**Preparing for Flexible teaching Transcript**

**CTE Workshop, July 24, 2020**

**With Dea Follmer Greenhoot and Doug Ward**

5

00:02:55.620 --> 00:03:17.640

Dea Follmer-Greenhoot: I am Dea Follmer Greenhoot and I am a faculty member in the Psychology Department and I direct the Center for Teaching Excellence and I, along with my colleague, Doug and CO hosting this session on gender flexible teaching you may occasionally hear from my dogs Linus and Chloe.

6

00:03:18.900 --> 00:03:20.100

Dea Follmer-Greenhoot: Doug, would you like to introduce

7

00:03:20.340 --> 00:03:23.820

Doug Ward, KU: Sure. I'm Doug ward. I'm a faculty member in journalism.

8

00:03:23.820 --> 00:03:25.800

Doug Ward, KU: I'm also the associate director center for

9

00:03:25.800 --> 00:03:26.760

Dea Follmer-Greenhoot: Teaching Excellence.

10

00:03:29.100 --> 00:03:46.350

Dea Follmer-Greenhoot: Great, and a couple of just housekeeping things before we really get started. One is that we, you know, normally in a CTE event. We always take a little bit of time to have everybody introduce themselves. And there we go.

11

00:03:47.730 --> 00:03:58.110

Dea Follmer-Greenhoot: We ask people to introduce themselves and say a little bit about the courses, they're teaching, but given the numbers and that we only have an hour. We're going to skip that part and use a couple of

12

00:03:58.530 --> 00:04:08.250

Dea Follmer-Greenhoot: shortcuts for that process. The first of those is that if you haven't figured this out yet. You can't rename yourself. I apologize. Just

13

00:04:09.360 --> 00:04:10.080

Dea Follmer-Greenhoot: Take over

14

00:04:12.510 --> 00:04:29.010

Doug Ward, KU: Okay, you can rename yourself in, zoom, if you'd like, you can go over and go up to the to the window that has your picture in it. And there's a button there that says mute and then there's three dots and under the three dots. You can you can drop down to rename

15

00:04:30.450 --> 00:04:35.370

Doug Ward, KU: Some of you may have done that already. But you don't have to accept what what zoom calls you.

16

00:04:36.420 --> 00:04:44.400

Dea Follmer-Greenhoot: And you can also actually put your department in there if you want. If you just use your first name. So whatever you would like, but we

17

00:04:46.200 --> 00:04:58.710

Dea Follmer-Greenhoot: We, we do want people to have a chance to to identify themselves and with that mechanism. So the, the other thing that I thought we could start with is rather than going

18

00:04:59.550 --> 00:05:09.510

Dea Follmer-Greenhoot: To the Hollywood Squares here to ask everybody about what they are teaching and what they're working on. I'm going to start with a zoom poll. And so I'm going to

19

00:05:10.380 --> 00:05:31.080

Dea Follmer-Greenhoot: Tap and it's a simple questions. So the first question I'm going to ask is, has to do with what kind of a class, you're going to be teaching this fall. And you can choose more than one option. So you should see the poll now.

20

00:05:32.160 --> 00:05:43.350

Dea Follmer-Greenhoot: And so we've got a hybrid model with alternating cohorts, like if you're teaching a large class that continues to meet in person. It's are one of the mechanisms for

21

00:05:44.280 --> 00:05:57.360

Dea Follmer-Greenhoot: Reducing the classroom density hybrid that's going to meet mostly in person or substantially in person. Some of you have a hybrid course that's only going to meet in person, a very small amount of time.

22

00:05:59.070 --> 00:06:00.600

Dea Follmer-Greenhoot: Out of the whole semester.

23

00:06:02.100 --> 00:06:07.620

Dea Follmer-Greenhoot: Anyway, we have a number of other options up there. So, let us know which

24

00:06:08.670 --> 00:06:09.960

Dea Follmer-Greenhoot: Is your modality.

25

00:06:55.980 --> 00:06:57.720

Dea Follmer-Greenhoot: Another 20 seconds.

26

00:06:59.370 --> 00:07:04.260

Dea Follmer-Greenhoot: to chime in and then we'll look at the says

27

00:07:06.900 --> 00:07:14.610

Dea Follmer-Greenhoot: And can you see the second question, by the way. Oh, yeah. Everybody's answering the second one as well. Cool. Alright, I didn't know if it would work that way.

28

00:07:30.780 --> 00:07:34.020

Dea Follmer-Greenhoot: Alright, I'm going to close that out. So what I do.

29

00:07:34.680 --> 00:07:46.350

Dea Follmer-Greenhoot: Oh, it doesn't. Okay, thank you. Julia. She says it doesn't let us submit until we answer both honestly I've used the polls quite a bit. This summer, but I hadn't actually put two questions in the same poll. So this is a good

30

00:07:46.950 --> 00:07:55.680

Dea Follmer-Greenhoot: I learned something new every day, I THINK, DOUG would say the same. So here we go. Alright, so now I'm going to share the results. Just so everybody can see

31

00:07:56.220 --> 00:08:04.140

Dea Follmer-Greenhoot: What we've got so it looks like we have a number of participants that are spread across the different hybrid options.

32

00:08:05.010 --> 00:08:13.770

Dea Follmer-Greenhoot: And so we you know we sort of anticipated that there will be a lot of questions about how to manage some of the in person components and

33

00:08:14.310 --> 00:08:23.760

Dea Follmer-Greenhoot: And then some of the online components that go alongside that but about a fifth of you are saying fully online. And then we do have some that aren't sure yet.

34

00:08:25.260 --> 00:08:40.320

Dea Follmer-Greenhoot: And then if I we scroll down to the second question, which really is intended to do, and about where you are in your course development. This is really helpful for me, in particular, to see

35

00:08:41.610 --> 00:08:51.960

Dea Follmer-Greenhoot: What kinds of where is everybody and how you know how far into the process. Should we go. It looks like the majority of you.

36

00:08:53.100 --> 00:09:00.540

Dea Follmer-Greenhoot: Are not sure where it go. That's great. I think we're totally going to be able to get you off on the right path and

37

00:09:01.560 --> 00:09:15.000

Dea Follmer-Greenhoot: And then the remaining topics that. Not sure how to do the online options, trying to decide what to do in person and then the equitable access will about those to some degree today as well.

38

00:09:15.630 --> 00:09:17.370

Doug Ward, KU: Okay, I believe, nobody's done

39

00:09:17.520 --> 00:09:22.050

Doug Ward, KU: I mean there's nobody who nobody who put in that I'm done with everything amazing

40

00:09:25.410 --> 00:09:29.010

Dea Follmer-Greenhoot: Okay, so I'm stopping the share so

41

00:09:30.120 --> 00:09:37.860

Dea Follmer-Greenhoot: So thanks for sharing that information and we are going to now start with a few slides, but

42

00:09:38.430 --> 00:09:50.310

Dea Follmer-Greenhoot: We want to make this interactive and so please know there are a couple of ways that you can make comments or ask questions. And the first of those is you can raise your hand.

43

00:09:50.970 --> 00:10:05.430

Dea Follmer-Greenhoot: Using the hand raising function on the sidebar on the participants sidebar. So if you click on participants along the bottom of your screen. It'll, it'll pop that participant sidebar up and

44

00:10:06.120 --> 00:10:15.810

Dea Follmer-Greenhoot: That's where you'll see the hand raise function and there is also a chat. So if you haven't done this. Yeah. Click on chat on the bottom of your screen. And that'll pull the chat.

45

00:10:16.710 --> 00:10:30.270

Dea Follmer-Greenhoot: Space up as well. So when I'm talking Doug will be monitoring the hand raising and the chat. And then when he's talking, I will be doing so and we will be interrupting each other as needed.

46

00:10:31.350 --> 00:10:34.920

Dea Follmer-Greenhoot: To make sure that we have plenty of time to make this interaction.

47

00:10:36.750 --> 00:10:40.110

Dea Follmer-Greenhoot: So let's see.

48

00:11:02.250 --> 00:11:05.760

Dea Follmer-Greenhoot: Okay so flexible teaching

49

00:11:06.900 --> 00:11:18.450

Dea Follmer-Greenhoot: Doug has done some engaging graphics here for borrowed some engaging graphics for us. We just wanted to start with a little bit of quick information about what we mean by flexible teaching

50

00:11:19.440 --> 00:11:27.810

Dea Follmer-Greenhoot: Hopefully you've seen the online guidebook that we've created on flexible teaching. And it's really meant to cover a lot of different

51

00:11:29.880 --> 00:11:45.960

Dea Follmer-Greenhoot: Meanings of flexibility and so we've provided on this slide a description of the four sorts of things that we are referring to when we talk about flexible teaching. And really, honestly, it's just kind of

52

00:11:46.260 --> 00:12:05.580

Dea Follmer-Greenhoot: A shorthand for the many things that we think are needed for fall course design. So the first of these is designing for this context. So the task that most of you have do unless you've been teaching online.

53

00:12:07.110 --> 00:12:15.240

Dea Follmer-Greenhoot: For a while, is we have to take our classes and and design them in these new instructional modes that are

54

00:12:17.040 --> 00:12:27.720

Dea Follmer-Greenhoot: Meant for the the fall teaching context. So that might mean moving everything entirely online developing your course into a hybrid format or

55

00:12:28.050 --> 00:12:38.670

Dea Follmer-Greenhoot: He may be teaching fully in person, but in a socially distanced classroom that has its own constraints. So that's the first, meaning that so alive.

56

00:12:39.450 --> 00:12:44.610

Dea Follmer-Greenhoot: That we're going to provide today and that we provide in the guidebook is really meant to

57

00:12:45.390 --> 00:12:58.470

Dea Follmer-Greenhoot: Help you grapple with the complexities of any of these types of course designs second meaning of flexibility is really adaptability. So what we mean by that is

58

00:12:59.130 --> 00:13:10.830

Dea Follmer-Greenhoot: That your course can readily be shifted between contacts as needed. In other words, another way to think about it is that are teaching

59

00:13:11.610 --> 00:13:25.650

Dea Follmer-Greenhoot: Partly in person. So a hybrid course or an in person course. How can you be ready to pivot online if needed, either for the whole semester or for part of this semester, depending on

60

00:13:26.880 --> 00:13:29.160

Dea Follmer-Greenhoot: A number of factors that

61

00:13:30.180 --> 00:13:48.300

Dea Follmer-Greenhoot: That could affect this. So essentially, how do we avoid being in the situation that many of us were in in spring 2020 and be more ready and select instructional practices and assessments and so on, that can be delivered in the online modality if needed.

