Modality 1: Lecture with social distancing and masks

Description: All seat hours face-to-face in a physical classroom. In addition, students unable to meet in the physical classroom should be able to participate in the face-to-face experience remotely. Therefore, it is recommended that students have access to remote synchronous delivery of all class meetings (i.e. Zoom streaming).

Instructional delivery: In a classroom setting, with simultaneous Zoom broadcasts, and Zoom recordings.

Teaching Changes: Faculty will need to identify teaching strategies to focus simultaneously upon the remote group as much as the in-person group. Faculty should consider tools for teaching that will allow socially distanced large and small group discussions and interactions (e.g. Zoom breakout rooms or asking students to post to D2L discussion boards or Word/Excel files shared via OneDrive. in class instead of group discussion). If room capacity does not allow all students to safely attend in person at one time, faculty should create a structured classroom management plan (e.g. rotating students between face-to-face and remote learning) and communicate this to students before the first day of class.

Questions to consider:

1. If you have been told that there is not enough room for all students to attend class while social distancing, how will students be selected for in-person vs remote learning? How will you communicate this to students? Will students be able to share their preferences?

2. Because of heightened anxiety some students may feel during in person interactions, what steps can you take to create a learning environment that feels safe for students as they are socially distanced and masked?

3. What can you do to aid students in verbal communication to you and each other while socially distanced, masked, or attending remotely?

4. How will you check in with students to make sure they are hearing and understanding you?

5. For each class period, learners may be participating through one of the instructional delivery methods described above. How will you maximize student engagement with all learners?

6. How will the new learning contexts affect testing, quizzes, student presentations and other assessments?