# **Best Practices for Seated Course Delivery**



#### **Pacing**

Class-paced



#### **Content Delivery**

- On-campus, together
- Lecture/guest lecture
- Assess learning with face-to-face questions



#### "Practicing" Content

- Small groups in class
- Demonstrations in class
- Deconstructing processes in class
- Real time parallel process



### **Student Prep**

- Follow syllabus, remind of upcoming work in live classes
- Occasionally check email and/or LMS announcements



#### **Assignments General**

- Explained during class with time for questions
- Submit during class
- Grading time frame explicit and general feedback given in class session



#### Netiquette

- Ensure use of social media and other technology is done thoughtfully and professionally
- Client confidentiality applies online/in digital spaces
- Know NASW's ethical professional standard for technology use



#### **Technology**

 Minimum: upload syllabus to Blackboard



#### **Teacher Presence**

- Show up in class
- Give thorough and detailed feedback on assignments



**Instruction Creativity**  Planned and spontaneous activities based on the mood of the class



# **Exams/Quizzes**

• In class or take home, may review together in class

#### **Self-Management Scaffolding**

- Mostly limited to assignment structure
- Supported in classroom lectures



#### **Experiencing Content**

- View/listen to multimedia and read stories/accounts together
- Discussions/activities to experiment with content



#### Self Awareness

- Easier to gauge presentation and use of self via reflection, anticipation, and real time discussion
- Real time processing of triggers/conflicts/disclosures



#### **Instructor Prep**

- May be able to "go with what you know"
- Play it more by ear
- Bring copies of activities to class last minute
- Generally follow syllabus
- Give extra context in class



#### **Schedule**

 May be more flexible students' tendency to be more vocal about needs/ make use of informal checkins can make it easier to assess where students are and collaboratively make adjustments in real time



#### **Contact Time**

• Weekly, scheduled, 3 hour on-ground classes with a break midway through



#### **Social Presence**

- Students visit in informal spaces, between classes/ formally in breakout groups/informally before and after classes
- Encourage students to share ideas/good questions with others
- Class together in physical room facilitates connection around shared interests



#### **Cognitive Presence**

 Students are engaged in class discussions, appear to have read the material, incorporate learning in papers, ask thoughtful questions, etc.



#### **Instructor Accessibility**

- Office hours
- Best way to contact
- Expectation of availability and response timeframemay be available before or after class



## **Giving Feedback**

- Prompt based on frequent contact
- Comments on papers
- Meet with students



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