



ISSUE 2 · SPRING 2021

# TILL TALK

the newsletter



Dear Friends of the TILL,

**Welcome** to the second edition of the Teaching Innovation Learning Lab's newsletter, **TILL Talk**. We provide this in support of the TILL's mission to cultivate and support the scholarly development, investigation and dissemination of innovative and evidence-based teaching at UofL.

In this edition of TILL Talk, we continue to report on the work of the **Hybrid Course Design Faculty Learning Community** and invite applications for the inaugural **TILL Teaching Innovation Award**.

## ONLINE AND HYBRID TEACHING

## COMMUNITY

### Resource and Idea Sharing with the Hybrid Course Design Faculty Learning Community

On November 17, 2020, the Hybrid Course Design Faculty Learning Community invited the UofL community to a resource and idea-sharing session. Each member gave a 3-4 minute presentation on a teaching tool or idea relevant to teaching courses in hybrid or online formats. **Check out the presentations** below.

### Teams + OneNote for Hy-Flex/Synchronous Teaching

For those instructors teaching some students in person while others attend online, [Jerry Willing from the Speed School of Engineering](#) explains how the combined use of **Microsoft Teams** and **OneNote** class notebook allows real-time interactions between the two groups of learners. All students are able to take the course with the same content and context, regardless of their chosen method of course delivery.



## HYBRID COURSE DESIGN

### TEAMS + ONENOTE FOR HY-FLEX/SYNCHRONOUS TEACHING

Faculty Learning Community Presentations



## Effective Group Work

Lauren Fletcher, doctoral candidate, CEHD, provides an overview of two ideas for guiding students to work together toward a common goal. In **book clubs**, students prepare both a contribution and a question before coming together to discuss a shared text. In **thought collectives**, students expand their understanding of a course concept through creation of a product (a rubric, jamboard, poem, etc.). Instructor-created work rooms in Blackboard Collaborate and folders with Google documents help guide students' efforts.



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# HYBRID COURSE DESIGN

## EFFECTIVE GROUP WORK

Faculty Learning Community Presentations

Listen to Lauren's Talk

## Face-to-Face Classroom Activities during COVID-19

Lorna Segall from the School of Music discusses how to facilitate face-to-face activities with physical distancing during the COVID-19 pandemic. Giving students the option to distance themselves at a location of their own choosing can help them feel safe and comfortable. The physical movement also helps with their creativity and completing the assignments. Reporting back can be in-person (with the entire class or just the instructor) or virtual through Collaborate

## **HYBRID COURSE DESIGN**

### **FACILITATING FACE-TO-FACE ACTIVITIES WITH PHYSICAL DISTANCING**

**Faculty Learning Community Presentations**

Listen to Lorna's Talk

### **Checking In on Students' Perceptions during Online Instruction**

Through the use of quick technology tools like Slido and Microsoft Forms, [Carla Vidoni from Health and Sports Sciences](#) talks about ways to engage students to evaluate their current levels of learning. Asking students questions about the course, including what they are doing to advance their learning, allows instructors to better support student success. It also provides real-time information about student progress that empowers instructors to be agile and make swift decisions relating to their courses.

# HYBRID COURSE DESIGN

## CHECKING IN ON STUDENTS' PERCEPTIONS DURING ONLINE LEARNING

Faculty Learning Community Presentations

Listen to Carla's Talk

### Facilitating Effective Breakout Group Discussions

Jennifer Bobo from the Kent School of Social Work conveys tips for making the most of breakout group discussions. Ideas like cutting and pasting questions in the chat box and assigning deliverables for student groups may help keep students engaged in their small groups. Assigning students to roles within groups (time keeper, facilitator, scribe, etc.) also increases equity in participation, particularly when roles rotate among group members throughout the semester.

# HYBRID COURSE DESIGN

## FACILITATING EFFECTIVE BREAKOUT GROUP DISCUSSION



**Faculty Learning Community Presentations**



Listen to Jennifer's Talk

## Infusing Opportunities for Frequent Participation in Synchronous Online Courses

Jen Anderson, part-time lecturer in political science, summarizes the benefits of incorporating frequent opportunities for student interactions in synchronous courses. Doing so lessens the chance that students remain distracted by factors in their home environment and diversifies students' options for active learning. Blackboard Collaborate offers a number of tools for student participation, including feedback buttons, emoticons, and polling.





# HYBRID COURSE DESIGN

## INFUSING OPPORTUNITIES FOR FREQUENT PARTICIPATION



**Faculty Learning Community Presentations**



[Listen to Jen's Talk](#)

## TEACHING INNOVATION

### **TILL Teaching Innovation Award Nominations Are Now Open**

The Teaching Innovation Learning Lab is pleased to invite nominations for the 2021 TILL Teaching Innovation Award. This annual award honors the University of Louisville's outstanding faculty who demonstrate a commitment to student engagement and learning through their work on one or more innovative teaching practices.

The award recognizes the importance of teaching excellence among UofL faculty and offers individual recognition to instructors who explore new methods for fostering learning and improving teaching. Up to three faculty members from any of UofL's campuses receive this award each year. Award winners may be self-nominated or nominated by their peers.

**Award applications are due by 5:00 p.m. EST on Monday, March 15.**

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