

List of 2.2 Worksheets

[**2. 2a - Learning Structure**](#_Course_title_/) - Use this to investigate possible temporal, spatial, and pedagogical aspects of your course.

[**2.2b - Components of Interest**](#b) - Use this checklist to identify types of pedagogical components that interest you.

**2.2c – Synchronous Online Requirements & Checklist** - If your course includes an online synchronous component, this form may help you identify needed equipment.

[Requirements](#c1)

[Checklist](#c2)

**2.2d – Synchronous Classroom Requirements & Checklist** - If your course includes a classroom synchronous component, this form may help identify needed equipment.

[Requirements](#d1)

[Checklist](#d2)

**2.2e – Asynchronous Requirements & Checklist** - If your course includes an online asynchronous component, this form may help you identify needed equipment.

[Requirements](#e1)

[Checklist](#e2)

[**2.2f – LMS Checklist**](#f)- This form may help you ensure your course is set-up in the LMS.

## A black background with icons  Description automatically generated with medium confidence

## Course title / term

Your course structure is a combination of spatial, temporal, and pedagogical approaches. This worksheet may help you determine your structure. (**B3**)

## If your course has a required spatial, temporal, and/or pedagogical approach, indicate it here.

* If your course has **other components** (such as a lab or recitation), do these components have a required structure?
* If your course has required activities, note them here:

## Use the following page to highlight possible models, based on the above information and your interests, then answer the following questions:

* How will the structure impact activities you are considering?
* How likely are you (and your students) to have access to the required / desired model needs?
* If you select the model despite these limitations, how will you compensate or mitigate?
* To obtain the required resource(s) who do you need to contact?

(Ex.: students need to purchase from bookstore, you need to request installation of technology in the classroom…)

|  |  |  |
| --- | --- | --- |
| Models using a transformative pedagogy (Classroom and/or Online) | Active models which could be transformative | Models not traditionally considered active |
| Active with an online focus | Active usually with classroom focus | Combination of online & classroom | Traditional (Classroom and/or Online) |
| Problem-Based Team-Based Case-Based Project-Based Inquiry-BasedPolicy- and/or Law-Based Other:  | Emporium Other:  | FlippedScale-UpOther:  | Buffet HyFlexSupplementalReplacementLinkedOther:  | LectureLecture + RecitationLecture + LabOther:  |
| Model space & technology requirements |
| Usually require a classroom with either movable chairs and tables or a room specifically designated as an active or transformative classroom.OR | Students must have good internet access at home or in specified classrooms. | ***If classroom-based****,* usually require a classroom with either movable chairs and tables or a room specifically designated as an active or transformative classroom**AND** students must have good internet access at home or in specified classrooms. | Students must have good internet access at home and/or in specified classrooms. | Typically, no special requirements for either online or classroom, with exception of lab. However, some activities may be impeded by classroom set-up (ex.: group work in a fixed-seats room). |
| Students must have good internet access at home or in specified classrooms **AND** technology that allows for student group meetings |  | ***If completely online****,* students must have good internet access at home or in specified classrooms **AND** technology that allows for student group meetings |  |  |

(See **B3** for more on these models)

## A black background with icons  Description automatically generated with medium confidence

## Course title & Number/Section/Term

The following components are in addition to those required by the pedagogical model.

|  |  |  |
| --- | --- | --- |
| Component | How important is this? | When? |
| Not at all |  |  |  | Very | During class time | Outside of class time |
| Uninterrupted lecture (Typically not considered active learning) |  |  |  |  |  |  |  |
| Active learning within lecture |  |  |  |  |  |  |  |
| Classroom-based lectures |  |  |  |  |  |  |  |
| Video lectures online |  |  |  |  |  |  |  |
| Live lectures online (synchronous) |  |  |  |  |  |  |  |
| Hybrid lectures (classroom and online - either recorded or simultaneous) |  |  |  |  |  |  |  |
| Activity-based learning (case-, problem-, project- for example) |  |  |  |  |  |  |  |
| Tutorials & diagnostics |  |  |  |  |  |  |  |
| Individual or group work with Instructor/TA  |  |  |  |  |  |  |  |
| Team/group work – short (1-2 sessions) |  |  |  |  |  |  |  |
| Team/group work – long (project) |  |  |  |  |  |  |  |
| Individual projects |  |  |  |  |  |  |  |
| Specific assignments/assessment types |  |  |  |  |  |  |  |
| Others (Such as content- specific components): |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

