Transitioning to Bimodal Instruction
Setting the Context
Setting the Context...

Teaching and Learning – Continuum

- **Face-to-Face Course**
  - Students in class

- **Bimodal Course**
  - Students in class and remote simultaneously

- **Remote Course**
  - (Zoom/MS Teams/Adobe Connect)
  - Students are remote

- **Blended Course**
  - All students alternate in class and online

- **Online Course**
  - All students online

March 2020 with COVID-19

Synchronous  Instructional approaches  Asynchronous
Course based on a bimodal approach...

- A combination of two distinct real-time (synchronous) teaching spaces. One physical space in a classroom on campus where a professor is there with a reduced number of students (to meet the physical distancing measures established by Ottawa Public Health), and a second virtual space using a videoconferencing technology (Zoom or MS Teams) for students who choose to take the course remotely.
Impacts on my Teaching...

If your course was face-to-face (on campus)

- With the exception of choosing ways to assess learning... the impacts should be minor

- Course design
  - Alignment (learning outcomes, learning activities and assessment)

- Teaching strategies...
  - Lecturing
  - Interacting with students
  - Designing small group work
  - Hosting a guest speaker
  - Inviting students to make presentations
  - Etc.
Impacts on my Teaching...

Reflecting on assessment...

- Measuring student learning through assignments ✓
- Measuring student learning through a take home exam ✓
- Measuring student learning through exams
  - On-campus attendance (considerations and possible challenges)
  - Online testing (considerations et tools)
- Measuring student learning through performance
  - On-campus attendance (considerations and possible challenges)
  - Online testing (considerations et tools)
Learning Outcomes

By the end of this webinar, you will be able to

- apply simple principles for organizing important course information in Virtual Campus when teaching a bimodal course;
- plan essential technical aspects to the start a bimodal class;
- select communication strategies relevant to your context in a bimodal course;
- choose teaching strategies that foster engagement of all students in a bimodal course.
Outline

- **Phase 0** – Before the first bimodal class...
  - What to do and how to do it?

- **Phase 1** – A few minutes before my bimodal classes
  - Set up, test, and share!

- **Phase 2** – In the heat of the action!
  - The importance of communication guidelines
  - Strategies that focus on active learning

- **Phase 3** – Before leaving the classroom, once the class in done...
  - Shut down, Check et *sanitize*!
Before the first bimodal class...

Consideration 1 – Creating a common asynchronous virtual space for all your students

- The **Virtual Campus** will be your ally!
- Webinar – *Virtual Campus (Brightspace) Essentials*
  - Register for the next webinars...
  - Visit our website for relevant resources
Make contact before the first class

- Open your space in Virtual Campus before your first *synchronous* meeting
  - Ideally, one week before the start of class
  - Send an email to your students
    - 7 days before your first synchronous meeting
    - A reminder – 24h before your first synchronous meeting
Limit visible content in Virtual Campus

- Why?
- Make visible the most important sections
  1. Welcome message
  2. Syllabus presentation
  3. The *Before our first meeting* section
     - Introduce the specific format of the course (your expectations for participation)
     - Information on the technology and login process for students who will be taking your course at a distance
A few minutes before my bimodal classes...

Consideration 2 – Creating a common synchronous virtual space for all your students

- Preparing the technological aspects
  - Merging two spaces into one (physical and virtual)
- Starting the equipment
  - Touch screen functions
  - Management of the camera
  - Sound management
Phase 0  Phase 1  Phase 2  Phase 3

Home screen (choosing the language)

MRT 251

uOttawa

Français

English

Confirmation screen for system start-up

System warm-up
Starting the virtual meeting
• Based on the chosen application (Zoom, MS Teams, Adobe Connect)
• Test if the connection is working well
• **Share your presentation** (or other sources)
In the heat of the action!

Consideration 3 – Creating a space for equitable interaction
Establishing how the interactions will take place
• Why?
  • Managing audio distractors (in class and online)
  • Setting the mute parameters
In the heat of the action!

Consideration 4 – Creating a dynamic learning space based on interactions

- Focusing on strategies that fully engage students
- Making maximum use of the tools available in the chosen application
- What adjustments need to be made in a bimodal teaching context?
Example 1
Polling students’ opinion or understanding

Operating note...
Students in class must have a technological device (a laptop, a tablet or a smartphone).
Example 2
Eliciting reflection – Think/Pair/Share

Operating note...
If students in class have a technological device, the sharing can be more interactive and interesting.
Example 3

**Working in a team** (problem solving, case studies to be solved/analyzed, research, production of a summary table, a conceptual map, a poster, etc.)

**In class (pre-COVID)**

**Bimodal approach**

**Remote (COVID)**

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**Operating note…**
If students in class have a technological device, the sharing can be more interactive and interesting.
Example 4
Inviting a Guest Speaker

<table>
<thead>
<tr>
<th>In class (pre-COVID)</th>
<th>Bimodal approach</th>
<th>Remote (COVID)</th>
</tr>
</thead>
</table>

- Guest Speaker comes to class
- Guest Speaker comes or connects virtually
In the heat of the action!

- Essentially, the sharing of information can come from two sources...

**From the professor...**
- Lecturing (content)
- Visual support (PPT, images, artifacts, etc.)
- Multimedia support (video, website, etc.)

...to students

**Between students...**
- Breakout rooms
- Speaking (microphone/webcam)
- Chatting, whiteboard
- Third party tools

...and back to the professor
Before leaving the classroom...

- Close the applications used on the podium computer
  - So that the next user does not have access to your accounts

- Store the equipment
  - Microphone in the charging box
  - Remote control

- On the touch screen, click on
- Sanitize...
Concluding remarks...

Some **important** points to consider...

- **On the technical side...**
  - Adjust the camera position to fit your needs
    - The use of the chalkboard may require zooming in so that remote students will be able to see the information clearly.
  - Place your microphone at the height of your breastbone (well centered)
Concluding remarks...

Some **important** points to consider...

- **On the pedagogical side...**
  - Plan your synchronous meetings
    - A good plan... allows you to choose strategies that actively engage students
    - A good plan... allows you to plan strategic and fluid transitions
  - Use appropriate verbal flow *(not too fast, not too slow)*
  - Paraphrase (or repeat important elements) questions from class participants
Concluding remarks…

Resources to support you…

- **Email**…
  - PPT and handouts that summarize the important ideas presented

- **Our new webpage** on bimodal instruction
Transitioning to Bimodal Instruction

If you need more help...
Teaching and Learning Support Service (TLSS)
saea-tlss@uOttawa.ca
www.tlss.uOttawa.ca