What worked in my synchronous, online academic classes:

*A living syllabus:
A google doc that can be updated as teaching and learning adapt to changing scenarios.
The document also includes areas where students can sign up for collaborations, meetings with the instructor, and presentations. Students may also add material to the included bibliography.

Syllabus template (editable google doc):

course title, location/link, instructor, description				
#	Date	Topic/learning goal	Assignment *(due on the day listed)*	Sign-up
1				
2				
3			<mark>Update alert:</mark>	
...				
Bibliography (by class session)				
#	title + if available, source location, link			added by

*Reading Guides:
Documents in various forms that serve as offline lectures.
I have made slideshows that I exported to pdf, or with added voice recordings to video. (This works in Keynote, where it is possible to add a recording to an individual page.)

*Short engagements in changing modalities:
Pretty meticulous time keeping is important.
For example, in a 3 hour academic class, the instructor briefly recaps the previous session and sets up the plan for the class session in the full group (15 minutes), followed by small group discussions of assigned readings/research/projects that students had been assigned to prepare using the reading guides (30 minutes). Groups then share out to the full group (20 minutes), followed by a general discussion of points interest (15 minutes). This adds up to 80 minutes. Next is a break (15 minutes).
During the remaining 85 minutes, students may then write a short memo individually to deepen their takeaways (20 minutes), followed by swapping with one other students, who comments (2 x 10 minutes). Another sharing out session follows (30 minutes), and the class ends with a 15 minute summary and preparation for the following course

*The keyword sorter template serves to determine shared interests in preparation for student-driven group work. It is a google doc, editing enabled and shared with the entire class, that contains an empty table. All students use it simultaneously. There should be as many columns as the number of desired groups. There should be three rows, designated 'topics' (top), keywords (middle), and people (bottom). Students are invited to enter keywords into the center row of the columns. As keywords accumulate, the task is to adjust them into related topics, eventually workshopping topic names for those in the top row. In the end, students are invited to associate themselves with a column. These will become working groups, with the ability to refine keywords and topics going forward. This may be a 20 - 30 minute exercise.

Keyword Sorter
(editable google doc)

topic	*topic*	*topic*
keyword	*keyword*	*keyword*
people	*people*	*people*

*The Three Question matrix serves to focus individual research questions, with support from other students. It consists of a 3x3 table, inserted in a Google Draw document (to enable circling, arrows, etc.), conceptualized as a center column and two 'wings'. In preparation, each student enters three research questions in the center column. With feedback from the class, they then select two key terms from within each question to place in the wings. With support from the class, a clarifying sub-question is then specified for each of those terms. Next, the group will determine if the questions in the wings can be grouped by focus. For example, in a curatorial project, each center question may be flanked by a question that pertains to publics, and one that considers exhibited objects. If so, those questions should be 'stacked' in the same wing. Finally, the class seeks to determine if the question triplets can be re-ordered by scope, placing the broadest question on top. This exercise allows for implicit assumptions to emerge, which aides in clarifying research questions. Each exercise may take 25 - 35 minutes.

Three Question matrix
(editable google draw document)

Working Title:		
Ask question about key term 1:	Question 1:	Ask question about key term 2:
Ask question about key term 1	Question 2:	Ask question about key term 2:
Ask question about key term 1:	Question 3:	Ask question about key term 2:

Group Assignment
*Collaborative Art World Mapping (example with 16 students)
Using any digital or analog tools at hand, two students are asked to create a map of the artworld/art worlds as they conceptualize it/them. (20 minutes) Next, two groups of two students are asked to consolidate their maps. (15 minutes). Next, two groups of 4 students are asked to consolidate their maps. (15 minutes). Finally, the remaining two groups explain their maps to each other. In a concluding discussion, positions and approaches may be contextualized further, and related to future course materials. In a class room, this works with large paper sheets and rolls, but students were able to translate the prompts to Zoom without any further support, selecting to use Miro, SketchTogether, and also pen and paper.