



Picture source: <https://www.nerdynaut.com/teaching-online-vs-teaching-in-the-classroom>

## FROM ONLINE TEACHING TO FACE-TO-FACE TEACHING: BLENDING THE TWO EXPERIENCES

HKU CETL

# VIRTUAL SUMMER SANDBOX

FACILITATING CLASS INTERACTIONS ON & OFFLINE

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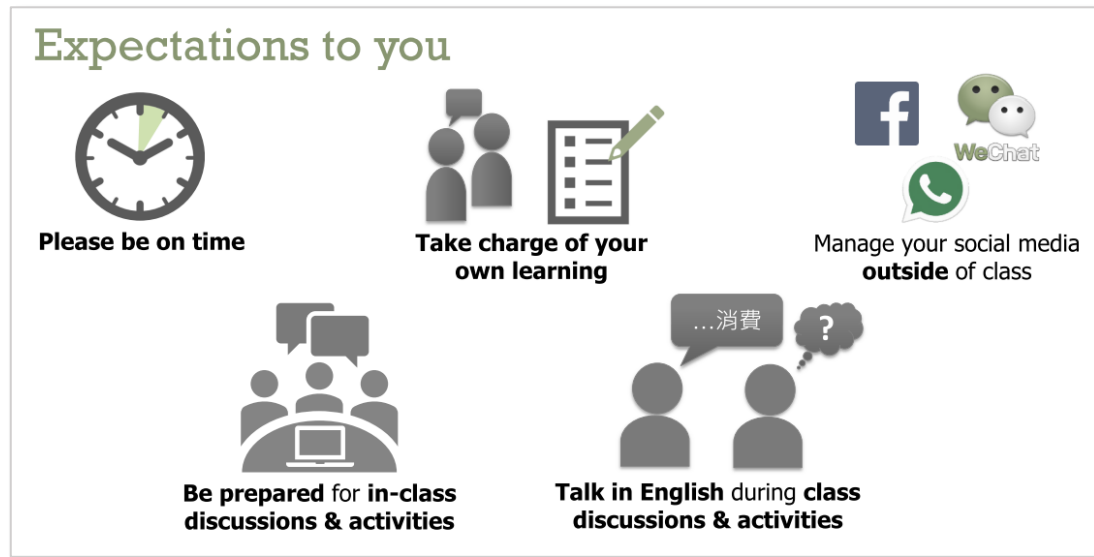
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21. July 2021

# THE OLD DAYS - TEACHING OFFLINE

## PRACTICES BEFORE THE SHIFT TO ONLINE TEACHING



*Class slides – Intro class, fall term 2019*

- Many students brought their own laptops to class
- Variety of class discussions and activities
- Instructions given in one go or step by step, classroom allowed for reiteration
- Discussion outputs were captured in handwritten format, on white board, google forms
- Individual participation offline and with online tools (Mentimeter, uReply etc.)

 Mentimeter



 Google Forms

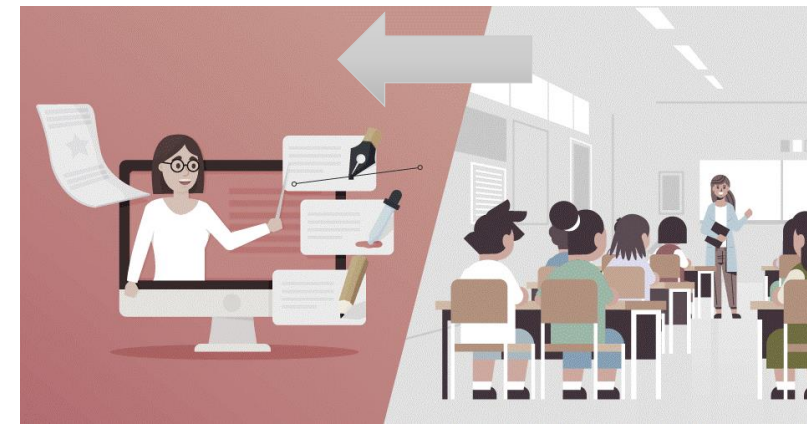
- Students stayed behind after class or interactions before class and in the break
  - higher willingness to reach out in case of questions

# ONLINE TEACHING

## THE TRANSITION TO ONLINE TEACHING

Challenges: I couldn't see all the students, students more afraid to speak out, ...

