

# INSTRUCTIONAL APPROACHES



## Instructional Practice in a Bimodal Context: Effective Strategies

Teaching and Learning Support Service  
JUNE 2020

# New webinar Series...

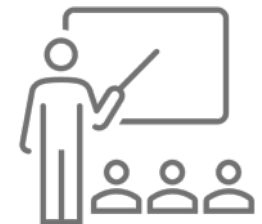
**Course Design**  
Aiming for an Agile  
Model



**Virtual Learning  
Space**  
Strategies to Foster  
Student Engagement

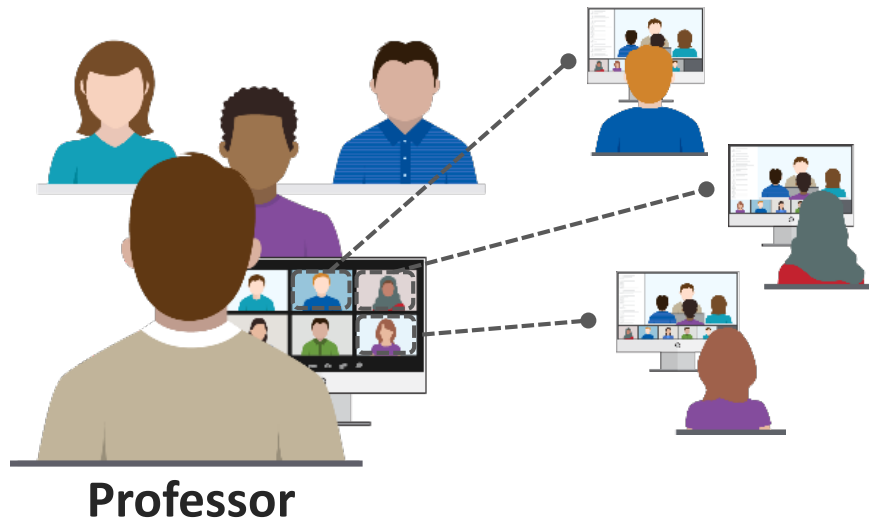


**Instructional Practice  
in a Bimodal Context**  
Effective Strategies



# Course based on a bimodal approach...

Students in class and remote simultaneously



- A **combination of two** distinct real-time (synchronous) **teaching spaces**. **One physical space in a classroom on campus** where a professor is there with a reduced number of students (to meet the physical distancing measures established by Ottawa Public Health), and **a second virtual space using a videoconferencing technology** (Zoom or MS Teams) for students who choose to take the course remotely.

# Learning Outcomes

By the end of this webinar, you will be able to

- apply simple principles for organizing important course information in Virtual Campus when teaching a bimodal course;
- plan essential technical aspects to the start a bimodal class;
- select communication strategies relevant to your context in a bimodal course;
- choose teaching strategies that foster engagement of all students in a bimodal course.



# Outline

- **Phase 0** – Before the first bimodal class...
  - What to do and how to do it?
- **Phase 1** – A few minutes before my bimodal classes
  - Set up, test, and share!
- **Phase 2** – In the heat of the action!
  - The importance of communication guidelines
  - Strategies that focus on active learning
- **Phase 3** – Before leaving the classroom, once the class is done...
  - Shut down, Check et *sanitize!*





Phase 0

Phase 1

Phase 2

Phase 3

## Before the first bimodal class...

### Consideration 1 – Creating a common asynchronous virtual space for all your students

- The **Virtual Campus** will be your ally!
- Webinar – *Virtual Learning Space: Strategies to Foster Student Engagement*
  - Register for the next webinars in June...
  - Visit our website for relevant resources





Phase 0

Phase 1

Phase 2

Phase 3

## Make contact before the first class

- Open your space in Virtual Campus before your first *synchronous* meeting
  - Ideally, one week before the start of class
  - Send an email to your students
    - **7 days** before your first synchronous meeting
    - **A reminder** – 24h before your first synchronous meeting





Phase 0

Phase 1

Phase 2

Phase 3

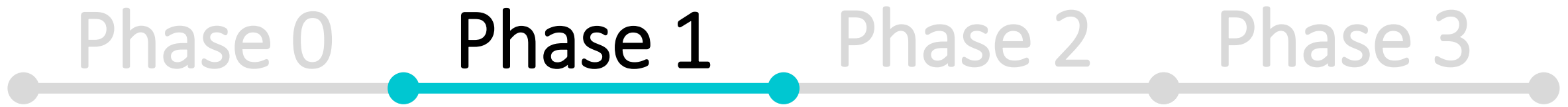
## Limit visible content in Virtual Campus

