



IOWA

FROM PANDEMIC TO PLANNED

Large Enrollment Course Strategies

- ❖ Participant microphones are muted. Engage and ask questions in the CHAT throughout this webinar.
- ❖ Rename your Zoom ID to your preferred name; feel free to add your pronouns and department.

A graphic on the left side of the slide consisting of several horizontal bars. The top bar is yellow with the word "IOWA" in black. Below it are several white bars with black outlines, and a small yellow bar is visible within one of the white bars.

IOWA

FROM PANDEMIC TO PLANNED:

Large Enrollment Course Strategies

A webinar brought to you Distance and Online Education
and The Office of Teaching, Learning, and Technology

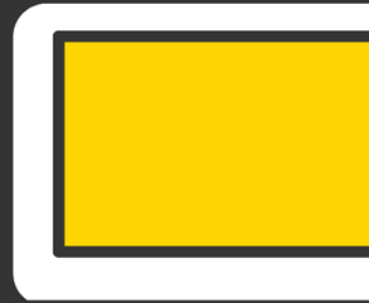
Decision Point



- What is the **purpose of the engagement**?
- How can I **make smart changes to my assessment and grading strategies** to help my students learn better and assess their competencies?
- How **ICON can help** with the facilitation of my course delivery?

Engagement

in your virtual course



Learning Objectives



- Reflect on some of your most frequently asked questions when discussing engagement in large enrollment course.
- Identify questions that will influence the decisions you make for the course.
- Differentiate which of the modalities will be most effective for your teaching goals.

Frequently Asked Faculty Questions



- How does engagement compare between face-to-face and online learning environments?
- What are some flexible teaching techniques and why should I care about them?
- How do you build a sense of “community” in a large lecture hall, online, or blended learning environment?



Frequently Asked Faculty Questions



- What are some class activities that can aid in student engagement - especially when distractions in student learning environments may be hard to compete against?

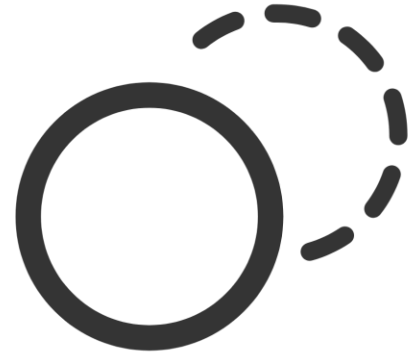


- How do you do group work in an online environment?
- How should I track and grade class participation?

Transparency is Key



- **Transparent Activities**
 - Explicit instructions, accompanying resources, and outlined expectations of all parties
- **In the chat**, how do you think transparent activities may help in a large lecture course?



Goals



- Questions to ask yourself first:
 - What is the purpose (objective) of the engagement?
 - What do we mean by engagement?
 - How would the objective be best met?
 - What are the logistics of the engagement?
 - Does the engagement need to be graded?



Activities



- **A/Synchronous Activity**

- Can the objective be met a/synchronously?
- What personnel do you have to support an a/synchronous learning activity?
- What tools would help you carry out the intended activity?



A/Synchronous Activity:



Synchronous

- Audio/Video-based:
 - Conferencing
 - Webcasts
- Text-based:
 - Discussion threads
 - Chat boards
- Multiple Modalities:
 - Canvas
 - Zoom

Asynchronous

- Audio/Video-based:
 - Pre-recorded
 - Multimedia
- Text-based:
 - E-mail, Electronic Documents, Discussion Boards, Blogs
- Multiple Modalities:
 - Virtual Libraries & LibGuides, Social Networks

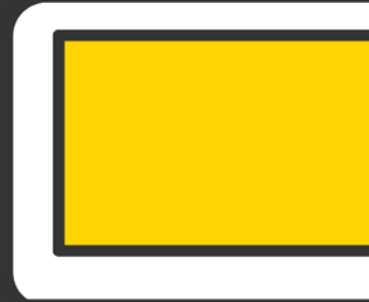
Tools



- Tools:
 - ICON Discussion Boards
 - ICON quizzes
 - Voice-over PowerPoint slides
 - Zoom
 - Panopto
 - Polling
 - Peerceptiv



Next Steps & Takeaways

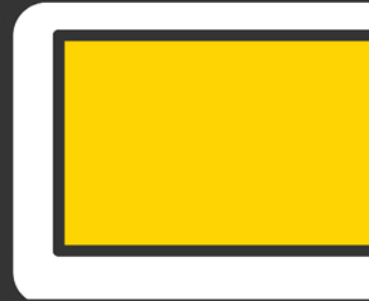


Reflection Point



- What is the **purpose of the engagement**?
- How can I **make smart changes to my assessment and grading strategies** to help my students learn better and assess their competencies?
- How **ICON can help** with the facilitation of my course delivery?

**Thank you for
attending!**



Q & A