Group work - in breakout rooms (BR)



- Students **get in the BR** without having understood the instruction  
→ spend up to several minutes “figuring it out”
- Some students are **reluctant to...**
  - **turn on video**, esp. if they don’t know their group mates
  - **talk** → can easily hide and freeride
- In discussion if student **sharing screen requires** to student to act as a facilitator and relies on others openly expressing their inputs  
*similar to classroom, but in this case students can hide on zoom – ghosting the group mates*

# ONLINE TEACHING

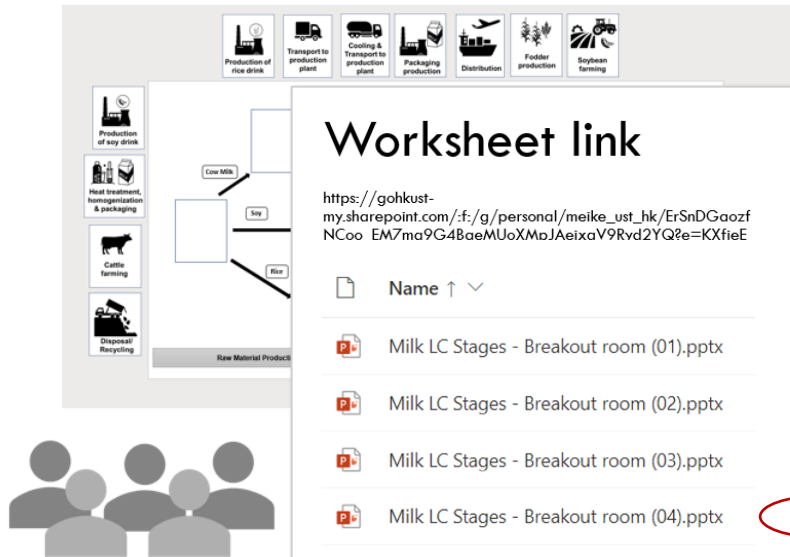
## NEW PRACTICES FOR ONLINE TEACHING – USING SHARED FILES

### ACTIVITY - Mapping Life Cycle Stages & Processes

Around the map the life cycle processes for Cow milk, soy milk and rice are listed.

As a group please work together and discuss the right sequence of the processes into the right order

*Tip: go to VIEW and set the zoom settings to 50%*



#### Worksheet link

[https://gohkust-my.sharepoint.com/:f:/g/person/meike\\_ust\\_hk/ErSnDGaozfNCooEM7ma9G4BaeMUoXMaJAEixaV9Rvd2YQ?e=KXfieE](https://gohkust-my.sharepoint.com/:f:/g/person/meike_ust_hk/ErSnDGaozfNCooEM7ma9G4BaeMUoXMaJAEixaV9Rvd2YQ?e=KXfieE)

Name ↑ ↓
Milk LC Stages - Breakout room (01).pptx
Milk LC Stages - Breakout room (02).pptx
Milk LC Stages - Breakout room (03).pptx
Milk LC Stages - Breakout room (04).pptx
Milk LC Stages - Breakout room (05).pptx
Milk LC Stages - Breakout room (06).pptx
Milk LC Stages - Breakout room (07).pptx

### Group work - Benefits of OneDrive / google drive shared files

- Template for faster input
- Instructions can be repeated on e.g. the slides
- One file per group but common link to folder for all classmates shared on Canvas or ZOOM chat
- All members can simultaneously access and contribute (even without group interaction)

### Benefits for the instructor

- Instructor/TA can quickly detect inactive groups
- Outputs are automatically captures (students won't "forget to submit")

# ONLINE TEACHING

## NEW PRACTICES FOR ONLINE TEACHING – LEVERAGING ON ZOOM FEATURES

### Individual participation on ZOOM

#### ANNOTATION

→ allows a visible yet “anonymous” participation

High student participation!

