

5 Flexible

Teaching and Learning Activities: From In-Class to Online



1 Transitioning to Interactive Online Lectures



Classroom Lectures

In the classroom, the instructor has a presentation with questions built into the lecture to assess understanding through iClicker or class discussion.

Synchronous Interactive Lectures

PlayPosit broadcast bulb to show the presentation during a Blackboard Collaborate Ultra/Zoom class meeting and uses interactions to display the questions, which students answer on their own devices. The instructor can then share the answer breakdown with the class to gauge their understanding of the concept they just went over.

Note: this was also used in a F2F class with success using the same format.

Asynchronous Interactive Lectures

Using the same Playposit bulb, students interact with it asynchronously, and the instructor gives an update through a brief video or announcement to clarify any confusion based on the student responses, once the due date has passed.

2 Working in Groups



Working in Groups

Putting students to work in groups on a problem or concept.

Groups Tool

Place students in groups to work on assignments, assessments, connect with each other.

Synchronous Group Work

The class meets online via Zoom or Blackboard Collaborate Ultra, and students are placed in breakout rooms to discuss the topic. The instructor can then move through the rooms to answer questions and provide feedback.

Group work

Students use the Padlet interactive tool to post ideas/summaries/topics for their group work. This will still allow the students to interact with each other and there will be a document/text trace showing what each student contributed to the group work assignment.

3 Discussions and Conversations



In-Person Discussions and Conversations

Students practice language skills with a peer or their instructor.

Padlet Video Conversation

Students post a short video on Padlet (using the recording tool in Padlet) where they respond to a prompt, and ask a question to continue the conversation. Another student comments with a short video response and keeps the conversation going.

PlayPosit Conversation

The instructor records a video and uploads it into Playposit with one side of the conversation, and uses interactions to have students respond to the statements/comments in either text or video.

Zoom Recording

Students meet on Zoom, record their conversations and submit via assignment or discussion post

4 Check for Understanding: Muddiest Point Activity



Checking for Understanding: Muddiest Point

Students write down the most difficult part of a lesson, reading, or lecture and share with the instructor. Write on paper or post – its.

Muddiest Point

Students post on a wiki, discussion board, or Padlet the most difficult part of a lesson, reading, or lecture and share with the instructor and/or classmates.

5 Check for Understanding: KWL Activity



KWL Chart

(Knows - Wants to Know - Learned)

Students post their reflections on a KWL chart the instructor has created using a whiteboard or chart paper. Reflections focus on what they know, what they want to learn, what they did learn.

KWL Chart

Instructors create a Padlet using the Shelf Board and students contribute to what they know, what they want to learn, what did they learn.

For more detailed information on how to use the digital tools mentioned, go to the [UTSA Digital Tools](#) webpage.

To schedule a consultation with one of our Teaching Consultants, visit the [Booking](#) Page.