So many roads
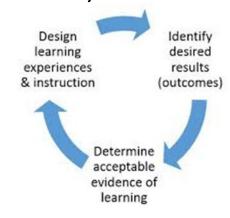

Alternate Route Advised

FOLLOW ALTERNATE ROUTE

Looking Back and Looking Ahead

- Take a deep breath and think for a moment about what you've learned this spring –and share in the chat box.

- Where research and experience converge, we know that this is a good time to:
  - Rethink our teaching philosophy –*what is my role as an educator?*
  - Rethink our goals –*what is the ultimate goal of this class?*
  - Create a map with alternate routes

- THE KEY IS FLEXIBILITY, AND LIKE ANY JOURNEY: BE PREPARED FOR ANYTHING.

- How?

Some basics

- We can begin by looking at our class and ask "what does learning look like?", and then sketch that out:

Design learning experiences & instruction → Identify desired results (outcomes) → Determine acceptable evidence of learning → (cycle)

- And we should also question some of our standard practices.
  - Do I need to test knowledge in this way?
  - Am I even asking the right questions?
  - What if the learning experiences that make this class awesome become untenable?

What really matters

- To the class?

- To you?

- To the students?

A great class brings all of these together

What Makes It Work?	
Authenticity	Inclusion --by design
Community	Variety (work, sources, and media)
Communication	Student created content
Content	Academic integrity
Expertise –yours and other's	Making time for LEARNING to happen, for REFLECTION to occur, for FEEDBACK to be acted upon
Collaboration –students and partners	

What's working

- **What's working:**

1. *Talk to your students early and often,* but don't bombard them with announcements.

2. *Clearly establish when and how you will communicate with them* … and stick to it.

3. *Don't be afraid to ask your students for feedback.* You can get a lot of useful information from behind the veil of anonymity.
   a. Pro-tip: use Qualtrics (LINK) instead of BbLearn's survey tool.

4. *Set and share clear expectations about how the class will go,* contingencies for "what if/oh no" scenarios, but be flexible.

5. *Work with us to get as much stuff –content, ideas--into BbLearn as early as possible,* even if it is kind of messy and hidden until your class design takes shape.

- **Student and faculty feedback on what's working:**

1. Clear, predictably timed, informative, and empathetic communication;

2. A "nimble syllabus" that clearly identifies changes;

3. Clear assignments that map directly to student learning outcomes and their grade;

4. Clear, concise, and informative announcements;

5. Flexibility;

6. Feedback;

7. The calendar!

What's not…and some advice

1. Rigidity;

2. Lack of clarity about changes in the class or expectations;

3. Preoccupation with cheating –making it impossible to cheat makes it impossible for students to succeed;

4. Being so afraid of excluding students that you go totally asynchronous and lose too much of the good stuff

5. Being so committed to synchronous sessions and lectures that we forget to make time and opportunities for the learning to happen;

6. Being so flexible with student work that it becomes impossible to remember if/when/how a student turned something in;

7. Being so flexible with deadlines that it is difficult to give students the feedback they need to improve;

8. "Losing" our students;

9. Correspondence-class mentality;

10. A mutual understanding that this isn't anyone's favorite way for class to go, so we'll forgive one another ahead of time;

11. Damn the torpedoes.

- **Advice from Students and Faculty**

1. *Using class time for conversation, not lectures*;

2. *Have active learning strategies in your pocket* to stimulate conversation.

3. *Be available for discussion and check-ins* with your students;

4. *Give students a chance to connect with one another*;

5. *Don't just record your lectures and post them*.

6. *Use cool stuff that's already out there* –a good example of an experiment, a composition, a TED Talk.

7. *Work with community partners*, if it is relevant, to simulate an experience or video-share an environment.

8. *Use flip-grid and related tools for students to share what they're doing*.

9. *Extend time periods for work to be submitted,* but maintain a structure and acceptable parameters

10. *Think about teaching like mapping a trip* –you know where you want to end up, but you might have to consider alternate routes. Means and ends. What other means can help you accomplish your learning goals?

11. *Design a class that will work really well regardless of instructional modality*, but has the bases covered if it will be online. Ask us how it's done!

12. *Design a class with UDL, accessibility, and inclusion in mind*.
13. *Try to see every part of your class through the eyes of the*.
14. *Link to resources that student might need to be successful in your course*, in your syllabus and in your BbLearn page

Resources

- On motivation, or the lack thereof: https://www.theguardian.com/education/2020/may/04/i-cant-get-motivated-the-students-struggling-with-online-learning?fbclid=IwAR1EqybWyNdgt9ehGfDcGLXXm2yXh69iBdFSc5YX8fu9ZnMeVkiYWMy2a3o

- How to make effective videos for learning: https://www.youtube.com/watch?v=8Swzhq9Pnr0&feature=youtu.be&fbclid=IwAR1_RdM1NXDDpHk9Aakaxd6qMS8p6T3GK4I4aDD3YTE0uXd1mMEg91PdqJU

- Low bandwidth solutions: https://www.iddblog.org/videoconferencing-alternatives-how-low-bandwidth-teaching-will-save-us-all/?fbclid=IwAR1M9OBN9VIe5Hq_ssNkLyiTjnCeO3R_3qmKT-PME9MiQVVK_zvJyITF-n8

- Topical and applicable quick reads: https://www.webpages.uidaho.edu/cetl/quick-reads-08.asp
  - Everything from building community to inclusion and accessibility, to active online learning strategies.
  - Need help "pre-building" and designing your class? Learning about which technologies to use and how to use them? Drop us a line at bblearnhelp@uidaho.edu and one of our instructional designers will help you every step of the way.