TEMPLATES FOR PARTIAL FACE-TO-FACE INSTRUCTION UNDER SOCIAL DISTANCING REQUIREMENTS

The following templates for formatting partial face-to-face (F2F) instruction were developed by the F20 HD Instructional Working Group with the following principles and considerations in mind:

- The safety and well-being of all instructors and students in the Humanities Division are of paramount importance.
- As President Zimmer and Provost Lee have stated, no instructors will be required to teach in person in the fall quarter. All instructors are free to conduct their courses entirely online if they decide to do so.
- The instructional templates for full-quarter courses limit F2F instruction to at most once a week. UCMC healthcare experts emphasize that the risk of infection from F2F teaching is very low if the basic precautions of self-monitoring, social distancing, wearing of masks, and regular hand sanitation are maintained. We believe that holding only one weekly F2F meeting provides an added layer of precaution and further limits the risk of infection for instructors and students, while also allowing us to achieve sufficient social presencing and cohort/community building. Such course formatting, moreover, provides some flexibility for instructors who are also caretakers, as their teaching duties would only involve coming to campus once per week.
- Instructors ought to be able to move any F2F instruction entirely online for personal or public health reasons. Thus, all templates combine in-person teaching with various synchronous and asynchronous instructional modes and allow for the (already limited) F2F instruction to be moved online with relative ease, should that become necessary for any reason.
- Partial F2F instruction need not be limited to weekly in-person sessions but can take the form of more spontaneous meetings or interactions, which don't fit into any template. For instance, one option would be to start the quarter off with several in-person meetings to establish social presence and build a culture of interaction. Since the weather is usually stable enough in October, the meetings could be held outside on the quad where the ventilation is better. In the course of the quarter instruction can then moved entirely online. Another option could be to convene with students for excursions or cultural activities; or hold group office hours or Q&As ambulating. As these examples indicate, there is much room for individual creativity on the part of instructors and students.

The templates are not meant to be prescriptive but to offer guidance for how instruction might be designed, based on best pedagogical practices. We expect that individual instructors will adapt them to their specific learning goals and pedagogical preferences. Lastly, we are aware that approaches to hybrid teaching will most certainly evolve over the summer and particularly in the course of their implementation in the fall.

Templates for Seminar-Style Courses (under 20 students)

Courses on a Biweekly Meeting Schedule: TTh, MW, WF

1. Full Class Model
- The full Class meets F2F once a week (80min) and the other time remotely (e.g. Zoom).
- This option is least onerous for instructors in terms of retooling their teaching, since the F2F session is the customary 80 minutes and the remote session (via Zoom) could be conducted like the F2F session. Other options for the remote part, which have proven effective in the Spring Quarter, are to split the class into two groups for shorter Zoom sessions or to combine asynchronous components (such as recorded lectures and/or robust and sophisticated Canvas assignments) with a shorter Zoom discussion.

2. Half Class Model
- The class is divided into two groups, and the instructor meets each of them on one day per week in two subsequent F2F sessions of approx. 40 minutes each.
- The rest of the contact time is a mix of synchronous and asynchronous instruction, such as Zoom discussions, prerecorded materials, and Canvas discussions. Again, the least onerous option would be to hold an 80-minute Zoom session that would bring the whole class together. However, we recommend limiting the Zoom discussion to approximately 50 minutes and combining it with asynchronous components (as above: recorded lectures of 15–25 minutes, and robust and sophisticated Canvas assignments).

Courses on a Triweekly Meeting Schedule: MWF

1. Full Class Model
- The full class meets once a week F2F and twice via Zoom.
- This option is the least onerous for instructors in terms of retooling their teaching, since the Zoom sessions could be conducted like the F2F session (see above)

2. Half Class Model
- The class is divided into two groups, and the instructor meets each of them once a week in two subsequent sessions of 40–50minutes. The second third of 'contact' time is held as a discussion via Zoom. The final third is conducted through asynchronous instruction.
- Instead of conducting a third of the instruction asynchronously instructors could choose to hold it as another Zoom session, giving them greater flexibility.

