

Teaching In-Person and Remote Students Simultaneously: Lessons Learned

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CFE Faculty Showcase on Teaching

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Agenda

- Plan
- Setup
- Engage



Plan your teaching materials carefully (very difficult to “wing” it in this space)

- Map out your timeline for the class period
- Create written materials to support your oral instructions
- Make a plan for engaging students every few minutes during class
 - Polls
 - Breakout room activities with report outs
 - Interactive tool like Jamboard
- Make a plan for distributing materials to students before and during class

Gather the equipment you'll need



Add class materials to the LMS before class and also have files available to share in chat

 THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

Interactive Presentation In-Class Activity (Ungraded but required)

Activity Objectives

- Plan an effective strategy for an interactive, short business presentation for a target audience
- Take notes on the fly with organic, evolving content
- Efficiently summarize the ideas from your audience in an efficient conclusion
- Deliver a presentation with a natural confidence

Your task:

- 1) Identify a problem, bottle neck, or inefficiency your organization is facing. (The organization could be your workplace or an organization to which you belong.) ****This issue is the one you should also address in your persuasive presentation later in the term.** (Read the persuasive presentation assignment if you haven't yet done so.)
- 2) Prepare a story/opening problem statement that explains the situation for your EMBA peers and then ask them to help you brainstorm possible solutions. You should plan to execute this segment in 60 – 90 seconds. Then, capture their solutions through notes or drawing (~2 minutes) and finally, summarize their insights in ~30 seconds.

Audience: Your EMBA classmates

Persuasive Presentation Workshop

During today's workshop, you'll work with a small group to refine your final persuasive presentation. Before you each rehearse your entire presentation, focus your attention on two key aspects of the presentation: the introduction and the logic of the organization/persuasiveness of the presentation. (See notes below.)

Each presenter has around 15 minutes in the spotlight (depending on the size of your group). Please budget your time carefully to make the most of your time. I'll close the breakout rooms at 9:40 for our debrief.

- 1) **PIR[C]:** Each person should **deliver** their PIR[C] introduction (not simply talk through the plan for the intro) at least once and receive feedback on the introduction. Time this element, so the presenter knows how much time the introduction takes.
Remember: The goal is to stitch the introduction together thoughtfully, so the presenter doesn't repeatedly say, "And then I'll..." Listen and make sure the presenter addresses the purpose and importance. If the presenter chooses to include a story as part of the introduction, make sure it doesn't take too long and bury the bottom line.
- 2) **Logic of organization plus persuasiveness:** Each person should efficiently explain their strategy for organizing the presentation and receive feedback on strategy and persuasiveness. Discuss the supporting evidence and specific STAR strategies (Something They'll Always Remember) you've included in the presentation to capture the audience's attention and persuade them to make your recommended change.



*One possible organizational strategy

Dress for success: Not all colors work great in all spaces

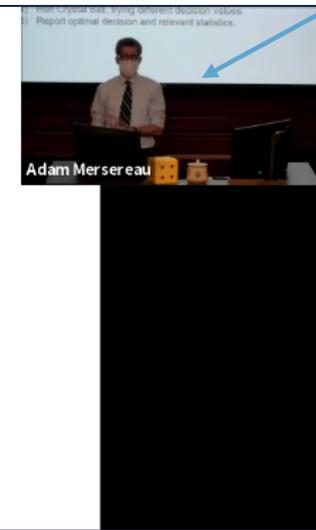
Idioms are expressions common to groups of people that outsiders may not understand



In our space, we need to wear light colors.

What is Monte Carlo Simulation?

- When to use?
 - A. When “real-world” testing is too expensive, too time consuming, or too dangerous.
 - B. When a realistic mathematical model is too complex for analytic solution.
- The CB Modeling process
 - 1) Think! What are the decisions, objective(s), and



