**Social Distancing Ate My Classroom**

**CTE Online Workshop July 24, 2020**

With Dea Greenhoot (Psychology/CTE), Doug Ward (Journalism/CTE), Kyle Velte (Law, Faculty Consultant for Online and Flex Teaching)

00:05:27.930 --> 00:05:29.790

Doug Ward, KU: Yep. Welcome, everybody.

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00:05:30.810 --> 00:05:36.000

Doug Ward, KU: I'm Doug ward, the Associate Director at Center for Teaching Excellence and a faculty member in journalism.

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00:05:37.260 --> 00:05:39.690

Doug Ward, KU: Do you think everybody knows you, but

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00:05:41.100 --> 00:05:52.650

Dea Follmer Greenhoot: I'm Dea Follmer Greenhoot in psychology and I direct the Center for Teaching Excellence. And then we also have Kyle, Kyle, would you like to introduce yourself.

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00:05:53.220 --> 00:06:00.870

Kyle Velte she/her: Sure thing. Welcome everybody. Happy Friday, I'm Kyle guilty. I'm on the faculty at the law school and I'm part of the CTE faculty consultant network.

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00:06:01.740 --> 00:06:12.570

Doug Ward, KU: Wonderful. So we're talking about classrooms and we call this social distancing ate my classroom, and I, I kind of wanted to put at the, at the beginning of it.

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00:06:13.290 --> 00:06:30.810

Doug Ward, KU: And I think the best way to get into this is just to show you some examples of what classrooms are looking like. And we did two weeks ago, Kyle was part of a deal was part of it, and several others. There was a

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00:06:33.300 --> 00:06:41.100

Doug Ward, KU: Film created to show mostly to focus on the health aspects of the classrooms, but I did a lot of photographs

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00:06:41.610 --> 00:06:56.610

Doug Ward, KU: And wanted to get a sense so that I could help faculty understand and get a sense of what did these rooms look like now. Now they're only a handful of rooms that we have, because they're still trying to figure out everything in the other.

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00:06:58.170 --> 00:06:59.520

Doug Ward, KU: In the other rooms.

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00:07:00.870 --> 00:07:06.870

Doug Ward, KU: So it's all very much a work in progress, but I think this will

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00:07:08.610 --> 00:07:10.860

Doug Ward, KU: Wait a minute. When you talk about. All right.

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00:07:13.590 --> 00:07:14.070

Doug Ward, KU: There we go.

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00:07:18.270 --> 00:07:32.520

Doug Ward, KU: So, but this will give you I think an idea of I think this the sparse nature. Some of the classrooms. We were in two rooms primarily one in the integrated science building.

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00:07:33.090 --> 00:07:44.640

Doug Ward, KU: Which is where this is a great little Hall, and this is the auditorium and I'll get back to that in a minute. The other one was in 4074007 West go

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00:07:46.170 --> 00:07:50.280

Doug Ward, KU: And that room, I think, like most rooms will be

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00:07:51.480 --> 00:07:55.320

Doug Ward, KU: You know, I think the the capacity was cut at least in half.

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00:07:56.400 --> 00:08:03.150

Doug Ward, KU: And I think this one was probably about 40 now it's 18 plus the instructor

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00:08:04.470 --> 00:08:10.860

Doug Ward, KU: You kind of get a sense of what they've done there to try to encourage the distancing the class or the chairs are

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00:08:13.020 --> 00:08:25.860

Doug Ward, KU: Pointed in opposite directions. And I immediately as the safety, people were there said, Okay, great. So can we have students move so that they could face each other and have conversations. And they said, no.

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00:08:26.850 --> 00:08:37.890

Doug Ward, KU: I said, Okay, could we, in a room. What if we move some of these in a circle so that we could actually face one another and have a conversation. And they said, no.

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00:08:38.430 --> 00:08:49.830

Doug Ward, KU: We can't do that because that would then point everybody in the same direction and put the instructor at risk. So I said, Okay, can we move the desk at all. No, you can't move anything

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00:08:51.330 --> 00:09:00.330

Doug Ward, KU: So it's a it will be some adjustment now West go wasn't nearly as

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00:09:04.140 --> 00:09:08.010

Doug Ward, KU: Empty. I didn't think as the integrated science building was

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00:09:08.670 --> 00:09:21.360

Doug Ward, KU: But there are still some things, and I've got some things in here, it's like not like everybody has to use these. But we'll show you some examples. I mean, this is a screen. They'll be rolling screen that's one option that instructors have available.