- Why?
- Make visible the most important sections
  - I. Welcome message
  - II. Syllabus presentation
  - III. The *Before our first meeting* section
    - Introduce the specific format of the course (your expectations for participation)
    - Information on the technology and login process for students who will be taking your course at a distance

**Design your virtual learning space using the recommendations offered in the 2<sup>nd</sup> webinar of this series.**







## A few minutes before my bimodal classes...

### Consideration 2 – Creating a common synchronous virtual space for all your students

- Preparing the technological aspects
  - Merging two spaces into one (physical and virtual)
- Starting the equipment
  - Touch screen functions
  - Management of the camera
  - Sound management



Phase 0

Phase 1

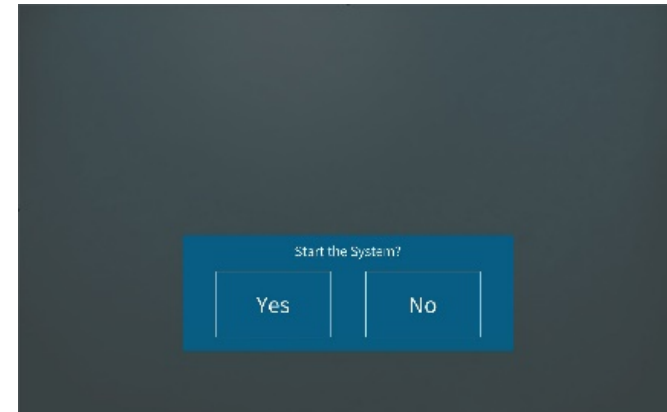
Phase 2

Phase 3

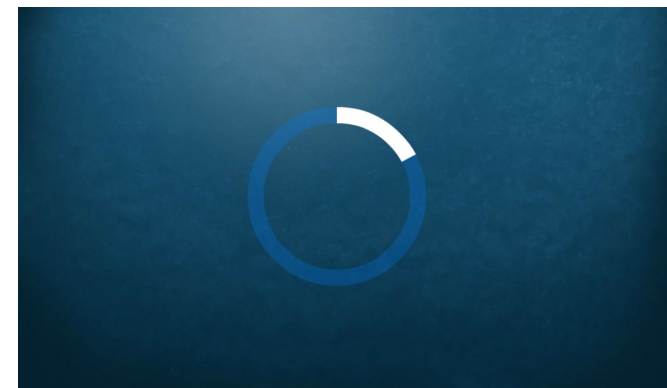
Home screen  
(choosing the language)



Confirmation screen for  
system start-up



System warm-up



Phase 0

Phase 1

Phase 2

Phase 3



Camera options

Sources

Volume in class

Microphone

Screen

Projector lamp

uOttawa

System Shutdown

4567

CAMERA 1

CAMERA 2

Phase 0

Phase 1

Phase 2

Phase 3



Phase 0

**Phase 1**

Phase 2

Phase 3

The interface is titled "uOttawa" and features a top navigation bar with the university logo, language options (FR, EN), and a "System Shutdown" button. The main area is divided into three vertical sections. The left section contains a large camera icon. The middle section has two identical columns, each with a server rack icon at the top, followed by four device icons (desktop, laptop, microscope, and tablet), and a yellow "4567" display at the bottom. The right section contains a vertical stack of icons: a server rack with a monitor, a laptop, a microscope, a tablet, and two camera icons labeled "CAMERA 1" and "CAMERA 2". A bottom control bar includes a microphone mute button, volume controls, a camera icon, and navigation arrows. A row of colored dots is visible at the very bottom.