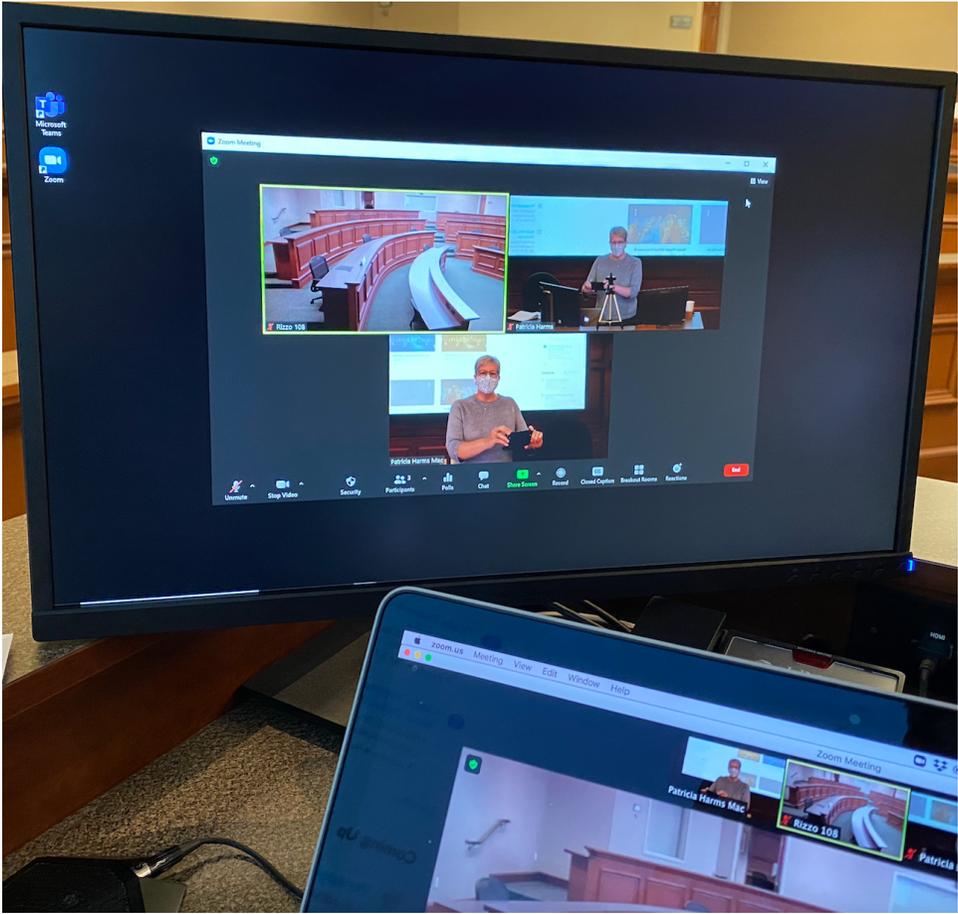
Allow extra time for setup and sound check



