Teaching Effectively in the Time of Covid

Flexible Excellence in Teaching and Learning
NFO 2020, Day 2 CETL Session
Framing

Looking ahead to Fall 2020...
• What are your concerns
• Challenges?
• What do you teach and how do you typically teach it?
• What are some of the key skills students need to succeed in your classes?
• What about classroom technology?
• What about these different instructional models?
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>FULLY ONLINE</td>
<td>• Asynchronous sessions&lt;br&gt;• Establish a presence and build community with audio and video&lt;br&gt;• Set clear expectations for communication, engagement, &amp; participation&lt;br&gt;• Provide accessible content in multiple formats&lt;br&gt;• Consider simulations, presentations, and process-learning techniques&lt;br&gt;• Use BbLearn for online appropriate assignments, assessments, &amp; feedback&lt;br&gt;• Create videos and learning modules, but keep them short, clear, &amp; concise</td>
</tr>
<tr>
<td>HYBRID</td>
<td>• Blend of asynchronous and in-class synchronous sessions&lt;br&gt;• Clearly identify when and why synchronous sessions will be held&lt;br&gt;• Link asynchronous and synchronous content and learning experiences&lt;br&gt;• Consider &quot;meetings&quot; mindset for synchronous sessions&lt;br&gt;• Flip the class to make the most of synchronous sessions&lt;br&gt;• Set clear expectations for synchronous and asynchronous engagement</td>
</tr>
<tr>
<td>HYFLEX</td>
<td>• Primarily synchronous sessions&lt;br&gt;• Two &quot;live&quot; audiences—one in class, another online&lt;br&gt;• Clearly identify how and when each student/population will participate&lt;br&gt;• Set clear expectations for communication, engagement, and participation&lt;br&gt;• Record sessions for students who may not be able to attend live&lt;br&gt;• Think about parity—equally enriching learning experiences for all students&lt;br&gt;• Use BbLearn and other tools to maintain a sense of community.</td>
</tr>
<tr>
<td>THE PIVOT</td>
<td>• Things can change in an instant, as they did in Spring, 2020&lt;br&gt;• Plan your class FLEXIBLY, knowing it may go fully online&lt;br&gt;• Design assignments, assessments, and communication strategies that can adapt to anything&lt;br&gt;• Think about what a seamless transition would look like and how that would work for you and your students</td>
</tr>
</tbody>
</table>

Talk to us about technology, pedagogy, and inclusive course- and instructional design!
# Fall 2020 Course Delivery Methods

<table>
<thead>
<tr>
<th>Course Delivery Method</th>
<th>Classroom Meeting</th>
<th>HyFlex</th>
<th>Hybrid</th>
<th>Virtual Meeting</th>
<th>Online (Web)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How will the course be delivered?</td>
<td>Classes will be taught on-campus during the times listed in the Class Schedule. Classroom capacity is limited to 50% of actual room capacity. This is a “traditional” class format.</td>
<td>Classes will be taught on-campus during the times listed in the Class Schedule. To decrease classroom density, some students will participate in the on-campus classroom and some will participate virtually via Zoom. Both modes will be delivered synchronously during the times listed in the Class Schedule.</td>
<td>Hybrid courses are a combination of Online and another format. Classes will be partially taught in-person or virtually during the times listed in the Class Schedule. Students must be available on the days and hours listed. In addition, a significant portion of the course will be taught asynchronously as an online course.</td>
<td>Classes will be taught via Zoom (or similar technology) during the times listed in the Class Schedule.</td>
<td>Classes will be taught fully online using BbLearn or other online resources. These courses do not have a regularly scheduled meeting time.</td>
</tr>
<tr>
<td>Will students meet in an on-campus classroom?</td>
<td>Yes</td>
<td>Yes, according to a rotating schedule specified by the instructor.</td>
<td>Yes, but in addition to significant online course components.</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>Are students expected to attend classes at the designated time?</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Where will the faculty member be located during class sessions?</td>
<td>In the classroom</td>
<td>In the classroom</td>
<td>In the classroom or in a virtual meeting space such as Zoom.</td>
<td>In a virtual meeting space such as Zoom.</td>
<td>Not applicable (no scheduled class meetings)</td>
</tr>
</tbody>
</table>

