

## Appendix A: At-A-Glance - Course Types and Priorities for Remote and In-Person Experiences

**This course typology provides a framework for units to evaluate:**

- 1) what components of courses are most appropriate asynchronously, synchronously online, or in-person on campus instruction, and
- 2) which courses should have priority in being scheduled into limited classroom space under new social-distancing classroom capacities.

The type of course also helps determine the type of classroom that would be required for on-campus in-person instruction (auditorium with social distancing, circular discussion seating, classrooms with specialized technologies) and what types of resources are needed for successful instructional experiences. Those decisions then provide direction on the level of professional development for faculty and GSIs, tools required for student activities online and in-person, necessary staff support, and levels of assistance in course preparation.

We recommend each department and each faculty member discuss what type of course and what instructional activities would happen in each environment.

	Recommended Approach to Continue Activity			Considerations and Implications for In-Person and Face-to-Face Class Sessions
	Remote: Asynchronous Recordings (Lecture Capture, Studio Recordings, Kaltura Desktop)	Remote Component Synchronous (Video Conference, Live Stream)	Priority for Scheduling High Quality In-Person Academic Experience	
<b>Lecture-Based Courses</b> (typically with Discussion Section--see below) <ul style="list-style-type: none"> <li>• Course component: LEC</li> <li>• Tend to be Large Enrollment Courses &gt;50</li> </ul>	X	X		
<b>Discussion Sections</b> (for Lecture-Based Courses) <ul style="list-style-type: none"> <li>• Course component: DIS</li> <li>• Typical enrollment is 18-25 students</li> </ul>	X	X	Priority	Typical Enrollment 25 or fewer Well suited for social distancing Faculty may be encouraged to attend at least each discussion section once or twice per semester to create greater connection with students
<b>Lecture Courses with Faculty-Led Discussion in the Same Class</b> <ul style="list-style-type: none"> <li>• Course component: LEC</li> </ul>	X	X	Occasional Sessions	Lower enrollment courses could find benefit from meeting occasionally in person for more free flowing discussion supplementing remote discussion.
<b>Writing-Based Courses</b> <ul style="list-style-type: none"> <li>• Course components vary (REC, SEM, LEC)</li> </ul>	X	X	Occasional Sessions	Lower enrollment courses may provide good opportunity to provide occasional in-person experience with social distancing
<b>Seminars / Capstone Project Courses</b> <ul style="list-style-type: none"> <li>• Course component: SEM</li> </ul>	X	X	High Priority	Low Enrollment First Year Seminars and Senior Capstone Courses provide unique experiences and build community Well suited for social distancing
<b>Language Courses</b> <ul style="list-style-type: none"> <li>• Course component: REC</li> </ul>	X	X	Priority	In-Person opportunities to focus on language practice and activities not well suited for video-conferencing
<b>Team-Based Learning, Collaborative Learning</b> <ul style="list-style-type: none"> <li>• Course components vary (LEC, SEM, LAB)</li> </ul>	X	X	Occasional Sessions	TBL classrooms typically have more space for social distancing. Occasional opportunities to work in person may increase team cohesion
<b>Courses with Student Hands-On Experiences and Object Examination</b> <ul style="list-style-type: none"> <li>• Course components vary (LAB, REC)</li> </ul>	X	X	High Priority	More stringent PPE, cleaning between classes May require more investment in resources and staffing

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<b>Courses with Demonstrations</b> • Course components vary (LEC, SEM, LAB)	X	X	Priority	Should consider whether video is an option
<b>Courses and Experiences with Peer Facilitators</b> • Course Components vary	X	X	Occasional Sessions	Need to train peer facilitators for positive experiences
<b>Review Sessions</b>	X	X		
<b>Study Groups</b>		X		
<b>Office Hours</b>		X		Faculty consultations could potentially take place in smaller classrooms that allow social distancing for 2 or 3 people
<b>Independent Study</b>		X		Faculty Consultations could potentially take place in smaller classrooms that allow social distancing for 2 or 3 people
<b>Additional Opportunities Regardless of Course Type</b>				
<b>Collective Experiences</b> (Guest Speakers, Tours, Field Trips, etc.)		X		
<b>Coaching Sessions, Mentoring, and One-on-One Consultations</b>		X		Faculty Consultations could potentially take place in smaller classrooms that allow social distancing for 2 or 3 people
<b>Departmental Co-Curricular Activities</b>		X	X	Co-curricular activities for small groups of majors to create connection among majors and faculty
<b>Living Learning Activities</b>	X	X	X	