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00:09:23.310 --> 00:09:33.930

Doug Ward, KU: You can see down here in these rooms and some in the smaller rooms like this, they put in microphones. This is a small microphone that can, you know,

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00:09:35.040 --> 00:09:42.030

Doug Ward, KU: It's intended to pick up the sound in the room, but as Kyle will be able to tell you here in a minute. It wasn't all that good.

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00:09:42.660 --> 00:09:48.390

Doug Ward, KU: And there's also you can see up here, all the rooms are most of the rooms will have some kind of

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00:09:48.930 --> 00:10:05.520

Doug Ward, KU: Have a webcam and you couldn't see anything online. So I think that's the that that will be the challenge and something to keep in mind when you're trying to use these rooms and have something if you use a zoom or or a team's link for students online.

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00:10:06.570 --> 00:10:10.410

Doug Ward, KU: There's the back you can kind of see it doesn't feel as

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00:10:12.660 --> 00:10:22.050

Doug Ward, KU: Far away from each other as I was afraid. It could be people were able to hear for the most part, other than

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00:10:23.130 --> 00:10:30.690

Doug Ward, KU: I think it will depend a lot on the tone the tone that people have the volume that they have. There are a lot of students who are

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00:10:32.310 --> 00:10:44.490

Doug Ward, KU: Not very loud when they speak have very soft voices instructors. I mean, anybody who has trouble hearing will be

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00:10:45.120 --> 00:10:55.890

Doug Ward, KU: Further impaired with the sort of an environment speaking through the masks. Now we'll have to figure out ways then of making the best use of this classroom.

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00:10:56.460 --> 00:11:12.450

Doug Ward, KU: And trying to create some interaction with it. And we'll talk about that and a little bit. A little bit later. But that gives you a sense of what it looks like at the back with the instructor in front. And as I said, you'll find signs all over, don't move the furniture.

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00:11:13.920 --> 00:11:20.190

Doug Ward, KU: There's a lot of other signs around but don't move the furniture is is is prime among them.

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00:11:21.210 --> 00:11:26.220

Doug Ward, KU: A couple of other classrooms in West go, you can. They're very sparse.

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00:11:28.260 --> 00:11:34.410

Doug Ward, KU: These are on the east side of West go Hall. Now what they have said.

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00:11:36.510 --> 00:11:45.210

Doug Ward, KU: What Shawn told me from facilities is that they're trying to still trying to figure out ways of designating where the the desks or the chairs should stay

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00:11:45.930 --> 00:11:48.540

Doug Ward, KU: There probably do something on the ceiling.

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00:11:49.050 --> 00:11:54.510

Doug Ward, KU: Interestingly enough, because what they're trying to do is keep things off the floor because if they put

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00:11:54.690 --> 00:12:08.490

Doug Ward, KU: markings on the floor as they go in and try to do cleaning, then that will come off and they'll have problems with it. So they're thinking about doing something on the ceiling rooms that were already small will become even smaller.

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00:12:09.870 --> 00:12:12.300

Doug Ward, KU: Rooms that this is

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00:12:13.770 --> 00:12:17.190

Doug Ward, KU: 40 sorry I've got it covered up West go

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00:12:18.390 --> 00:12:27.150

Doug Ward, KU: And this used to have tables. They took away all the tables in there and put the rolling lap desks in there to get more

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00:12:28.680 --> 00:12:37.020

Doug Ward, KU: A higher number of students in there. So I was kind of disappointed in that because I thought that I liked the tables in there. And that was a really. I thought that was a really nice room.

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00:12:37.560 --> 00:12:50.550

Doug Ward, KU: But that's what they're trying to they're trying to balance, some of that with getting the number of students in there so that it's actually a workable number and taking away some other functionality.