Equipment set up from the in-person student perspective



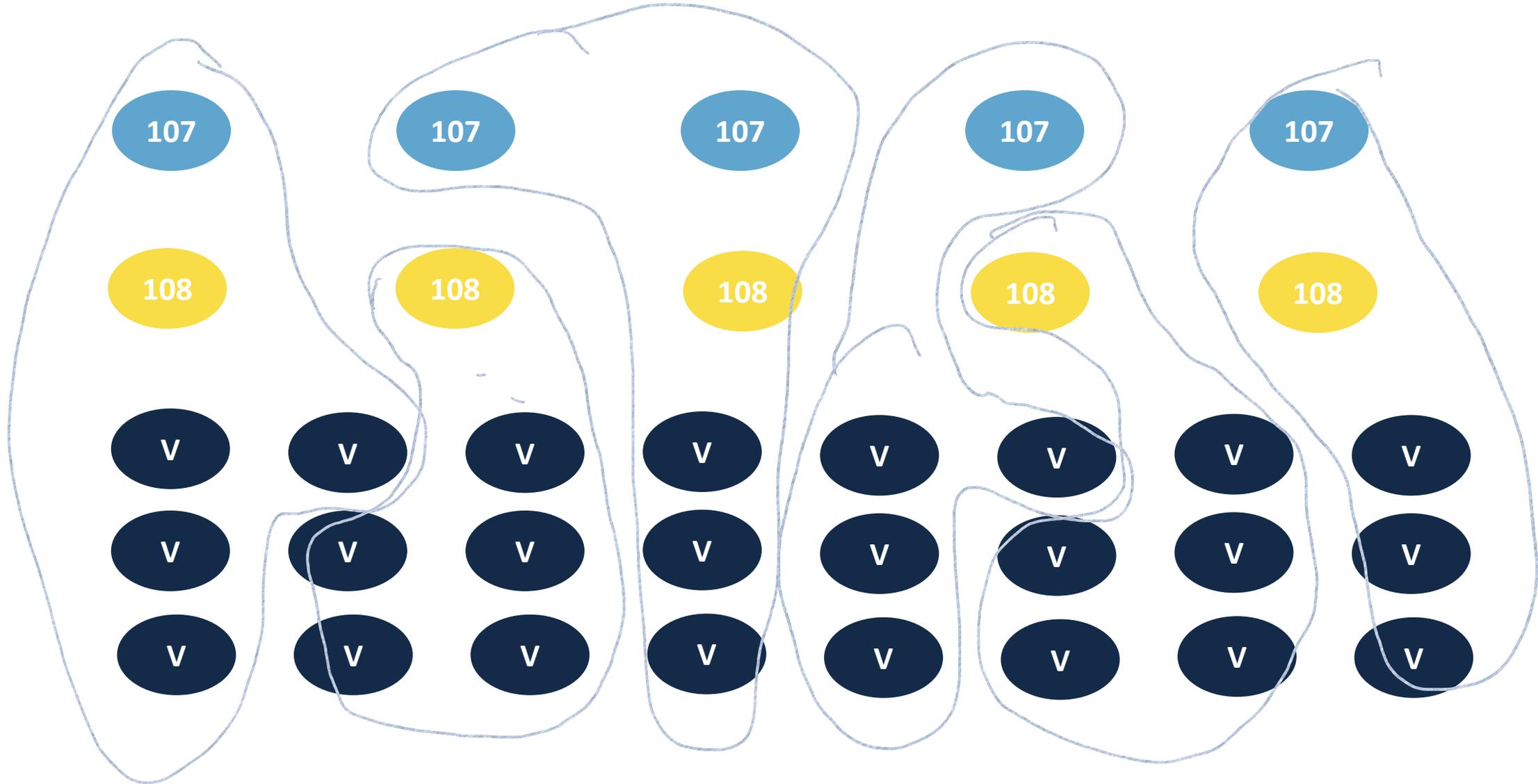
View for the remote student at setup