## What concerns do you have about the course structure?

You may want to check with your educational technologists/instructional designers for a list of features within your learning management system and other educational technologies (such as chats, discussion groups, quizzing…)

## REQUIREMENTS A black background with icons  Description automatically generated with medium confidence

## Course title & Number/Section/Term

When you have identified your pedagogical model and other activities as synchronous online, use this form to determine what equipment you will need.

You may need to add to this list when you have identified specific activities.

## Based on your course structure…

|  |  |  |
| --- | --- | --- |
| Will you need… | Specifics…(Which equipment, software/ hardware, how many items, who provides support, webpage(s), and any cost to you, or students, etc.) | Contingency plan(If not available, what will you do?) |
| Instructor computer equipment (include any special software/apps) |  |  |
| Smartboards, white boards, chalk boards, markers, chalk, erasers (# of each?) |  |  |
| Colored markers and/or chalk |  |  |
| Cameras – display you and/or board |  |  |
| Software to display your screen to students |  |  |
| Microphone |  |  |
| Speakers (to hear students) |  |  |
| Videoconferencing tool (Zoom, MS Teams…) |  |  |
| Backchannel (monitored chat during class session)… |  |  |
| If you are recording your class, videotaping equipment (cameras, screen capturing software, microphones, speakers…) |  |  |
| Content specific equipment & materials |  |  |
|  |  |  |

## If you are planning many group or paired activities

|  |  |  |
| --- | --- | --- |
| Videoconferencing tool that allows for breakout groups (Zoom, MS Teams…) |  |  |
|  |  |  |

## And each student/room will need:

|  |  |  |
| --- | --- | --- |
| Strong internet access |  |  |
| Computer or display screen  |  |  |
| Videoconferencing tool (Zoom, MS Teams…) |  |  |
| Speakers, microphones… |  |  |
| Content specific equipment & materials |  |  |

You may want to check with your educational technologists/instructional designers for a list of features within your learning management system and other educational technologies (such as chats, discussion groups, quizzing…)

## Which of the above may not be available? To obtain the required resource(s) who do you need to contact?

## Consider your requirements and desired model. If there is a mismatch, how will you remediate or mitigate?

## Local set-up

(Where will equipment be stored? How will you gain access? Where should you place each item in room for best coverage? Who is responsible for set-up, troubleshooting, and maintenance?)

## What will you need to do to obtain materials & equipment, when, how many of each item, what is the cost…

## A black background with icons  Description automatically generated with medium confidence

## CHECKLIST

If you and all any students are remotely accessing the course, review the following checklist. You may need to add to this list when you have identified specific activities.

## Emergency contact if I have problems?

## Access information

* How will I get a computer, internet access, camera, mic, and required software?
* How will my students access the course? What equipment will they need?
* Who do I contact if I have problems?

## **Desk set-up (before start of term)**

## Check the computer set-up (Laptop/desktop, number of monitors, internet…)

## If possible, get someone help you test from another room/location. Check on the following:

|  |  |
| --- | --- |
| Checklist | Notes: (If it takes you more than 1 minute to figure out how to do an item, you may want to write down instructions for yourself.) |
| Test the computer, internet, and software |  |
| Lighting – can students see you? Can you see them? |  |
| Use the mic and figure out how to toggle it on and off |  |
| Check the speakers |  |
| Display your slideshow presentation  |  |
| Play a video and check the volume |  |
| If you are recording your class, check videotaping equipment (cameras, screen capturing software, microphones, speakers…) |  |
| Check & test tools available within the videoconferencing software (whiteboard, chats, discussion groups, break-out groups, screen share…) |  |
| Content specific equipment & materials |  |
|  |  |