Phase 0

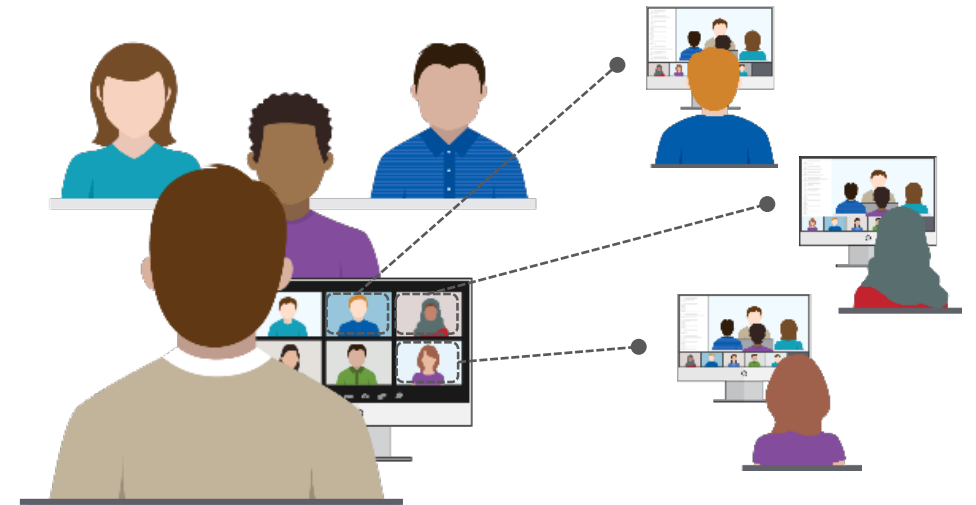
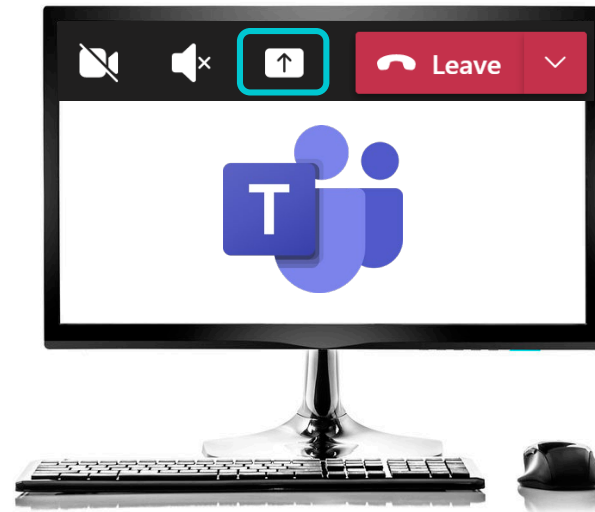
Phase 1

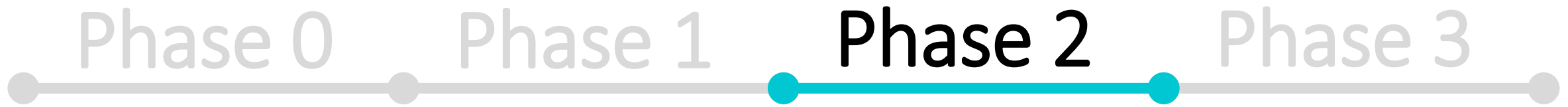
Phase 2

Phase 3

## ■ Starting the virtual meeting

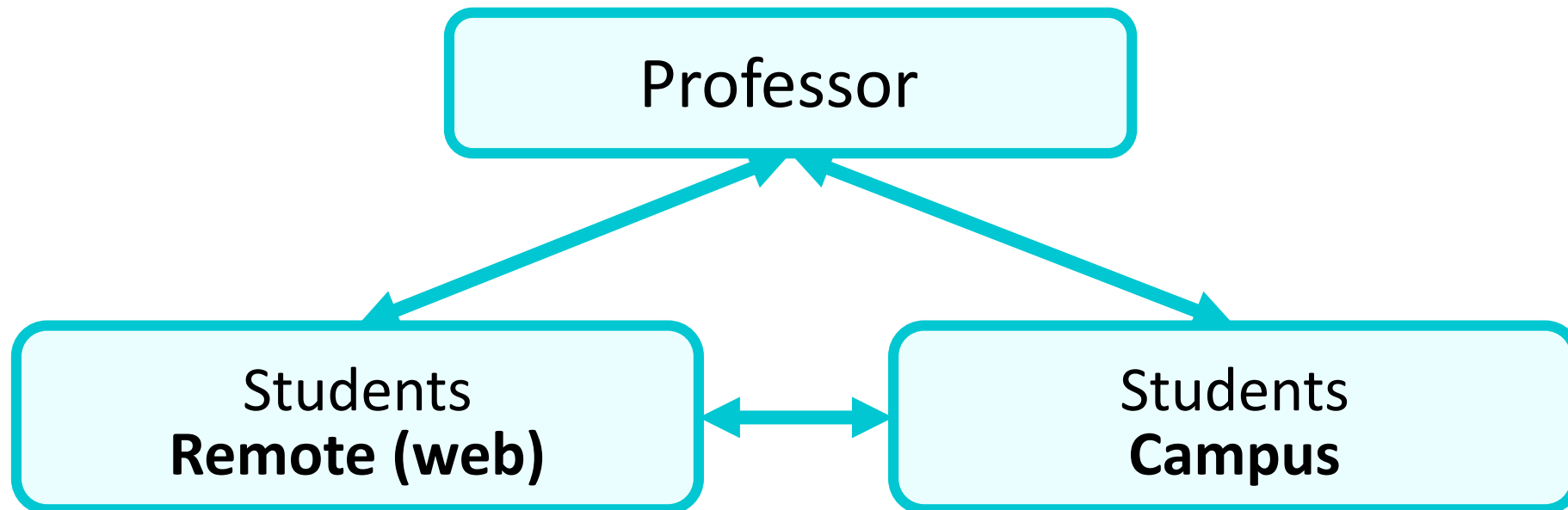
- Based on the chosen application (Zoom, MS Teams, Adobe Connect)
- Test if the connection is working well
- **Share your presentation** (or other sources)





