in zoom.

#### **Challenges**

- Students struggled to coordinate group work, and group projects took longer than typical.
- Integrating the recordings onto myCourses (especially during Winter Term) often encountered glitches.
- Pre-assigned breakout rooms were often underwhelming and did not always work smoothly.
- 3 hour synchronous sessions are too long. Students get tired and it's too tiring to use zoom for that long.

#### **Advice**

- Give more time for groups to complete group work, and facilitate coordination more directly. For example, schedule zoom meetings or check-in's with groups where group members can spend time working together. You don't need to be present at those meetings.
- Consider grouping students into pairs or triads, rather than larger groups. This will help them be able to facilitate getting together remotely since there are fewer people to coordinate.
- Everything needs much more careful planning and organization than an in-person class. In a typical class, it's easier to move between lecture and activity; in a remote class, each component needs to be carefully planned and prepared ahead of time.
- Consider the student perspective: if synchronous classes are more than 1 hour, provide breaks for students (and yourself).
- Assign cases and questions ahead of class time so synchronous class time can dive right into the conversation.
- Plan a lot of activities and participation throughout the entire session (try every 5 min!) and have fun using both synchronous and asynchronous learning activities.
- Practice, practice, practice!