- These are general descriptions of instructional delivery methods. Some variations may be seen for different pedagogical methods (e.g. flipped classrooms), disciplinary differences, classroom spaces, etc. Students should contact the course instructor with questions about course formats.
- For Fall 2020, the web fees applied to Hybrid, Virtual Meeting, and Online (Web) have been reduced from $35 to $25 per credit.
- There are no web fees for Classroom Meeting and HyFlex courses.
- The Polya website has information about Math courses offered in Polya format.
- The Engineering Outreach website has information about courses in Video format.
- See the Course Schedule about videoconference courses available at various UI locations.
Back to Basics

• Let’s...

1. Think about our teaching philosophy
   1. What is my role?
2. Rethink our goals
   1. What is the ultimate purpose/goal of this class?
3. Rethink our strategies and tools and create a map with alternate routes

<table>
<thead>
<tr>
<th>My role in this class is...</th>
<th>The “big picture” course goals are...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>
## Make a map with alternate routes

<table>
<thead>
<tr>
<th>Goal/outcome</th>
<th>What I usually do</th>
<th>Alternatives?</th>
<th>Methods &amp; Instruments</th>
</tr>
</thead>
</table>

[https://www.webpages.uidaho.edu/cetl/learning-assessments.asp](https://www.webpages.uidaho.edu/cetl/learning-assessments.asp)
Reminders

1. **Put the learning before the teaching so we teach for learning.**
2. **Think about pedagogy before (and then with) technology** – and chose the right combination
   1. Active learning and engaged learning strategies can be modified to different instructional modalities.
   2. Have students view and respond to recorded zoom sessions, podcasts, panel discussions, guest lecturers.
   3. Apply flipped principles.
   4. Create time in class for discussion and interaction.
   5. Consider **flipgrid**, and **padlet** – students “get” it and get into it.
   6. Consider recordings via screencastomatic, but _don’t forget about how existing/free programs can be used optimally_ – graphics-enhanced and narrated PPTs, google docs, etc. Also: the Lightboard.
3. **Create a nimble/learning-centered syllabus** – it’s their roadmap to success. Yours, too.
4. **Focus on community and communication** – establish a presence; let them, too. Maintain it throughout the semester, no matter what. Set and stick to communication expectations.
5. **Focus on learning outcomes** – this is what you and the students “signed up for”.
   1. Clarify and justify. The more they know why they are doing something, the more likely they are to do it.
6. **Transparent assignments** – decide how students will demonstrate that they have met learning outcomes, and give them the opportunity to do so. Clearly communicate what the submitted artifact will look like – a spreadsheet, slides, video, quizzes, posters?
7. **Make time for the learning to happen and for students to make the most of feedback**

*Here’s a One minute read* and *here’s a Two minute read*. What’s a take-away for your teaching?
What’s working and what’s not: Lessons from Spring 2020

What’s working: Three Cs

1. Communication
   1. Predictable patterns
   2. Common technological foundations
   3. Mutually agreeable expectations

2. Community
   1. Using technology to create a visible presence – us and them
   2. Building and sustaining engagement
   3. Fostering relationships among class members

3. Clarity
   1. What’s expected, when, and how
   2. On shifting instructional modalities
   3. On how and why different technologies and pedagogies are used.

What’s not:

1. Too rigid or too flexible
2. “More of me”, the instructor, lecturing
3. Poor use of class time
4. Poor use of/aversion to technology
5. Lack of variety
6. Poor LMS presence/usage
7. Unpredictable communication
8. Never asking for student input
9. Never doing anything with it
10. Ditto for faculty feedback
11. Inside-the-box thinking
12. What we did in a crisis isn’t sustainable for quality
HyFlex in Action

• Concerns involving student participation modes:
  1. **The professor divides the class into groups**
     1. Groups can be **static** (there is an in-class group and an online group) or **rotational** (where group membership alternates on Tuesdays and Thursdays, weekly, or in a project-based manner, for example).
     1. Consider pros and cons and decide accordingly.
  2. **Students sign up for in-class seats until the “safe” number of in-person seats are taken**
     1. This can be for the entire semester or for each class session.
     1. Consider pros and cons and decide accordingly.
  3. **In-class seats can be assigned randomly or prioritized according to student need or preference**
     • Note: students who test positive for COVID-19 or exhibit symptoms will attend class remotely.

