THE CLASSROOM KICKOFF

An introduction to the tech-enhanced classroom for F21

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LAND ACKNOWLEDGMENT

Our campuses reside on the treaty lands of the Mississaugas of the Credit and lands that the Anishinaabe, Hodinohso:ni, Lūnaapéewak and Wendat peoples have inhabited for centuries. We understand that these lands are connected by the Dish with One Spoon Wampum and continue to be home to diverse communities of First Nations, Inuit and Métis Peoples. Acknowledging the land reminds us of our commitment to reconciliation with Indigenous peoples and lands.
AGENDA

• Introduction
• The classroom basics
• The hybrid lecture room
• The flipped classroom
• How to get support?
INTRODUCTION
THE TEACHING AND LEARNING CONTINUUM

Face-to-Face Teaching  Technology-Enhanced Teaching  Web-Enhanced Teaching  Blended Learning  Distance Education

Remote Teaching
**Delivery Models**

- Hybrid Lecture
- Flipped Classroom
- Fully Remote
- Lecture Capture

- What’s not covered:
  - Flipped lecture recording (because this takes place outside the class schedule and need to be pre-recorded.)

Emergency Operations vs. **Ongoing Operations**
Active Learning Strategies

Role Playing
- Active Review Sessions
- Triad Groups
- Case Studies
- Interactive Lecture
- Informal Groups

Inquiry Learning
- Think-Pair-Share
- Groupevaluations
- Jigsaw Discussion
- Pause for reflection

Brainstorming
- Forum Theatre
- Large Group Discussion
- Peer Review
- Self-assessment
- Writing

Experiential Learning

Functional Activities

- Lecture (give instructions)
- Individual Work
- Full Class Discussion
- Group Work
- Group Presentations
Keeping the Pedagogical Horse
Before the Technological Cart.
Keeping the Pedagogical Horse
Before the Technological Cart.

Tools need to support pedagogy
THE CLASSROOM BASICS
WHAT IS DIFFERENT ABOUT THESE ROOMS

- There are two distinct room types
  - Hybrid Lecture Rooms
  - Flipped Classrooms
- Both serve a similar basic goal
  - Allow students to attend class synchronously either remotely or in-person
**Room Types Provide Different Experiences**

**Hybrid**
- Intended to replicate traditional lecture delivery with some limited interaction
  - Instructor to students (remote and in-person)
ROOM TYPES PROVIDE DIFFERENT EXPERIENCES

Flipped
• Intended to replicate the traditional seminar experience by allowing for more interaction between:
  • Instructor and students (remote and in-person)
  • Remote students and in-person students
HOW DO I KNOW WHICH ROOM I AM IN?

• Tentative assignments anticipated in June and provided through the Registrar’s Office

• Hybrid Lecture Rooms
  – Many lecture theatres (>100 students) will be equipped with instructor-facing cameras

• Flipped Classrooms
  – A limited number of smaller classrooms (40-70 students) will be equipped with both instructor-facing and student-facing cameras, as well as a ceiling microphone
## Which Classrooms?

Available through central booking & managed by OpenEd’s CTS team

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<th>Hybrid Lecture Rooms</th>
<th>Flipped Classrooms</th>
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WHAT TECHNOLOGY WILL I NEED?

- Laptop
  - Windows 10 or MacOS
  - USB-A 3.0+ connection
    - USB-C to USB-A 3.0+ adapter available in room

- Not Supported
  - Tablets (Android/iOS)
  - Mobile devices (Android/iOS)
  - Wireless connections
**THE BASICS – LECTURE ROOM**

- When you enter the room, it will all look very similar
- You’ll have all the same options that you had before

**Standard Components**
- Projectors and screens
- Document camera
- Microphone
- HDMI Connection
- Crestron Controls

**Instructor Provides**
- Laptop
  (+ HDMI converter dongle, if required)
**The Basics - Hybrid Lecture Room**

**What’s New**
- Instructor-facing pan/tilt/zoom (PTZ) camera
- Confidence monitor
- USB connection (for web conferencing)
HYBRID LECTURE ROOM TOUR

- Joined by Chris Hewitt, Manager Classroom Technical Support (CTS)
- Chris will:
  - Explain the basic set up tasks
    - Powering up, plugging in cables, selecting the web conference option, using the confidence monitor
  - Demo view options from the PTZ camera
  - Demo sharing a PowerPoint via Zoom
  - Demo sharing from the document camera via Zoom
  - Demo sharing from the DVD player via Zoom
  - Highlight the minor changes to the Crestron panel
NEW CRESTRON OPTIONS: MAIN SCREEN
NEW CRESTRON OPTIONS: WEB CONFERENCE
NEW CRESTRON OPTIONS: CAMERA CONTROLS
**Hybrid Lecture Considerations**

As you begin your planning for Fall ‘21 and learn more about your teaching space, we’d like to encourage you to consider the following:

1. Setting classroom expectations (in-person & virtual)
2. Building a sense of community
3. Creating a backchannel for student communication
4. Engaging students in active learning

Together, these considerations work towards creating equitable learning experiences for all students in your course.
SETTING CLASSROOM EXPECTATIONS