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00:12:52.710 --> 00:13:05.310

Doug Ward, KU: In West go in other places, you'll see a lot of things like this. That's just a bottle of hand sanitizer, I have no idea how they expect to keep those little bottles there, but they're there to and

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00:13:06.030 --> 00:13:15.120

Doug Ward, KU: The, the hand sanitizer. When I was in West go is almost soapy so they have paper towels there to help you wipe your hands off with

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00:13:16.770 --> 00:13:24.870

Doug Ward, KU: Integrated science building there you'll see and you'll find this in other buildings as well where with

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00:13:25.500 --> 00:13:35.610

Doug Ward, KU: The red circle. Nobody can sit there there. There's a green circle where people can sit and that's the way it will be designated in in in beauty again in some of the bigger rooms and

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00:13:36.240 --> 00:13:57.240

Doug Ward, KU: West CO and probably some of the others. They will designate where people can and can't sit. Boy, I tell you, it looks empty. Now, we had this is a room that will hold 330 people 330 students. I guess we had 130 people there. The I don't know who were sitting out among their i think i

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00:13:57.420 --> 00:13:58.800

Dea Follmer Greenhoot: Think it was just

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00:13:58.860 --> 00:14:16.440

Dea Follmer Greenhoot: Right around 30 and it was. I know that the the number that they were trying to recruit for the simulation was lower than what the room capacity was even with the social distancing constraints. So I think it could have held 60

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00:14:16.770 --> 00:14:30.360

Doug Ward, KU: Well 95 well it's it's at the the spreadsheet that they sent out initially said 95 now whether they'll actually get 95 in there. I don't know. But that's what what it said was 95

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00:14:31.170 --> 00:14:38.010

Doug Ward, KU: Because it goes all the way back. And then there's rows back up in there. I took out my view from the back, but that's

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00:14:39.180 --> 00:14:44.400

Dea Follmer Greenhoot: Yeah. As Lisa says, I think that some of the capacities have been lowered since

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00:14:44.400 --> 00:14:46.770

Doug Ward, KU: Yeah, I think you're right. Yeah.

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00:14:46.830 --> 00:14:54.900

Dea Follmer Greenhoot: That. So it was. Yeah, more like in the 60s, the last Lisa is in that building daily. Great. So

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00:14:54.960 --> 00:15:06.150

Doug Ward, KU: So you can see there's another rolling screen. There's a screen there at the at that workstation in front of it. I'll show you a picture of that closer here in a minute.

102

00:15:07.200 --> 00:15:21.120

Doug Ward, KU: But there are a lot of things like that to try to increase safety and I think as I've found, and I think that, as you will find the safety and pedagogy are kind of in conflict.

103

00:15:23.070 --> 00:15:34.590

Doug Ward, KU: Masks, I think, you know, it's, it was. It's interesting to me when I see masks. Now, and the masks have become kind of a

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00:15:35.520 --> 00:15:52.260

Doug Ward, KU: People put a personal spin on the masks. When I see pictures of people in masks in Asia. They're all the same. And when I see pictures of people in masks here. They're very different. So it's kind of interesting to see that there's the workstation at the front of

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00:15:53.310 --> 00:16:03.000

Doug Ward, KU: That auditorium with a they put up plexiglass there this, in this case the instructor had a face shield on with a mask.

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00:16:04.740 --> 00:16:22.260

Doug Ward, KU: In each of the rooms, there will be some kind of wipes alcohol wipes. Usually that students aren't supposed to come and take away and walk in wipe down their seats before they sit wipe them down after they leave.

107

00:16:24.060 --> 00:16:38.460

Doug Ward, KU: You know, this was a very orderly process when we were there i i'm still unsure of how this is going to work. When you have the mad dash between classes. I just don't know. I don't know how you're actually going to keep students from

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00:16:39.630 --> 00:16:53.070

Doug Ward, KU: You know, bumping into each other, pushing each other, you know, trying to get in, get a good seat, whatever. But the idea is that everybody's supposed to stay six feet apart as they go into the classroom and one at a time.

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00:16:54.300 --> 00:17:02.610

Doug Ward, KU: I know that Lisa. Lisa is on the call. And I know that Lisa is she was saying, How am I supposed to do this and I have a 45 minute class.

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00:17:03.000 --> 00:17:15.870

Doug Ward, KU: And if students are going in and are supposed to be six feet apart when they go in and take a wife into wipe down their seeds and then by the time they get seated and the time we get going, how are we going to accomplish anything in that time.

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00:17:16.320 --> 00:17:22.020

Doug Ward, KU: And that's a, that's a really good question. Just a couple of things. I'll show you that that I

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00:17:23.100 --> 00:17:33.210

Doug Ward, KU: That the university is making available. This is one of the masks. This available. This is a very high end mask and it has a respirator with it and

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00:17:33.750 --> 00:17:44.880

Doug Ward, KU: This is Sean from facilities and it has a waste pack that holds it a battery pack. It's really not very loud. And interestingly, I was able to hear him very well.