62

00:13:49.470 --> 00:14:00.450

Dea Follmer-Greenhoot: 30 meeting is to provide flexibility in terms of the way students participate. So how do we provide if you're teaching

63

00:14:01.110 --> 00:14:12.870

Dea Follmer-Greenhoot: At least partly in person. How can you provide concurrent online options. And there are a couple of conditions under which this might be necessary. One is that I think

64

00:14:13.770 --> 00:14:26.550

Dea Follmer-Greenhoot: Everybody probably realizes it's very likely that you'll have students who at one point in the semester are not able to come to class and we don't want them to come to class if they're experiencing coven symptoms.

65

00:14:26.850 --> 00:14:35.190

Dea Follmer-Greenhoot: Or if they're sick or if they've had significant exposure to somebody who is or perhaps our students need to go home.

66

00:14:35.970 --> 00:14:42.000

Dea Follmer-Greenhoot: Family member and so on. And we don't want them to have to totally dropped the class. So we need to make sure that we have

67

00:14:42.990 --> 00:14:59.070

Dea Follmer-Greenhoot: Opportunities ways for students to participate remotely needed for part of the semester. And as we understand it, there may be situations in which students request that from the very beginning. So

68

00:14:59.610 --> 00:15:11.070

Dea Follmer-Greenhoot: Big Picture. How could you be ready to address those kinds of adaptations. And then finally, the last part of flexibility, again, has to do with student

69

00:15:11.520 --> 00:15:25.920

Dea Follmer-Greenhoot: Flexibility for students. But this one has more to do with equity and access. So how can we create a class that has sufficient flexibility that students can participate, despite

70

00:15:26.280 --> 00:15:34.200

Dea Follmer-Greenhoot: Constraints, that they might have in terms of Internet access bandwidth timezone differences and those sorts of things.

71

00:15:34.860 --> 00:15:48.420

Dea Follmer-Greenhoot: So we're going to try to provide you with an introduction to some strategies that we think will help address all of these definitions of flexibility, know that in an hour. We're not going to solve all of the problems for you, but

72

00:15:48.960 --> 00:16:00.540

Dea Follmer-Greenhoot: We want to give you some big picture key ideas and then you can follow up in the guidebook, or in some of the workshops that we do between now and the end of the semester.

73

00:16:01.020 --> 00:16:15.810

Dea Follmer-Greenhoot: So how am I you achieve these things that I just laid out on the previous slide. We're going to share with you four key ideas here. And the first one is to design for the online environment first

74

00:16:17.010 --> 00:16:23.700

Dea Follmer-Greenhoot: And so imagine that you were designing an online course. And if you do have

75

00:16:24.600 --> 00:16:45.390

Dea Follmer-Greenhoot: An in person part of your course then think about it as a supplement to the online. So what can you, what do you know you can do in an online environment. And then, what additional things. How does the in person experience broaden some of what you could do.

76

00:16:46.800 --> 00:16:56.850

Dea Follmer-Greenhoot: And then the remaining three key ideas. We're going to go into in a little bit more depth thinking in terms of modules, drawing on universal design.

77

00:16:57.240 --> 00:16:59.760

Dea Follmer-Greenhoot: And then following steps for backwards design.

78

00:17:00.030 --> 00:17:12.360

Dea Follmer-Greenhoot: So with that, I'm going to hand things over again. He is going to talk about modules, Doug, do you want to use the slide or do you want to screen share and go to the

79

00:17:12.480 --> 00:17:14.610

Doug Ward, KU: Slide. Now the slide is fine.

80

00:17:14.640 --> 00:17:19.770

Doug Ward, KU: For right now, and I just want to bring something up. I really there really wasn't much comment in the

81

00:17:20.970 --> 00:17:30.930

Doug Ward, KU: In the chat and Yvonne sent me something and saying, I really appreciate the opportunity to just a poll something like a poll can make a big difference in

82

00:17:31.800 --> 00:17:38.490

Doug Ward, KU: In something like this. And I think that's really important to keep in mind that a lot of times our students are

83

00:17:39.240 --> 00:17:48.390

Doug Ward, KU: You know, they're out there and they may feel like they're just so distant and I think just something like the poll can really help you get a sense of who else is in a in a group with you.

84

00:17:48.930 --> 00:17:54.660

Doug Ward, KU: And oh my gosh oh I'm I'm feeling the same way. I'm having the same kind of issues.

85

00:17:55.470 --> 00:18:11.790

Doug Ward, KU: So find ways to when you're using zoom to try to bring your students in with with things like that with the chat. When you can even in in the chat. And I know that that's difficult, but when you have something if you're, if you have a zoom connection in class.

86

00:18:12.900 --> 00:18:20.640

Doug Ward, KU: One thing that we've talked about, it's just, it's just having a student designating a student for the day or a couple of people who are monitoring the chat.

87

00:18:21.150 --> 00:18:31.050

Doug Ward, KU: And can provide them some interaction between those of home and those who are in the classroom. I think that's a, that's a good way that you might be able to do that so

88

00:18:31.080 --> 00:18:46.260

Dea Follmer-Greenhoot: We're talking to Doug, I just one thing I forgot to mention to this group that we are recording this session so that others who are not available are are able to see

89

00:18:48.420 --> 00:18:48.690

Doug Ward, KU: Okay.

90

00:18:48.840 --> 00:18:50.130

Dea Follmer-Greenhoot: I'm sorry. Back to you, Doug.

91

00:18:50.280 --> 00:18:50.790

Doug Ward, KU: No problem.

92

00:18:51.990 --> 00:19:03.060

Doug Ward, KU: So what we're encouraging you to do is to think in terms of modules and we're designing online first and I'll get to that in just a minute but

93

00:19:03.480 --> 00:19:15.480

Doug Ward, KU: Really, if you think in terms of your semester, you've got the whole semester and it's not unusual to break it into units or quarters or something like that. If you start breaking your class into smaller pieces.

94

00:19:16.020 --> 00:19:24.540

Doug Ward, KU: Then you can start thinking about ways that you can put what can I put online. What can I put in the classroom.

95

00:19:26.010 --> 00:19:33.600

Doug Ward, KU: Even I do it week by week. That's the way that works best for me, but you can do it in terms of modules. Some people do it.

96

00:19:35.190 --> 00:19:43.200

Doug Ward, KU: Two weeks at a time or three weeks at a time and I'm thinking there at the bottom, you're not, you may not have that many things, but the

97

00:19:43.530 --> 00:19:50.040

Doug Ward, KU: More that you can break that class down even in terms of assignments in terms of the readings in terms of each of these elements.

98

00:19:50.400 --> 00:20:03.300

Doug Ward, KU: What is it that you want students to get out of those things. What is it that you want them to learn. And then can you and then give them clear directions about what you want to do with each of those elements.

99

00:20:04.020 --> 00:20:17.880

Doug Ward, KU: And how they can achieve the goals that you're setting for each of those areas. So that's really just that that way of thinking. You want to bring. Okay. Can you give me the screen dia and I will

100

00:20:19.170 --> 00:20:20.310

Doug Ward, KU: I'll go here.

101

00:20:22.350 --> 00:20:28.260

Doug Ward, KU: I'll show you a video that one of our colleagues did in

102

00:20:29.760 --> 00:20:30.540

Doug Ward, KU: Our camp.

103

00:20:32.100 --> 00:20:32.520

Doug Ward, KU: That

104

00:20:34.140 --> 00:20:52.830

Doug Ward, KU: We thought did a good job of this. This is from an Patterson, who's in architecture and she did a video and she calls this Chungking. So she said, I said, This is great. And she said, Well, whenever I do something I have to put it in terms of visual. So here's what here's here was her visual

105

00:20:58.050 --> 00:21:03.120

Dea Follmer-Greenhoot: Hey Dad, did you did you click on you share to also share the computer sound.

106

00:21:05.670 --> 00:21:06.510

Doug Ward, KU: No.

107

00:21:06.570 --> 00:21:07.830

Dea Follmer-Greenhoot: Yeah, so I thought

108

00:21:07.890 --> 00:21:13.830

Doug Ward, KU: I heard to ya know I did that. I thought you had to set that up in advance. So let me go.

109

00:21:13.830 --> 00:21:14.700

Doug Ward, KU: Back and

110

00:21:15.480 --> 00:21:17.190

Dea Follmer-Greenhoot: You click it when you share

111

00:21:17.400 --> 00:21:17.670

Okay.

112

00:21:19.590 --> 00:21:20.940

Doug Ward, KU: Got it. Let me try again.

113

00:21:22.170 --> 00:21:23.310

Dea Follmer-Greenhoot: It's in the bottom left.

114

00:21:23.490 --> 00:21:25.110

Doug Ward, KU: Got it. Thank you.

115

00:21:31.500 --> 00:21:32.580

Doug Ward, KU: All right, let's try again.

116

00:21:34.500 --> 00:21:48.900

Dea Follmer-Greenhoot: Hello, I'm Patterson and what really resonated with me in the first session was the idea about Chungking how we can take a course that's already full of information and reduce it and still make it feel like it's

117

00:21:49.590 --> 00:21:59.790

Dea Follmer-Greenhoot: The same thing. So let's say I had a zucchini. Oh, you're going to tell me it's a yellow squash. Here it is. I'm going to reduce it into three modules.

118

00:22:00.630 --> 00:22:07.920

Dea Follmer-Greenhoot: There it is. And each of these. I'm going to deliver in maybe four weeks and the semester. But maybe it's too much information because the

119

00:22:08.340 --> 00:22:23.250

Dea Follmer-Greenhoot: The learning is slowing down because of the delivery method. So if I had these three parts. The beginning, the middle. In the end, in the case of the squash what I might do is actually remove

120

00:22:24.840 --> 00:22:26.340

Some of

121

00:22:27.750 --> 00:22:36.360

Dea Follmer-Greenhoot: The information, some of the information that really maybe it's repetitive and I should have addressed it in my class, a long time ago.