Template for Lecture Courses

- Due to the reduction of classroom capacity under social distancing rules there are few rooms for an occupancy of 25 or more available. Therefore, lectures to the whole class need to be moved online, whether pre-recorded or delivered live via Zoom.
- Weekly discussion sections – based on the needs and preferences of course assistants – can be held online, either synchronously via Zoom or asynchronously via discussion boards, or in person.
- In order to establish social presence and build community it would be sufficient to meet F2F only every other week, or to meet in person several times at the beginning of the quarter and then move discussion sections online for its remainder.

Templates for Three-Week Block Courses (Study Abroad Model)

- For classes that benefit from extended meeting times (e.g. art-practice, object-centered, Chicago Studies courses, etc.) instructors might want to consider adopting the 3-week block format.
- Three-week block courses run either in weeks 1-3, 4-6, or 7-9.
- In our study abroad programs three-week block courses meet for four 3-hour sessions, usually in the mornings, either Monday through Thursday or Tuesday through Friday.
- For the fall quarter the College recommends meeting in the afternoons from 2-5pm so that students can still choose to attend other classes in the mornings.
- In the fall quarter instructors can vary this template in a variety of ways and complement the F2F meetings with asynchronous or synchronous online instruction.
- Meeting three times a week on Monday, Wednesday, and Friday from 2-5pm aligns well with the canonical meeting patterns, as it allows students to take classes in the mornings and on Tuesdays and Thursdays throughout the whole day.
- Should you opt for the three-week block format please consult Christopher Wild or Hannah Stark (hstark@uchicago.edu).

Quick Overview of Instructional Modes

One way or another every template requires a combination of instructional modes. In contrast to our normal teaching routines in which we combine different modes intuitively, online and hybrid teaching requires the instructor to deploy them more consciously and creatively. We offer the following overview of instructional modes (largely culled from conversations with spring instructors) to help you think about what might best suit your learning goals and teaching style.

1. Asynchronous Online Instruction
Asynchronous online instruction platforms might include Canvas discussion boards, course blogs, prerecorded lectures, podcasts, etc. Asynchronous online instruction has the pedagogical advantage

of giving students time to process or repeat information, particularly if they do not inhabit the same time zone. For example, students responding to a written online discussion via Canvas or a class blog can take time that they might not have during a faster-paced F2F discussion to look for relevant passages to support claims and to reread before offering an interpretation of those passages. With prerecorded lectures or podcasts, students have the opportunity to pause to take breaks or make more extensive notes, and instructors can embed quizzes in prerecorded materials to test students' recall and comprehension.

2. Synchronous Online Instruction
During Spring Quarter, the most commonly used synchronous online platform was Zoom. Its screen sharing function makes it very easy to share slides, use googledocs, etc. without the extra time required for connecting to a media cabinet. Zoom breakout rooms are highly efficient for arranging group and partner work and are relatively easy to manage. This may be useful to those who conduct group or partner work during regular class time, given that social distancing requirements may render such formats more difficult during F2F teaching.

3. Face-to-Face Instruction
Under normal circumstances, we might not think of functionally differentiating the F2F component. In a partially F2F course, however, instructors may wish to consider how to best use the time when the instructor and students share the same physical space. Maybe the most important function of F2F instruction is establishing social presence and forging community. Of the available teaching modes, it is the most familiar one for developing students' ability to follow and learn to participate in an academic conversation. Lateral relations among students may also arise more spontaneously and comfortably than when students interact with one another in Zoom discussions.

4. Blended Synchronous Learning (BSL)
BSL combines in-person and remote students in one synchronous environment. On one end there is usually a fairly traditional classroom – an instructor and students gathered around tables or desks, a surface for the instructor to write on – with the addition of conferencing technology that allows remote students on the other end to participate in the class. Students participating remotely can be on their personal devices or gathered in a classroom with similar conferencing equipment.
The BSL model has proven to be useful when no other alternatives were available. However, we would not recommend BSL if entirely F2F or entirely online instruction is available, or a combination of the two. We would recommend fully online courses or hybrid courses that mix F2F and online components delivered at different times, rather than mixing both online and F2F at the same time and location. In the current context of Covid-19, BSL could be useful in isolated situations where students cannot attend F2F meetings for an extended amount of time, but we do not recommend it as a general strategy for course delivery. Given that it is very difficult to capture the dynamics of teaching with a static camera and microphone, remotely participating students are reduced to passive observers who will able to follow only part of the classroom interactions.

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