## If you are recording the course session:

|  |  |
| --- | --- |
| Record a practice lecture |  |
| Test the playback (including audio and video quality) |  |
| Save and send to yourself to test from another location |  |
|  |  |

## If you are planning many group or paired activities

|  |  |
| --- | --- |
| Set-up breakout groups (Zoom, MS Teams…) |  |
|  |  |

## If you have remote classrooms:

|  |  |
| --- | --- |
| If you can visit each remote classroom, test the equipment, include quality of picture and sound. |  |
|  |  |

You may want to check with your educational technologists/instructional designers for a list of features within your learning management system and other educational technologies (such as chats, discussion groups, quizzing…)

Compare your set-up to your course requirements. List any additional equipment, materials, technologies, etc. not currently available and actions to resolve.

## REQUIREMENTS A black background with icons  Description automatically generated with medium confidence

## Course title & Number/Section/Term

When you have identified your pedagogical model and other activities as synchronous classroom, use this form to determine what equipment you will need.

You may need to add to this list when you have identified specific activities.

## Based on your course structure…

|  |  |  |
| --- | --- | --- |
| Will you need… | Specifics…(Which equipment, software/hardware, how many items, who will provide support, webpage(s), and any cost to you, department, or students, etc.) | Contingency plan(If not available, what will you do?) |
| Instructor computer equipment (include any special software/apps) |  |  |
| Smartboards, white boards, chalk boards, markers, chalk, erasers (# of each?) |  |  |
| Colored markers and/or chalk |  |  |
| Presentation systems (how many?) |  |  |
| Presentation screens (how many?) |  |  |
| If you are recording your class, videotaping equipment (cameras, screen capturing software, microphones, speakers…) |  |  |
| Docucam or overhead projector |  |  |
| Backchannel (monitored chat during class session) |  |  |
| Content specific equipment & materials |  |  |
| Instructor control station |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

## If you are planning many group or paired activities

|  |  |  |
| --- | --- | --- |
| Special classroom layout (lecture hall, movable student tables, etc.) |  |  |
| Special materials (computers for students, smartboards, clickers/clicker software, poster paper & markers… how many of each?)  |  |  |
|  |  |  |
|  |  |  |

You may want to check with your educational technologists/instructional designers for a list of features within your learning management system and other educational technologies (such as chats, discussion groups, quizzing…)

If you have an assigned room, which of the above may not be available?

Consider your requirements and desired model. If there is a mismatch, how will you remediate or mitigate?

(Request room change, work around limitation, request additional equipment, change model…)

To obtain the required resource(s) who do you need to contact?
(Ex.: students need to purchase from bookstore, you need to request installation of technology in the classroom…)

If you have remote students, see next page

## If you have students in remote classrooms or remote students not in a classroom…

In your room (in addition to above):

|  |  |  |
| --- | --- | --- |
| Will you need… | Specifics…(Which equipment, software/hardware, how many items, who will provide support, webpage(s), and any cost to you, department, or students, etc.) | Contingency plan(If not available, what will you do?) |
| Webcam & software/hardware so you can display:  |  |  |
| * computer screen
 |  |  |
| * chalk/white/smartboards & markers/chalk
 |  |  |
| * other students
 |  |  |
| Auto-tracking camera to follow you  |  |  |
| Microphones for: |  |  |
| * you (desk mic and/or lapel mic)
 |  |  |
| * local students (to be heard by remote students)
 |  |  |
| Videoconferencing tool (Zoom, MS Teams…) |  |  |
|  |  |  |
|  |  |  |

## And each distant student or classroom will need:

|  |  |  |
| --- | --- | --- |
| Strong internet access |  |  |
| Monitor to see you and your presentation(s) |  |  |
| Videoconferencing tool (Zoom, MS Teams…) |  |  |
| Content specific equipment & materials |  |  |

## Consider what else you might need to ensure all activities are available for distance students(Special software like grouping software so they can participate with local students, microphones, cameras…)

## Local set-up

(Where will equipment be stored? How will you gain access? Where should you place each item in room for best coverage?)