122

00:22:37.200 --> 00:22:51.750

Dea Follmer-Greenhoot: And maybe actually in the end what I have is still a whole course I just remove some things that were possibly unnecessary for the flavor of the class.

123

00:22:52.440 --> 00:23:03.840

Dea Follmer-Greenhoot: Make it this class was already available to me. Maybe I should have shortened it long ago, I should have chosen the short squash in the first place. So there we go.

124

00:23:05.010 --> 00:23:07.350

I say that Chungking

125

00:23:08.520 --> 00:23:14.220

Can become Chungking and we still can understand the concept

126

00:23:16.320 --> 00:23:25.230

Doug Ward, KU: So I will stop and I'll have you take it back. You know, one of the things that I like about that is that

127

00:23:26.340 --> 00:23:32.430

Doug Ward, KU: Can you bring the PowerPoint backup do is that it really helps get across that idea.

128

00:23:34.470 --> 00:23:39.810

Doug Ward, KU: Oops, sorry, I'm still getting sound from there.

129

00:23:41.610 --> 00:23:47.070

Doug Ward, KU: Is that it emphasizes the importance of looking at your class and thinking

130

00:23:48.630 --> 00:23:59.310

Doug Ward, KU: Do I really need all of this. Are there areas that I can trim back and make it more compact and still have students get the same

131

00:24:00.360 --> 00:24:12.360

Doug Ward, KU: Still have students read sustained goals and and that's important. And I think that's one of the things that I found when teaching online fully online that it really makes you more efficient as a teacher.

132

00:24:12.960 --> 00:24:17.250

Doug Ward, KU: When you can think about that. And I think this approach and whatever whatever element of

133

00:24:18.300 --> 00:24:30.990

Doug Ward, KU: Of course design, you're going to have can help and to really start breaking it down and looking at those elements and thinking. Which of those do I really need which this are nice, but I don't know that I have time to do it.

134

00:24:33.060 --> 00:24:35.580

Doug Ward, KU: Okay, next key gone the next slide.

135

00:24:38.310 --> 00:24:57.510

Doug Ward, KU: The other part here is that when you're working, you want to think about universal design and universal design has several elements, but I think one of the one of the easiest ways to think about universal design is it it was borrowed from

136

00:24:58.770 --> 00:25:13.710

Doug Ward, KU: Oh gosh, I don't know, architecture, planning, those kinds of things. Because if you with universal design in a physical environment, something like a curb cut fits in there I it's a

137

00:25:14.910 --> 00:25:27.120

Doug Ward, KU: Something that was used or put in specifically for a purpose to make it more accessible to two people perhaps in a wheelchair with a stroller with things like that but it benefits everyone

138

00:25:27.900 --> 00:25:39.240

Doug Ward, KU: I have. I was wearing this mask and I got this specifically for this not well for for the fall because I wanted to demonstrate to people. This is actually a universal design. I mean,

139

00:25:40.260 --> 00:25:42.120

Doug Ward, KU: It's a kind of a mask that has

140

00:25:43.260 --> 00:25:49.440

Doug Ward, KU: A clear plate in it so that you can actually see people's lips when they're speaking

141

00:25:49.890 --> 00:26:00.570

Doug Ward, KU: And that's and I wore that at the farmers market on Saturday, and I was talking to somebody there and then she's as I was leaving, she said that's universal design isn't it. And I said, Yes, it is.

142

00:26:00.960 --> 00:26:13.380

Doug Ward, KU: And something that was that was created for a specific purpose, but it has many different functions that it allows you to see someone's lips, and at the same time, it blocks.

143

00:26:13.950 --> 00:26:17.910

Doug Ward, KU: It blocks your mouth so that it's not spreading the spreading the virus.

144

00:26:18.900 --> 00:26:27.630

Doug Ward, KU: So when these are some of the elements of universal design, but you know, you also want to be thinking in terms of what our options that you can give students

145

00:26:28.110 --> 00:26:37.800

Doug Ward, KU: For not only accessing the material, but also for demonstrating their learning. And that could be a lot of different ways.

146

00:26:38.430 --> 00:26:50.790

Doug Ward, KU: In, in this case pros and cons of synchronous, asynchronous. It could be that your there's an opportunity to write that there might be an opportunity to demonstrate something by video or audio.

147

00:26:51.480 --> 00:26:59.430

Doug Ward, KU: Some things like that. You want to give them opportunities for plaque practice. You also want to make sure that everything is clear.

148

00:26:59.970 --> 00:27:16.350

Doug Ward, KU: And especially trying to avoid jargon. I think especially in earlier classes. So you want to make sure that everyone can understand what you're talking about. And make sure that you're clear and give them opportunities to ask questions if they if they aren't sure

149

00:27:17.430 --> 00:27:21.750

Doug Ward, KU: And when you are also in terms of

150

00:27:23.190 --> 00:27:32.340

Doug Ward, KU: Accessibility. You want to think about making sure that if you have a video that someone has the option of

151

00:27:32.910 --> 00:27:44.790

Doug Ward, KU: Reading a transcript of it to provide captioning. I mean, we're not actually not providing very good modeling here because Ideally this this presentation would have captioning for it.

152

00:27:45.240 --> 00:27:54.720

Doug Ward, KU: But unfortunately, zoom does not have captioning built into it. If you use Microsoft Teams. The video there does have captioning built into it.

153

00:27:55.320 --> 00:28:02.130

Doug Ward, KU: And it works very well. And that's a real benefit and I know that if you when I go to conferences, I've

154

00:28:03.120 --> 00:28:16.920

Doug Ward, KU: Been finding that I rely on that captioning more and more when someone is speaking it's up on the screen, it's like, Oh, I missed something. And I'm going back there and I've been working with it to try to get that in our lecture halls, when we get back

155

00:28:18.180 --> 00:28:26.190

Doug Ward, KU: I don't know. It's not going to happen this year, partly because I had problems with the with the technology in there, but I think eventually that's where we'll, we'll go

156

00:28:26.940 --> 00:28:28.980

Dea Follmer-Greenhoot: And if I could break in and say that

157

00:28:30.390 --> 00:28:37.980

Dea Follmer-Greenhoot: One of the, one of the other benefits of recording a zoom session like this is that if you record to the cloud, you'll get

158

00:28:38.640 --> 00:28:48.120

Dea Follmer-Greenhoot: A transcription of the whole session. And then you can make that transcription available. So we will. So while we don't have live captions in zoom

159

00:28:49.020 --> 00:28:59.010

Dea Follmer-Greenhoot: For regular sessions, you can use that captioning. Or you can use that transcription function in and make the transcript available to students.

160

00:28:59.670 --> 00:29:17.940

Dea Follmer-Greenhoot: I will point out also that we are getting live captioning for our teaching Summit, which we're hosting on August 20. It's just a costly. It's too costly right now for everybody to do that for every session. Every, every class.

161

00:29:19.530 --> 00:29:23.040

Dea Follmer-Greenhoot: Which is one of the reasons for really promoting teams.

162

00:29:24.150 --> 00:29:28.170

Dea Follmer-Greenhoot: But anyway, we can do that. I shall that's

163

00:29:28.680 --> 00:29:46.410

Doug Ward, KU: Randy, you're asking just k you have full access to teams. Yes, everybody has access to teams now so you can you can use it, we're using it more and more. It's something that they just made available university wide, I think, in May, maybe in April.

164

00:29:47.460 --> 00:30:06.060

Doug Ward, KU: I use it for class last semester and I like it a lot. We use it for a lot of meetings and so you can there's benefits of it because you can share and share documents you can have chat. You can do video conferencing like this. There's just a lot of benefits to it.

165

00:30:07.380 --> 00:30:25.980

Dea Follmer-Greenhoot: Yeah, that one of the things we've seen is sometimes the teams that the video feed isn't quite as good as in, zoom, and it and at the moment, it only allows nine pictures on the screen at a time, but they are improving that and sometime this fall. They're supposed to have

166

00:30:27.000 --> 00:30:31.920

Dea Follmer-Greenhoot: A redo that has capability for more like 45 on a screen.

167

00:30:32.940 --> 00:30:47.790

Dea Follmer-Greenhoot: So, and there was a couple other questions in the chat. Oh, Dana mentioned that, yes, the media hub. If you upload a video from zoom into the media hub, then you can get captions put on it through there.

168

00:30:48.780 --> 00:30:57.900

Dea Follmer-Greenhoot: And Tony's axing asking where we get access. So what we've generally done we're recording a workshop is to post a link

169

00:30:58.350 --> 00:31:12.990

Dea Follmer-Greenhoot: On the workshops and program page of the flex teaching site or in the spring. It was the remote k.edu site. So you can go back to the list of workshops and see recordings and transcripts once

170

00:31:14.040 --> 00:31:18.030

Dea Follmer-Greenhoot: Once they are ready, which is usually in about 24 hours.

171

00:31:19.860 --> 00:31:29.340

Dea Follmer-Greenhoot: I wanted to just to build off of some of what Doug was saying on universal design. I want it take you to the flex teaching website, I hope.

172

00:31:30.780 --> 00:31:35.370

Dea Follmer-Greenhoot: Is it still snowing showing the slide or do you see my the flex teaching site.

173

00:31:35.760 --> 00:31:36.870

Doug Ward, KU: Wide is still up there.

174

00:31:36.930 --> 00:31:52.470

Dea Follmer-Greenhoot: Okay, so I'll just have to switch it another it really important component to thinking about universal design and making sure that your course is accessible to everybody is really thinking through

175

00:31:53.490 --> 00:32:13.230

Dea Follmer-Greenhoot: The issue of equity in in student access and how you might navigate that. So, it is the case. And I think everybody got the message pretty clearly in the spring semester that not all of our students have equal access to high bandwidth internet service and some of them may have

176

00:32:14.820 --> 00:32:27.180

Dea Follmer-Greenhoot: Poor access to other important technologies that they need to engage with online or hybrid courses. So in the on the flex teaching site under the

177

00:32:27.600 --> 00:32:39.210

Dea Follmer-Greenhoot: Designing for equity tab when you go to the designing for accessibility page that is one of the issues that we go into and will link you from there to

178

00:32:40.590 --> 00:32:46.770

Dea Follmer-Greenhoot: A page on access so addressing some of the issues. Doug just talked about, but also some

179

00:32:47.430 --> 00:33:06.330

Dea Follmer-Greenhoot: Material that can help you think through some of the pros and cons of synchronous sessions which are high bandwidth requiring practices. So you want to, you know, and that can create complications for students who are in different time zones and etc. So we have

180

00:33:07.380 --> 00:33:20.490

Dea Follmer-Greenhoot: A section. Actually, I'm not sure where the link is now there is we have a whole page. Maybe that is over here on choosing between synchronous and asynchronous methods.