• “It’s important to note that the goal of HyFlex is to make both the online and in-person experiences equal. Participation in class is necessary regardless of where and how students attend. Online is not meant to be a diminished experience but an alternative. Class sessions are not meant to be passive observations of a class video stream, but rather to have fully interactive engagements, including Q&A, group work (if possible) and student presentations”.

HyFlex sounds pretty easy...if you’re lecturing

• As we we-rethink our classes, we need to rethink:
  • **Time** – new technical demands; getting in and out
  • **Space** – proxemics, navigation, and wellbeing
  • **Interaction** – faculty/student and student/student
  • **Communication, Identity, & Community** – among and between all students, regardless of how they participate, and that $&*! Chat window.

• What we do and how we do it
• What they do and how they will do it

Inclusively and accessibly.
PS: How do we know?
Tips and examples for HyFlex teaching

1. **Flip it**
   - Even in synchronous classes, a lot of the work—and learning—can occur between class sessions, and time in-class can be used for discussions about their learning.

2. **Use a modified tutorial model**
   - The "Oxford Model" still works great, and adapts really well to labs and learning of all types.

3. **Record sessions**
   - Don’t underestimate the value of a good lecture.
   - Remember that you are an expert and your knowledge helps students understand all the content they are working with.

4. **Post supplemental materials**
   - Dynamic PPTs, Flipgrid, and Padlet, for example.
   - Use content from other sources—data, videos, links to major information sources (scholarly and otherwise).

5. **Keep students engaged and hold them accountable**
   - Groupwork, projects, presentations, & discussions.
   - Have students reflect and write something, Cognitive Wrappers.

6. **Replicate or simulate key learning experiences for dual audiences**
   - Work with community partners, do interviews with authors, host guest speakers and panel discussion.
Don’t forget – we still want to create significant learning experiences.

So think about the following....
Creating Significant Learning Experiences

How do YOU (intend to) create significant learning experiences?
Why Growth Mindset Matters

• At this stage of their development, many students haven’t (yet) had the opportunity to think about their thinking and learn about their learning.

• **Further:** “…research on younger undergraduate students reveals [that] students take little or no responsibility for their own learning, blaming their shortcomings in achievement on their ‘ineffective’ instruction and the ‘too advanced’ or irrelevant course… Reinforcing their avoidance of responsibility for their learning is their widespread belief that learning should not require effort”
  • Linda Nilson, *Creating Self-Regulated Learners*.

• So, what can we do?

• Make a connection, and…
Ditch the **Single Loop** for the **Double Loop** & Shift from **A Fixed Mindset** to **Growth Mindset**

**Growth Mindset**

Intelligence can be developed

 Leads to a desire to learn and therefore a tendency to...

- **...embrace challenges**
  And how do you improve? Find you embrace challenges because you know you’ll come out stronger on the other side.

- **...persist in the face of setbacks**
  Similarly, obstacles or external setbacks do not discourage you. Your self-image is not tied to your success or how you will look to others. Failure is an opportunity to learn and so whatever happens, you will win.

- **...see effort as the path to mastery**
  As a Growth Mindset individual, you see effort as necessary to grow and master useful skills and knowledge; you do not view effort as something useless or to be avoided. You are not turned away by fears that you might make an attempt, or even work hard, and that failure is possible.

- **...learn from criticism**
  Criticism and negative feedback are sources of information. That doesn’t mean that all criticism is worth integrating or that nothing is ever to be taken personally. As a Growth Mindset individual, you know that you can continue change and improve; so, negative feedback is not perceived as being directly about you as a person but rather about the current state of your abilities.

- **...find lessons and inspiration in the success of others**
  You see the success of others as sources of inspiration, information opportunities to learn. Growth mindset individuals do not view success as a competitive, zero-sum game with others.

As a result, you reach ever-higher levels of achievement.

All this gives you a greater sense of free will.