## In the heat of the action!

Consideration 3 – Creating a space for equitable interaction



Phase 0

Phase 1

Phase 2

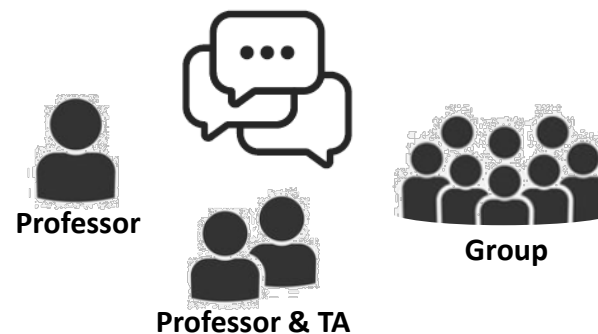
Phase 3

- Establishing how the interactions will take place
  - Why?
    - Managing audio distractors (in class and online)
    - Setting the mute parameters

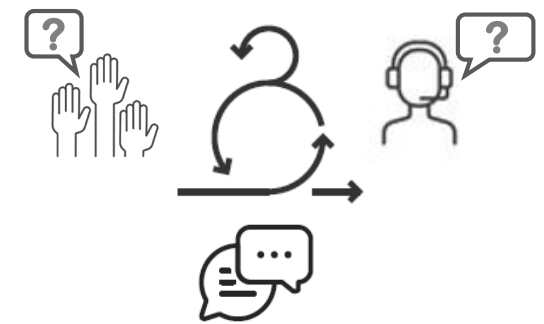
### Structured approach



### Fluid approach (technological)



### Unstructured approach







## In the heat of the action!

### Consideration 4 – Creating a dynamic learning space based on interactions

- Focusing on strategies that fully engage students
- Making maximum use of the tools available in the chosen application
- What adjustments need to be made in a bimodal teaching context?

Phase 0

Phase 1

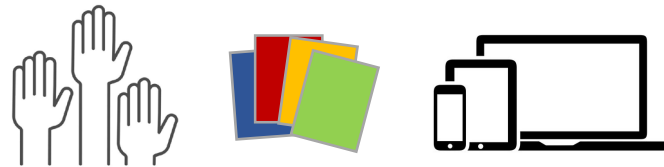
Phase 2

Phase 3

## Example 1

Polling students' opinion or understanding

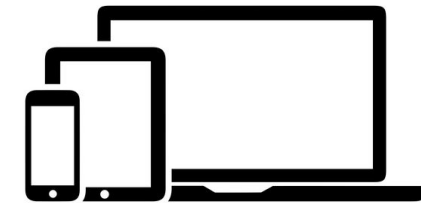
In class (pre-COVID)



Bimodal approach



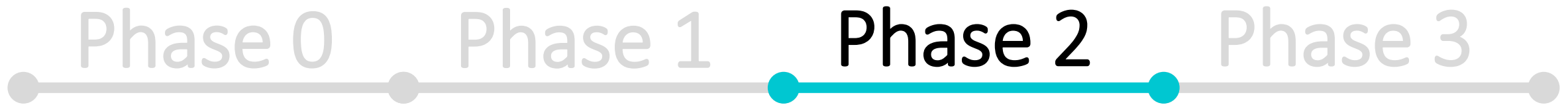
Remote (COVID)



### Operating note...

Students in class must have a technological device (a laptop, a tablet or a smartphone).





## Example 2

### Eliciting reflection – Think/Pair/Share

In class (pre-COVID)

Reflection



Sharing with the whole class

Bimodal approach



Remote (COVID)



#### Operating note...

If students in class have a technological device, the sharing can be more interactive and interesting.



