

## **Ideas for Teaching Remotely** **From No Tech to Low Tech**

Overarching Guidepost: Reliable, clear instruction to keep learning.

It doesn't have to be fancy or high-tech. If we can vary up what we do, even if the ideas do not even involve technology, students will be as engaged as possible.

Here is a good University resource: <https://teach.uiowa.edu/keep-learning-iowa>.

### **Brainstorming Some No Tech Ideas (basically just email+)**

- Send an email to your entire class through Maui or ICON and pair or group students together in a list that you send through email (you can get students' email addresses from your class list on Maui, and it is permissible to share students' email addresses who are enrolled in your class for the purposes of the class). During class time, instead of having a full class discussion over Zoom, the pairs or groups of students work together to discuss ideas by emailing each other back and forth (or, if they want, they could call each other or FaceTime each other). In your email assigning the pairings or groups, you could give them a short list of questions to discuss together. In your email detailing the instructions, tell them that during the last 15 minutes of the class time, you want the pair or group to compose a group email to you that collectively summarizes their discussion, such as the following three prompts: (1) Explain one key rule/holding/etc. you discerned from today's material; (2) What is a question your group had that you couldn't answer? (3) What is one insight your group had about today's assigned reading? You can then decide how best to respond to these groups of emails you receive—whether by group or by a full class response through email or otherwise.
- You could develop a good old-fashioned study guide with questions for them to discuss and answer, either alone or together. If together, you could email-attach the studyguide to students via Maui or ICON. They could work through that study guide together, emailing each other or talking one-on-one with each other by phone or an App list Facetime. You could ask them to email you an update at the end of the class period with a paragraph summary, that they write together in the last 15 minutes of class, of what they learned through this exercise and any questions they have.
- Assign a TedTalk or another easily accessible online video for them to watch as part of the class time, accompanied with a few questions you'd like them to think about while they watch the video. They can write their answers and either send them to you or exchange them with another student through an email-pairing you set up.

- Assign a movie that is accessible online, ask students to view it in lieu of a class period, answering a specific question related to the movie and either emailing you their answer or posting it on ICON. (Our library and main library can be a resource for accessible movies.)
- Choose a United States Supreme Court argument that is relevant to your class and tell students to listen to the oral argument of that case at [oyez.org](http://oyez.org) (which also has transcripts of the arguments that students can use to follow along while they listen to it).
- Choose an oral argument before the Iowa Supreme Court, or another state supreme court that tapes their oral arguments, and tell students to listen to that argument online. Iowa Supreme Court oral arguments can be found here: [https://www.youtube.com/channel/UCL6EU7W8kqDKnKPUzMdxr\\_g/videos](https://www.youtube.com/channel/UCL6EU7W8kqDKnKPUzMdxr_g/videos).
- Assign a Podcast that is free online. For example, [www.legaltalknetwork.com/podcasts](http://www.legaltalknetwork.com/podcasts) has a range of different podcasts available. The quality is probably varied, but there are dozens available on this link, so you might find one or two that are worthwhile.
- You could organize a good old-fashioned conference call and ask students to call in at a certain time (Zoom can function as a conference call, even if you don't want to use the regular Zoom features, or you could also do a conference call using Skype for business).
- You can tape yourself, using Panopto from your office or in the classroom, doing 10-15 minute lectures on focused topics. Then send an email to the students telling them to watch those links during what would have been class time (maybe in addition to a short video or something else). Students know how to access Panopto. You don't even need to send them the links if you save them into your class Panopto folder.
- If you've taught this class before and taped it, you can go into your old Panopto tapes, find one from a class you really liked before, and ask your students to watch that tape. You wouldn't want to do this for two weeks, but if there's an especially good class to view, this may be an option.
- You could assign an exercise for them to do on their own time then sending it to you, in lieu of a class period. You could do one global response to all students instead of individual responses, depending on your enrollment.
- You could ask them to design a one-page flow chart or other visual graphic, to share with the class as a whole (by posting it on ICON or emailing it to you), explaining their understanding of a unit or concept in lieu of a class period.

- You could email a practice essay question and have students write their response during class time, then email-attach their response to you. For the next class, you could share your own model answer and have students compare their answer to yours, or you could take the names off the responses you gave and take one paragraph from a particularly good response, using it as a model to deconstruct and explain to the class what was working well in that response.
- Stand in your class as if you were teaching (to an empty class) and show your PowerPoint slides and tape yourself explaining your PowerPoints. Maybe tape in 10-15 minute segments, dividing up material. Doing this on Panopto makes it easy for students to view.
- BarBri is making online content available for some upper-level courses, and you could assign some of this material for students to view: <https://www.ilawventures.com/fall-spring-subjects/>.
- Contact the publisher of your casebook and see if they are willing to make any online content available to your students free of charge. Some publishers are sharing formative assessments and other interactive remote learning tools for free in light of the situation.

### **Low tech ideas that are not Zoom:**

- The University's Canvas/ICON system has different options available to you, such as quizzes and other features, if you want to explore on Canvas/Icon.
- Kahoot, which is being made available for free at this time: <https://kahoot.com/>.
- Quizlet: <https://quizlet.com/latest>.
- Poll Everywhere (free if under 25 people): <https://www.polleverywhere.com/how-it-works>

## **UNIVERSITY-WIDE RESOURCES FOR TEACHING REMOTELY**

A team has been formed to help instructors—faculty and TAs—successfully transition their courses to virtual instruction, with resources from the Office of Teaching, Learning & Technology; Distance and Online Education; UI Libraries; ITS Enterprise Services; and local collegiate IT staff.

Faculty can contact the team through the [ITS Help Desk](#), their local collegiate IT leaders, or by visiting the [Keep Teaching at Iowa](#) website and clicking on the "Request Help" button.

[Keep Teaching at Iowa](https://teach.uiowa.edu/keep-teaching-iowa) (<https://teach.uiowa.edu/keep-teaching-iowa>) is a resource for instructors that includes best practices, technology guides, and information about

- The first steps to temporarily teaching online
- UI-supported technologies for remote teaching and their best uses
- FAQ on communicating with students, FERPA, setting expectations, and more
- FAQ about delivering courses online, including lectures, office hours, exams, and more
- FAQ on facilitating discussions, group work, projects, presentations, and more

A student site, called [Keep Learning at Iowa](https://teach.uiowa.edu/keep-learning-iowa), (<https://teach.uiowa.edu/keep-learning-iowa>) has been developed to assist students' transition to online learning. Please send your students the link and encourage them to take a look.