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00:17:45.300 --> 00:17:54.540

Doug Ward, KU: When he spoke with this on and it doesn't cover up the ears so he could hear as well or whoever's wearing it. This is what I call the Stormtrooper option.

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00:17:54.900 --> 00:18:03.900

Doug Ward, KU: What it looks like a storm trooper from Star Wars and, you know, the same thing. It has a hose in the back. It has the mask and it has a battery pack at the

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00:18:05.040 --> 00:18:08.880

Doug Ward, KU: At the waist. That's what they look like when they're

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00:18:11.820 --> 00:18:20.640

Doug Ward, KU: When they're not in use, but I know that a few people have ordered those or who are requesting them. I have no idea how many. The university has

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00:18:21.120 --> 00:18:34.500

Doug Ward, KU: But those are some options if people are are need to be president but are really wary of the of the virus. So that's really what I have in terms of classrooms, it's not

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00:18:35.700 --> 00:18:41.700

Doug Ward, KU: An extensive look but it gives you at least some sense of

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00:18:43.800 --> 00:18:49.260

Doug Ward, KU: What your room might look like. And as you start to envision it and

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00:18:50.040 --> 00:18:58.410

Doug Ward, KU: Now, I think the question is, and then we want to have some discussions about is, what can you do in those rooms. What's the best way to approach those

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00:18:58.920 --> 00:19:09.000

Doug Ward, KU: And how can you make the best use of them in class out of class and combine it into have something meaningful when you have students together.

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00:19:09.990 --> 00:19:18.120

Dea Follmer Greenhoot: So, and all I'm going to address some of the questions that have been coming up in the chat. I've tried to respond to some of them in the chat itself, but

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00:19:19.230 --> 00:19:25.770

Dea Follmer Greenhoot: One of the some of the questions just have to do with the flow of students in and out of the building and into the room and

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00:19:26.520 --> 00:19:39.330

Dea Follmer Greenhoot: Big Picture. One of the reasons why we were in this space at the time. And Doug got all these pictures is because we were part of a group that was doing a simulation of

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00:19:40.410 --> 00:19:51.870

Dea Follmer Greenhoot: The all of the safety protocols for getting students in and out of class and so on and so there is a video that that has been produced that I think is very close to being released.

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00:19:52.560 --> 00:20:04.890

Dea Follmer Greenhoot: That will show all of these things as well as the some of the steps that happened before. Doug took the pictures. So there was a question in the chat about will

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00:20:05.580 --> 00:20:16.890

Dea Follmer Greenhoot: People have to check in, when they come in the building, as far as I know, I think they have to use that CB key CB key app and

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00:20:17.790 --> 00:20:25.500

Dea Follmer Greenhoot: You do a health check on there and then either a person checks it. So when I came into the building. There was a person that checked it.

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00:20:26.370 --> 00:20:34.020

Dea Follmer Greenhoot: And they're also in the video. They show an iPad, where you can scan the QR code that you get after you do the the

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00:20:34.830 --> 00:20:47.490

Dea Follmer Greenhoot: The health step of self assessment. So I think there's still going to be some monitoring of entrance into the buildings. I do think one of the challenges is going to be keeping people spaced out

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00:20:48.180 --> 00:21:04.500

Dea Follmer Greenhoot: As they move in and out of the buildings and the rooms and I honestly don't know how all that's going to work part of the, I think part of the purpose of the simulation is to share that with students as well. So they're trying to make sure students know all of these protocols.

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00:21:05.820 --> 00:21:22.200

Dea Follmer Greenhoot: But, but I think those are definitely valid questions and we're not exactly sure how all that's going to work. One other point is that the passing period in between classes is being LinkedIn and classes are being spaced out more in time across

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00:21:23.910 --> 00:21:27.300

Dea Follmer Greenhoot: To give students a little bit more time to get in and out.

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00:21:28.380 --> 00:21:35.280

Dea Follmer Greenhoot: I think they also have these huge disinfectant blowers that they're going to bring into some spaces.

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00:21:36.270 --> 00:21:52.020

Dea Follmer Greenhoot: To very quickly disinfect desks and surfaces when there isn't enough time and a large space to like run around and white things down and I don't know. So those are some of the things that I've seen, but again, more information will be released with this video.

