



Planning for Day 1

Creating Community in a Remote Section

Engaged Teaching
Teaching + Learning Commons



Introductions



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Expectations & Intentions for Today

You will prepare for the first day by discussing ideas & strategies, including how you might:

- Start to build community remotely
- Communicate expectations
- Scaffold participation with both technology & content

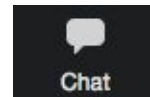


... and you will likely still have questions, which is ok!

Type questions into chat or ask during Q&A time

Physical vs Digital Classrooms

Write ideas using “chat” function:



What are some things about a course that may be less obvious in digital environments than in physical classrooms?



Click here & here
to raise hand



Roadmap

Ideas & Strategies to Implement:

- Before Class Starts
- “In Class” on Day 1
- Throughout the Course



Before Class: Introduce Yourself



Post a pre-recorded video introduction

- Show your personality
 - Talk about hobbies, tour your workspace, introduce pets, etc.
- Include words of comfort about new class format
 - “We’re all learning together”, “I know we can figure this out”, etc.
- Focus on “first steps” for students
 - Consider low-stakes early assignments that help students to become familiar with course logistics

Before Class: Get to Know Your Students

- Send out a pre-class survey* to students

- Ask about their internet capabilities
- Ask about the students more broadly

*See our
[sample survey](#)
(link in chat)

- Give them a chance to talk to you about unique circumstances & needs

- Open ended survey questions
- Virtual office hours (before class)



Roadmap

Ideas & Strategies to Implement:

- **Before Class Starts**
 - Introduce Yourself
 - Get to Know Your Students
- “In Class” on Day 1
- Throughout the Course



In Class: Introduce Students to Each Other

*See our [list of icebreakers](#)
(link in chat)

- Include an icebreaker* in class
 - Zoom “breakout rooms” can be used to facilitate small group discussion

Let's try it now

Share some form(s) of entertainment you have enjoyed during recent social distancing

In Class:

Introduce Students to Each Other

- Create a low-stakes assignment that requires students to read about or interact with peers
 - Upload an image (or gif) that represents you
 - Contribute to an online discussion board (& respond to 3 others)
 - Find something online to “bring” to the class



In Class:

Scaffold Student Use of New Technology

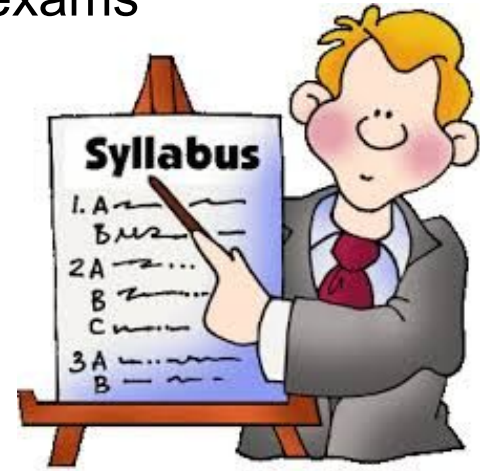
- Limit the number of different platforms used for class
- Create content-light assignments that build familiarity with different course tools
- Clarify when/how students can ask for tech assistance*



*See "[Preparing to Learn](#)" site for students (link in chat)

In Class: Communicate Course Expectations

- Syllabus & Class Basics:
 - Prerequisites for class
 - Grading schema, due-dates, readings & materials
- Expectations for Students
 - “Attending” class, submitting assignments, taking exams
- What Students Can Expect From You
 - Availability & feedback
 - Commitment to learning



In Class:

Communicate Communication Expectations

Be explicit about when/how students should communicate with you & with each other:

- Questions about course content
- Personal or individual issues
- Tech questions

Discuss community norms for communication:

- Be respectful
 - Critique ideas not people
 - Share responsibility for including all voices
- ... etc.



In Class:

Engage Interest in the Course

- Cover some (interesting) course content
 - Focus on deep questions & issues within the discipline
- Ask students to do an activity
 - Generate hypotheses about the course
 - Imagine chapter titles for a textbook
 - List questions about this topic
 - Complete a pre-test
 - Go on a “scavenger hunt”



Roadmap



Ideas & Strategies to Implement:

- Before Class Starts
 - “In Class” on Day 1
 - Throughout the Course
- Introduce Students to Each Other
 - Scaffold Use of New Technology
 - Communicate Expectations
 - Engage Interest in the Course

Throughout The Course: Regularly Check-In With Students

- Instructors cannot “read a room” in remote classes
 - No nonverbal cues, no informal Q&A...
- Give students other opportunities to let you know how they are doing:
 - “Exit Tickets”
 - Student Surveys
 - Virtual Office Hours
 - Scheduled Q&A time



Additional Resources:

- [Sample Student Surveys for Remote Classrooms](#)
- [Icebreakers for Online Community Building](#)
- [10 Tips for Creating Community through Remote Instruction](#)
- [Preparing to Learn](#)
- Copy and create your own guide for [“Planning for Day 1”](#)



Questions? Reach out to us!

Digital Learning Hub

<http://digitallearning.ucsd.edu>

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Engaged Teaching Hub

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Thank You!