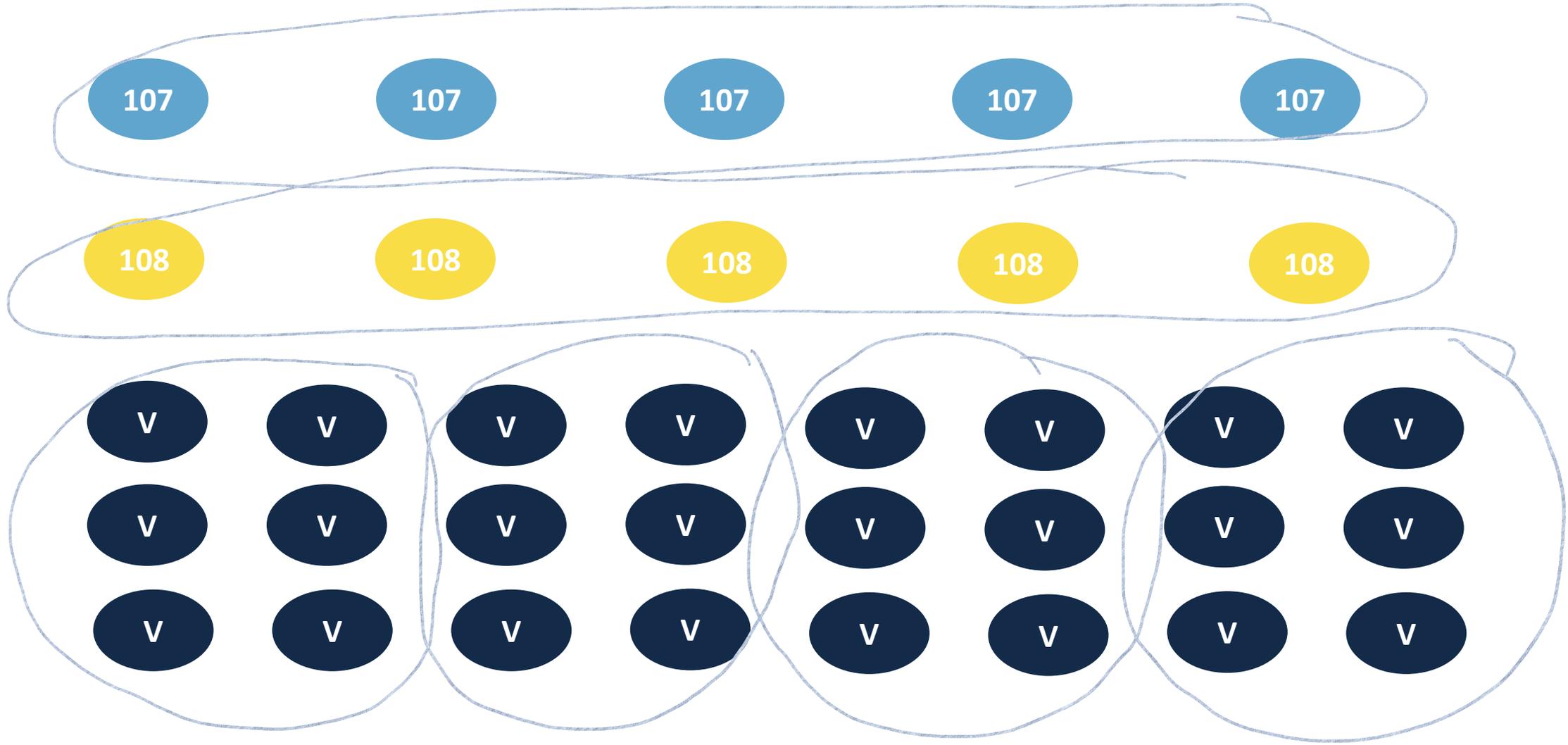
Ask students to indicate their location by their names in Zoom



