Teaching and Learning Practices in a Spanned Classroom Setting

‣ In your first class, assure remote students that you can see and hear them, and are responsive to their questions and learning needs.

‣ Establish communication protocols with the remote audience using both visual and audible cues.
Example: instruct students to raise and wave their hand and ask permission to speak.

‣ Frequently engage with your remote audience to ensure connectivity and sense of belonging.
Example: interweave icebreaker and short activities to reaffirm a whole of class experience.

‣ Consider establishing a backchannel to communicate privately in group activities with the remote audience.
Example: Backchannel technologies include applications like Microsoft Teams, Backchannel Chat, AnswerGarden and Slack.

‣ Incorporate opportunities for learning that facilitate interaction and active engagement.
Examples: polling activity with Kahoot!, to encourage participation, gauge understanding and adapt to immediate learning needs. Brain storm ideas, mind map or post anonymously and discuss muddiest points at the end of class.

‣ Scaffold the technology so that students have practice connecting their devices.
Example: Provide low stakes exercises or activities that have students share their work for presentation or to promote discussion using the Solstice application.

‣ Move around the room untethered from the lectern and invite opportunity for student participation.
Example: Present wireless using the Solstice application.

‣ Create opportunities for cross interaction between students at different sites.
Example: Ask if a student at a different site can answer a student's question.

‣ If possible, help bridge the distance between yourself and the remote students by teaching from the remote location at least once during the semester.

‣ Humanise the learning experience. Learn the names of your students and ask questions directly by name and site.

‣ Ensure materials and handouts are accessible to all students prior to the class

Further Resources and Readings

Barkley, E.F., Cross, K.P., & Major, C.H. (2014). Collaborative learning techniques: A handbook for college faculty. San Francisco, CA: Jossey-Bass.

Educause (2010). 7 things you should know about backchannel communication. Retrieved from https://library educause.edu/resources/2010/2/7-things-you-should-know-about-backchannel-communication

Faculty Focus (2008). Classroom management tips for new college instructors. Retrieved from https://www facultyfocus.com/articles/effective-classroom-management/15-survival-strategies-for-new-college-instructors-2/

Faust, J., & Paulson, D. (1998). Active learning in the college classroom. Journal on Excellence in College Teaching, 9(2), 3-24. Retrieved from http://www.calstatela.edu/dept/chem/chem2/Active/index.htm

McGill University. (2018). Teaching and learning experiences in active classrooms at McGill. Retrieved from https://www.mcgill.ca/tls/spaces/alc

University of Massachusetts Amherst (2018). Online tools for teaching and learning. Retrieved from https://blogs.umass.edu/onlinetools/