Modality 4: Remote Hybrid

(This is a combination of Modality 3: Remote Classroom and Modality 5: Online; it is similar to Modality 2: Hybrid, in that it combines virtual face-to-face components with asynchronous D2L)

Description: Face-to-face seat hours in a virtual classroom, with remainder of required seat hours completed with asynchronous D2L components.

Instructional Delivery: In a synchronous online class setting and through simultaneous Zoom broadcasts and Zoom recordings as well as through D2L; videos, announcements, content, discussion boards, assignments created before class and continued throughout the semester.

Teaching Changes: For this modality, it is recommended that the synchronous class periods be maximized for more discussion-based, active learning components, while the asynchronous D2L components can be used for content delivery (e.g. reading assignments, video-recorded lectures, etc.). Faculty will need to differentiate the purposes of in-person and asynchronous components and structure the content appropriately. These different components should be communicated clearly to students in the syllabus. Faculty should consider tools for teaching that facilitate active learning and engagement in a virtual environment.

Questions to consider:

1. What content will be made available to students in an asynchronous form and why?

2. What content will be made available in a synchronous form and why?

3. What active learning techniques will you employ during the synchronous meetings to ensure these meetings are engaging?

4. How can the various pieces (synchronous Zoom; D2L) be structured in a clear way and how will these be communicated to students?

5. How will you adjust your teaching to make sure you and your students do not reach Zoom-fatigue?

6. How will you check in with students to make sure they are hearing and understanding you and each other in the synchronous remote environment?

7. If students' circumstances suddenly change (e.g. they become sick, work hours increase, or childcare responsibilities change), will they be allowed to miss synchronous meetings and instead attend recorded meetings? What will be the policy for this? Please keep in mind that such circumstances may be more likely during the fall semester because of circumstances surrounding COVID19.

8. Will students be required to turn on their video cameras during lectures? If so, why is this necessary?

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

10. How will you ensure accessibility of course content (e.g. by providing transcripts of lectures)?