• Establish your classroom expectations on the first day and provide students with clear guidance
  – What do you expect of your students?
  – What can they expect of you?
• What web conferencing technology will your classes use?
  – Zoom versus Teams?
• Do all students need to be connected to the web conferencing technology?
  – Video and audio options?
• How will students let you know they have a question?
BUILDING A SENSE OF COMMUNITY

• Engaging with students in both environments can present some challenges, particularly in large courses
  – *i.e.*, multiple people in the same room on the same video conference can produce audio feedback
• Many of the strategies from the previous remote semesters can help
  – Weekly CourseLink announcements
  – Virtual office hours
• Consider how the asynchronous portions of your course can complement the live component and build community
  – *E.g.*, group discussions via CourseLink
CREATING A BACKCHANNEL FOR COMMUNICATION

- Create a space for students in both environments to ask questions and share ideas
- Benefits students in both environments
- Consider your management strategy
  - Have a TA or student monitor as the “voice of the chat” who can ask questions
  - Build in short 5-minute breaks for you to check in with the backchannel before moving on to new content
- For more info on backchanneling, we are offering a dedicated session on Monday, July 5th at 10 AM
ENGAGING STUDENTS IN ACTIVE LEARNING

Many of the strategies that worked for remote learning will also work in hybrid environments

- Think-pair-share
- Polling
  - Zoom, Poll Everywhere, Mentimeter, Top Hat, etc.
- Live, collaborative annotations
  - Zoom, Office 365, G Suite, Hypothes.is, etc.
- Word clouds
ENGAGING STUDENTS IN ACTIVE LEARNING

• Two additional sessions are available on July 5
  – From Zzzz to Zoom! – 9 AM
    • Discussing polling, annotation, chat and breakout rooms
  – I have a Hypothes.is – 11 AM
    • Explore the Hypothes.is integration for CourseLink & how it can support active learning
FLIPPED CLASSROOMS
THE BASICS – STANDARD CLASSROOM

• You’ll have all the same options that you had before

**Standard Classroom**

**Standard Components**
• Projector and screen
• Document camera
• HDMI Connection
• Crestron Controls

**Instructor Provides**
• Laptop
  (+ HDMI converter dongle, if required)
THE BASICS – FLIPPED CLASSROOM

What’s New

- Instructor-facing PTZ camera
- Student-facing PTZ camera
- Ceiling beamform microphone
- Web conference monitor
- USB connection (for web conferencing)
THE BASICS – FLIPPED CLASSROOM

Flipped Classroom

Not in Hybrid Lecture Room

- Instructor-facing PTZ camera
- Student-facing PTZ camera
- Ceiling beamform microphone
- Confidence Monitor
- USB connection (for web conferencing)
FLIPPED ROOM TOUR

- Unfortunately, we don’t have a fully functional flipped room ready to demo just yet
- CTS is working diligently to get these up and running as soon as possible
- Several are nearing completion and just waiting on a final part and testing
FLIPPED CLASSROOM CONSIDERATIONS

Many of the considerations discussed for the hybrid lecture room are also important for the flipped classroom. However, given the more interactive nature of this space, we’d like to add the following:

1. Group work opportunities
2. Facilitating a live classroom discussion
GROUP WORK OPPORTUNITIES

• With smaller class sizes and additional technology, it may be possible to facilitate groups containing in-person and online students
• Use breakout rooms and classroom space
• Consider roles for each student within a group (i.e., scribe, time manager, presenter, accuracy checker, etc.)
• Keep students accountable with sharing to collaborative documents
Facilitating a Live Classroom Discussion

• The addition of the beamform microphone and student-facing camera allows in-person students to be seen and heard by online students.

• Discussion types to consider:

  - Fishbowl
  - Four Corners
  - Snowball

  - Other options include hot seat, philosophical chairs, etc.
FACILITATING A LIVE CLASSROOM DISCUSSION

• Regardless of the type of discussion chosen, structure and preparation will be key
  – Try an interactive whiteboard for students to identify their stance and then ask for a speaker
  – Try the raised hand option to order online speakers
• Establish clear ground rules for participation
• Encourage reflection for those students not actively participating in the discussion (i.e., fishbowl)
CLASSROOM SUPPORT
**SUMMER SUPPORT**

1. **Classroom Q & A sessions**
   - Hybrid lecture: Tuesday, June 15 @ 10:30 AM
   - Flipped classroom: Tuesday, June 15 @ 1:30 PM
   - Additional dates to come in August

2. **Drop-in hours**
   - Monday, July 19 from 2:00 to 4:00 PM
   - Additional dates to come in August

3. **Classroom orientations**
   - Individual or small group sessions in our hybrid and flipped rooms with the opportunity to set up your system
   - July and August, more details to come!
C O N T A C T  I N F O R M A T I O N

• Classroom Technical Support
  – Email: cts@uoguelph.ca
  – Phone: 519-824-4120 x52778

• Instructional Technology Specialists
  – Email: insttech@uoguelph.ca
  – Consultation request form: bit.ly/UG-ITS-Consult
RESOURCES
