

Activity: Developing Guidelines to Foster Active Learning Community in Synchronous Online Class Meetings

1. Individual thinking (5 minutes):

Consider first:

List any key principles or concerns raised during the 5-phase dialogue that stood out for you:

List some of the conditions or observations that represent an active learning community in your courses:

2. Activity redesign (10 minutes):

Think of one activity that you already use in your teaching that contributes to building an active learning community. Sketch out the redesign of the activity for use in a synchronous online meeting (use the space below or additional pages as needed). [Possibilities: activity that builds relationships early in the course term (such as first day of class), or small group activity, whole-class discussion of assigned readings]

Some of the following might be considered as you develop the design:

- *Guidelines for your teaching*
- *Resources or materials needed*
- *Additional technical training needed*
- *Risks involved (for you or the students)*
- *Class policies or expectations around participation (+ ways of fostering inclusive participation)*
- *Use of various tools (chat, breakout rooms, screensharing, class-time distribution of handouts or class materials, ongoing availability of class reference material such as syllabus or readings)*
- *Other mechanics*

3. Share in pairs (10 minutes). Talk with someone else about your design and compare ideas.

4. Check-out (5 minutes). Return to the whole group and say one thing that you'll do next to prepare for possible transition to synchronous online teaching.