181

00:33:21.180 --> 00:33:33.510

Dea Follmer-Greenhoot: The advantages and disadvantages of those practices and if you do decide to use a lot of synchronous activities, some things that you might need to be careful of.

182

00:33:33.810 --> 00:33:49.260

Dea Follmer-Greenhoot: One of the things you can do in the early phases of your course right from the beginning is to find out if any of your students might have issues with access. So point out what kind of technology access they have and if they anticipate any difficult

183

00:33:50.520 --> 00:33:58.770

Dea Follmer-Greenhoot: We have one of our faculty consultants any liars off has shared with us to share with anybody else.

184

00:33:59.370 --> 00:34:19.050

Dea Follmer-Greenhoot: A survey that she's used in her online classes for quite a while now that we can make accessible to any other instructor who would like to have kind of a pop in call trick survey to to gather that information to inform their practices one

185

00:34:19.080 --> 00:34:26.940

Doug Ward, KU: I would like to address something that Virginia brought up asking, Are there concerns with 100% online transition. If the whole campus.

186

00:34:27.720 --> 00:34:40.050

Doug Ward, KU: Used a largely synchronous model on zoom and yes i mean i think i don't know from a technology standpoint. No, I think that from K us point

187

00:34:40.530 --> 00:34:47.790

Doug Ward, KU: The, the technology can handle it. Now whether your students have the right technology to handle it, whether they're in the right place to do it.

188

00:34:48.330 --> 00:35:02.070

Doug Ward, KU: The other problem there is that I think if everybody tried to do zoom live zoom all the time. I mean, your students would just go would just sort of go crazy. I mean, I think they're just going to, I start lapsing into

189

00:35:05.160 --> 00:35:10.650

Doug Ward, KU: Brain, you know, brain freeze after a while on zoom with the meetings that I have

190

00:35:11.010 --> 00:35:25.530

Doug Ward, KU: And I can imagine, you know, if you have your students who are doing, trying to do this all the time. I mean, there really does become sort of diminishing returns with something like like live zoom classes because students are just not going to be paying attention as much

191

00:35:27.720 --> 00:35:35.730

Dea Follmer-Greenhoot: And that kind of goes back to some of these principles of universal design providing multiple ways for students to engage with material.

192

00:35:36.360 --> 00:35:50.430

Dea Follmer-Greenhoot: Sample is is one of our goals. And so I think on the one hand, we want to make sure that we're not skipping from tool to tool and kind of bombarding students with a lot of different tools that they have to learn all at once.

193

00:35:51.210 --> 00:35:58.560

Dea Follmer-Greenhoot: On the other hand, some variety in the ways in which we ask students to engage with material and produce their work.

194

00:35:59.310 --> 00:36:19.380

Dea Follmer-Greenhoot: It can be beneficial because it can really help with engagement. I think in the spring semester. One of the things that a lot of students were experiencing was a lot of reading and writing all on screen. And that just gets tiring. So I started trying to think about how can I put in some

195

00:36:20.430 --> 00:36:28.980

Dea Follmer-Greenhoot: Things in my class that would help students get away from. There's a while so even something like a podcast, for example.

196

00:36:29.640 --> 00:36:37.560

Dea Follmer-Greenhoot: That students can listen to on their phone with earbuds while they're taking a walk or while they're doing something else away from

197

00:36:38.190 --> 00:36:45.150

Dea Follmer-Greenhoot: Their laptop or their desk. Again, if you're going to do that. Of course, you need to also make transcripts available for students that

198

00:36:46.020 --> 00:36:54.660

Dea Follmer-Greenhoot: Might have hearing impairments, but the access page will provide guidance on that. So, you know, and then also one of the sessions that

199

00:36:55.140 --> 00:37:06.690

Dea Follmer-Greenhoot: Shannon Chris and other of our faculty consultants and some others are going to be leading in the next couple of weeks has to do with creative approaches and how do you find, you know, ways to

200

00:37:07.740 --> 00:37:17.100

Dea Follmer-Greenhoot: engage students in learning, even if a lot of the work is, you know, a lot of the courses delivered online. What are some things that you can do that might be hands on.

201

00:37:17.850 --> 00:37:28.020

Dea Follmer-Greenhoot: That just are not mediated by technology at all. And she's got a lot of really interesting ideas for that. So stay tuned. If that's an intriguing idea to you.

202

00:37:30.270 --> 00:37:36.780

Dea Follmer-Greenhoot: So where are we, I think the last of the principles, Doug did. Was there anything else you wanted to say about universal design.

203

00:37:36.960 --> 00:37:38.670

Doug Ward, KU: No, that's, I think, that's fine. Go ahead.

204

00:37:38.760 --> 00:37:43.950

Dea Follmer-Greenhoot: Alright, so the last of the principles, I'll share my screen just a little bit longer.

205

00:37:44.220 --> 00:37:50.280

Dea Follmer-Greenhoot: Is to follow backwards design and toggle on this when he talked about

206

00:37:50.940 --> 00:37:57.420

Dea Follmer-Greenhoot: Setting up modules. He talked about really focusing in on the learning outcomes of the class and

207

00:37:58.050 --> 00:38:07.410

Dea Follmer-Greenhoot: I don't think we can overemphasize how important that is. And one way to think about it is when you start to get overwhelmed with all of the decisions that you have to make

208

00:38:07.710 --> 00:38:15.930

Dea Follmer-Greenhoot: About changing up your course. And how are you going to do all of this in this new really odd environment.

209

00:38:16.860 --> 00:38:21.750

Dea Follmer-Greenhoot: You know, I think the place to really start and to anchor your thinking is

210

00:38:22.260 --> 00:38:30.960

Dea Follmer-Greenhoot: To remind yourself of what is the core purpose of your class. What is it that students most need to get out of this course and why

211

00:38:31.350 --> 00:38:43.170

Dea Follmer-Greenhoot: And then once you feel pretty solid on that, then you cannot begin to reflect on questions about assessment. So how am I going to know if students have achieved that.

212

00:38:44.040 --> 00:38:55.050

Dea Follmer-Greenhoot: What sorts of assessments or assignments would enable them to demonstrate that they are acquiring these skills and this knowledge that's so important.

213

00:38:55.440 --> 00:39:05.400

Dea Follmer-Greenhoot: And how do I deliver that in the online environment. And then finally given those assignments and assessments. What are the essential learning activities.

214

00:39:06.000 --> 00:39:18.210

Dea Follmer-Greenhoot: What kinds of skills do they need to practice and get feedback on, in other words, that will enable them to perform well on these key assignments and assessments.

215

00:39:18.570 --> 00:39:40.980

Dea Follmer-Greenhoot: So that's a and and we have a lot of material on the guidebook in the guidebook on that as well. So we want to do allow for plenty of time for you all to ask us questions. So our questions to you are, what are your most pressing question tricky issues. Are you still hustling through

216

00:39:48.300 --> 00:39:50.010

Lawrence Davidow: I do have a question. No, I

217

00:39:50.280 --> 00:39:57.120

Lawrence Davidow: Was gonna jump in there, what will happen. One thing that we've been struggling with, like, in the pharmacy school and the year that I teach

218

00:39:57.390 --> 00:40:03.480

Lawrence Davidow: Is that our students are supposed to the dean. His head is supposed to, you know, have on campus classes.

219

00:40:03.840 --> 00:40:11.880

Lawrence Davidow: Although faculty some faculty are choosing not to. But so, for example, our students come in and they have a nine to 10 o'clock class at 10 to 11 and 11 to one.

220

00:40:12.420 --> 00:40:23.340

Lawrence Davidow: So what happens if the nine o'clock classes live, but the 10 o'clock class goes all online and then the 11 o'clock class is back in person or some variation on that.

221

00:40:23.790 --> 00:40:34.350

Lawrence Davidow: How do we are the university doing. I know this is just from the student perspective, having different courses make different decisions based off with your schedule could create some access and

222

00:40:34.650 --> 00:40:41.400

Lawrence Davidow: Where am I going to do that online class. If I've got a live class after that and some of those scheduling issues. I don't know if you've had some other feedback from faculty

223

00:40:44.310 --> 00:40:53.580

Dea Follmer-Greenhoot: Doug, do you want to address. I think that's a great question. And some of that will be and I, I know that the libraries, for example, has

224

00:40:54.240 --> 00:40:59.430

Dea Follmer-Greenhoot: workstations and some capability, I think, I think the key is going to be where are students

225

00:41:00.210 --> 00:41:15.330

Dea Follmer-Greenhoot: Going to be able to sit and work and potentially engage with the class. And I'm wondering if you have more information about what is currently being offered through, for example, the computer labs and the libraries and how they're handling those

226

00:41:15.750 --> 00:41:26.070

Doug Ward, KU: I do not. And I know that that is an issue that that as students have to switch back and forth, where can they go and how can we make sure that they have

227

00:41:26.730 --> 00:41:36.780

Doug Ward, KU: A place to go. I think that it's something that we'll have to work with them on and make sure that they when they get their schedule.

228

00:41:37.170 --> 00:41:58.530

Doug Ward, KU: That we make them aware of specifically what we're expecting of them in terms of classes so that they can start making arrangements. Now the library. I don't know. I mean, I can't really go beyond that because I don't know exactly what's going to be happening in terms of the buildings.

229

00:42:00.420 --> 00:42:07.590

Dea Follmer-Greenhoot: So I'm some of the, yeah. One of the things that happens whenever we do a workshop. Is there a lot of questions that

230

00:42:08.340 --> 00:42:18.450

Dea Follmer-Greenhoot: Have been answered. And so we try to correlate those and take them back to those that are working on safety and classroom all the changes with classroom.

