Post-COVID Teaching and Transitions:
*Effective Communication with Students*

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10/8/21
Elements of student-faculty communication

• Syllabus
• Scheduling
  • Lecture topics
  • Homework
  • Exams/assessments
• Announcements
• Delivery of course content
• Individual feedback
Syllabus

• Use Canvas “syllabus” tool
• Include all required information
  • Grading
  • Policies
  • Student resources (SSD, mental health, etc.)

Course Syllabus

Here is the syllabus

Here is the approximate schedule
Scheduling

• Lecture topics
  • Tentative schedule posted with syllabus
  • Includes order of topics and correlation to textbook sections

• Homework and assessments
  • Regularity is key (e.g., weekly/biweekly on the same day of the week)
  • This semester I adopted a fixed HW/quiz schedule for the first time

Course Syllabus

Here is the syllabus ↓
Here is the approximate schedule ↓
Announcements

• Use Canvas tools
  • Email vs. announcements
    • Email is good for...
      • Getting information in front of students quickly
      • Flexibility of audience (individual students vs. whole class)
  • Announcements are good for...
    • Mass broadcast, but not necessarily seen until next Canvas login
    • Persistent information (e.g., regular office hours)
Course content

• Notes (clear; consider archiving in Canvas)
• Textbook (aligned to content and sequence)
• Supplemental resources (load to Canvas)
• Recordings
  • VidGrid
  • Zoom
  • Archiving in Canvas – consistent formatting

KINEMATICS & DYNAMIC MECH342 SEC 001
Fall 2021

Here are links to in-class lecture materials:
10/5/21: cams [video and notes](#)
9/30/21: cams [video and notes](#)
9/28/21: cams [video and notes](#)
9/23/21: instant centers; cams [video and notes](#)
9/21/21: vector polygons; instant centers [video and notes](#)
9/16/21 (supplement): graphical vector polygon solution [video and notes](#) - see also [mini-lecture](#) and summary sheet
Individual feedback

• Rapid feedback for learning
  • Don’t wait long to assign and return homework
  • Canvas tools
    • Online submission
    • Speedgrader

• Students who appear to be struggling
  • Check gradebook periodically
  • Send kindly worded email offering support

• In-person contact
  • After class
  • During office hours
  • Zoom?
Individual feedback

• Rapid feedback for learning
• Don’t wait long to assign and return homework

Canvas tools
• Online submission
• Speedgrader

Students who appear to be struggling
• Check gradebook periodically
• Send kindly worded email offering support

In-person contact
• After class
• During office hours
Summary of modalities

• Canvas tools
  • Email
  • Persistent information (Announcements and Syllabus)
  • Feedback: Gradebook, Speedgrader

• Recordings

• Oral (in class)

• Written (class notes)

• In person
Take-away messages

• Don’t overwhelm students with too many minor communications
• Do promptly communicate unexpected/new information in ways that will catch students’ notice
• Do use available 1-stop-shopping functionalities (e.g., Canvas)
• Do be consistent in how information is communicated (timing, format/modality, etc.)
• Do use multiple modalities (repeat key information in writing, orally, and digitally to reinforce)