## Remote set-up

(Where will equipment be stored? Who is responsible for set-up, troubleshooting, and maintenance?)

## CHECKLIST A black background with icons  Description automatically generated with medium confidence

## Course title & Number/Section/Term

You may need to add to this list when you have identified specific activities.

## What will you need to do to obtain materials & equipment, when, how many of each item, what is the cost…

## Access information

* How will I get the classroom key(s)?
* Chalk/markers/ erasers provided?
* Who do I contact if I have problems?

## Classroom Visit (before start of term)

## Seating set-up (Lecture, rows, grouped, etc. Do students have tables? Can chairs be moved? Instructor lectern or table? ...)

|  |  |
| --- | --- |
| Checklist | Notes: (If it takes you more than 1 minute to figure out how to do an item, you may want to write down instructions for yourself.) |
| Dim the lights |  |
| Test the docucam |  |
| Use the mic and figure out how to toggle it on and off |  |
| Lower and then raise the screen |  |
| Play a video and check the volume from all areas of the room |  |
| If the room has cameras, turn on each and determine what they capture |  |
|  |  |
|  |  |

## If the room has lecture-capture capability:

|  |  |
| --- | --- |
| Record a practice lecture |  |
| Test the playback (including audio and video quality) |  |
| Save and send to yourself to test from another location |  |
|  |  |
|  |  |

## Test the computer(s):

|  |  |
| --- | --- |
| If the room has a lecturer’s computer, log into the system and project a web page |  |
| If the room does not have a computer, connect your device, log into the system and project a webpage |  |
| Access and display your slideshow presentation on the screen using your computer and/or the classroom computer |  |
|  |  |
|  |  |

## If the room has computers or other technology for students:

|  |  |
| --- | --- |
| Randomly select several and turn them on and off |  |
| Check what software is available and their connection to the internet |  |
| Check the power supplies to ensure all can be plugged in |  |
| Check the room outlets and extension cords to ensure adequate |  |
|  |  |

## If the room has a central technology controller (usually at the instructor’s lectern/table), practice using this to determine capabilities:

|  |  |
| --- | --- |
| Turn on and off all computers |  |
| Control student computers (blank them/un-blank them) |  |
| Send a student computer screen to the overhead so everyone can see it |  |
| Blank/un-blank the instructor screen(To black-out/re-display a PowerPoint, press B key) |  |

## If you have remote students:

|  |  |
| --- | --- |
| If you can visit each remote classroom, test the equipment, include quality of picture and sound. |  |
|  |  |

You may want to check with your educational technologists/instructional designers for a list of features within your learning management system and other educational technologies (such as chats, discussion groups, quizzing…)

## A black background with icons  Description automatically generated with medium confidence

## Course title & Number/Section/Term

When you have identified your pedagogical model and other activities as synchronous classroom, use this form to determine what equipment you will need.

You may need to add to this list when you have identified specific activities.

## My location and set-up(Where will equipment be stored? How will you gain access? Where should you place each item in room for best coverage?)

## Location(s) & Time Zones of distance students:

|  |  |
| --- | --- |
| Location(s) | Time Zones |
| Students’ homes |   |   |
| Remote classroom(s) |   |   |

## Based on your course structure, will you need …

|  |  |  |
| --- | --- | --- |
| At your location | Specifics…(Which equipment, software/hardware, how many items, who will provide support, webpage(s), and any cost to you, department, or students, etc.) | Contingency plan(If not available, what will you do?) |
| Good internet connection |  |  |
| Software/hardware:  |  |  |
| * Computer (preferably two monitors)
 |  |  |
| * LMS
 |  |  |
| * Camera
 |  |  |
| * Microphone
 |  |  |
| * Speakers and/or headset
 |  |  |
| * Auto-tracking camera to follow you
 |  |  |
| List of LMS features (ex.: grouping, discussions, chats) & other tech (ex.: videoconferencing, whiteboards) |  |  |
| Camera to display any other equipment |  |  |
| Smart/white/chalk board, markers, erasers |  |  |
| Content specific equipment & materials |  |  |
|  |  |  |