### Additional considerations for format of instruction and type of course:

#### Remote Instruction

- If an instructor is unable to come to campus, the course should be held remotely, regardless of Course Type.
- If Course Type does not have significant pedagogical reasons for in-person on-campus activities, it should be held remotely.
- Large enrollment courses
- For any classes fully remote, instructors may explore community building in-person initiatives deferred to department or to extra-curricular projects

#### Mixed Instructional Opportunities: HyFlex, Hybrid

- Some students will not be able to come to campus and therefore will require means to participate by remote asynchronous and/or remote synchronous methods
- Units should be prepared to have means to offer access to various means of participation
- Space limitations may require portions of classes attend on different days (staggered approach)
- Provide sufficient time on a regular basis in the online synchronous environment for personal connections --whether in small groups or between students in order to build community among the students, faculty should explore alternative methods for creating community even in a remote environment.

## **Appendix A: At-A-Glance - Course Types and Priorities for Remote and In-Person Experiences**

- If course type is not well suited to be conducted with PPE, consider how to move some activities online and limit in-person HyFlex experience to activities best suited for in-person.
- Explore resources for best practices for success HyFlex and Hybrid instruction. Examples Jack Miller (stats) has written on their work with HyFlex, which involved a back channel and audience response system. Perhaps a reference to their setup and article: [Student Choice, Instructor Flexibility: Moving Beyond the Blended Instructional Model | Miller | Issues and Trends in Learning Technologies](#)

### **In-Person Experiences**

- If the instructor is able to come to campus, instructor should explore in-person options for classes: There should be significant pedagogical reasons for specific in-person on-campus activities
- Does not assume all aspects of the course are on-campus; Any activities that can be done remotely should be done remotely.
- Focus should be on community building and personal connections between students and with faculty and collective celebrations of accomplishments
- In-person experiences could be led by GSIs, department staff, student leaders, or peer mentors, if the faculty member isn't able to participate
- Consider whether there are any special PPE requirements required for the particular kind of class (e.g.: object evaluation, hands-on activities) or whether classes may divide by days or weeks so that fewer students are present in person, while others are remote (either synchronous or asynchronous. Can the class be pedagogically effective if students are far apart and wearing masks?
- Instructors may still choose to hold some aspects of the instructional experience remotely or outside the classroom, even if there are some in-person portions of the course. For example, instructors may prefer to meet students one-on-one online or in a specially reserved classroom.

### **Reference Data - Fall 2019 Classes Scheduled in Classrooms by Component Type**

<b>w/ Enrl 1-50</b>	<b># of classes</b>	<b>% of class enrl 50 or under</b>	<b>% of all class sizes</b>
DIS (discussion)	1,792	32%	27%
LEC (lecture)	1,662	30%	25%
REC (recitation)	963	17%	15%
SEM (seminar)	738	13%	11%
LAB (lab)*	343	6%	5%
CLN (clinic)*	37	1%	1%
IND (independent study)*	5	0%	0%
PSI (personal instruction)*	1	0%	0%
Subtotal	5,541		

<b>w/ Enrl 50+</b>	<b># of classes</b>	<b>% of class enrl 50+</b>	<b>% of all class sizes</b>
LEC (lecture)	730	71%	11%
REC (recitation)	232	22%	4%
SEM (seminar)	27	3%	0%
DIS (discussion)	24	2%	0%
LAB (lab)*	20	2%	0%
Subtotal	1,033		
Grand total	6,574		

\* NOTE: Counts for all class components, but particularly labs, clinics, independent studies, etc, only account for those that have been assigned a formal general purpose classroom. It does not include sections scheduled in other room types (lab, studios, computer rooms, etc).

