

1. While some instructors may record the class for later viewing, if they forget and you were planning to watch it later, you would have missed class entirely. Even if the recordings are done consistently, it's better to watch live, as you can use the chat function in TEAMS to ask questions of the instructor, and continue to participate synchronously. Additionally, studies have shown that student engagement is lowest in non-synchronous viewings of class material.
2. Watch the class in a disruption-free environment. There is no such thing as multitasking – scientists call it “task switching,” and numerous studies point out that neither task is done well compared with focused attention. Do not be in the same room with other people, do not turn on streaming movies or videos, and do not listen to music. It's tempting to do any of the above since you know you are not being watched, but all of them are detrimental to your ability to learn. Your whole purpose here is to focus on the class, and behave as if the teacher could see/hear you.
3. The point of higher education is not “content” information. If it were, you'd only need a textbook and not an instructor. The value of a college class comes from listening deeply to a lecture and “interacting” with the concepts and ideas in your own head, recording these interactions as notes. Taking good notes is tricky; you have to record enough information/context that your notes are comprehensible days later, but you also don't want to focus only (or even, primarily) on capturing information. Aim for perhaps 30% information and 70% context/relevance/importance.
4. If the class is too large for the instructor to address all questions in TEAMS chat or is not monitoring it live, you don't want to assume want

just duplicate information on the screen or whiteboard. Instead, listen deeply and aim primarily for synthesizing the class discussion, including only enough raw information to make it understandable when viewing with fresh eyes days later. Also, in-person classes are inherently engaging and some may be structured administered in a way that doesn't make it obvious where or when to take notes. Take notes nonetheless.

7. Illusion of mastery. There's a well-known phenomenon that students listening to an expert explain a concept or solution to a problem may understand it completely while in the classroom, and feel like they have mastered it. However, comprehension in the moment is not at all the same thing as the ability to reproduce it on your own, hours later, without the expert nearby to help. This is another reason to take detailed notes depending on the discipline, you may need to record details about the process (and decision-making along the way) as well as the specific solution. While this illusion of mastery may be present for remote students as well, it's particularly present during in-class participation.
8. Opportunity to ask questions. While in-class, you may have the opportunity to ask questions of the instructor. Do not fear that questions single you out in any fashion among the other students. It frequently occurs that many students are confused, but only one or two may raise hands to ask. In some classes, no such students volunteer, to the detriment of the entire class.
9. Social learning. Studies have shown that learning is enhanced when there is a social component. Thus, when groupwork opportunities are presented, participate as fully as you can. Listening offers less benefit than actively contributing.
10. Timeliness of updates. Some instructors post updates or announcements frequently, and you want to take advantage of early notice. But just as importantly, you want to engage the material intellectually at least once per day to maximize learning.
11. Reading assignments. It is true that some instructors will lecture on the same material assigned in readings/videos. However, this is not a license to ignore the readings, or even to do them after the class