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00:21:52.470 --> 00:21:57.480

Doug Ward, KU: And I would expect delays the first week beyond I guess gave you my

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00:21:57.810 --> 00:22:03.150

Doug Ward, KU: My experience when I was there when we were doing this simulation.

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00:22:04.650 --> 00:22:14.220

Doug Ward, KU: I didn't realize they were checking everybody, even for it. So I got there and I didn't find filled out the form I hadn't downloaded the app. So I had to stand there and download the app.

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00:22:14.730 --> 00:22:32.310

Doug Ward, KU: And then fill in all the forms and create a QR code. And before I could go in. So, and that's the way that I think most of the buildings will be so I would expect delays as students kind of get used to this. And as you know, as we all get used to it.

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00:22:32.940 --> 00:22:37.620

Dea Follmer Greenhoot: And I had done it ahead of time, like 1520 minutes ahead, and that was

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00:22:37.920 --> 00:22:51.660

Dea Follmer Greenhoot: That was close enough to the time that I entered the building. It's still counted. I actually don't know what the time lag needs to be like how close to the time you want to enter. Do you have to complete it. But actually, at least, I would do, you know,

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00:22:52.020 --> 00:22:55.200

Dea Follmer Greenhoot: The answer to that, since you're going into that building.

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00:22:56.040 --> 00:23:02.940

Lisa Sharpe Elles: I was just going to ask. Actually we have been able to just fill out the paper for that I've only gone so um

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00:23:03.990 --> 00:23:04.830

Cindy Berrie: So we

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00:23:05.340 --> 00:23:07.410

Lisa Sharpe Elles: Have the key so oh

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00:23:07.650 --> 00:23:09.390

Cindy Berrie: Yeah, yeah, I've done it.

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00:23:09.480 --> 00:23:13.020

Cindy Berrie: I go in pretty regularly it's valid the whole day.

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00:23:13.410 --> 00:23:13.770

Dea Follmer Greenhoot: Oh,

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00:23:13.890 --> 00:23:15.930

Cindy Berrie: Okay, so you have to redo and get a new

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00:23:15.930 --> 00:23:18.570

Cindy Berrie: QR code every day. Okay.

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00:23:18.600 --> 00:23:27.360

Cindy Berrie: To check your symptoms, but once you've done it for the day that that same QR code is valid. Anytime you enter and exit that day. Awesome. Thank you.

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00:23:27.840 --> 00:23:39.420

Dea Follmer Greenhoot: So the other thing I wanted to share. So I think so. I was also in the simulation and then Kyle participated virtually. And so we thought we would just each take a couple of minutes to tell you

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00:23:39.720 --> 00:23:55.410

Dea Follmer Greenhoot: How we experienced that session because what happened is, you know, everybody's in the space and there was a faculty member from LA, who led a class a simulated class and

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00:23:56.520 --> 00:24:11.280

Dea Follmer Greenhoot: So, Kyle was participating through zoom and I was sitting in the student section and I I really wasn't sure what to expect when I came in.

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00:24:12.420 --> 00:24:22.800

Dea Follmer Greenhoot: But pretty quickly. I thought it was, it was really interesting. I knew somebody else there was somebody else sitting close to me but six feet apart.

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00:24:23.460 --> 00:24:32.700

Dea Follmer Greenhoot: Who I knew who I hadn't seen in quite a while and we during a think, pair, share conversation that the professor Joyce asked us to

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00:24:33.390 --> 00:24:41.700

Dea Follmer Greenhoot: Engage in we, you know, had kind of a sidebar conversation. It was totally reasonable conversation we could hear each other. Actually, there was a third person.

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00:24:41.970 --> 00:24:48.120

Dea Follmer Greenhoot: Participating so we could actually hear each other just fine. Even though we were spaced apart. We were all wearing masks.

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00:24:48.900 --> 00:25:03.150

Dea Follmer Greenhoot: But more importantly, it did. I did. Still feel like I was part like it felt like a social interaction. To me, I guess, is my point. So I think that's one thing to keep in mind that

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00:25:04.500 --> 00:25:10.440

Dea Follmer Greenhoot: You know, even though this the in person experience is going to be really different.

