Dear **Teaching and Learning Center**

- Advice to give to students who will be recording presentations of their work for the class. (Mark Ennis)
- Tools and assignment ideas for collaborative student annotation of readings. (Jeff Gima)

We also recommend that you follow updates on the [Learning Laboratory](#).

Below are some ideas when moving from classroom teaching to remote teaching that we hope you will find helpful*:

Online options for a lecture-type class modality (e.g. lecturing using PowerPoint slides or other visuals on the screen):

Online options for a seminar-style class (e.g. facilitating in-class discussions around assigned texts, media, etc.):

- Create an online discussion forum on BB/Teams, include the media and discussion prompt in the description, create student groups (recommended if you have more than 15 students) and facilitate the discussion. _____ __ _____ _____

write a brief reflection about the assignment: without having to identify specifically who the recipient of the letter is, explain what this person's objections to the course content or framing might be, and where they come from. What strategies does your letter use to try to overcome these objections? How did writing this letter make you feel? What did you learn about the course content and/or its relevance in the world from doing this assignment?

6. Your Course in the News

Ask students to select an article from this week's news stories that relates to some element of the course such as a recent reading, a theoretical concept, or a statistical / visualization / media method they are learning. They should explain the content of the article and how it relates to the course in writing (for instance, discussing how a theme from the reading appears in current discourse, or how the method they a-   thod   eQ   pe   eQ   !   s
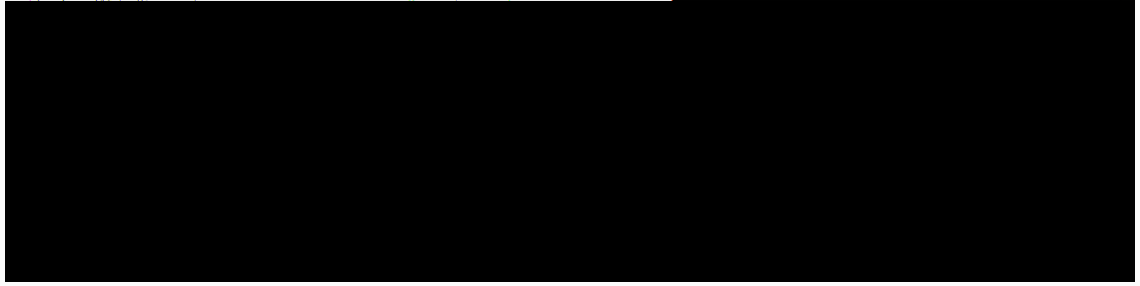
include ahead of time, and students should ideally choose items that are available free online or via easily accessible streaming services. Their curated media list should be submitted with a written explanation for the choice of each item, its placement in the festival, its resonances with other selected items, and the overall festival's relationship to the course. This may take the form of an essay or blog post, or be imagined as a festival program, liner notes, exhibition catalog, etc., with live links to the media items if submitted digitally. Students should also write a separate reflection on the assignment: what was it like to select these items? What challenges did you encounter, and how did you overcome them? Did thinking about course questions through this medium affect the way you think about the course material? If so, how? This assignment may be posted directly to the class website, or shared in other ways as the jumping-off point for discussion online or in person, or as the precursor to Part 2 (below).

In the optional part 2, Attend a media festival, classmates may pick another student's curated media festival (or, for a shorter assignment, one item in that festival) and write a reflection about the encounter or experience, making reference to not only the particular item(s) but also the festival's overarching theme and perspective on the course content.

Students can also share their own or a classmate's media festival (and/or individual items) with their home communities, explained in the context of the course, and write about that experience and the feedback they received from people outside the course. This assignment can also provide shared material for the Salon / Science Café or Book / journal / film club assignments.

9. Name and Mapping

Have your students select an area inside or out their windows to explore. Based upon course topics, select something for the students to "map." Some ideas include: pathways of telecommunication lines; species of plants or animals; sound; locations for waste and recycling; architectural relationships. Create a map visualization in response to this exploration using any kind of materials (digital or analog) you have available. Depending upon topic, some questions to consider: How do we "map" other objects, systems, and species? What does this tell us about our relationships with them? What values do you bring to your map? What are the power structures that have influenced and shaped your information? Write a brief reflection that explains the map visualization and process.