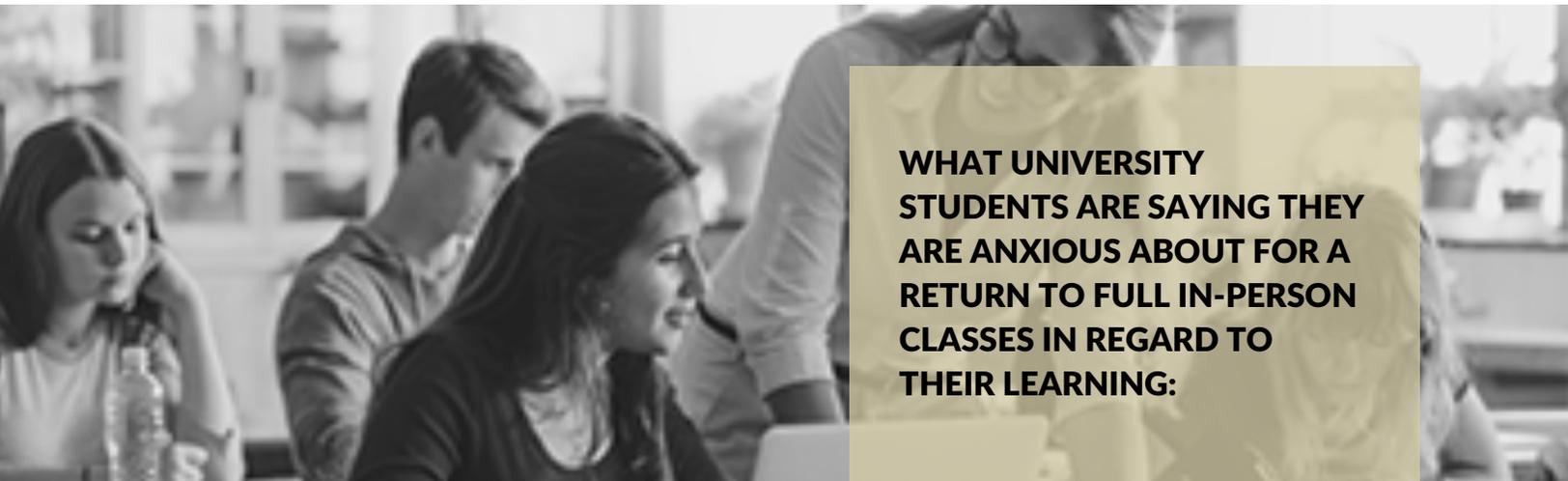


REMOTE TEACHING STRATEGIES YOU CAN TAKE BACK INTO THE CLASSROOM



University of Colorado **Denver**
Center for Excellence in Teaching & Learning



WHAT UNIVERSITY STUDENTS ARE SAYING THEY ARE ANXIOUS ABOUT FOR A RETURN TO FULL IN-PERSON CLASSES IN REGARD TO THEIR LEARNING:

Bring the best of remote teaching back to the classroom

COVID-19 resulted in many students learning remotely and online for the past year and a half. Students are worried about their learning as they return to the physical classroom. To enhance student learning and success, consider bringing some of the best of remote teaching back to the classroom with you during this transition.



"Spending my whole 1st year of college online has made me so nervous about attending actual live classes this Fall. I'll be a sophomore who basically has the experience of a freshman."

"I am worried that I will not be able to focus well after not being in a classroom for over a year and have adjusted to a learning environment where I can rewatch the lesson as many times as I need."

Lesson Segmenting

Most people's attention span is well under the typical class period of 75 minutes. If you can segment lessons in a way that is accessible to students, you'll have a much higher chance of engaging your students during in class sessions.

Often that will mean focusing on smaller pieces of content. That's not necessarily a bad thing! Shorter pieces make larger concepts easier to teach. This could also mean flipping your classroom and offering chunked lecture video recordings online for students to watch before class and then conducting more active learning experiences during class time.

Ongoing formative assessment

Many remote learning students have expressed how much they enjoyed more frequent participation through tools like Zoom chat and polling. The more that your students are interacting with the content, the better chances they'll retain information once the lesson is over. How can we carry this back with us to the physical classroom?

Polling software like [PollEverywhere*](#) or [MentiMeter*](#) can be a great way to incorporate more frequent formative assessment into your classroom. Having a virtual backchannel for communication like [Slack*](#), [Padlet*](#), or [Microsoft Teams](#) open during class may offer students the similar opportunity to ask questions more frequently via a chat. Build in time to your class to check the backchannel for questions. Alternatively, consider offering an exit ticket activity where students can ask any lingering questions about the day's content.



Help scaffold student learning

As students are anxious about not having the ability to rewatch or rewind lecture videos once we return to in-person learning, one strategy might be to provide students with tools and tips on how to take notes in your class. Providing skeletal note-taking worksheets might be one technique to help guide students into the challenging work of taking effective notes in a live, in person class session.

*Not an University-supported OIT solution at this time



Adaptable & Compassionate Instruction



Another remote teaching strategy that will carry over into the physical classroom involves your own mindset and approach to teaching: Show flexibility and humor—even when it's difficult. Remote teaching and learning was new to many of us, and (especially in an uncertain world) getting overwhelmed is easy.

Modeling a [growth mindset](#) for students—responding to uncertainty and difficulties with flexibility and humor—can help students develop skills more important than the content itself.

Remaining flexible and looking for ways to improve is how we'll be able to make it through this challenging time in higher education. Remember, students have had a very difficult year too. Many have worries about a return to in-person teaching. By letting students know explicitly that you care about them as people can be very powerful and build trust.

The well-being of our students has to remain in the forefront of everything we do as instructors.