

Class Planning in Three Modalities

The following graphic is adapted from the Fall 2020 NAUFlex Course Design Workshop. Squares in green represent adaptations to the three modality approach with the use of TAs. This document may be helpful in exploring various ways of deploying TAs in the NAUFlex learning environment.

| Learning Activity | Synchronous In-Person Strategy | Synchronous Remote Strategy | Optional: Makeup Strategy (Asynchronous) |
|---|--|---|---|
| Learning Activity: Think-Pair-Share or group work | Students pair up, discuss the material and develop questions or a short summary to share with the class. <u>TAs support and shape discussion.</u> | <u>TAs moderate or engage online (chat rooms or Collaborate Ultra) to discuss the materials, develop questions, or synthesize class materials.</u> | <u>TAs review and respond to Discussion Forum posts.</u> |
| Learning Activity: Student Presentation (with classroom feedback) | Students present to the class. Presenters answer questions posed by classmates. | Students present to the class via screen share. Presenters answer questions posed by classmates. | Students upload their presentations in Bb Learn. <u>Instructor or TA posts videos to a Discussion Forum for students to view, ask questions, and respond. TA participates in the discussion.</u> |
| Learning Activity: Lecture | Instruction is delivered by the instructor lecturing to the class. This includes the instructor posing questions to the students and the students asking questions of the instructor. | Student view the lecture via live stream in Zoom or Collaborate Ultra. <u>The TA answers student questions or poses the question to the instructor, thus bridging the online and in-person space.</u> | Recorded Video of Lecture Discussion forum Student <u>(ongoing discussion where students can ask other students or the TA questions)</u> |
| Learning Activity: Debate | Divide students into groups based on a specific issue. Groups research and organize an argument for their position on the issue, taking notes. Then groups engage in a debate over the issue. <u>TA can support the argument construction process.</u> | Divide online students into groups via breakout rooms, <u>overseen by TA.</u> Groups research and organize an argument for their position on the issue, taking notes. Then groups engage in a debate over the issue. <u>TA supports facilitation of the debate.</u> | Using Groups tool in Bb, divide students into groups based on a specific issue. Groups research and organize an argument for their position on the issue posting to Group Discussion Forum. Groups engage in a debate over the issue via Discussion forum or adding to points in the recorded session with <u>TA support and involvement.</u> |

| Learning Activity | Synchronous In-Person Strategy | Synchronous Remote Strategy | Optional: Makeup Strategy (Asynchronous) |
|--|---|---|--|
| Learning Activity: Peer Review | Students share typed, written work with other students who review the work and provide comments via face-to-face discussion or in writing. | Online students are grouped and then share work via screen share. They provide comments to one another. | Students share work with other students and TA who review the work and provide comments. Share via Groups, or Discussion forum in Bb. |
| Learning Activity: Jigsaw Learning | Students are placed in a group and each person in the group is required to learn one portion of the material and then teach the rest of their group the information that they learned. <u>TA supports the group conversation.</u> | Students are placed in a group via breakout rooms or Bb Learn groups and each person in the group is required to learn one portion of the material and then teach the rest of their group the information that they learned. <u>TA supports the group conversation.</u> | Students choose specific topics from the course material and write individual Blog posts explaining the topic, adding images and/or videos as appropriate. <u>The discussion posts are reviewed by TA.</u> |