

How Do I Do That Online?

Many classroom activities used in face-to-face instruction can be replicated in the online classroom. The table below highlights examples of the online equivalent for some common seated classroom activities.

If you need help implementing any of the online equivalents listed below, please let us know at sakaihelp@durhamtech.edu!

Activity	Description	Online Equivalent(s)
Quickly gauge student understanding of concepts	In a face-to-face classroom, instructors rely on a variety of feedback mechanisms from social cues such as student facial expressions or in-class questions and activities such as Think-Pair-Share to check students' written work to gauge whether or not students understand concepts.	<p>Quick Check</p> <ul style="list-style-type: none"> For quick feedback on whether or not students understand a concept, use Sakai's "Question" feature (in Lessons, click Add Content > Add Question) to pose a question to your students. You can then review all of their responses. <p>Tip: Ask students to respond by a certain day and time so all of their responses are in by the time you're ready to review them.</p> <p>Student-to-Student Interaction</p> <ul style="list-style-type: none"> Use the discussion forum in Sakai to allow students to ask their questions. For example, create a discussion topic titled: <i>Questions about Week 9's Content/Activities</i>. Encourage students to help each other if they can by responding to peer questions. Note: If you enjoy "a-ha" moments during face-to-face classes, you may feel a similar experience when an online student posts something thought-provoking in the discussion forum. Alternatively, you can: <ul style="list-style-type: none"> use the discussion forum to check understanding by posing a question related to the week's learning objective(s). <p>Tip: Use Bloom's Taxonomy Question Starters (PDF) to craft higher order thinking questions for your students to consider.</p> Use the Chat Room in Sakai. It's easy to turn on and it allows students to ask quick questions. You may find that other students will dive in to answer peer questions. Make sure you monitor this space to help answer questions, when needed.

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<p>Providing feedback to students</p>	<p>In face-to-face instruction, instructors provide many types of feedback to students, such as verbal feedback, additional examples, and written comments.</p>	<p>Verbal (Audio) Feedback</p> <ul style="list-style-type: none"> • Use Warpwire (PDF) or the recording tool in Sakai (3-minute time limit) to create an audio recording of feedback to share with individual students. You can share this type of audio feedback privately with a student via Assignment feedback in Sakai. • Create an audio recording at the beginning of a new week that summarizes the previous week's activities and important discussion points, and talk students through the upcoming week's expectations. This type of feedback will help tie up the previous week's work for students, emphasizing the important concepts for them to remember, and will allow you to transition them into the current week's activities. <p>Providing Additional Examples</p> <p>When students struggle to understand a concept, it can be useful to provide them with additional examples.</p> <ul style="list-style-type: none"> • Create a narrated PowerPoint presentation of additional examples. The presentation can be exported as a video, uploaded to Warpwire, and then shared with your class in Sakai. • Use your cell phone to record yourself as you explain several more examples. Upload the video to Warpwire, and then share it with your class in Sakai. <p>Tip: If you need to demonstrate something you'd usually demonstrate on the whiteboard in the classroom, use a handheld whiteboard (or paper and a dark writing utensil, such as a Sharpie) so that the examples will pick up well on camera.</p> <p>Written Feedback</p> <ul style="list-style-type: none"> • Respond to students in the discussion forum in Sakai. <p>Tip: Wait for a few days after making a topic available to allow students to asynchronously respond to each other. Then select 4-6 students a day to respond to spread out the workload. • Provide written feedback on student assignment submissions (PDF) in Sakai. • As a time-saving tip (because responding to individual students <i>can</i> be time-consuming) post summary feedback as an Announcement in Sakai. <p>Tip: Call out student names in the announcement to acknowledge spectacular work and good points that were raised, and then summarize the week's points.</p> </p>

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Checking student practice work	When students practice a concept or skill during a face-to-face class, instructors can roam classroom to spot-check student understanding and provide guidance.	<p>Checking Student Practice Work</p> <ul style="list-style-type: none"> • Take a picture – If students get stuck on a practice activity, have them take a picture of their work to send to you. Tip: A student may email you a picture; however, Sakai's Drop Box feature is a quick and easy way for students to share the image file with you. You can also return files to students via Drop Box. Note: Neither you nor your students will receive notifications from Drop Box when a file has been uploaded. Ask your students to contact you when they submit a file via Drop Box. • Submit as an assignment - You can set up an Assignment in Sakai to accept multiple submissions if you'd like for students to submit their practice work in one location that also allows you to provide feedback back to the student. Assignments will notify students when you release your comments for them to review. • Upload to a Student Page – Sakai's Student Pages feature allows students to upload files for you to review. Student Pages can be private or shared with the rest of the class, and you can write your comments directly on the Student Page or upload a feedback file of your own for the student to access. Note: Neither you nor your students will receive notifications from Student Pages when a file has been uploaded. Ask your students to contact you when they submit a file via Student Pages.
Group work	In a face-to-face class, instructors can group students so that they can work together to complete an activity.	<p>Create groups in Sakai</p> <ol style="list-style-type: none"> 1. Determine the groupings of students, and then create the groups in Sakai. 2. Create the group assignment in the Assignments area and enable group submissions. Note: Only one student from each group may submit the assignment; however, Sakai allows you to grade each group member individually. <p>Tips:</p> <ul style="list-style-type: none"> • Encourage students to communicate with each other via email, shared documents, or in the Discussion Forum. Note: There's a simple method for creating private discussion topics for groups to use in the Discussion Forum. Contact sakaihelp@durhamtech.edu for more information. • If the group work project is ongoing, schedule a time to virtually meet with the group (via Meetings in Sakai) to check in on progress and answer questions or ask the group to submit a draft for feedback. • Review additional ideas for managing group work that can be applied to online instruction.

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Gathering student homework or papers	In a face-to-face classroom, students can turn in their homework or papers directly to the instructor.	<p>Collecting Student Work Online</p> <ul style="list-style-type: none"> • Assignments area in Sakai – Using Assignments in Sakai allows instructors to easily collect and grade student papers or files. It offers a plagiarism checker (called Turnitin [PDF]) that you can turn on to check student submissions, and students have the ability to see their Assignment grade and instructor feedback anytime online. Assignments will notify students when you release your comments for them to review. • Drop Box area in Sakai – Drop Box is a file sharing feature in Sakai that creates a folder for each student in the course. Students can upload files to their Drop Box folder that the instructor can then download and review. The instructor can then re-upload the file to the student’s Drop Box folder for the student to review.
Acknowledging when students are confused	In face-to-face instruction, social cues and student questions may alert you to when students are feeling confused about a topic or instructions.	<p>What student confusion might look like online</p> <p>Most likely, you will receive several emails from students that all seem to ask the same question(s).</p> <p>OR</p> <p>If you’ve set up a discussion topic encouraging students to help each other by responding to peer questions, then you may find that when your students are confused about something, they will either a) not respond to the peer question or b) post responses that will echo the original question. Monitor this space to observe their responses.</p> <p>How to respond</p> <p>Encourage students to post their questions when they have them. However, when the same question is asked more than 2-3 times, rather than writing back to each student individually (which takes a considerable amount of time), consider one of the following:</p> <ul style="list-style-type: none"> • post an Announcement in Sakai addressing the question(s). • create a video or audio recording to “talk” to your class and answer the question(s). Post your recording in Lessons or in an Announcement.