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As a Growth Mindset individual, you note your improvements and this creates positive feedback loops that encourage you to continue learning and improving.

Most people do not have a 100% Growth Mindset or a 100% Fixed Mindset; most of us have some of both. The good news is that it is possible to change your worldview from Fixed Mindset to Growth Mindset. Carol Dweck’s research indicates that both children and adults can be taught to change their mindsets.
How?

Think about something you can do
**Emphasize Critical Thinking and Collaboration**

**EXHIBIT 7.1**

<table>
<thead>
<tr>
<th>This CoLT</th>
<th>Is a Technique in Which Students:</th>
<th>It Is Particularly Useful For:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Think-Pair-Share</td>
<td>Think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class</td>
<td>Preparing students to participate more fully and effectively in whole class discussions</td>
</tr>
<tr>
<td>2: Round Robin</td>
<td>Generate ideas and speak in order moving from one student to the next</td>
<td>Structuring brainstorming sessions and ensuring that all students participate</td>
</tr>
<tr>
<td>3: Buzz Groups</td>
<td>Discuss course-related questions informally in small groups of peers</td>
<td>Generating lots of information and ideas in a short period of time to prepare for and improve whole-class discussions</td>
</tr>
<tr>
<td>4: Talking Chips</td>
<td>Participate in a group discussion and surrender a token each time they speak</td>
<td>Ensuring equitable participation</td>
</tr>
<tr>
<td>5: Three-Step Interview</td>
<td>Interview each other and report what they learn to another pair</td>
<td>Helping students network and improve communication skills</td>
</tr>
<tr>
<td>6: Critical Debates</td>
<td>Assume and argue the side of an issue that is in opposition to their personal views</td>
<td>Developing critical thinking skills and encouraging students to challenge their existing assumptions</td>
</tr>
</tbody>
</table>

**The Ultimate Cheatsheet for Critical Thinking**

Want to exercise critical thinking skills? Ask these questions whenever you discover or discuss new information. These are broad and versatile questions that have limitless applications!

- **Who**
  - Who... benefits from this?
  - Who... is the best/worst case scenario?
  - Who... have you also heard discuss this?
  - Who... does this benefit our society?
  - Who... is this a problem/challenge?

- **What**
  - What... are the strengths/weaknesses?
  - What... is the best/worst case scenario?
  - What... is most/least important?
  - What... do we go for help with this?

- **Where**
  - Where... would we see this in the real world?
  - Where... is the most need for this?
  - Where... in the world would this be a problem?

- **When**
  - When... is this acceptable/acceptable?
  - When... would this benefit society?
  - When... would this cause a problem?

- **Why**
  - Why... is it relevant to me/you?
  - Why... are people influenced by this?
  - Why... do we know the truth about this?

- **How**
  - How... is this similar to...?
  - How... do we know the truth about this?
  - How... can we change this for our good?

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[globaldigitalcitizen.org](http://globaldigitalcitizen.org)
Find Out What They Know and What They Don’t
Consider these Learning Strategies for New(er) Material

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>CATs and LATS, like “quick quizzes”</td>
<td>Set aside 5 minutes of class time for low-stakes quizzes to help students practice retrieving and processing newly learned information.</td>
</tr>
<tr>
<td>Distributed Practice</td>
<td>Allow students to work on skills and knowledge acquisition over time. (Consider 5 day rule!)</td>
</tr>
<tr>
<td>The Productive Struggle</td>
<td>Offer challenging tasks that require creative and/or critical thinking skills. The one who does the work does the learning!</td>
</tr>
<tr>
<td>3-2-1</td>
<td>Let students write down 3 things they learned (potentially from the previous class session), 2 things they found interesting, and 1 thing they have questions about.</td>
</tr>
<tr>
<td>Ticket In-and-Out the Door</td>
<td>Have students present a question or finding from previous session to current session, and at the end, share one thing they learned or didn’t quite grasp today.</td>
</tr>
<tr>
<td>Technology</td>
<td>Use technology APPROPRIATELY and as part of the authentic learning experience.</td>
</tr>
<tr>
<td>How I Learned, not What I Learned</td>
<td>Retrieval is critical to new learning (read Make it Stick), but don’t let the students rely on you as the source of all knowledge and information! Learning is about discovery. Get them to think about how they learn, not just what they learn.</td>
</tr>
</tbody>
</table>
Top Ten Tips for HIPs (High Impact Practices)

