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

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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?
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 college 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 stratagy