

RECOMMENDATIONS AND TEMPLATES FOR PARTIAL FACE-TO-FACE (F2F) INSTRUCTION IN LANGUAGE PROGRAMS

The following templates and recommendation for formatting partial F2F instruction were developed by a sub-group of the HD Instructional Working Group, which focused on the teaching of foreign language, 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.

GENERAL CONSIDERATIONS FOR FORMATTING PARTIAL F2F INSTRUCTION

- All activities done in F2F sessions should be considered as part of regular class assignments and components. Thus, inclusion of F2F instruction will be contingent on students being able to participate in person.

- Classes with multiple, parallel sections could offer some sections fully online and others with some F2F component. We recommend offering one section fully online to accommodate students who are not in Chicago.
- Courses with only one section should plan to offer instruction fully online, so that students who can only participate remotely are able to take the class. Once you have determined class composition (i.e., if all enrolled students are in Chicago), you can consider offering a F2F instruction, using the templates below. If you prefer to conduct your course fully F2F, that should be possible provided there is classroom space available. LCTLs or other languages that typically gain students during the first two weeks of classes will need to plan some flexibility in order to accommodate these students.
- Courses offered on CourseShare should be moved fully online.
- Courses in ancient languages, which are suitable for online instruction, may consider using F2F time for translation activities or literary discussions, as well as the cultural activities listed below.
- Instructors of advanced classes in all languages with typically lower enrollments may want to consider the number of first-year students in the course. Once you have determined class composition, offer a F2F meeting, using the templates below.
- We do not recommend that any courses or sections taught online be entirely asynchronous; instead, courses and/or sections that are entirely online should combine synchronous Zoom meetings with some asynchronous work. If you expect student participating remotely from distant time zones, you may want to consider choosing a meeting pattern that allows them to attend synchronous Zoom sessions at a reasonable time (for them).
- All formal assessments and tests must be conducted online, regardless of whether you are having F2F meetings or not. This is especially true because all finals will be administered online, in view of all in-person instruction probably ending by Thanksgiving.
- Office hours (F2F or online) are another way to increase interaction with individual students.
- Programs and departments who have offered social activities such as coffee hours or film nights should continue to do so, but should offer these online so that all students can participate, regardless of where they are located or whether they are attending an online or hybrid class.

TEMPLATES FOR FORMATTING PARTIAL F2F INSTRUCTION IN LANGUAGE COURSES

Classes that meet 2 days a week: Meet one day online. Depending on enrollment,

- meet the second day F2F each week
- split the class in half and meet one half on alternating weeks
- split the time in half and meet half of the class for 25-35 minutes (leaving time in between)

Classes that meet 3 days a week: Meet two days online. Depending on enrollment,

- meet the third day F2F each week
- split the class in half and meet one half on alternating weeks
- split the time in half and meet each group of students in separate sessions (leaving time in between)

Classes that meet 5 days a week (Option 1): Meet four days a week online. Depending on enrollment,

- meet the fifth day F2F each week
- split the class in half and meet one half on alternating weeks

Classes that meet 5 days a week (Option 2): Meet three days a week online;

- plan asynchronous work so work of 4 days is covered.
- meet half the class on each of the other 2 days.

ACTIVITIES FOR F2F MEETINGS

Ironically, many of the activities that would seem to be naturally attractive for F2F meetings will not be effective under social distancing. Students and instructors will be wearing masks or face shields, and will need to stay 6 feet apart. No matter the size of your class or group, you will be meeting in a room that usually holds double or triple the number of students. Here are some ideas for interactive, compelling F2F sessions that can create social “presencing,” with a few examples for each category. Remember to be mindful of current social distancing best practices when planning activities (e.g., no sharing chalk, no handouts, limiting student movement within the classroom). Also think about how technology can be used in F2F settings to facilitate pair or small group work while maintaining social distancing.

Interpersonal Communication and Group Building

- Games that promote interaction, group building, fact-finding, competition. Could be in pairs, small group, or big group, depending on classroom size and number of students. Could also be done outdoors, weather permitting.
- Any getting-to-know-you activities where students can both practice the target language AND learn more about their classmates.

Group Discussion

- Conduct a whole-class discussion or debate where students have already prepared materials in asynchronous small groups or pairs. The main discussion or debate must be highly structured to make maximal use of the F2F time.

Field Trips

- Walk around campus, using surroundings to practice or learn vocabulary (nature, buildings, giving directions, etc.)
- Visit the Smart or Oriental Museum. Each student stands at a different location/art piece/artifact, creates an oral or written description, or a guided tour for classmates.

- Scavenger hunts (in pairs). For example, student pairs are given a notecard with instructions to walk around and photograph a list of things: 5 blue things, 5 instances of PDA, 5 different animals/birds, etc.

Presentation and Discussion

- Poster session on any topic. Students prepare posters or other visuals on any topic to present. Students circulate, ask questions of presenters. Split the class in half; one half presents one day, the other half the next day or meeting; vote on the best poster or visual.
- Skits, where students act out scenes, bring props and costumes. Turn into listening comprehension: fill in tables, recall protocols, short/long answers.
- “Flipped presentations,” where students create presentations and watch each other’s ahead of time, generate questions; F2F time is used for students to answer questions and ask follow-up questions.
- Students virtually visit museums all over the world from their target language cultures, get images, project these during F2F time and students present about the art, the artist, the museum, the city. Can also be done for cities, ruins, restaurants, natural sites.

Practice for Skills other than Speaking

- Create a collaborative Google document, where students are working on the same document in groups with access to the instructor and other sources. Most effective when groups are competing to finish the writing task.
- Note-taking: teach students how to take notes by giving a mini lecture. Provide students with outline heading and bullets, teaching them how to organize information. Can give the lecture a second time and have students combine their notes into a single or multiple Google Docs.

MEMBERS OF THE F2020 LANGUAGE PEDAGOGY WORKING GROUP

Catherine Baumann (Senior Lecturer & Director of the Chicago Language Center)

Mandira Bhaduri (Associate Instructional Professor of Bangla)

Noha Forster (Senior Lecturer & Director of the Arabic Language Program)

Alba Girons Masot (Senior Lecturer & Director of the Catalan Language Program)

Maeve Hooper (Senior Lecturer & Director of the German Language Program)

Colin Shelton (Assistant Instructional Professor & Coordinator of the Classics Language Program)

Nicholas Swinehart (Multimedia Pedagogy Specialist, Chicago Language Center)

Lidwina van den Hout (Instructional Professor of Spanish)

Xiaorong Wang (Assistant Instructional Professor of Chinese Language Program)