

Some tips for moving your class online:

Come to class early to setup

Establish class norms. Just as you would in a physical classroom, establish norms of behavior. Norms that you have already established in your class will likely carry over, but if not, remind students of your expectations.

Hold online office hours. Send out a schedule for office hours and have students sign up for an online meeting with you.

Clear up any timing/assignment misconceptions right away. You can either email students instead of responding to individual students or post a video on Canvas if there are misconceptions or any questions about a particular assignment.

Lecture-Based Teaching. It can be hard to get a sense of how a lecture is going online, and whether students are engaged. The usual verbal and non-verbal cues you can easily perceive in class are muted in a video conference.

- Try to talk in smaller intervals, 7 minutes max is recommended, as it is harder to keep student attention.
- You can use polling and other audience response tools to keep students attention (and also grade on participation). The discussion and chat functions of your video conference platform can also be used to collect questions and encourage interactions during your talk.
- You may also want to assign groups of students to present during part of the synchronous class, splitting it between a mix of lecture and presentation.
- If you have low levels of interactions in your lectures, you may want to use pre-recorded short lectures, and use your synchronous time to react to discussion board questions or comments.

“Flipped” Classrooms. For classes based around project work, you can record lectures and have students view them asynchronously. Video conferencing platforms have a record video feature. Make sure the video is no more than 15 minutes long. Use your in-class time to have students present using screen sharing. They can share their projects and present their work. You can then offer direct guidance, or feedback as students present.

Active Learning. You can also assign group work (this may be best for instructors with a lot of experience) during the synchronous parts of the class, posing a question based on the reading or asking teams to solve a problem. You can also hold breakout sessions in through your video conference platform in which teams work in separate online rooms and then reconvene to report out. You can then ask teams to present this work to the rest of the class. You can assign multiple opportunities for active learning over the course of a single class.