## If you are planning group or paired activities

|  |  |  |
| --- | --- | --- |
| Videoconferencing tool that allows for breakout groups (Zoom, MS Teams…) |  |  |
|  |  |  |

## What will distance students need?

|  |  |
| --- | --- |
|  | Good internet connection |
|  | Laptop, desktop, tablet, or phone |
|  | Depending on activities:  |
|  | * Camera
 |
|  | * Speakers and/or headset
 |
|  | * Microphone
 |
|  | * Software to display their computer screen/tablet
 |
|  | * Videoconferencing and/or groupwork software
 |
|  | Content specific equipment & materials |

## Schedule a time for students to check their equipment and access -email to them

## If you have an assigned room:

* Which of the above may not be available?
* How will I get the classroom key(s)?
* Chalk/markers/ erasers provided?
* Who do I contact if I have problems?

## Consider your requirements and desired model. If there is a mismatch, how will you remediate or mitigate?

(Request room change, work around limitation, request additional equipment, change model…)

## To obtain the required resource(s) who do you need to contact? (Ex.: students need to purchase from bookstore, you need to request installation of technology in the classroom…)

## What will you need to do to obtain materials & equipment, when, how many of each item, what is the cost…

## Desk set-up (before start of term)

(Laptop/desktop, number of monitors, internet…)

Check with your edtech/id for a list of features within your LMS and other technologies (such as chats, discussion groups, quizzing…)

## A black background with icons  Description automatically generated with medium confidenceChecklist

(If it takes you more than 1 minute to figure out how to do an item, you may want to write down instructions for yourself.)

|  |  |  |
| --- | --- | --- |
|  |  | NOTES |
|  | Test the computer & internet |  |
|  | Use the mic and figure out how to toggle it on and off |  |
|  | Check the speakers |  |
|  | Display your slideshow presentation  |  |
|  | Play a video and check the volume & video quality |  |
|  | Test muting & unmuting all mics  |  |
|  | Change display between your face & screen(s) |  |
|  | Check how to display student screens & cameras |  |
|  | Check your power supplies to ensure all your equipment can be plugged in |  |
|  | Create and review a test video  |  |
|  | Save and send to yourself to test from another location |  |
|  | Set-up discussion groups - Q&A on course content & administrative Q&A |  |
|  |  |  |
|  |  |  |

## If you are planning on some synchronous work for office hours or group work, test them:

Videoconferencing software & hardware

Calendaring software

## Does syllabus include info about student requirements for equipment, time, software etc.?

## Does syllabus include information about technical support & training for students?

## A black background with icons  Description automatically generated with medium confidence

## Course title & Number/Section/Term

## Is your class set-up in the LMS?

## Is a template applied?

## Where are directions for adding syllabus, readings, and managing grade center:

## What features are included in the LMS? (discussion groups, chats, testing center, plagiarism checker, …)

## What features do you need?

## (Synchronous video, chats, discussion group(s), group video rooms…)

## What are your contingency plans if this doesn’t work?

## How do you manage discussion groups?

(create, make available to students, monitor, etc.? What are best practices)

## **If you are planning group or paired activities**

## How do you set-up videoconferencing breakout groups (Zoom, MS Teams…)?

## How do you set-up group discussion groups?

(create, make available to students, monitor, etc.? What are best practices)

## **Test your computer(s)**

## Can you access all needed systems?

## Can you load any needed files to the system (LMS, other)?

## Display your presentation using your computer and view in appropriate technology

## Check your power supply (Do you have enough plugs handy?)

You may want to check with your educational technologists/instructional designers for a list of features within your learning management system and other educational technologies (such as chats, discussion groups, quizzing…)