231

00:42:19.440 --> 00:42:30.510

Dea Follmer-Greenhoot: Design in order to try to get some some answers. I do know, however you all probably know that they are increasing the amount of time to passing period.

232

00:42:31.650 --> 00:42:35.700

Dea Follmer-Greenhoot: And so presumably, there will be

233

00:42:37.080 --> 00:42:52.020

Dea Follmer-Greenhoot: Hopefully with that expansion of the passing times students will have more time to get themselves to a space where they are actually able to get online as they need to. I see that Virginia has had her hand raised for a bit.

234

00:42:53.730 --> 00:43:02.910

Virginia Ho (Law): Yeah, I'm at the law school and I just wanted to speak to that prior question, but I have another question. So we're pretty self contained. And this is a really serious issue because

235

00:43:03.420 --> 00:43:08.190

Virginia Ho (Law): It's not just a passing period they actually need like a social distance space.

236

00:43:09.180 --> 00:43:19.890

Virginia Ho (Law): Huge you know quantity of students that are in between things and a half to be in different places and this transitioning like you're not going to go off campus if you have another class in the afternoon and

237

00:43:20.310 --> 00:43:32.400

Virginia Ho (Law): And and my expectation, like a very large class. This is partly what raised the issue is my large class probably sits midway between two things, and that entire cohort of people. We just physically do not have this space in the building.

238

00:43:32.940 --> 00:43:40.860

Virginia Ho (Law): And this is that nearby campus spaces that are available to the rest of the university and other units may similarly be occupied by others and we

239

00:43:41.490 --> 00:43:52.230

Virginia Ho (Law): I mean seriously, we were thinking like, can we set up trailers outside of green Hall, so people can have like little extra studies phases that we don't didn't previously me, but I think that's a broader question. My question is,

240

00:43:53.730 --> 00:44:02.670

Virginia Ho (Law): I would welcome offline or in your resource center if you could point us in the chat to resources that would enable us to do.

241

00:44:03.930 --> 00:44:21.330

Virginia Ho (Law): Weekly interim assessments or daily and are you know periodic frequent assessments for large classes that are meeting in a cohort model that require me to spend hours grading 70 to 100 like many little quizzes. It's already going to be crazy to try to create new content like this.

242

00:44:21.540 --> 00:44:27.960

Virginia Ho (Law): Yeah, that also relates to your earlier recommendation that we start to prepare as if we're teaching entirely online.

243

00:44:28.320 --> 00:44:44.850

Virginia Ho (Law): And then if we have an in person component to think about how that can supplement. I just wanted to press in on that and say, is that really how we should be viewing this that I should be viewing myself as starting from scratch an entirely new online course in the next four weeks.

244

00:44:45.960 --> 00:44:59.130

Virginia Ho (Law): Is that really my goal because that to me is like a very different task, then like can I do the best with a hybrid model and not completely reverse or revolutionize the way that I think this content needs to be taught.

245

00:45:00.600 --> 00:45:01.050

Dea Follmer-Greenhoot: Um,

246

00:45:02.070 --> 00:45:08.910

Dea Follmer-Greenhoot: I think that's a totally reasonable question. I don't think Duggar I would ever say go totally go back to scratch.

247

00:45:09.180 --> 00:45:19.260

Dea Follmer-Greenhoot: By encouraging you to go back to the core purpose of your class and to think through that i i see it almost as a step by step checklist process.

248

00:45:19.530 --> 00:45:27.360

Dea Follmer-Greenhoot: So you're revealing your class to kind of evaluate, you know, first of all, center yourself on what the core purpose is.

249

00:45:27.660 --> 00:45:36.540

Dea Follmer-Greenhoot: And then look across the different components of your class to make sure, number one, that they really are essential. And number two, that they are

250

00:45:37.410 --> 00:45:45.030

Dea Follmer-Greenhoot: designed in such a way that they could be delivered in an online or an in person environment. So rather than

251

00:45:45.420 --> 00:45:57.090

Dea Follmer-Greenhoot: So we are absolutely not suggesting that you totally build from the beginning, but that you may be treated more as a review, and you might find that some of the things that you already have built in.

252

00:45:57.420 --> 00:46:10.290

Dea Follmer-Greenhoot: Are going to work. Okay, but then it might enable you to identify the pieces that you might want to spend some time redesigning I just put in the chat links to two pages on that.

253

00:46:11.100 --> 00:46:29.280

Dea Follmer-Greenhoot: Got the flex teaching guidebook that focus on the low stakes assignments. So something that you could do weekly. So we have an page that is all about developing assessments and then a sub page on what we call a low stakes assignments and assessments and

254

00:46:31.440 --> 00:46:48.030

Dea Follmer-Greenhoot: You know, that gives you a variety of ideas for the kinds of things you might do weekly if you can set up. So yeah, Dana suggests cahoot quizzes cahoot it quizzes. Those are reasonable polls are and

255

00:46:49.530 --> 00:46:55.680

Dea Follmer-Greenhoot: So that can be something that you do in a synchronous session every week, as you know, kind of proof of

256

00:46:56.940 --> 00:46:58.740

Dea Follmer-Greenhoot: Of engagement.

257

00:47:00.030 --> 00:47:10.110

Dea Follmer-Greenhoot: Or, you know, and then you can also use it in a pedagogically valuable way to see where your students are or to highlight for each other, diversity of opinion about something.

258

00:47:11.550 --> 00:47:19.110

Dea Follmer-Greenhoot: I you know I know a number of faculty have used weekly low stakes assignments in large classes for years.

259

00:47:20.160 --> 00:47:30.870

Dea Follmer-Greenhoot: So for example, in my classes I've used a combination of either group blog post. So I put my into groups and

260

00:47:32.010 --> 00:47:37.500

Dea Follmer-Greenhoot: If they're asked to kind of share a reflection and response to a focus question.

261

00:47:38.490 --> 00:47:48.630

Dea Follmer-Greenhoot: Blog space and then respond to each other and then I'll have either myself or my team will sort of monitor that and chime in every once in a while.

262

00:47:49.290 --> 00:48:00.990

Dea Follmer-Greenhoot: Without giving super detailed feedback so you can basically do like one or two scoring system that it really is just cash that look like they read reading

263

00:48:02.040 --> 00:48:10.410

Dea Follmer-Greenhoot: Another but you know a lot of the interaction can be between students instead of requiring your constant intervention.

264

00:48:11.220 --> 00:48:21.510

Dea Follmer-Greenhoot: And then yeah the the pre graded or automatically graded quizzes are workable. I think the trick with those is to make sure that the kinds of things that you're asking

265

00:48:21.930 --> 00:48:34.290

Dea Follmer-Greenhoot: Are at the level of understanding that is really important in your class. So for example, when I've used a textbook in my classes. Sometimes they come with preset online quizzes.

266

00:48:35.190 --> 00:48:53.430

Dea Follmer-Greenhoot: When I look at the questions they are at a very low level of understanding. They're very kind of definitions focused and that doesn't align well with my learning objectives which are more about the ability to analyze and to integrate and

267

00:48:54.840 --> 00:49:11.460

Dea Follmer-Greenhoot: And things like so I generally I just, I usually use a smaller set of more integrative questions that they can't answer just by looking up a couple of words in a in a book. So those are a few ideas. I'm sure others Doug and

268

00:49:11.730 --> 00:49:15.060

Doug Ward, KU: Yeah, there's a black with Blackboard. You can you could create

269

00:49:16.710 --> 00:49:18.810

Doug Ward, KU: Regular quizzes that then have

270

00:49:20.310 --> 00:49:31.290

Doug Ward, KU: That students have to complete successfully to unlock something else to go on in in the class to help prepare them for for meeting that would be

271

00:49:31.800 --> 00:49:41.400

Doug Ward, KU: Probably the easiest way if you're using Blackboard because it really does have that flexibility and then it's recorded for you and they could be self graded as well.

272

00:49:42.540 --> 00:49:42.960

Doug Ward, KU: I'm going to go

273

00:49:43.140 --> 00:49:48.540

Dea Follmer-Greenhoot: Looking for something to build flexibility and and normally asked

274

00:49:49.320 --> 00:50:03.360

Dea Follmer-Greenhoot: To engage students in discussing the reading. And that's kind of also serving and accountability purposes. Well, then, what you might think about is something that that enables them to do that together online.

275

00:50:03.720 --> 00:50:16.380

Dea Follmer-Greenhoot: Ahead of time, then the in person, you know, then you have this sort of pre design fall back and it would enable you during class time to take it a step further.

276

00:50:17.730 --> 00:50:23.820

Doug Ward, KU: One way that I do that is with a three to one assignment. It's very easy to

277

00:50:24.990 --> 00:50:33.810

Doug Ward, KU: Great. Really, you could probably you could use it as just a completion. Great. And that's one where I take say over readings or over assignments that week students

278

00:50:35.220 --> 00:50:47.880

Doug Ward, KU: Write out what are the three main points. What are the two. What are two questions they have over the readings. You could also you could make up whatever you wanted to in there. Sometimes I'll do that with one or two weaknesses in the arguments.

279

00:50:48.300 --> 00:50:54.000

Doug Ward, KU: What's one thing that you'd like to follow up on things like that if they did that and then brought that class.

280

00:50:54.570 --> 00:51:07.140

Doug Ward, KU: That then gives them a starting point for conversations as well. And I've that that's very helpful. And I think when asking them, what are they confused about or what are the quick questions. They have really helps me

281

00:51:07.620 --> 00:51:13.320

Doug Ward, KU: Better focus my time in class because I get a sense of what students are struggling well

282

00:51:14.820 --> 00:51:26.580

Doug Ward, KU: One thing that I want to go back with why we're talking about designing online. First is that, as we've been looking at it every place that has started to reopen has has flare ups in coven

283

00:51:27.240 --> 00:51:34.140

Doug Ward, KU: And it's very likely that there will be something like that. Here again, so I think we're trying to make it

284

00:51:35.550 --> 00:51:44.880

Doug Ward, KU: And to help you think through things so that if we do have to go fully online again that you're prepared to do that. That's really hard.

