Taking the Time

Kris Larsen
CCSU Center for Teaching and Faculty Development (CTFD)
Before we begin....

Ski trail ratings overview

- Easier ("beginner")
- More difficult ("intermediate")
- Most difficult ("expert")
- Most difficult, use extra caution ("expert only")

Use the Chat Box for questions and comments. Please do not raise your hand.
The reality: 75-minute two day-a-week classes taught in HyFlex have had their synchronous meetings changed to two 50-minute blocks

➢ This was done to assure sufficient time to clean the classrooms between classes without completely redoing the course schedule.

➢ You have not “lost” 50 minutes of your weekly course; it has been shifted from synchronous on-ground delivery to asynchronous online delivery (hence the term Hybrid HyFlex)
Is this ideal?

Is anything about 2020 ideal?

2020 every second

BUT WAIT, THERE’S MORE
If a problem is fixable, if a situation is such that you can do something about it, then there is no need to worry. — Tenzin Gyatso, the 14th Dalai Lama

You can't use up creativity. The more you use, the more you have. – Maya Angelou

The important thing is to not stop questioning. Curiosity has its own reason for existing. – Albert Einstein
Rather than consider this a problem to be solved, consider this

➢ An opportunity to be creative;
➢ An excuse to try out new pedagogies that could be adapted to on-ground, hybrid, or revised online courses in the future;
➢ If successful, these creative pedagogies and assignments could also lead to scholarly and creative activity, in the form of conference presentations or even publications.
Start from the beginning: Define a credit hour (1 hour = 50 min)

Definitions and regulations of a Federal credit hour for financial aid

• CH-Q3: Does the definition of a credit hour mean that all 3-credit courses will have to meet for 3 hours per week or the equivalent of 37.5 clock hours for a semester hour?

• CH-A3: No. The credit-hour definition does not dictate particular amounts of classroom time versus out-of-class student work....The requirement is that the institution determine that there is an amount of student work for a credit hour that reasonably approximates not less than one hour of class and two hours of out-of-class student work per week over a semester for a semester hour
1 “in-class hour” + 2 “hours of out-of-class work” = 1 credit hour

SO MUCH HOMEWORK

SO LITTLE MOTIVATION
So I have a definition: what next?

1) Always keep the learning outcomes of your class at the heart of the matter;
2) Remember that an on-ground meeting isn’t necessarily a lecture, therefore your asynchronous activity doesn’t have to be equivalent to a lecture;
3) Think of a “reasonable approximation” as consisting of one large or two or more smaller activities;
4) Don’t think of it as completely reinventing the wheel (that is, unless you are up for the challenge) – start from what you would have normally done in class, and consider how you can use technology to accomplish a similar activity or outcome online;
5) Be creative!
What tools/technologies do we have at our disposal for asynchronous interactions with students and between students?

Blackboard tools include:
- Discussion boards
- Blogs
- Course messages
- Wikis
- Blackboard Collaborate (breakout rooms, chat room)
Video tools

❖ Kaltura
❖ Narrated PPT
❖ YouTube
❖ GoReact (coming soon!)
Communication tools

❖ Blackboard Collaborate
❖ WebEx
❖ Teams
❖ Social Media
How do I learn how to use these tools?

1) Attend training through the IDTRC and CTFD
2) Take advantage of the videos and instruction guides posted on the IDTRC website http://www.ccsu.edu/idtrc/
3) Google or YouTube it!
Remember: You don’t have to use all the tools!
I have selected my favorite tools, what do I do with them?

Introducing a living document/repository of creative asynchronous pedagogies affectionately nicknamed “The Thing”

THING = Taking Hybrid/HyFlex Interaction to the Next Generation!
<table>
<thead>
<tr>
<th>What I would have done on ground synchronously</th>
<th>Lecture/Class demonstration (1)</th>
<th>Discussion (2)</th>
<th>Group Work (3)</th>
<th>Student presentations (4)</th>
<th>Other (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Record 15–20 minute minilectures or class demonstrations [Narrated PPTS or Kaltura Capture] and post for student viewing. Include:</td>
<td><strong>Discussion board</strong> on Blackboard – Instructor posts one or more prompts on a particular topic. Students are given 48 hours to post X number of responses to faculty prompt and Y to classmates’ responses. Faculty act as “instigator” during the 48 hours, adding additional thoughts and counter examples as needed. Students write a two-paragraph summary of what they learned in the entire thread/how their opinion has been changed or confirmed.</td>
<td>Breakout rooms in Blackboard Collaborate – Students are placed into/allowed to choose teammates and are assigned a breakout room and a task to complete. They will use Google documents or a similar technology to complete a unified single answer to the question posed. They will share this with the rest of the class via an attachment to Blackboard discussion board. This assignment can then act as the springboard for the next week’s asynchronous class, as students address the topics brought up through the <strong>Discussion board</strong>.</td>
<td><strong>GoReact</strong> (coming soon to CCSU) allows students to film their presentations and post. Peer review and faculty review can also be taped for more interactive feedback.</td>
<td>In class problem sets: Faculty member posts a short video (or a link to a video) on how to do a type of problem. Students are also given a link to sample problems posted as a pdf on Blackboard. Students are given 24 hours to attempt the problems on their own and submit through Blackboard (either for a grade or just credit). Solutions open up at the appointed due date and time. This can be done in collaboration with other students using the Blackboard Collaborate Chatroom, which can be left open.</td>
<td></td>
</tr>
<tr>
<td>What I can do online synchronously</td>
<td>Blogs on Blackboard – students are given (or select from</td>
<td>Blogs on Blackboard – students are assigned/select</td>
<td>Peer-to-peer presentations via web conferencing</td>
<td>Class games/demonstrations:</td>
<td></td>
</tr>
</tbody>
</table>
Examples: in lieu of a class lecture...