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00:25:10.770 --> 00:25:27.390

Dea Follmer Greenhoot: From anything we are accustomed to experiencing I at least still felt like there was some social aspect to it. So when you try to think about what are the things that you should do with your in person time. I do think there is still some

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00:25:28.590 --> 00:25:39.450

Dea Follmer Greenhoot: You know, some aspect of that in person time that will enable you to build a sense of community and will help with the sense of connection.

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00:25:39.960 --> 00:25:48.720

Dea Follmer Greenhoot: That students can have. That's not to say that you can't do it without the in person, but I do still think that that is plausible.

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00:25:49.260 --> 00:25:56.370

Dea Follmer Greenhoot: With the in person time and I just honestly what going into it wasn't certain that it would feel that way again.

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00:25:57.150 --> 00:26:02.850

Dea Follmer Greenhoot: The small group conversations were just fine, because everybody in my group was

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00:26:03.480 --> 00:26:09.510

Dea Follmer Greenhoot: Speaking loud enough that we could hear each other. It was not hard at all. The harder part was hearing

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00:26:09.810 --> 00:26:19.710

Dea Follmer Greenhoot: The instructor clearly all the time and then hearing questions or reporting out from other students in the room. So one thing we've talked

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00:26:20.130 --> 00:26:37.530

Dea Follmer Greenhoot: To it about is the possibility of in these larger rooms. Could they put microphones in the aisles so that students on the side would be able to stand up and ask questions and then you might have students rotate where they sit

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00:26:38.280 --> 00:26:49.650

Dea Follmer Greenhoot: So that other students have a chance to report out for conversations or ask questions. So those are those are some thoughts.

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00:26:50.700 --> 00:26:58.560

Dea Follmer Greenhoot: From being an in person participant Kyle, do you want to say a little bit about how you experienced it via zoom

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00:26:59.310 --> 00:27:05.970

Kyle Velte she/her: Sure. And I'll kind of make a couple comments with my student had on and then a couple comments with my instructor hat on.

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00:27:06.900 --> 00:27:14.790

Kyle Velte she/her: And I'll start with the not so good and then end with positive. So the not so good from the student perspective as I was sitting in the rules of a student was

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00:27:15.750 --> 00:27:28.710

Kyle Velte she/her: It was, it was very isolating it did not feel like a social experience at all. It was didn't feel socially engaging. To me, it felt rather here's the content that's coming my way and I need to take notes on it and just kind of being the receptacle of learning in that way.

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00:27:29.820 --> 00:27:39.480

Kyle Velte she/her: For example, I had no idea how many people were in the room. So for some students who are shy. They might make. I don't know if there's 50 or 10 or they might not want to engage through zoom

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00:27:39.960 --> 00:27:41.610

Kyle Velte she/her: Because I don't even have a sense of the room.

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00:27:42.090 --> 00:27:53.250

Kyle Velte she/her: And along those same lines, you know, it's important, at least in my experience as a student and an instructor to be able to read the room in a way right to see what's what's what's the feel. What's the, what's the vibe.

178

00:27:54.240 --> 00:28:02.310

Kyle Velte she/her: Who's looking like that might want to talk next, those kinds of things, right, we just read those things when we're in the space together. And of course, all of that was was was gone from me.

179

00:28:02.820 --> 00:28:11.880

Kyle Velte she/her: As the student who was appearing remotely. So those were the challenges I didn't feel very much like a community of learners. To me, it felt like I say quite isolated.

180

00:28:12.540 --> 00:28:22.320

Kyle Velte she/her: On the upside. I could hear the instructor. Very well, I could track everything that she was saying, I could see her the entire time. I could see her slides very easily.

181

00:28:23.310 --> 00:28:36.120

Kyle Velte she/her: I could see the other folks that were on zoom as well. And we could chat and we did that a little bit, kind of, can you hear the student. Can you not hear the student so so that those pieces the technological pieces were were good, and they worked very well.

182

00:28:38.220 --> 00:28:52.410

Kyle Velte she/her: The other thing that happened was I couldn't hear any of the comments made by the students in the room and I couldn't hear any questions asked by the students in the room. And so it's really important as instructors that we remember to repeat the question out loud to our folks on zoom

183

00:28:53.760 --> 00:29:04.320

Kyle Velte she/her: And I wasn't able to participate. I actually physically raised my hand at one point the instructor was able to see me and called me and I was able to ask a question which I think she repeated, if I remember correctly for the folks in the room.