The screenshot shows the Zoom annotation interface. On the left, a world map is displayed with a red star and the text 'Please add a star on the map to indicate your current location'. Below the map is a 'View Options' menu with 'Annotate' selected. On the right, a graph titled 'Happiness level per piece of chocolate' is shown. The y-axis is labeled 'Happiness per piece of chocolate' and the x-axis is labeled 'Pieces of chocolate' with a scale from 2 to 24. A chocolate bar is placed on the graph. A 'View Options' menu is open over the graph, showing 'Annotate' selected. A blue box with the text 'Use the annotation function' is overlaid on the graph area.

#### POLLS

→ allows instant sharing & discussion of results while students stay semi-anonymous

Very high student participation!

The screenshot shows a Zoom poll interface. The question is 'Which room type looks more similar to the room you currently sleep in?'. Two room photos are shown: 'Room type A' (a cluttered room) and 'Room type B' (a clean, modern room). A 'POLL' overlay is present. The poll results are shown at the bottom: Room A (16) 48% and Room B (17) 52%. The time 13:09 is displayed. The footer includes 'ENVR 1080 – The Smart Consumer' and 'THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY'.

The screenshot shows the Zoom poll results interface. The title is 'Sharing Poll Results' and the subtitle is 'Attendees are now viewing the poll results'. The poll question is '1. Which room type looks more similar to the room you currently sleep in?'. The results are shown as follows:

Room Type	Count	Percentage
Room A	16	48%
Room B	17	52%

The second question is '1. If you would move into a new room, which of these would you choose?'. The results are shown as follows:

Room Type	Count	Percentage
Room A	4	13%
Room B	28	88%

# ONLINE TEACHING

## NEW PRACTICES FOR ONLINE TEACHING – LEVERAGING ON ZOOM FEATURES

### Individual participation on ZOOM

#### CHAT BOX

→ allows participation for less outspoken students

- Key to success: counting chat contributions towards participation grades

Very high student participation!

#### Other features

- Indication of student names on ZOOM (chat, hand raising)
  - no need to memorize names
- Automatic attendance tracking

### Participation

 Please **raise your hand** (on ZOOM) if you **like to speak or ask a question**

#### Participation Grading

  Chat	<ul style="list-style-type: none"><li>• <b>Asking &amp; answering questions</b> during class (orally/Zoom chat),</li><li>• presenting/sharing group work and discussion outcomes</li></ul>
    POLL	<ul style="list-style-type: none"><li>• Participation in <b>polls/surveys</b></li><li>• Quality of submission of discussion outcomes, <b>class activities</b></li></ul>
	<ul style="list-style-type: none"><li>• Participation in group activities/ break out room discussions <i>(due to time limitation this can only be assessed occasionally. It is important that students turn on their video to show their participation)</i></li></ul>

ENVR 1080 – The Smart Consumer  10

# BACK TO THE CLASSROOM

HOW CAN WE BRING BACK THE “SAVE LEARNING ENVIRONMENT” FOR VOICING OUT YOUR THOUGHTS AND QUESTIONS TO THE CLASSROOM?



# BACK TO THE CLASSROOM

## BRINGING BACK ONLINE FEATURES TO THE FACE-2-FACE SESSIONS?

1. More intensive use of online tools & ways to track participation and capture group work efficiently
2. ZOOM for face-to-face classes?

Observation during mixed-mode classes:

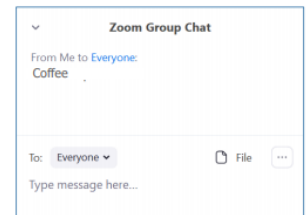
Students in the classroom tended to log on to ZOOM anyway

- Chat - communication pathway for less outspoken students & those that couldn't contribute their comments in class
- Polls - are easier to manage & track identities compared to other tools
- Annotation allows interactive participation

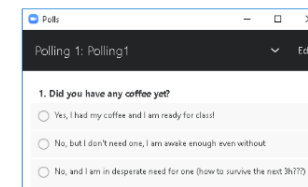
In addition: you automatically have good-quality lecture recordings available



### Chat



### Polls & Surveys







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# Thank you!

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