Record 15-20 minute minilectures or class demonstrations (Narrated PPTS or Kaltura Capture) and post for student viewing. Include:

- a graded or ungraded “Scavenger hunt” or “Viewing guide” to engage students as they watch (potentially as part of an exam study guide). Students can even pool their study guides to construct a class document through Google docs or similar technology.

or

- online quiz taken afterwards on Blackboard
In lieu of a class lecture (especially an exam review):

• The instructor creates a Wiki about a specific topic and allows all the students to contribute to and comment on it or to create their Wiki for the class (individually or as a group).

• If a course has lots of terms or jargon to remember, a glossary can be compiled by students’ contributions.

• A Wiki can be used for an idea sharing venue among students to enhance understanding of key course topics, or can be a resource pool for an exam prep by asking students to share tips for the exam, etc.
In lieu of an on-ground discussion...

• Use Discussion board on Blackboard – Instructor posts one or more prompts on a particular topic.
• Students are given 48 hours to post X number of responses to faculty prompt and Y number to classmates’ responses.
• Faculty act as “instigator” during the 48 hours, adding additional thoughts and counter examples as needed.
• Students write a two-paragraph summary of what they learned in the entire thread/how their opinion has been changed or confirmed.
In lieu of an on-ground discussion...

- Use Blogs on Blackboard – students are given (or select from choices) a topic to post a brief blog in Blackboard.
- Classmates are given 24 hours to make substantive comments to X number of classmates’ blogs.
- Students are then given 24 hours to respond to their classmates’ questions/suggestions/counterpoints.
In lieu of an on-ground discussion...

• Blackboard Collaborate Chatroom – leave the room open for a 24-hour period and task students to ask three questions about the course material and post comments/answers to two of those posed by classmates.

• Instructor provides closure to assignment by adding to (or correcting, if applicable) student answers.
In lieu of on-ground group work...

• Breakout rooms in Blackboard Collaborate – Students are divided into teams and are assigned a breakout room and a task to complete.

• They will use Google documents or a similar technology to complete a unified single answer to the question posed.

• They will share this with the rest of the class via an attachment to Blackboard discussion board.

• This assignment can then act as the springboard for the next week’s asynchronous class, as students address the topics brought up through the Discussion board.
In lieu of on-ground group work...

- Think-pair-share – provide a question/prompt that challenges students to flex their critical thinking skills.
- Have them work on the question independently and then as part of a team.
- For this portion the students can use a Web-conferencing tool of their choice or work asynchronously through email.
In lieu of on-ground group work...

• Set group assignments directly in GoReact, and then students meet at a time that works well for them that week.

• The assignment can be centered around an assessment or a discussion.

• After all assignment videos are submitted, faculty can view and provide feedback.
In lieu of in-class student presentations...

• GoReact allows students to film their presentations and post.
• Peer review and faculty review can also be taped for more interactive feedback.
In lieu of in-class student presentations...

• Peer-to-peer presentations via web conferencing software.
• Ask students to prepare a brief presentation about a course topic and deliver it to another student in the class.
• The students can evaluate each other and provide feedback in a low-stakes environment. Plus, you learn something better when you teach it to something else!
Other types of activities:

• In class problem sets: Faculty member posts a short video (or a link to a video) on how to do a type of problem.

• Students are also given a link to sample problems posted as a pdf on Blackboard. Students are given 24 hours to attempt the problems on their own and submit through Blackboard (either for a grade or just credit).

• Solutions open up at the appointed due date and time.

• This can be done in collaboration with other students using the Blackboard Collaborate Chatroom, which can be left open.
Other types of activities:

• Class games/demonstrations:

• Ask students to create a class-based game or in class demonstration that they think would be beneficial to their classmates and/or students taking the course next year.
Resources from Campus

Taking the Time: Creative Asynchronous Pedagogies

50 Minutes

Handouts
- UDL Assignments
- UDL Power Point Presentation
- UDL Situation Types
- UDL Resources and Guidelines Handout
- 40 Things Faculty Do That Annoy Their Students by Bob Emilliani
- Power Point Presentation Guidelines

Videos
- Six effective learning strategies
- How to Get the Most Out of Studying
- Videos for the McMaster Symposium on Education and Cognition
- Dr. Bob Emilliani's Lean Management Workshop, or 40 Things Faculty Do That Annoy Their Students
- Effective Online Teaching Panel Discussion #1
Please help “The Thing” grow!
(CTFD@CCSU.EDU)