184

00:29:05.520 --> 00:29:12.960

Kyle Velte she/her: But I chatted a question I think someone chatted a question and that was much slower because she was lecturing right so it's hard for her as the instructor

185

00:29:13.230 --> 00:29:17.910

Kyle Velte she/her: But even instructor hat on for a minute to kind of toggle right between interacting with the live students and

186

00:29:18.660 --> 00:29:25.980

Kyle Velte she/her: Babysitting via the chat. And so I think we've talked about in some other smaller groups about maybe having if you have a TA

187

00:29:26.490 --> 00:29:37.440

Kyle Velte she/her: Or GTA that you could have in the in the cloud in larger classrooms. In particular, we have lots of people zooming in to kind of monitor the chat and make sure the questions I repeated on both ends that I think would be extremely helpful.

188

00:29:38.580 --> 00:29:49.380

Kyle Velte she/her: To to everyone involved. And then one final comment. So I sat on a both classes. I said in in the large the large lecture class that deal was just talking about. And then the smaller West Coast classroom as well.

189

00:29:49.710 --> 00:29:57.990

Kyle Velte she/her: I could hear the students a little bit better in West go but still not tremendously well. So I think even in smaller spaces instructor should repeat those questions.

190

00:29:59.010 --> 00:30:08.070

Kyle Velte she/her: The other thing is in when when she was presenting in West go. She had slides again and just for for fun and experiment I see I got

191

00:30:08.370 --> 00:30:16.560

Kyle Velte she/her: My stylists out and I was able to write all over her slides as she was talking, and so she had one where she looked at what's happened to my slide.

192

00:30:16.830 --> 00:30:21.180

Kyle Velte she/her: And I had to say from remotely. I was able to mark that up. So that's just kind of a point of information.

193

00:30:21.510 --> 00:30:34.230

Kyle Velte she/her: For all you folks out there that might be having people zoom in. I don't know how to make that not possible, but that could that could not go well that could go south pretty quickly to how to allow students to engage in that are happening.

194

00:30:34.770 --> 00:30:36.540

Kyle Velte she/her: To turn there must be right there must be

195

00:30:37.350 --> 00:30:41.370

Kyle Velte she/her: So anyway, those were those are my experiences. Some zooming in remotely.

196

00:30:42.060 --> 00:30:46.890

Doug Ward, KU: And I spent quite a bit of time at the in the back of the room at the end. The integrated science building.

197

00:30:47.970 --> 00:30:58.020

Doug Ward, KU: I always find that backspace in there, isolated and I think it, I felt even more. So this time, and I think that those bigger classrooms.

198

00:30:58.410 --> 00:31:08.940

Doug Ward, KU: Really going to take some effort to make sure that everybody feels involved in in these kinds of classes because I found back there. The sound wasn't as good

199

00:31:09.720 --> 00:31:23.670

Doug Ward, KU: Was muffled some of the time I could usually follow, but not always. And again, it was just back there so distant from everybody else that it didn't really feel like I was participating in anything.

200

00:31:24.870 --> 00:31:32.310

Dea Follmer Greenhoot: So, and I think, you know, Kyle also spoke to how kind of disengaging it felt in general to be

201

00:31:33.660 --> 00:31:50.220

Dea Follmer Greenhoot: On zoom unless there was a lot of attention being paid to the the zoom participants and I do think that's a big A big risk that while you've got a bunch of people in person who are feeling, you know, they're a part of the learning community.

202

00:31:51.420 --> 00:32:03.330

Dea Follmer Greenhoot: That those that are zooming in feel really out of it. And Doug and I have had similar experiences or similar challenges. We do a lot of CTE workshops

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00:32:04.440 --> 00:32:12.960

Dea Follmer Greenhoot: Where we for the last few years, we've tried to engage with participants who are on the Edwards campus and have them participate and that

204

00:32:13.680 --> 00:32:19.920

Dea Follmer Greenhoot: Is difficult to do really well in a way that everybody feels inclusive. You have to be

205

00:32:20.790 --> 00:32:38.580

Dea Follmer Greenhoot: You know it works fast if you have a group of people on zoom that then could be in their own discussion group, for example, and then you have to regularly turn to the zoom group to include them in the same way that you would the people that are in person.