285

00:51:45.240 --> 00:52:07.980

Doug Ward, KU: And I think the the expectations that we're setting right now are are very high. I mean, trying to be able to accommodate students in person and online at same time is a really difficult task for everybody. It's time consuming and, you know, I, you know, we won't certainly

286

00:52:09.390 --> 00:52:22.080

Doug Ward, KU: Dismiss that it's a it's a big. It's a big lift. But if you start thinking about what do I do, how would I do this online, whatever you create and put online is still workable and classroom.

287

00:52:23.010 --> 00:52:28.770

Doug Ward, KU: It's still something that you could take and use whatever were in whatever form that you wanted to use

288

00:52:31.650 --> 00:52:36.450

Dea Follmer-Greenhoot: So Dale posted a question in the chat about attendance policies.

289

00:52:38.340 --> 00:52:49.860

Dea Follmer-Greenhoot: Great question. So the, you know, this is going to be complicated, because, and I believe that there is, guys, it's coming out.

290

00:52:50.490 --> 00:53:12.750

Dea Follmer-Greenhoot: Maybe in the works right now for faculty, how do you, how do you think about attendance and really that we should, you know, part of this guidance is is going to say, I think, for obvious reasons. You really can't. This, this year we can't require attendance, per se, for the grade.

291

00:53:14.160 --> 00:53:19.620

Dea Follmer-Greenhoot: That, that is, you know, frankly, going to create a more dangerous.

292

00:53:20.670 --> 00:53:32.820

Dea Follmer-Greenhoot: Environment for yourself and for students. If there's an incentive for students to just show up. So what we're really encouraging people to do is to think about. So

293

00:53:33.150 --> 00:53:43.380

Dea Follmer-Greenhoot: Oh, so I will say, though, I believe that academic affairs is working on a system academic affairs and student affairs are working on a system.

294

00:53:43.890 --> 00:53:52.020

Dea Follmer-Greenhoot: Through which students will report that they have to be absent and then that information gets shared with all of their instructors.

295

00:53:52.740 --> 00:54:05.400

Dea Follmer-Greenhoot: This is not going to require that they have a doctor's note or anything. I think with the scale of this this anticipated. They are just going to have this system that alerts instructors that a student is going to be out

296

00:54:06.540 --> 00:54:15.450

Dea Follmer-Greenhoot: For illness. And so with that in mind, we're really encouraging faculty to think about

297

00:54:16.980 --> 00:54:30.840

Dea Follmer-Greenhoot: Not having an attendance per se policy, but it's really more of a participation policy. So what is attendance for its for doing the work that happens in class. So how do you create some

298

00:54:31.920 --> 00:54:41.520

Dea Follmer-Greenhoot: Of activity that they do either in class or outside of class that engages them in the learning that you want to happen.

299

00:54:42.420 --> 00:54:53.880

Dea Follmer-Greenhoot: And also provides you with a marker that they have done that work, and that might, you know, that to me is the best way to promote

300

00:54:54.390 --> 00:55:13.320

Dea Follmer-Greenhoot: Accountability and engagement. So I think the focus needs to be not on live attendance to a session and more on doing, you know, participating in the learning activities that you have designed for that documented.

301

00:55:13.980 --> 00:55:20.550

Doug Ward, KU: Randy Randy, you are asking about labs and very specialized sort with very specialized equipment. I mean, there

302

00:55:21.270 --> 00:55:27.750

Doug Ward, KU: That is one of the hardest things to to address. And I think that's where the department really needs to be

303

00:55:28.650 --> 00:55:41.460

Doug Ward, KU: Involved in looking at how do we make this accessible. And I know that that most departments have been looking at the labs and finding ways to make sure that students get hands on access to what they need.

304

00:55:42.690 --> 00:55:50.040

Doug Ward, KU: If that goes online, though. I don't know. I mean, I think that's the that would be a big

305

00:55:50.790 --> 00:56:00.210

Doug Ward, KU: That would be a big setback. I think after the spring, where there was a were students faced the same sorts of things. And I know as you move forward.

306

00:56:00.960 --> 00:56:22.380

Doug Ward, KU: In the curriculum, it becomes harder and harder to use some of the generalized tools or some of the the online materials that are. They're very general are there that are that that provide some aspect of what you want, but it does not replace that hands on work that students need

307

00:56:22.890 --> 00:56:25.020

Doug Ward, KU: I think in some, in some cases,

308

00:56:26.820 --> 00:56:29.010

Doug Ward, KU: Some departments have been able to find

309

00:56:30.120 --> 00:56:34.560

Doug Ward, KU: Kits or things like that, that they have sent home with students for a while.

310

00:56:35.820 --> 00:56:44.940

Doug Ward, KU: I mean, the kinds of material that you're talking about. There's just, there's not a good way to do that though. I mean, trying to send home but centrifuge is not going to happen.

311

00:56:46.140 --> 00:56:56.310

Doug Ward, KU: So I think that's where the department's really going to have to work on some of those specialty things. I mean, the other one and Tony's here and I'm thinking of Tony and some of the trips that you take with

312

00:56:57.060 --> 00:57:14.160

Doug Ward, KU: Taking students out on field trips. I mean, that's very that's you can't replace that. I mean, you can you can show them. But that's not the same as going out in the field and actually working somewhere. And I don't know what sort of policies will have and for those sorts of things as semester.

313

00:57:16.470 --> 00:57:31.110

Tony Walton: An engineer can do that point to Doug to that field trips or okay the problem that they're running into with one particular field trip. I'm getting too old for that. So I'm not going to do it, but the the university has said and field trips or okay

314

00:57:32.400 --> 00:57:41.160

Tony Walton: As long as you go by car, and since it's a closed group, then it's pretty safe thing as long as nobody takes coven in with them so you

315

00:57:41.400 --> 00:57:45.630

Tony Walton: Check beforehand and then and then you go your clothes group and then you come home and

316

00:57:48.420 --> 00:57:49.680

Tony Walton: Run field trips this summer.

317

00:57:51.210 --> 00:58:02.910

Dea Follmer-Greenhoot: My understanding is that these highly specialized hands on kinds of learning experiences are, you know, still the highest priority for in person.

318

00:58:03.570 --> 00:58:11.340

Dea Follmer-Greenhoot: Oh, and you know, there are other institutions. For example, we do a lot of collaborating with Canadian institutions and

319

00:58:12.030 --> 00:58:22.170

Dea Follmer-Greenhoot: So, University of British Columbia and queens University in Kingston, Ontario, and both of those institutions are having everything online except

320

00:58:23.040 --> 00:58:31.770

Dea Follmer-Greenhoot: Specialized lab and studio experiences. So, you know, kind of back to both Tony and Randalls points.

321

00:58:32.640 --> 00:58:49.050

Dea Follmer-Greenhoot: You know, everybody recognizes that it is with specialized equipment and or places that these are are very difficult conditions that we can't just gloss over and say, You can do everything online there there are going to be some things that

322

00:58:50.190 --> 00:58:57.810

Dea Follmer-Greenhoot: That are that are just not not easily possible or will have to be replaced with, you know,

323

00:58:58.830 --> 00:59:00.150

Dea Follmer-Greenhoot: less than perfect

324

00:59:01.410 --> 00:59:20.580

Dea Follmer-Greenhoot: Options, but I, you know, my understanding is they're working on take home kits, where possible, and also just redesigning how the labs are conducted. So how many students come in at once, and how do they do them and how much close contact is it require and so on.

325

00:59:21.750 --> 00:59:25.950

Dea Follmer-Greenhoot: So I'm seeing Kristen has had her hand raised for quite a while.

326

00:59:27.900 --> 00:59:32.700

Kristin Villa: So I had a question kind of a follow up to attendance policies.

327

00:59:33.810 --> 00:59:44.220

Kristin Villa: You know i i'd like you know how you eat focus on participation. I think that's how we've redesigned our class for the fall to do a flipped classroom so that we're really maximizing that in person time

328

00:59:45.090 --> 01:00:00.600

Kristin Villa: With ideas of students who could be live synchronously via zoom. If they can't be in the classroom, but there are some concerns that we have students and we're in a large classroom in the College of Pharmacy so you know 150 to 100 and students.

329

01:00:01.800 --> 01:00:09.030

Kristin Villa: Who just don't want to come, they don't want to come to class didn't want to come live. They want to do recording much recorded lectures and there's questions about whether or not

330

01:00:09.750 --> 01:00:19.920

Kristin Villa: And administration would support that and allow that to say that we can't require students to be synchronous that we would have to make it available for them recorded. But the question is,

331

01:00:20.430 --> 01:00:36.360

Kristin Villa: What if the student has poor outcomes and they appeal their grade because they didn't have the same learning experience for others, how do we how do we design a course that really addresses that initially so that we don't have that situation.

332

01:00:41.160 --> 01:00:59.220

Dea Follmer-Greenhoot: Right. I think it's an important issue, one of the things that's been a little bit frustrating is that recognition that all of the drivers that normally all the things that we use to motivate students to come to class or to attend a live event, we cannot really enforce

333

01:01:01.410 --> 01:01:06.420

Dea Follmer-Greenhoot: And so because we have to have a multitude of options. So I think

334

01:01:07.140 --> 01:01:28.200

Dea Follmer-Greenhoot: What I would recommend under these conditions is being absolutely transparent about what these different instructional or learning activities are for and why it's important for students to engage with them if possible. I think for the live so so we are Doug and I have actually really

335

01:01:29.790 --> 01:01:44.310

Dea Follmer-Greenhoot: Tried to encourage people to look into options other than a lot of live zoom sessions and maybe limiting. You know, I think that a lot of good things can happen in those kinds of sessions.

336

01:01:45.240 --> 01:01:57.540

Dea Follmer-Greenhoot: But that there's a lot that that people might be doing in those sessions that you could do in an asynchronous environment that actually might be more beneficial and more engaging for students. So

337

01:01:58.530 --> 01:02:17.250

Dea Follmer-Greenhoot: But, but, yeah, watching a recording of other people participating in a live session. That's the lecture is going to be, I think, yeah, pretty, pretty non engaging relative to some of the other options that are out there.