**Expanded View - Typology of Class Types and Possibilities for Remote/HyFlex/In-Person**

	<b>Remote: Asynchronous</b> (Lecture Capture, Studio Recordings, Kaltura Desktop, Canvas, Discussions, etc.)	<b>Remote: Synchronous</b> (Video Conference, Live Stream)	<b>Activities Best In Person</b>	<b>Social Distancing implications of in-person meetings</b>	<b>PPE Implications of in-person meetings</b>	<b>Other Considerations</b>	<b>Example Course</b>
<b>Lecture-Based Courses</b> (see below for the accompanying Discussion Section)	Lecture Recordings  Rich asynchronous threaded discussion  Preparation for the GSI-led discussion sections  Tutorial Videos for deep dives into specific topics  Course information and activities for students to get to know each other	Discussion  Q&A  Review Sessions  Polls/iClicker?		Possible	Possible	Need to find ways to help faculty integrate Engaged and Active Learning features in Lectures online	LEC
<b>Discussion Sections</b> (for lecture-based courses)	Prep work/ Scaffolding resources recorded in advance	Provide GSIs with training for facilitating and conducting more engaging and more inclusive synchronous discussion, and use of breakout rooms	Q&A  Free-flowing discussion	Possible	Possible - might need voice reinforcement	Consider how asynchronous discussion fits in with the need for a discussion section.  Identify better ways to train GSIs to engage students and orchestrate true discussion)	DIS
<b>Lecture with Faculty-Led Discussion</b> in the Same Class	Lecture Remote  Rich asynchronous threaded discussion -- encourage ways for greater inclusion of all students  Tutorial Videos for deep dives into specific topics  Ways for the students to see where they are in the course and ways to get to know each other	Faculty-led Discussion Remote or HyFlex  Break-out small groups with Active Learning Techniques  Build in sufficient time for social connection and share personal experiences	HyFlex Option  Q&A	Possible	Possible with voice reinforcement for student portion of discussion	Need to find ways to help faculty integrate Engaged and Active Learning Features into Lectures and engage more with lecture  Identify roles to help with discussion mgmt ("Zoom manager" to manage breakouts or chat manager) with guidelines for each role. These could be GSIs, undergrad learning assistants, staff, student volunteers)	LEC  Jack Miller, Statistics

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<b>Writing-Based Courses</b>	<p>Scaffolding and faculty reflection to frame the week ahead</p> <p>Remote ways to add asynchronous components to feedback sessions. For example, students could post papers and others could comment on them, either in docs or even with audio commentary. This would allow for a deeper synchronous discussion.</p> <p>Peer Editing</p>	<p>Discussion Remote</p> <p>HyFlex of In-Person Activities</p> <p>Group Writing/ Peer Review in Breakout Rooms</p> <p>Individual writing consultations</p>	<p>Several Times/ Semester Community Connection [+/- Masks]</p> <p>Student Readings/ Presentation/ Poetry Slam [+ Mask]</p> <p>Individual instructor feedback</p>	<p>Group Writing/Peer Editing challenging at 6ft, impossible at 12ft</p>		<p>Sharing printouts and doing physical print-based peer review may not be possible</p>	
<b>Seminars/ Capstone Project Courses</b>	<p>Student and Faculty presentations could be recorded</p>	<p>Discussion</p> <p>Small group discussion in break-out rooms</p> <p>Low Enrollment courses could do presentations live</p>	<p>Discussion with spontaneous discovery</p> <p>Community Connection across students with faculty</p> <p>Individual consultations with faculty</p> <p>Presentations of culminating work</p> <p>For graduate seminars: discussion and presentations</p>	<p>Possible/ Challenging</p>	<p>Possible/ Challenging- Might need voice reinforcement</p>	<p>Portfolio work might require better tools/additional resources (e.g.: ways to include multiple audiences; facilitate feedback)</p> <p>New Opportunity: Invite outside guest, experts, family to celebrate the culminating work (Mini-Conference)</p> <p>Developing a discussion with video conference lag may require the community surfacing practices</p> <p>IGR is working with an outside expert on online Intergroup Relations and training people in speaking and listening.</p>	<p>Graduate seminars?</p>