Consider how you're going to create breakout groups



Consider planning breakout groups by location



View for onsite students during class



Room 107



Room 108

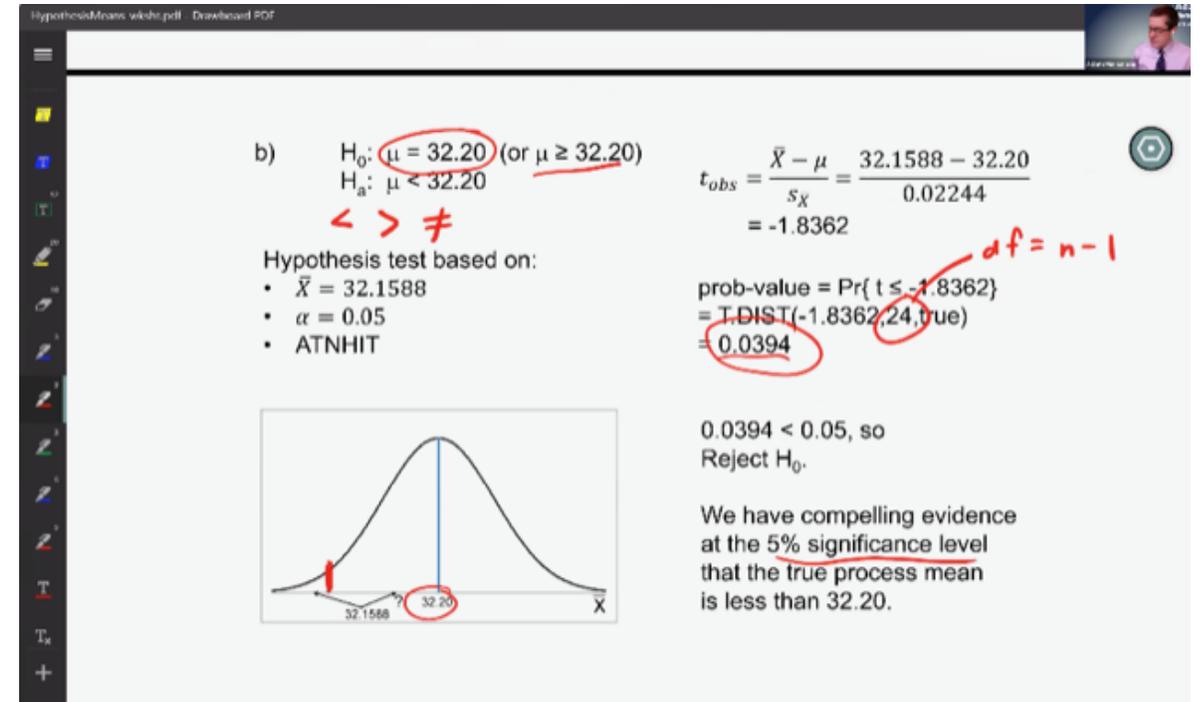
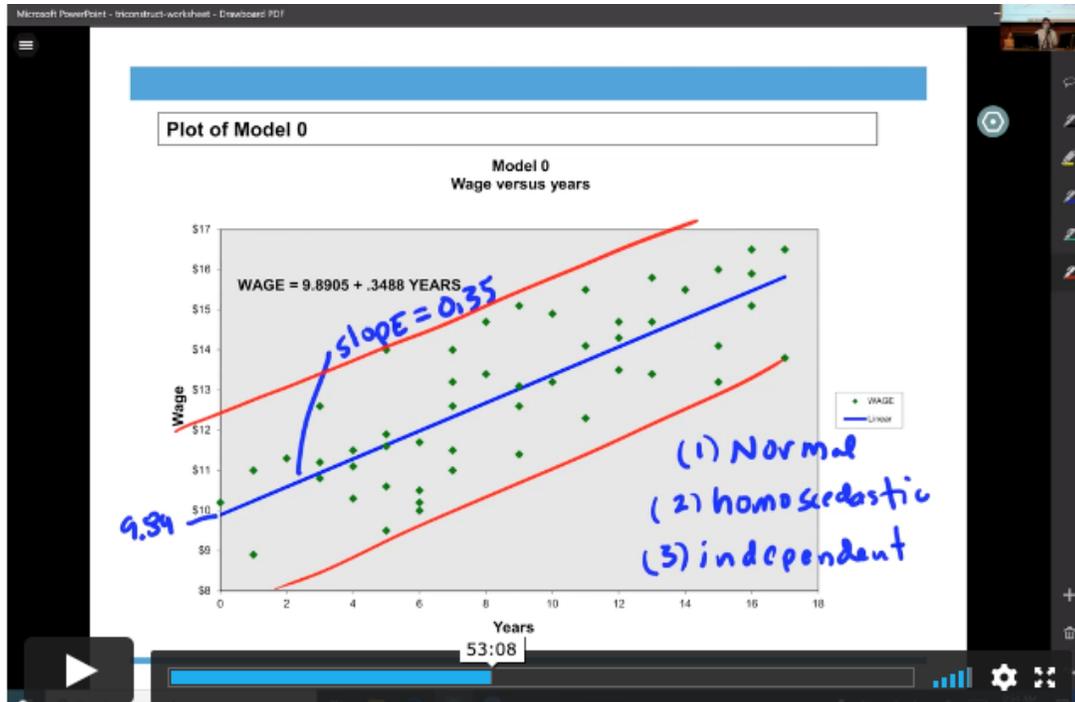
Spend a few minutes at the beginning of class discussing etiquette preferences

- Cameras on or off (or no preference)
- Raise hand feature
- Chat
- How to alert you if something doesn't work or goes wrong (your screen isn't sharing, etc.)

The external camera provides a way for you to connect with your remote students with great eye contact



Students report they appreciate slide annotations for statistics and math based courses



Thanks to Dr. Adam Mersereau for sharing screen captures from his classes this spring.

Students appreciate having access to the chat during class

- Let students know how you're using the chat
- Consider the chat provides a way for students—regardless of location—to engage with each other
- Don't be afraid to have fun in the chat with your students
- Remember not to lose sight of questions in the chat

Remember to engage students from all locations in debrief activities

- “I’d like to hear from someone in Room 108.”
- “Can someone who’s virtual please volunteer to share.”
- “I’d like to hear from breakout group 7.”

Let your students help you and say thank you! (Don't let their help derail you)

- “Professor Harms, you have a question in the chat...”
- “Professor Harms, Jack sent me a text. He’s having trouble and is working with tech to get back into class...”
- “Professor Harms, we can’t see your screen. Can you please share your slides?”
- “Professor Harms, did you include your iPad when you divided us into breakout rooms?”

Conclusion

“Your students appreciate your willingness to teach class in this way even though it isn’t perfect.”

~ Weekend EMBA student, April 2021

