## **Teaching and Learning Activities:**

## From In-Class to Online

## 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.

## **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.

### **Discussions** and Conversations



#### 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**

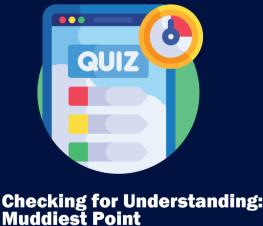
The instructor records a video and uploads it into Playposit with one side of the conversation, and uses interactions to have students respond to the statements/comments in either text or video.

#### Zoom Recording Students meet on Zoom, record their

conversations and submit via assignment or discussion post

# Check for Understanding: Muddlest Point Activity





## Students write down the most

difficult part of a lesson, reading, or lecture and share with the instructor. Write on paper or post -

#### **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.

# **Check for Understanding: KWL Activity**



(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.

## Instructors create a Padlet using the

**KWL Chart** 

**Shelf Board and students** contribute to what they know, what they want to learn, what did they learn.

To schedule a consultation with one of our Teaching Consultants,

For more detailed information on how to use the digital tools mentioned. go to the **UTSA Digital Tools** webpage.

visit the **Booking** Page.

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