1. Engage students in the learning experience and their awareness of it.
2. Use a variety of active and collaborative learning techniques in your classes.
3. Set and maintain high expectations of student performance.
4. Clarify what students need to do to succeed in class, in college, and potentially beyond.
5. Employ pedagogies appropriate for course objectives and students’ abilities (inclusion, UDL).
6. Build on/tie into students’ knowledge, experience, interests, and abilities.
7. Provide meaningful feedback.
8. Weave diversity into the curriculum.
9. Make time for students.
10. Help them become accountable for their learning.
The Cognitive Wrapper Template

COGNITIVE WRAPPERS TEMPLATE

This template was designed to help students better understand their own learning—what’s working, what’s not, and why...and what they/we can do about it.

Note that it emphasizes REFLECTION, FEEDBACK, and ADJUSTMENTS

REFLECTION

1. How much total time did you spend preparing for/working on this assignment or project?
3. Did you make time for thinking and reflecting? If so, when, how much, and what breakthroughs? Remember the 5 day rule.
4. How did you prepare?
5. How much time was spent:
   a. Conducting research? 
   i. Did you work with a librarian? 
   b. Reading course material 
   c. Re-reading course material 
   d. Working independently 
   e. Working in groups 
   f. Pausing 
   g. Thinking 
   h. Reflecting 
   i. Note taking 
   j. Drafting 
   k. Editing 
   l. Problem solving 
   m. Memorizing 
   n. Brainstorming 
   o. Practicing 
   p. Other ______

USING FEEDBACK

• First, GIVE GOOD FEEDBACK.
• This can come in a variety of forms—what do you do?
• It can come from other sources, like their peers.

Based on the feedback,

• What went well/what’s working?
• What went wrong/what kind of mistakes did you make?
• When you review the feedback, do you think that you lost points because of:
  • Trouble understanding the instructions/assignment? (Lack of clarity or direction/misunderstanding; unclear expectations)
  • Trouble understanding concepts
  • Trouble understanding or remembering processes or techniques
  • Misapplication of techniques? (doing the wrong thing the right way)
  • Carelessness
  • Lack of preparation in class or on your own
  • Time limits/management/not enough time given (explain)
  • Frustration / anxiety
  • Trouble with format / assignment type (eg, writing, problem solving, collaborative, performative)
  • Other?

ADJUSTMENTS

1. Name at least three things you can/will do differently next time.
2. Assess if these changes work.
3. What will help you learn or demonstrate your knowledge or ability most effectively?
4. Propose alternative formats?
Strategies for a Successful Start...

• Make a Connection!  
  [https://www.facultyfocus.com/articles/teaching-professor-blog/the-first-day-of-class-a-once-a-semester-opportunity/](https://www.facultyfocus.com/articles/teaching-professor-blog/the-first-day-of-class-a-once-a-semester-opportunity/)

• Follow us on Facebook!

• Keep an eye out for our awesome programs!

• Come to CETL’s “Getting Started” virtual sessions!
  • Building your Course in BbLearn: Hands-on sessions to hit the ground running on the first day of class:
    • August 20 and 21, 9-11am, 12-2pm, and 3-5pm.
    • Please contact Doug Habib ([dhabib@uidaho.edu](mailto:dhabib@uidaho.edu)) to set up your time!
    • This session will also help you learn how to integrate new syllabus language, ideas, and even design elements into your classes.

Participate in New(er) Faculty Seminar!

*Session topics so far include:*

• Equity and Diversity at the University of Idaho
• Ten Tips for Promotion and Tenure
• A Flexible Approach to Engaged Teaching and Learning
• Grants and Research: Scope of Services
• A Balanced Approach to a Successful Year and Career: Balancing Teaching, Scholarship, Service, and Life
• Productivity Pathways: Finding Your Rhythm
• Looking Back and Looking Ahead: A Virtual Get-Together