

## Day 8 Remote Teaching

Colleagues,



Things are finally settling down and getting quiet ... seems like a much more pleasant roller coaster ride today. Maybe there **will be (not)** a new normal as we move into the weekend. Given the length of yesterday's missive, today's is brief with only ~~two~~ **one** real items:

- Comparison of advantages and disadvantages of asynchronous and synchronous content delivery.

### Quick announcements and updates:

- **Late breaking news:** New York State will be under a “not shelter-in-place but shelter-in-place order beginning at 8:00 pm Sunday”. That means many options for teaching may now be problematic. The comparison of tools talked about limitations of home versus campus network connections and will be deferred

to Monday (at best) when the implications of the order become clear.

- **Faculty Needs Survey:** Please fill out. This weekend is nominally the end of our significant “fact finding;” starting Monday, we will shift to addressing identified issues, concerns, and needs.

[https://cornell.qualtrics.com/jfe/form/SV\\_d6Zk0Jv12M1eSPj](https://cornell.qualtrics.com/jfe/form/SV_d6Zk0Jv12M1eSPj)

- **Meeting virtually with students before April 6:** You are permitted, and even encouraged, to maintain contact with students in your class over the next two weeks. Valuable contact might be testing of technology for when classes begin, offering support to students trying to get a leg up, etc. The rule are no assignments or due dates (no required work). The

principle is that we should not disadvantage (academically) any students who will not be able to participate until the April 6 restart date.

- **Pre-registration:** Unless there are last minute changes, pre-registration is pushed back to April 26 through May 6. This will give everyone more time to manage remote advising of undergraduate students. Don't know about the PEAS process for freshmen yet...please stand by.
- **Prelim Exam and Final Exam schedules:** Many of you have asked about dates for University scheduled prelims. This is in flux but we are working through it currently. Again, please stand by.
- **Graduate student TA readiness:** In addition to thinking about computer and network access of your students, also query your TAs. For those still local in Ithaca, we do have computers (from the computer labs) that could be "loaned" to TAs. We need to get a handle on numbers, and if we also need reasonable web-cams for them.
- **ZOOM stability and performance:** Faculty who plan to teach from home should be testing their network stability and access as much as possible. Last mile network connectivity in Ithaca is going to become a challenge when all classes (including K-12) are actually on-line.
- **ELI applications:** We continue to hope that summer will return to something closer to normal. In this vein, ELI applications have been extended to April 6 (faculty) and April 8 (students). Summer research that could be mentored remotely may be a very good proposal strategy in these times.

The following table attempts to compare the two major **content delivery** methods available to you. This is focused primarily on the traditional "transfer of knowledge" element of learning—the interaction axis of learning will have to be a separate discussion.

	<b>Advantages</b>	<b>Disadvantages</b>
Asynchronous Content Delivery: Record lectures prior to class with students expected to review on their own. Class time should primarily be used for	<ul style="list-style-type: none"> <li>• Not restricted by the conventional 50-minute lecture. Chunk into shorter/longer segments fit to the topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Non-negligible effort to restructure lectures.</li> <li>• May require additional time to edit and revise recordings to an "acceptable" level.</li> </ul>

<p>discussion and interactions.</p>	<ul style="list-style-type: none"> <li>• Students progress through material at their own pace (pause to think, accelerate up to 2x in places).</li> <li>• Students can pause to review outside resources to aid learning.</li> <li>• Content can be at your convenience (get all done before April 6 if you like).</li> <li>• Mostly independent of network access and bandwidth; content can be uploaded and downloaded even if the system is overloaded.</li> <li>• Potential basis of flipping individual topics in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• No opportunity to clarify content or correct errors in response to questions during the presentation.</li> <li>• In other activities, students will likely be at very different points of preparation.</li> <li>• Students may lack discipline to review the material without constant guidance and interaction.</li> <li>• Likely will need to create little Canvas quizzes and “value” questions in presentations to keep students on schedule – participation type points</li> </ul>
<p>Synchronous delivery: Live presentation of lecture with additional capture for off-line viewing.</p>	<ul style="list-style-type: none"> <li>• Closest equivalent to a traditional lecture in a classroom.</li> <li>• Interact directly with students during content delivery; if integrated well with polling, allows for immediate feedback and interactions.</li> <li>• Students may be more forgiving of errors knowing it is live.</li> <li>• With recording, recover some of the advantages of asynchronous delivery.</li> </ul>	<ul style="list-style-type: none"> <li>• Closest equivalent to a traditional lecture in a classroom.</li> <li>• Even more difficult to maintain student attention at a distance; need for very dynamic presence.</li> <li>• Risk for significant attention loss with side “chat sessions” if using Zoom (open talking during lecture)</li> <li>• Students must adhere to the time schedule for live presentation (if any interactive activities).</li> <li>• Limited opportunity to give individual attention to struggling students.</li> </ul>

		<ul style="list-style-type: none"> <li>• Learning pace is set by the instructor (though opportunity to review since recorded).</li> <li>• Extremely dependent on the quality of the network connections at both ends.</li> <li>• Need a moderator to track student questions and concerns (Chat and Hand Raising in Zoom).</li> </ul>
Textbook, existing video content	<ul style="list-style-type: none"> <li>• Take advantage of existing, well done content.</li> <li>• Focus time on interaction and helping students</li> </ul>	<ul style="list-style-type: none"> <li>• Only works for course with good, well-matched to content, textbook</li> <li>• Need to create some kind of worksheets, study guides, value-added to focus studying</li> <li>• Higher stakes on good interactions, keeping students connected</li> </ul>

All modes have significant potential risks that must be mitigated with other elements of the course. Well-designed courses with intentional links to interactive activities and assignments can be effective; however, some courses will be better suited to one format or the other.

I'm looking forward to peaceful ride on the Ferris Wheel to take a "high level" view tomorrow. **But obviously now we're going headed for another wild roller coaster ride again!**

Stay safe and healthy,  
Mike

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