The purpose of this guide is to provide you with considerations and tips in support of effective, simultaneous facilitation of synchronous (live video) and face-to-face (F2F) instruction. In F2F-Remote Synchronous Instruction, a portion of your students are located in the classroom with you, and others are joining your class via a live remote connection (Microsoft Teams or Zoom).

TECHNOLOGY FOR F2F-REMOTE SYNCHRONOUS INSTRUCTION

INSTRUCTOR PODIUM COMPUTER

Nearly all UGA classrooms provide an instructor podium computer, which you can use to access your UGA Zoom or Teams account. A small number of classrooms will require that you bring your own laptop to connect to the wired AV equipment. Some instructors may prefer to use their personal laptop rather than the podium computer – this can also be accommodated.

WEBCAM

All classroom spaces over 150 seats and select spaces under 150 seats will be equipped with webcams at the instructor podium. If your classroom is not outfitted with a webcam, you may still connect with remote students by sharing your computer screen in a Zoom or Teams session. In the absence of a webcam, you will still need a microphone to broadcast your voice to the Zoom or Teams videoconference session.

MICROPHONES

Large classroom spaces will be outfitted with a microphone to amplify your voice within the room. There will be a wireless lavalier microphone in addition to a touch-free gooseneck microphone attached to the podium in most classrooms.

Please note that in-room sound amplification does not always ensure sufficient audio quality of the instructor's voice for a videoconference session. All classrooms with webcams have the capacity to broadcast nearby voices to the videoconference (e.g., an instructor standing near the webcam), either through the webcam's integrated microphone or through an external microphone connected to the desktop computer. In the event that you require an additional external microphone to broadcast your voice to your class videoconference, Blue Snowball microphones are available through the Center for Teaching and Learning. Email ctlmedia@uga.edu to place a reservation.

TIPS FOR F2F-REMOTE SYNCHRONOUS INSTRUCTION

PRACTICE USING YOUR CLASSROOM TECHNOLOGY

Visit your classroom before the first day of class to practice using the setup. Enlist a colleague or TA to serve as a demo remote student for the practice session. Ensure that your demo remote student can hear your audio and see your presentation, and that you can see or hear communications from your demo student.

INTRODUCE STUDENTS TO YOUR VIDEOCONFERENCE PLATFORM

- On or before the first day of class, set aside some time to introduce your students to your videoconference platform (Zoom, Teams, etc.). Ensure students are able to connect their audio and video, locate the group chat, and use any other features you plan to use during your class session (e.g., breakout rooms, annotate functions, etc.).

- Plan to start the videoconference session 5+ minutes before the start of class to account for technical issues.

- Share your presentation with students in advance of the class session to ensure students have uninterrupted access to the presentation in the event that you migrate away from the presentation window to another application on your computer while screen sharing.

- Discuss your expectations for online etiquette while students participate in class in person or via video.

- Inform students if you will be recording videoconference sessions for sharing with the entire class. Inform students how they can best relay questions or request opportunities to speak. Should they use the group chat or some other dialog channel that will accommodate comments from both in-person and remote students? If so, how often will the chat window be monitored? Should students unmute their microphone and speak? If so, be sure you know what the audio output is on your computer - unless your computer has high quality output speakers, it is likely that remote students will not be heard by in-room students.

ENGAGING F2F AND REMOTE STUDENTS SIMULTANEOUSLY

Be sure to engage with both in-room and remote students throughout the class session.

- Set aside time to periodically check in with your remote students to be sure they are following along and do not have unanswered questions.

- It is likely that the microphone relaying your voice to the videoconference feed will not pick up the voices of in-room students. Be sure to repeat questions asked by in-room students so that remote students can follow along. Relay the questions asked by your remote students to your in-room students, too.

- Your F2F students can even help with this – ask one or more students attending F2F to join the videoconference session (muted) from their own device to help monitor group Chat. F2F students can raise their hands for remote students, preventing you from needing to monitor chat while facilitating a class session.

- You may even decide to encourage student-to-student interaction on group Chat. If you do, you can set the chat log to save to your computer automatically for review after class.

- Plan two to three activities per teaching hour to explicitly include your remote students – these can be as simple as posing a question with prompts for how remote students can respond to you and/or their peers, or as complex as a breakout room think-pair-share.

- Zoom polls can be used as a replacement for classroom response systems (students do not have to pay extra for this feature!). You should build your Polls in advance of the class session. If you want to be able to download Poll results, you will need to turn on registration in Zoom. Results are available for a month in your Zoom account.

- You may even encourage your F2F students to bring a device and headphones/earbuds to class on occasion, too – this would allow you to use videoconference tools to mix remote and F2F students for group activities. If you do this, however, you will need to be sure you

have a system for all participants except one to mute their devices. Having more than one computer unmuted in the F2F classroom at once can result in unpleasant audio feedback. Headphones/earbuds can mitigate this issue slightly – but, you will need to give F2F students clear instructions on when to use and put away their headphones.

ACCOMMODATING F2F AND REMOTE STUDENTS

Consider how you will address an accommodation request from the Disability Resource Center (DRC) – you can consult with DRC staff about your teaching plan if you have questions.

To accommodate remote students who cannot attend class sessions synchronously, you will need to record your videoconference session and upload the video to your eLC course via Kaltura for viewing at a later time. When scheduling Zoom sessions, you can select the option to automatically begin recording when the Zoom session starts. Or, you can manually begin recording once starting your Zoom session.

ADDITIONAL RESOURCES

OVPI Teaching Continuity Resources (UGA)

Active Learning in Hybrid and Physically Distanced Classrooms (Vanderbilt)

The Power of Social Presence for Learning (Educause)

Guide to Educating Through Zoom (Zoom)