338

01:02:18.360 --> 01:02:24.450

Dea Follmer-Greenhoot: So, so what I would suggest is coming up with alternatives that you think

339

01:02:25.890 --> 01:02:48.180

Dea Follmer-Greenhoot: The better adapt. You know better for more facilitated of of the learning outcomes. So if they do watch a recorded session, make sure that there is some sort of set of questions that ask them to reflect on what they learned gives you a chance to provide feedback and and so on. So,

340

01:02:48.390 --> 01:02:52.500

Kristin Villa: You're saying it would be okay to have different requirements for

341

01:02:52.500 --> 01:03:03.240

Kristin Villa: Students who were not live that we could say you you you have extra work, essentially, to make sure that we're meeting the same outcomes for you.

342

01:03:03.810 --> 01:03:13.080

Dea Follmer-Greenhoot: Yeah, I mean I wouldn't say it's necessarily extra work, but it's a, you know, multiple ways to engage in and to process material.

343

01:03:13.650 --> 01:03:31.020

Dea Follmer-Greenhoot: You're participating in a live session, the conversations that you have and the questions and answer, question, answer component of that session, it, it helps the student process, the material and kind of diagnose their own understanding and so on. So,

344

01:03:32.040 --> 01:03:39.720

Dea Follmer-Greenhoot: You know, so what you're doing with the recording is making sure that students have those same kinds of opportunities.

345

01:03:40.680 --> 01:03:55.920

Dea Follmer-Greenhoot: For for for deeper learning and processing. So think about, you know, what is it that students are are doing as they're engaging with the live session. And how do you create that with asynchronous activities outside

346

01:03:58.320 --> 01:03:58.650

Dea Follmer-Greenhoot: Yeah.

347

01:03:59.970 --> 01:04:01.170

Dea Follmer-Greenhoot: I'm Tony

348

01:04:04.560 --> 01:04:05.310

Dea Follmer-Greenhoot: Oh, you're muted.

349

01:04:10.410 --> 01:04:10.620

Tony Walton: Now,

350

01:04:12.960 --> 01:04:17.220

Tony Walton: One of the ways to get people to engage is to is to make them engaged as groups.

351

01:04:18.540 --> 01:04:29.040

Tony Walton: Right. So if they're if there's an assignment that I have some articles that I asked students to read in my class and and I would like to get them to engage with those articles fully

352

01:04:30.540 --> 01:04:39.360

Tony Walton: And if I one way to do that is to have discussion groups of some kind. And I'm curious about the best way to assign discussion groups.

353

01:04:40.710 --> 01:04:42.510

Tony Walton: The class that I teach has a lot of

354

01:04:44.160 --> 01:04:45.480

Tony Walton: non native

355

01:04:46.530 --> 01:04:47.670

Tony Walton: speakers of English.

356

01:04:49.500 --> 01:04:50.580

Tony Walton: Some of whom are

357

01:04:52.230 --> 01:04:53.220

Tony Walton: Tend to be

358

01:04:54.540 --> 01:04:57.000

Tony Walton: national groups that are very

359

01:04:59.910 --> 01:05:02.790

Tony Walton: Shall we say a hierarchy and so

360

01:05:03.810 --> 01:05:07.080

Tony Walton: But then there are a sprinkling of of native, you know,

361

01:05:08.820 --> 01:05:17.730

Tony Walton: Angular students, I guess, for want of a better word, how's it. What's the best way to assign groups in this thing. One group for the whole semester different group for each assignment.

362

01:05:20.190 --> 01:05:32.700

Tony Walton: Group for one semester in another then within, who do you put in the group's do you find this according to randomly sets, what I've always done in the past. But is it possible to do it other ways as well.

363

01:05:34.590 --> 01:05:36.300

Dea Follmer-Greenhoot: How do you want to take that you want me to

364

01:05:36.510 --> 01:05:40.890

Doug Ward, KU: Well, go ahead. I mean, your have more experience with group me because I think that's what I would or not group.

365

01:05:41.910 --> 01:05:52.170

Doug Ward, KU: With cat me and and there are, we have a tool available that would allow students to take a poll and to set up with the kinds of questions that you are after. And then it

366

01:05:53.340 --> 01:06:02.700

Doug Ward, KU: It will group them according to an algorithm that it's created in based on the kinds of characteristics that you provide

367

01:06:03.150 --> 01:06:05.310

Doug Ward, KU: And it came from an NSF project.

368

01:06:05.370 --> 01:06:05.610

That

369

01:06:07.050 --> 01:06:10.620

Doug Ward, KU: That they tested this over and over and over. And it's a wonderful tool.

370

01:06:11.670 --> 01:06:19.320

Dea Follmer-Greenhoot: Yeah, and I used it and there are a lot of K you faculty who have used it in their classes, especially large classes and

371

01:06:19.590 --> 01:06:32.070

Dea Follmer-Greenhoot: The principal through on which it creates the groups is diversity. And so what the research that informs this platform says is that

372

01:06:32.610 --> 01:06:46.290

Dea Follmer-Greenhoot: diverse groups are actually higher functioning groups and ultimately produce better work and better outcomes. And so, but it also has the algorithm also

373

01:06:47.280 --> 01:06:54.810

Dea Follmer-Greenhoot: sets it up so that you're not isolating students in any one demographic. So, for example,

374

01:06:55.530 --> 01:07:03.840

Dea Follmer-Greenhoot: It would you can set it so that it will not place only one international student in a group, he might you want to make sure that

375

01:07:04.560 --> 01:07:17.100

Dea Follmer-Greenhoot: The groups are diverse, but nobody is isolated based on identity or or demographic characteristics. So I think if you have groups that are going to be doing something

376

01:07:18.840 --> 01:07:30.690

Dea Follmer-Greenhoot: That are going to be working together on higher stakes assignments and consistently then then it's a great idea to arrange those yourself and to keep them.

377

01:07:31.380 --> 01:07:42.000

Dea Follmer-Greenhoot: In those groups for a substantial amount of time. I would also recommend though if you're going to do that. One of my favorite features of cat me is that it has a peer review function.

378

01:07:42.510 --> 01:07:54.870

Dea Follmer-Greenhoot: So the students can provide feedback to each other and to you about the contributions of their other group members and so it helps to empower them instead of having them feel like they've been stuck with

379

01:07:55.260 --> 01:08:04.230

Dea Follmer-Greenhoot: A group. It also is a tool for coaching effective teamwork. I use it in a very formative way the first several times.

380

01:08:04.770 --> 01:08:10.860

Dea Follmer-Greenhoot: Only at the very end. Do I actually use it to adjust their grade. So if you're good. So I think it just kind of depends on

381

01:08:11.760 --> 01:08:21.450

Dea Follmer-Greenhoot: Why you want to use groups, if you just want to have them do something along the lines of the Think, Pair, Share, but in a larger group every once in a while.

382

01:08:22.050 --> 01:08:32.100

Dea Follmer-Greenhoot: Spontaneous in groups could work, but I think I do think it's worth thinking about setting up fixed teams or groups for

383

01:08:32.670 --> 01:08:39.990

Dea Follmer-Greenhoot: An online or heavily online class because it's one of the ways that we can build community among our students.

384

01:08:40.830 --> 01:08:54.000

Dea Follmer-Greenhoot: You know, I also have some colleagues, like I know Mark more in in biology, he uses cat me and he rotates the groups and he'll do that once or twice a semester so I there are multiple approaches.

385

01:08:55.140 --> 01:09:00.180

Dea Follmer-Greenhoot: That that one could use. I don't think there's a one size fits all solution there but

386

01:09:01.140 --> 01:09:05.910

Dea Follmer-Greenhoot: If they're working on something high stakes or if you're trying to build community. I'd recommend

387

01:09:06.210 --> 01:09:17.880

Dea Follmer-Greenhoot: assigning them to groups and having them work in those groups for a substantial amount of time, but making sure that they have an avenue for communicating with you about how it's going in their group.

388

01:09:19.710 --> 01:09:32.520

Doug Ward, KU: Yes, because it does take some time for a group to kind of mash to figure out who who the different people are and how do you work best within, within this group. If one of your goals was to

389

01:09:33.330 --> 01:09:45.810

Doug Ward, KU: help students learn or to have them practice in groups can as you're dropping into different groups all the time. That's something different. And I know that there are some classes where they do that.

390

01:09:46.320 --> 01:09:57.060

Doug Ward, KU: But I'm thinking with yours, it's probably that's not really one of the goals of it's more of using the groups as a way of interacting and and getting deeper into the material.

391

01:09:57.270 --> 01:10:09.150

Tony Walton: I have, I have a semester long project assignment that I give to people and it's and and and that's a high, very high stakes thing is 20% of the grade 25% of the grade and it's

392

01:10:10.410 --> 01:10:25.080

Tony Walton: But it's also experienced were actually dealing with real data to come to conclusions. So it's, that's one thing. The other thing is the interaction. So I can have multiple different groups, I can have one group assigned for this way and one group is assigned for that way.

393

01:10:26.580 --> 01:10:27.960

Dea Follmer-Greenhoot: Sure. Or you can even

394

01:10:28.050 --> 01:10:29.640

Dea Follmer-Greenhoot: You know, even have like

395

01:10:30.210 --> 01:10:37.830

Dea Follmer-Greenhoot: Combined, you know, for the discussion groups. It could be a few of the teams that are working actually just combine them into a larger cluster.

396

01:10:39.030 --> 01:10:41.430

Tony Walton: Do that but it might also be better to have

397

01:10:42.480 --> 01:10:49.170

Tony Walton: No overlap of those things because that if you're interested in students getting to know each other.

398

01:10:50.220 --> 01:10:51.210

Dea Follmer-Greenhoot: And

399

01:10:51.630 --> 01:10:56.910

Tony Walton: Relating to each other. Then you want to have as little of that commonality of the groups as possible.

400

01:10:57.180 --> 01:11:05.130

Dea Follmer-Greenhoot: So yeah, absolutely. I think those are great points for sure. Yeah. So, so, again, I think, you know, pros and cons of each of each approach.

401

01:11:06.270 --> 01:11:12.090

Dea Follmer-Greenhoot: Hey, when I taught I I teach child development or I taught it in the spring and I had students that had been in the

402

01:11:12.690 --> 01:11:21.810

Dea Follmer-Greenhoot: psych stats class used catnip that you also used cat me to put them in groups, and there was a group of them that came to me and they said, can we be in a group together.

