

Quick reference: Available course formats for Fall 2020

MODE (CODE)	DESCRIPTION	TIMING OPTIONS		
		Synch.	Asynch.	Combo
Audioconference (AU)	<p>Professor gives a course via a videoconference tool such as TEAMS, Adobe Connect, and students watch and listen (and do activities) off campus.</p> <p>They use <u>anywhere up to</u> the full scheduled time synchronously. (They may also complement with online activities, etc. on Brightspace)</p>	✓	✓	✓
Internet (IN)	<p>Professor prepares exclusively online activities (e.g. for posting and consultation on Brightspace) and students consult them at a time that works for them.</p> <p>There is <u>no</u> scheduled synchronous time.</p>		✓	
Face-to-face (P)	<p>Students and professors are both in on-campus classrooms. EXTREMELY restricted format for Fall 2020, limited only to courses which absolutely cannot be delivered in other formats.</p> <p>The usual synchronous scheduled time applies.</p>	✓		
Videoconference (VD)	<p>Professor comes to campus to videoconference-equipped room for a face-to-face course and is also filmed for students to watch off-campus in real time.</p> <p>The usual synchronous scheduled time applies.</p>	✓		
Hybrid (HY)	<p>A mix of two or more modes, conventionally face-to-face and Internet, but potentially others (e.g. AU and IN).</p> <p>They use <u>only part</u> of the usual scheduled synchronous time. There is <u>no</u> option to increase the synchronous amount once it is set in the schedule.</p>	✓	✓	✓

Timing options

- Synch. = Synchronous, the professor gives the class with the students in attendance
- Asynch. = Asynchronous, the students may do the activities at any time
- Combo = Combination of Synchronous and Asynchronous

PLEASE NOTE: The following sections include much of the same information, but are organized differently so that you can consult it in the way that works best for you. These are *only* ideas and suggestions to help you brainstorm. Your contributions are welcome and can be added as we go on. Suggestions may be refined in response to your feedback and any concerns that are raised.

Examples of activities for various formats

AU Synchronous

- In a **graduate seminar**, the students prepare texts to discuss and then in class time, I begin with a lecture, then hand off the presentation to a student presenter, and finally the class discusses as a group. Students can use the chat (or, in Adobe Connect, the hand-raising icon) to ask to speak, or use the chat to ask questions or make comments directly, depending on their preference. I manage the chat or ask the presenting student to monitor it, depending on what works best for us. (Or I can simply go from student to student inviting each to speak, if I prefer.)
- In a **translation workshop class**, I do a short presentation of a text to translate and the problems it poses, as well as the translation brief. I can share a document or PowerPoint, or share my screen for other activities.
 - A) I then ask a student or a group of students to share their screen or file showing their proposed translation for a given passage, and to explain it. OR
 - B) I then provide a link to a Google doc of the text and/or a draft translation which students can collaboratively translate or edit (all together, or in separate groups). I give a set amount of time to work, and then we come back and discuss the contributions, with students explaining their changes/comments as we go.

In free discussions, we use the chat (or, in Adobe Connect, the hand-raising icon) to take turns asking questions or making contributions. If I wish, in Adobe Connect or another service, I can create polls to ask students to weigh in on some key translation decisions in the text we are workshopping.

- In a **translation workshop class**, I give a lecture/presentation and then split students off into small groups to discuss/work among themselves. One student takes notes for the group. At the end of the time allotted, we go back to a full group and the note-takers share the contributions from the students, sharing their screen or their files so everyone can view them.

AU asynchronous

- Often an option added to a synchronous course for students who cannot always attend synchronously.
- The above activities can be adjusted by allowing additional options for e.g.
 - recording and posting lectures and presentations;
 - having group discussions online asynchronously (e.g. in a discussion board, wiki or collaborative document) or at moments agreed upon by smaller groups (e.g. via Adobe, Teams, or Skype), and if need be summarizing in writing or in video format;
 - working on texts collaboratively by a mid-week deadline so that feedback and a wrap-up can be given within the week.

IN asynchronous

- In a **graduate seminar**, I assign readings and record a presentation about the readings. I set a certain number of questions for reflection, and create discussion board threads for each one. Students are asked to post (in the form of e.g. written comments, a prepared text and/or a video) by a certain day during the week, and then to read the contributions of others and reply to them by the end of the week. I intervene on the discussion boards as well. Once the contributions are in, I write a summary/wrap-up posting to provide feedback, additional guidance, and ideas for future development.
- In a **translation workshop course**, I post short videos, texts to translate, terminology and vocabulary exercises, research exercises, quizzes, assignments, etc. in modules for each week. Students may be asked to take charge of doing short recorded presentations of texts to translate and posting them to the site, with draft translations, and discussion boards or collaborative documents (e.g. in Google docs and sheets) may be used to pool information or comment on draft translations. Discussion boards can also be used for questions/comments on other parts of the course. Students may be required to complete a task (e.g. to do a quiz, submit their own draft translations or postings) before being able to advance to the next activity, view a “corrigé” or others’ postings, etc. Automatically marked quizzes may be used to help ensure that readings are done and understood.

HY

- I draw on some or all of these approaches to best suit the needs of the course and the students, using part of my usual class time, e.g. in AU synchronous or asynchronous format and some in IN asynchronous. Two main options are often identified:
 - “Standard”: Theoretical information is covered in professors’ lectures and/or synchronous activities, and then students apply what they have learned in practical exercises outside of synchronous class time; and
 - “Flipped”: Students acquire theoretical information on their own (e.g. through readings, recorded lectures, independent activities), and synchronous class time is mainly devoted to exercises and other applications of what they have learned.

