Welcome - Session Information

- Put yourself on **MUTE** when not speaking. See mute button at the bottom of your screen.

- Use **RAISE HAND** feature for questions and discussion.
  - Click on the **PARTICIPANTS** icon at the bottom of your screen.
  - See a blue **RAISE HAND** at the bottom right side.

- Use **CHAT** feature for questions, comments, and sharing resources (include title and link).
Peer-2-Peer
Tips for Preparing to Lecture in Your Online Class
June 30, 2020

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What we’re doing today...

- Who we are, What we do
- Synchronous Lecturing
- Asynchronous Lecturing
- Our Lessons Learned
- Your Sharing
A word about terms...

- Online
- Remote
- Distance
- E-Learning
- Emergency Teaching
Nina Silverstein

- Who I am, what I teach
- My view on teaching remotely in these times

Tip
Consider recording a video introduction

http://bcove.me/bde4ei8y
Joann Montepare

- Who I am, what I teach
- My view on teaching remotely in these times

Teaching is a Great Way to Keep Learning

~ MH
Let’s Take a Poll...

What is your experience with lecturing online?
Tip

Online polls are possible with many platforms – and are a great way to engage students and connect with large classes during lectures.
Synchronous Lectures
Tip

Consider the broader context of your lectures and how you want students to engage with each other and experience the course.
Let’s Begin with Introductions

Please Introduce Yourself

And tell us about yourself and your experience

• Name
• Where you live/work
• Name of organization (or where you have worked in the past)
• Your expectations for the class
• What information/experience you bring to the class

Please also post your introduction to the Course Site Discussion Board
Amanda Goguen
Woburn, MA

Renee Girard
Chicago, IL

Jessica Souza
Dartmouth, MA

Jennifer DeLorey
Revere, MA

Maclise Jean
Boston, MA

Scott Schonzeit
Santa Barbara, CA

Ann Bruck
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Cheryl Demirdogen
Danvers, MA

Melanie Rager
Santa Cruz, CA

Kate Martin
Las Vegas, NV

Ellyn McSweeney
Pembroke, MA

Valerie D’Aquisto
Northampton, MA

Amanda Benduzek
Charlestown, MA
Tip

Have an Opening Question

How is everyone doing?
Excerpt from a “typical lecture”

**Tips**

- Record all synchronous lectures
- Include your overview slide
- Include student reflections
- Include discussion questions
- Share additional resources – i.e., International Spotlight articles from *The Gerontologist*
Studying Global Aging
Overview for Today

• Readings: Textbook Chapters 1 & 2, Aiken
  WHO & National Academy of Sciences

• Studying Global Aging
  – Descriptive Global Patterns
  – Single Nation Research
  – Cross-National Comparative Research
  – Population Aging
  – Classifying Countries
  – Population Pyramids
  – China’s One Child Policy
  – Introducing the Welfare State
  – Discussion Questions
Readings: WHO & National Academy of Science

Andrew & Celeste Lead Discussion

• What was the main idea or thesis presented in the article?
• What was the most surprising or interesting thing you found out by reading the article?

Remember to submit your reflections to the online course site!
Descriptive Global Patterns

• This type of research aggregates macro-level data to depict major demographic, economic, and social trends in countries around the world.
  – Utilizes secondary data sources
  – Only describes population characteristics
  – Examples
    • Percent of older adults
    • Risk of cardiovascular disease
Single Nation Research

• Focuses on aging within one country.
• Examines the demographics, social structures, cultural values, and policies of a nation.

Example: International Spotlight articles
Discussion Questions

• What are some of the benefits of doing cross-national research?

• In what ways is cross-national comparative research differ or similar to other types or research?

• What are some challenges of doing research in other countries?
Tip

You are not the only one who needs to drive the lecture. Online sessions offer opportunities for other experts to participate.
Invite Expert Discussants as Guests

Ellen Birchander, MAS Program Director

Len Fishman, Gerontology Institute Director

Kathrin Boerner, Associate Professor

Lillian Glickman, MAS Program, Co-Director
The assignment for this first “Ask The Expert” segment is to submit one (only 1) question on any one of the following topics:

- Transport & health policy
- Driving cessation
- Transition from driving
- Family of transportation options
Tip

“Less is More” Consider chunking your lectures, breaking them down into short narrative sections (~15 minutes) on specific content interspersed with interaction and active learning.
Asynchronous Lectures
Asynchronous Lectures

What are they?

Asynchronous lectures are audio pre-recorded lectures - essentially a webinar (with slides) or podcast (without slides). Students listen to them in advance or in place of a remote class session.

Advantages: 1) allow students to work in their own space; 2) technologically easier to manage; 3) audio-only files can be accessed across devices; and, 4) content be accessed multiple times.
Asynchronous Lectures

What are they?

Asynchronous lectures can be used to:

- Provide weekly content overviews
- Give demo, project, activity instructions
- Bring in special material or speakers
- Integrate Flipped Classroom strategies
Combining Formats - Flipped Classroom

#1 Create Context
An offline activity designed to pique interest, drive inquiry, or assess prior knowledge

#2 Flip & Engage
An online video lesson with engagement activity (e.g., online discussion, comprehension questions, note taking)

#3 Apply & Extend
A student-centered offline application activity designed to encourage collaboration and social learning
Asynchronous Lectures

Some common challenges

▪ Choosing what technology to use
▪ Organizing lecture content
▪ Delivering lecture narrative
Tip

Get to know your institution’s instructional technology staff. Reach out to knowledgeable colleagues. Don’t hesitate to ask AGHE colleagues for information via GSA Connect in the AGHE Community.
Asynchronous Lectures

Platforms and Technologies

- Canvas, Moodle, Blackboard, Latte, Adobe
- Screencast-O-Matic - YouTube
- Zoom - Echo360
- Loom - Adobe
- Narrated PowerPoint
- HyperDocs
Asynchronous Lectures

**Tips** on organizing content with slides

- Keep it simple, focused
- Use consistent format, fonts, color
- Consider length
- Be engaging and interactive
- Think about accessibility, being mobile-friendly, and closed-captioning
The Pathway from Driver to Passenger: Strategies & Interventions for Enhancing Community Mobility

Nina M. Silverstein, PhD
University of Massachusetts Boston

GERON 697 Lecture 1
“The quality of later life depends upon the quality of housing and environment, made dynamic by transportation”

Frances M. Carp, 1987

…the mobility problems of the elderly require both short-term and long-term responses in three areas: transportation, land use planning and human service delivery models.”

Sandra Rosenbloom, 1987
Tip

Lots of resources to use for variety and chunking

What makes a good life? Lessons from the longest study of happiness

ROBERT WALDINGER
Harvard psychiatrist, Zen priest, and psychoanalyst
Asynchronous Lectures

**Tips** on delivering lecture content

- Put yourself in students’ shoes (screens)
- Consider your social presence
- Prepare presentation, manage time
Tip

*Be human, be yourself, fun is fine*
Resources

- AGHE Biblio Brief - Online Instruction in Gerontology (see GSA Connect - AGHE Community Library)


Coming this Summer ...

AGHE Summer Teaching Institute
A Discussion of Anti-Racist Pedagogy in Gerontology

Planning for Late July (TBA)
Watch for details in the AGHE Connect Community, Open Forum, and Email