403

01:11:22.440 --> 01:11:31.530

Dea Follmer-Greenhoot: Because they had been put in a group together in the previous class, and they liked working together so much that they wanted me to put them back together, but I did not actually I call

404

01:11:31.590 --> 01:11:37.470

Tony Walton: That but I thought it was always a point when they say put me in in same group with somebody, I always say no, there's no way we're going to do that.

405

01:11:38.010 --> 01:11:40.320

Tony Walton: Because then they don't get the advantage of

406

01:11:41.760 --> 01:11:43.380

Tony Walton: Learning to work with other people.

407

01:11:43.830 --> 01:11:49.920

Tony Walton: Yeah, and that's that's that's a, that's a life skill that is that

408

01:11:49.950 --> 01:11:51.420

Tony Walton: People need to learn

409

01:11:51.780 --> 01:11:55.200

Tony Walton: At some point, and so yeah I don't do that.

410

01:11:56.220 --> 01:12:08.070

Dea Follmer-Greenhoot: And that's a great. I think that's a really important. You have to make with our students. If you know I do believe many more people are going to be using groups, as we have so much more online learning.

411

01:12:08.940 --> 01:12:25.440

Dea Follmer-Greenhoot: And it works well with online learning, but I think we really have to be doing a lot of work setting expectations right up front about why the teamwork matters because many students really dislike teamwork, mostly because they've had a bad experience with it.

412

01:12:26.460 --> 01:12:36.060

Dea Follmer-Greenhoot: So I think the points that Tony has just made about, you know, this is when you get into a job environment in the future. You're not necessarily

413

01:12:36.510 --> 01:12:50.340

Dea Follmer-Greenhoot: Your first job. You're not going to get to pick who you work with. So this is a great life skill. Um, so lots of other things in the chat. We're over time. And I'm assuming if anybody needed to go, you would leave

414

01:12:51.390 --> 01:13:01.230

Dea Follmer-Greenhoot: So please feel free to. I just want to address one other thing that I thought of going back to an earlier discussion which had to do with the live

415

01:13:01.920 --> 01:13:07.590

Dea Follmer-Greenhoot: Zoom sessions and what to do about students that can't attend those or attended in person class.

416

01:13:07.920 --> 01:13:15.690

Dea Follmer-Greenhoot: One of the things. Another approach, you can think about. And we'll have follow up sessions that dive into these strategies. More specifically,

417

01:13:16.050 --> 01:13:24.780

Dea Follmer-Greenhoot: But one approaches to use something that we that's called a jigsaw approach, which is to recognize that. So a lot of people have used

418

01:13:25.680 --> 01:13:41.580

Dea Follmer-Greenhoot: Us in in person classes where you, you know, you might have four articles that you want students to read, but different groups, read a different article and then when they come together, you take you put students together in a new group.

419

01:13:42.840 --> 01:13:50.640

Dea Follmer-Greenhoot: Has read a different article and what they need to do is to explain what they learned, what are the takeaways from the thing that they were

420

01:13:51.330 --> 01:14:00.630

Dea Follmer-Greenhoot: So it's a way to so this Jigsaw approach that you're kind of giving students ownership to and asking them to become

421

01:14:01.200 --> 01:14:15.660

Dea Follmer-Greenhoot: Sort of an expert in one thing and then to teach their, their classmates that thing and you can do it with many other kinds of artifacts. It doesn't have to be articles, but this is an approach that we could actually use to the conundrum, where

422

01:14:16.860 --> 01:14:20.550

Dea Follmer-Greenhoot: You know, students that are participating in a class are different kinds of modalities.

423

01:14:20.850 --> 01:14:27.870

Dea Follmer-Greenhoot: So, for example, it might be that students who are in person or in a live session. One of the things that they need to do.

424

01:14:28.140 --> 01:14:39.630

Dea Follmer-Greenhoot: Is after class. They write in a discussion board or a blog or reflection on their major takeaways from the class that's very educationally valuable for them.

425

01:14:40.050 --> 01:14:45.150

Dea Follmer-Greenhoot: And at the same time that it creates an artifact for their classmates that weren't there.

426

01:14:45.930 --> 01:14:57.720

Dea Follmer-Greenhoot: To learn from. Meanwhile, the classmates that are participating online asynchronously might do something analogous with the readings, for example, so their responsibility is

427

01:14:57.990 --> 01:15:13.110

Dea Follmer-Greenhoot: To do a deeper dive into the readings and to produce some sort of summary set of takeaways that they post and so there could almost be a bit of a dialogue between the in person and you know, or the live attendees and the asynchronous.

428

01:15:14.190 --> 01:15:26.520

Dea Follmer-Greenhoot: Students. So think about, you know, and there's a lot of different ways that you could use that kernel of an idea, but maybe that helps you come up with some additional solutions as well.

429

01:15:26.790 --> 01:15:35.160

Doug Ward, KU: Yeah, that ties into something Dana just posted and saying it's helpful to specify roles or jobs within each group and I agree. I mean, I found that

430

01:15:35.670 --> 01:15:43.680

Doug Ward, KU: Can be very helpful. I usually when I have groups and I have a discussion. I'll usually appoint a leader and I'll have somebody who's a devil's advocate.

431

01:15:44.220 --> 01:16:00.990

Doug Ward, KU: Somebody who may be then synthesizing bringing in material from previous previous readings. There may be somebody who's summarizing the discussions I if I have multiple, multiple groups. I'll usually then assign someone to go into the

432

01:16:02.160 --> 01:16:15.750

Doug Ward, KU: From each group to go into the other groups and then come back and to provide a report to colleagues about what the others are talking about so that absolutely those those assigned roles can be very helpful.

433

01:16:16.290 --> 01:16:26.820

Dea Follmer-Greenhoot: And I would say if you do that, make sure that students rotate roles as well. And I'm assuming that's that's part of what a lot of people do with roles but

434

01:16:27.870 --> 01:16:40.050

Dea Follmer-Greenhoot: You know, students will gravitate towards the places where they feel comfortable and you particularly see in STEM and in engineering often women will

435

01:16:41.100 --> 01:16:51.660

Dea Follmer-Greenhoot: When, when there's a choice. And there's a mix of women and men in a group, women often end up being the presenters and men.

436

01:16:52.320 --> 01:17:01.710

Dea Follmer-Greenhoot: take on more of the technical role. And so we've heard. So we have colleagues from the School of Engineering at University of Colorado that have

437

01:17:02.250 --> 01:17:22.050

Dea Follmer-Greenhoot: Set up a first year course that is all about ensuring that these gender stereotypes don't influence the kinds of skills that students have the opportunity to develop through their classes by and students rotate across these different roles, even if

438

01:17:23.790 --> 01:17:38.190

Dea Follmer-Greenhoot: You know some of the afforded says of that environment might might might work against it so important if some students might get pushed into particular roles or as well as when students might feel more comfortable in particular roles.

439

01:17:40.920 --> 01:17:44.760

Dea Follmer-Greenhoot: Um, let's see. Tony, did you want to make a final

440

01:17:45.450 --> 01:17:46.860

Tony Walton: I did I prison.

441

01:17:46.950 --> 01:17:51.060

Tony Walton: One of the things about the students working in groups, is that they have to have means of

442

01:17:52.140 --> 01:18:01.590

Tony Walton: communicating effectively in real time and can they can do that through Blackboard Cafe. Where do they have to have capabilities themselves.

443

01:18:03.690 --> 01:18:17.820

Dea Follmer-Greenhoot: They can they do have zoom account. Students can create their own zoom meetings, but they're limited to 40 minutes so they don't have all of the functions that an instructor or a TA would have. So that is a possibility.

444

01:18:18.840 --> 01:18:34.680

Dea Follmer-Greenhoot: You know, you also that's where teams valuable as you can put you can create a channel for each of your groups and teams and they can with one another with the phone on camera through a chat.

445

01:18:36.150 --> 01:18:43.830

Dea Follmer-Greenhoot: One of the things that I know some of our colleagues in the faculty consultant network have done is to ask students

446

01:18:44.400 --> 01:18:55.170

Dea Follmer-Greenhoot: Put them in a group, you ask them to come up with a plan at the beginning of their, you know, groups work together for how they are going to meet or communicate so you can let them.

447

01:18:55.860 --> 01:19:01.140

Dea Follmer-Greenhoot: You know, if you don't have something that you've already set up like you don't have your course in teams, for example.

448

01:19:02.100 --> 01:19:08.280

Dea Follmer-Greenhoot: You, you can ask them to take ownership of that because many students, you know, I've seen when I put my students in groups.

449

01:19:08.970 --> 01:19:26.250

Dea Follmer-Greenhoot: Many of them will set up a group me, for example, or Slack channel on their own. And that's how they are just a group text. So, but I, I do want to say that's where this team's platform is really useful is in that real time interaction through multiple modalities for student

450

01:19:28.110 --> 01:19:41.460

Doug Ward, KU: Learning did we get your question answered. I know you'd ask something in there about having students watch a recorded video Did we answer that. I mean, we kind of moved around it, but I'm not quite sure you got what you are after.

451

01:19:44.820 --> 01:19:48.690

Doreen's PC: Idea answered me in a chat.

452

01:19:48.780 --> 01:19:49.830

Doug Ward, KU: You know, check. Okay.

453

01:19:50.520 --> 01:19:51.060

Doreen's PC: Thank you.

454

01:19:51.300 --> 01:20:01.710

Dea Follmer-Greenhoot: Yeah. So pretty much everything you post in Blackboard. You can set up to see who accessed it. That is a feature when you post something

455

01:20:03.180 --> 01:20:10.710

Dea Follmer-Greenhoot: Alright, well, I think we better shut this down. We're about 20 minutes over. We appreciate you all sticking around great questions and good

456

01:20:10.710 --> 01:20:26.940

Dea Follmer-Greenhoot: Conversation, I want to say we're having another session. I think some of you are signed up for that on teaching in a socially distance classroom where we'll dig in a little bit more to what kinds of practices we think will work well in that type of environment.

457

01:20:27.960 --> 01:20:33.480

Dea Follmer-Greenhoot: And stay tuned for a bunch more workshops next week and the remaining weeks.

458

01:20:35.490 --> 01:20:36.360

Doug Ward, KU: Thank you, everybody.