However, it is not necessary to choose one of these exclusively. You may adjust depending on the topic, the students’ needs, your evaluation of how things are best delivered, etc.

Some ideas for adjusting different activities

Professors’ lectures (and student presentations)

- Synchronous (e.g. in Adobe Connect, Teams, other videoconference platform)
 - Professor delivers “live” lecture, possibly recording for future reference and providing link directly to students who are unable to attend in real time, or posting a link on the course site for general reference. Professor can show PowerPoint Presentation or Word/PDF document or share screen if desired, while providing voice-over and/or webcam view.
 - Students can be promoted to “Presenter” status in Adobe Connect and TEAMS, giving them control over the functions needed e.g. to control PowerPoints and share documents and screen

- Asynchronous (e.g. on Brightspace, file sharing service)
 - Professor/student records videos using Adobe Connect, TEAMS, another screen and video recording service (e.g. Screencast-o-matic, Camtasia) (generally in “bite-sized” chunks) and posts on the course site or distributes links to students in another way. Showing of documents and screen sharing also an option here.
 - Professor/student can record voice-over to PPT slides directly in PowerPoint and distribute a PowerPoint show to students.

Student discussions

- Synchronous (e.g. in Adobe Connect, Teams, other videoconference platform)
 - Verbal discussions, with students using headsets and microphones (muting microphones when not speaking) and the professor moderating turn-taking (e.g. using the raised hand icon, monitoring the chat, or calling on specific students)
 - Chat, with students making comments and asking questions and the professor moderating
 - Breakout groups, with students being split into groups to discuss for a set period (can be done directly in Adobe Connect or in parallel TEAMS meetings) with a student note-taker in charge of recapping discussions when the full group comes together again
 - Polls in Adobe Connect (or some other free online services, which can be accessed via links in the chat) to ask students to respond quickly to specific multiple-choice questions
- Asynchronous (e.g. on Brightspace, in collaborative documents)
 - Discussion boards with open topics or with threads for addressing particular questions or topics
 - Collaborative documents (e.g. Google docs, sheets) in which students can contribute drafts, edit, or make comments and suggestions
 - Small group discussions in which groups of students arrange a meeting time and platform that suits them (e.g. Skype, WhatsApp, Messenger) and meet at their convenience, recapping in written or video form
 - Recorded videos (posted to discussion boards or submitted to professor for posting)

File sharing

Especially for large files; using caution for any sensitive content and with attention to IP concerns.

- Synchronous (e.g. in Adobe Connect, Teams)
 - Adobe Connect and Teams allow you to add files to the meeting which can be accessed by users in real time
 - Links can be shared in the chat
- Asynchronous
 - Links to online library catalogue and/or open access publications for published material (Many publishers and services are making textbooks and journals freely available during the crisis)
 - Email for smaller files
 - Brightspace
 - File sharing services (e.g. LiquidFiles, Dropbox)

- Collaborative file services (e.g. Google docs, sheets; with particular care for IP & privacy issues and sensitive information)

Translation/writing workshopping

- Synchronous (e.g. in Adobe Connect, Teams)
 - Professor or student(s) sharing document or screen with student discussion orally or in the chat, with professor or student presenter coordinating discussion and changes
 - Students enter a draft and/or edits in real time via a link to collaborative document (e.g. Google doc) (either during discussion or with a period for work and then returning to go over contributions)
- Asynchronous (e.g. in Brightspace)
 1. Professor posts a translation/writing brief or template or draft (I sometimes like to provide raw MT as a starting point—why not?) for workshopping on course site or in a collaborative document.
 2. Students (individually or in small groups) can work during the first part of the week and have a proposal ready (e.g. sent by email or via course site, ready for consulting online) mid-week.
 3. Professor provides feedback and/or students return after deadline to comment/react via discussion board or directly in the document to others' suggestions (e.g. in peer review, commenting on other groups' documents, via general postings on discussion boards).
 4. Professor recaps.

Submission and correction of assignments and exams

- Many professors already use email for submission of assignments, and this can continue.
- Word and Adobe Reader allow for student files to be annotated electronically and emailed back to students. (Those who use dictation can also record audio comments.)
- Those who have or want to invest in a tablet/touchscreen and stylus (e.g. iPad Pro and Apple pen) can manually annotate documents as they would paper copies.
- Brightspace offers many useful options for assignments:
 - Assignment instructions and files can be displayed on Brightspace.
 - Students can upload files directly into Brightspace, and their submissions are tracked and can be displayed on screen or downloaded for marking offline.
 - You can easily contact students who have and have not submitted a given assignment.
 - It allows for automatic correction of some types of quizzes/assignments, and facilitates correction of others (e.g. using rubrics).
 - Feedback can be given to students directly via rubric, typed or audio/videorecorded comments, and/or via attached files directly in the Brightspace interface.
 - Marks can be recorded in the gradebook manually or automatically and displayed to students, indicating their progress and mark to date.
- Brightspace allows assignments, tests and quizzes to be displayed at a particular time and for a particular duration. Students can be allowed to submit late with a penalty (or not), and personalized time limits can be allowed for students with special accommodations via SASS.
- SASS is limiting on-site exams at the moment, but can provide advice about how to accommodate other students needs.