Phase 0

Phase 1

Phase 2

Phase 3

## Example 3

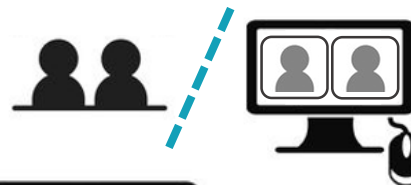
**Working in a team** (problem solving, case studies to be solved/analyzed, research, production of a summary table, a conceptual map, a poster, etc.)

In class (pre-COVID)



Bimodal approach

Dual



Mixed



Remote (COVID)



**Operating note...**

If students in class have a technological device, the sharing can be more interactive and interesting.





## In the heat of the action!

- Essentially, the sharing of information can come from two sources...

### From the professor...

Lecturing (content)  
Visual support (PPT, images, artifacts, etc.)  
Multimedia support (video, website, etc.)

**...to students**

### Between students...

Breakout rooms  
Speaking (microphone/webcam)  
Chatting, whiteboard  
Third party tools

**...and back to the professor**



Phase 0

Phase 1

Phase 2

Phase 3

## Before leaving the classroom...

- Close the applications used on the podium computer
  - So that the next user does not have access to **your accounts**
- Store the equipment
  - Microphone in the charging box
  - Remote control
- On the touch screen, click on
- *Sanitize...*

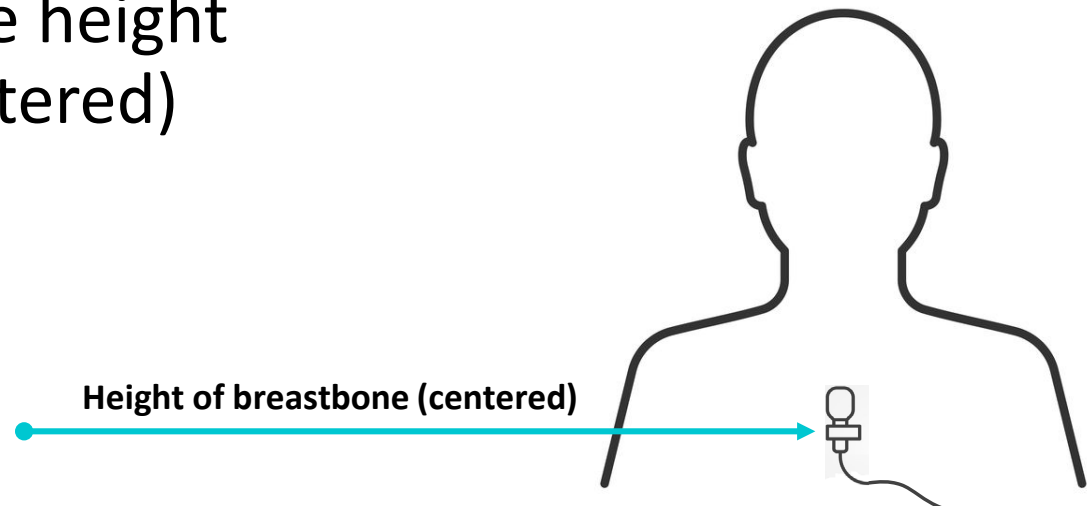


# Concluding remarks...

## Some **important** points to consider...

### ■ On the technical side...

- Adjust the camera position to fit your needs
  - The use of the chalkboard may require zooming in so that remote students will be able to see the information clearly.
- Place your microphone at the height of your breastbone (well centered)



# Concluding remarks...

## Some **important** points to consider...

### ■ **On the pedagogical side...**

- Plan your synchronous meetings
  - A good plan... allows you to choose strategies that actively engage students
  - A good plan... allows you to plan strategic and fluid transitions
- Use appropriate verbal flow (not too fast, not too slow)
- Paraphrase (or repeat important elements) questions from class participants





# Concluding remarks...

## Resources to support you...

- **Email...**
  - PPT and handouts that summarize the important ideas presented
- Our **new webpage** on bimodal instruction
  - <https://uottawa.saea-tlss.ca/en/teaching-remotely-tlss/bimodal-learning>



# Instructional Practice in a Bimodal Context: Effective Strategies

If you need more help...

Teaching and Learning Support Service (TLSS)

[saea-tlss@uOttawa.ca](mailto:saea-tlss@uOttawa.ca)

[www.tlss.uOttawa.ca](http://www.tlss.uOttawa.ca)

