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# HOW TO CONVERT ON GROUND CLASSROOM MATERIALS INTO AN ENGAGING NON-TRADITIONAL DELIVERY FORMAT

BY ELIZABETH BACH-VAN VALKENBURGH, LISW-S



# RELIVING STUDENT ANXIETY

- Sending out a brief message (preferably video) with tips for the on success in the current format. Include things like tips that make it easier and netiquette
- \*Cristina, Scott and I are compiling all of this data to share with you. Based on student feedback and faculty success
- A lot of reassurance that in-spite of the changes that “we got this” and that any glitches that come up (and there will be glitches) they will be figured out and addressed
  - Set a tone of resilience... this is actually a great SW teaching moment,. Help students reflect on what they are learning from both the content and he porcess.
  - An “if then” policy to address predictable issues like zoom not working
    - Example: **If** the tech goes down **then** log off for a 10 minute break and **then** log back on. **If** the link is still down **then** I will record the rest of the lecture and we will catch up on it next week so not content is lost. Be sure to email as a follow up if link is still down.

## SETTING UP CLASS

- Have a very organized and clear canvas site.
- Include sections in each module that well explain the synchronous and asynchronous expectations and how the two will be bridged together.
  - Example: Have them watch a lengthy media clip asynchronously with reflection questions that they do not turn in but that will be used for small group discussion in the class or live session.
  - Noting when content might be hard before they watch it. Example: Gen Silent
- Make a lesson plan that is timed so that you can gage the pace. Just like in on-ground traditional class you may not get to everything you wanted too...do not sweat it

# SETTING UP CLASS

## What might they need to be prepared:

- Tech check before class
- Headphones
- Comfortable non distracting environment (but not laying down)
- Not driving...or at a basket ball game...or concert...family dinner
- Issues when using a phone to attend class (text or call can loose sound)
- Blue light glasses
- Not to worry if a child photo bombs or a cat walks across the screen those are humorous community building moments
- How to use private chat vs group chat
- A drink...snack similar to what they would bring to class
  - Wing example

Other thoughts we should add to this list?

## PRESENTING CONTENT

- In a flipped classroom most of the content is presented asynchronously (reading, media, recorded lectures.) In class activities support the learning and application of the materials in an integrated manner.
- If you do plan to lecture in a live session it is suggested that it be no more than 9-12 minutes (think TED talk) before inviting students to participate in some way.
  - Example making a summary of the most important teaching points from the async materials for the week. This can be presented orally, as a mini in class slide show, using the zoom white board, etc.

# IN CLASS ACTIVITIES

## Mixed engagement strategies... be creative

- Guest lectures
- Breakouts (students really enjoy this)
- Reflection questions especially to relating the content to SW practice
- Case studies that demonstrate the content for in class application
  - Lily screening tool exercise
- Short in class media
  - as a group
  - on their own during class (works well with long classes or IW)

Ask for feedback on activities...what works...what does not... what do they want more of?

# CREATING A LESSON PLAN

Taken from the 2U Atrio Live Session approach

- Check in and unfinished business (about 30-60) sec per student (20 min)
- Content review with teaching points and questions (15 min)
- Small group activity using the reflection questions from I am Jane Doe asynchronous media (30 min)
  - Pop into the breakouts to answer questions and support the discussion
- 10 Minute break...blank screens leave sound on
- Guest Speaker: Melanie GiaMaria from the trafficking Coalition (20 min discussion 10 minute questions)
- De-Brief content and Implications for practice (10 minutes)
- Wrap up and prep for next week (5 min)

# REMEMBER: DO NOT PUT TOO MUCH PRESSURE ON YOURSELF

- There will be a learning curve
- You will not be prefect
- You are still a content expert even if it takes you a bit weeks to get the hang of the tech
- Find the humor in this chaos...this does not mean to be cavalier but humor is better then shame
- Reach out if your are struggling
- Engage with students
- When you don't know... admit it and say you will find the answer
- You don't need to be perfect just a good, empathic, present leader though the fog and uncertainty
- Be generous with collugege requests ... we need to support each other
- If you are not anxious students will not be either... you set the tone



# RESOURCES AND SUPPORT

- Visit the **COVID-19 Teaching & Learning Resource Center Webpage**
- The Assets files from 2U
- The Covid Technology and Pedagogy Leadership Team (aka Cristina , Scott and Elizabeth) we will meet with you individually to think thought your content delivery
- Our faculty community for internal guest speakers and other resources to community speakers
- Trainings on Zoom, echo360 and Canvas to better utilize these platforms
- The on-line faculty who teach the same course you teach on the ground as they may have some content strategy