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<b>Language Courses</b>	Remote Content Presentation: Grammar, Culture, Media & Film	Language Practice Remote or HyFlex  Do Pair Practice, Partner work, and Small Group Work in Breakout Rooms	Pronunciation Guidance Language Practice  Writing non-roman font characters  Community Connection  Have faculty prioritize what teaching scenarios would work better in person	Challenging at 6ft /student  impossible at 12ft/student  All students may need a device with headset in class if you are trying to do partner work with any students at a distance  Create working groups where the students stay in those groups and half come one day and half come the next  HyFlex could be harder if there are multiple people who need to  Instructors might want to figure alternative activities for those who cannot ever be on campus... those student interacting remotely; or interacting with instructor or peer mentors	Very Challenging	Use Technology to connect with native speaking peers -- experience not typically integrated into traditional classrooms. Could transform into high- impact learning.  Explore more XR and other technologies to create engaging virtual experiences.  Opportunities for Speaking practice via recordings with instructor feedback  Live Streaming may not be as effective as full video conference. Remote interactive presence.  Community Building Activities at the beginning of term and then continue throughout the term	REC

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<b>Team-Based Learning, Collaborative Learning</b>	Background Information Introduction, Scaffolding and faculty reflection Remote	Scaffolding Synchronous or HyFlex Class or Team Discussion Remote or HyFlex Collaborative Learning Groups / Team Problem Solving in Break Outs	Student teams presenting their work to the instructor, get instructor feedback  Hearing ideas from other students -- spontaneous discussion and brainstorming	Team/Group Work challenging at 6ft, impossible at 12ft  Set specific project days  Reduce number of students in classrooms by create working groups where the students stay in those groups and one day each week half of the students come one day and half come the next		TBL classrooms typically have more space for social distancing. Occasional opportunities to work in person may increase team cohesion  Find ways to help students engage more with asynchronous discussion  New opportunity: train students in how to collaborate online in an inclusive manner.  Technology Challenge: Shared Whiteboard and Tablets  <i>(If every student had writing capable tablet and internet connection, then online collaboration might be far better than groups at 6ft)</i>  Technology Challenge if specialized software or equipment or studio space	
<b>Courses with Student Hands-On Experiences and Object Examination</b> (labs, clinics, film production, studio, art, museum work)	Prep work/ Scaffolding recorded  Discussion for pre- and post-activity reflection	Group Analysis /Discussion after the hands-on work	Best hands-on experience for student  Access to Special Equipment  On-site examination of art objects or exhibits  Lab experiments	Challenging.  Fewer students in lab = more hours by lab fac/staff.	PPE typical/expected in some fields; Challenging in others		

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<b>Courses with Demonstrations</b>	Demonstrations of Formal Video Production	Potential plus = Live Remote demo/access to specialized labs and experiments not typically available. (video conference broadcast)	Student exposure to demonstrations where sensory feedback is significant aspect  Student performance of activity,			Future XR experiences possible?  Use high quality camera for close-up visual not possible in in-person courses	Remote Synchronous: Biology Lab video conference with students in lecture course
<b>Courses with Peer Facilitators</b>	Peer Facilitators could record tutorial videos and background info  Peer Facilitated Text based interaction and threaded discussion	Small group and Peer Facilitation	Small Group HyFlex Q&A  Free-flowing discussion			Need to train peer facilitators for positive experiences	
<b>Review Sessions</b>	Recordings made of Synchronous Q&A for others to review later  Piazza for crowd sourcing Q&A in advance of synchronous sessions	Q&A  Discussion  Demonstration of Probe		Possible	Possible - might need voice reinforcement		
<b>Study Groups</b>	Prep work/ Scaffolding recorded  Recordings of common challenges  Online tools that students complete separately and then discuss in synchronous sessions	Small group and Peer Facilitation	Small Group Work			Faculty and GSIs could create common materials for study groups to start with and then focus on synchronous experiences	



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<b>Office Hours</b>	Create materials in advance to anticipate most common office hours questions: video explanations, tutorials/recordings of commonly asked questions, Piazza, etc.	Scheduled one-on-one or small group office hours ITS BlueJeans Queue Ways for the faculty to get to know the students		May need larger meeting space		Use Piazza for Online Discussion as alternative FAQ for logistical, instruction type Qs	
<b>Independent Study</b>		Scheduled one-on-one meetings and mentoring					
<b>Options and Opportunities and Additional Thoughts Regardless of Course Type</b>							
<b>Collective Experiences</b>	Events, Guest Speakers, Field Trips	Q&A with Experts Tour of Museum Demonstration (place-based to counter just another Zoom mtg)	Group musical performances				
<b>One-on-one</b>		Conversation partner with native speaker Interview an Expert in the field					
<b>Departmental Co-Curricular Activities</b>	Events for Majors						