206

00:32:39.690 --> 00:32:48.090

Dea Follmer Greenhoot: But again, I think it. I think there are just some challenges in that regard. One of the solutions that we've talked about for

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00:32:48.750 --> 00:33:02.790

Dea Follmer Greenhoot: faculty who really want students to have an opportunity to be online during a live class session is to partner them with students that are in person. So I know we have

208

00:33:04.320 --> 00:33:10.860

Dea Follmer Greenhoot: Some Faculty Fellows and faculty consultants that are talking about putting their students into learning teams.

209

00:33:11.190 --> 00:33:21.570

Dea Follmer Greenhoot: Groups, where some of the students will be online and some will be in person and during discussion or collective to portions of the session

210

00:33:22.380 --> 00:33:35.940

Dea Follmer Greenhoot: They will be responsible for engaging you know they will bring up their classmates on zoom or FaceTime or whatever using teams kind of depends on the class what modality and

211

00:33:36.660 --> 00:33:51.690

Dea Follmer Greenhoot: And I think that that's a model that we've used in workshops quite a bit where we're split with in person and and remote is you have somebody literally in, you know, a remote participant is a part of a group

212

00:33:52.290 --> 00:33:59.190

Dea Follmer Greenhoot: Or partnered with somebody that is that is present physically. So, those, those are a couple of ideas.

213

00:34:00.510 --> 00:34:04.830

Kyle Velte she/her: For just a second. Yeah. I think one of my colleagues at the law school is planning on

214

00:34:05.940 --> 00:34:16.380

Kyle Velte she/her: Kind of a modification of the idea you were just talking about. But having every student beyond zoom, whether they're in the classroom or outside the classroom so that even those students in the classroom can see, you know, the Brady Bunch.

215

00:34:16.680 --> 00:34:28.770

Kyle Velte she/her: Grid, and maybe even like keep an eye on the chat say oh you know john and his apartment has a question here that can amplify that, and that way to make everyone feel kind of in it together and build more community that way.

216

00:34:29.310 --> 00:34:41.550

Dea Follmer Greenhoot: I think that's a really terrific idea. And another thing that we've talked about related to that is actually assigning students, the role of monitoring the chat.

217

00:34:42.600 --> 00:34:56.040

Dea Follmer Greenhoot: The, the students that are in person and representing those that are online so that and then you could rotate that responsibility from day to day or or from week to week

218

00:34:56.670 --> 00:35:07.080

Doug Ward, KU: Some things from the chat and Dale's asking whether anybody's passing out a hard copy of the syllabus. On the first day I i don't know i would say

219

00:35:07.680 --> 00:35:17.640

Doug Ward, KU: I would say not now. I'm also one I've been doing. I've been doing a PDF of the syllabus on Blackboard for quite a while. I haven't been handing one out in class. So

220

00:35:18.990 --> 00:35:27.510

Doug Ward, KU: I, I think you're going to have to make that call, whether you think that that panning something out is important, as long as you make something, make

221

00:35:27.930 --> 00:35:38.100

Doug Ward, KU: Sure that students know where to get that syllabus and on the first day walk them through or pointed out to them ahead of time.

222

00:35:38.790 --> 00:35:50.520

Doug Ward, KU: Let them know. But I think that's a, that's a good question. I don't know that I have a I don't have the answer to it. I think it's going to have to be individual what the what your comfort level is and what your students comfort levels are

223

00:35:52.230 --> 00:36:10.290

Doug Ward, KU: There was another one. I think a cedar, you were asking about, where would you place the camera for zooming in a class and the big classrooms. You can't move them in in the smaller rooms. You can now i don't know that there's a perfect place. The one in the in 4008 West go

224

00:36:11.610 --> 00:36:18.180

Doug Ward, KU: Kyle, you can help you can explain that better. I think you were on there for a while and that that one. You could see

225

00:36:18.720 --> 00:36:27.390

Doug Ward, KU: The back of the instructor part of the time. But then as soon as she moved you couldn't see her. And then it was pointed in a way that you really couldn't see much of the class.

226

00:36:27.870 --> 00:36:36.600

Doug Ward, KU: There are in some of those rooms way so that you can take the camera and then prop it up behind whiteboard at the front of the room and pointed out.

227

00:36:37.200 --> 00:36:45.630

Doug Ward, KU: Toward the room. That would be a possibility. Now I have not seen what that image look like. And I think it depends on the kind of camera that they have in the room.

228

00:36:49.110 --> 00:36:57.090

Dea Follmer Greenhoot: I do think that's the kind of thing that i t can can work with you on if you would like they are setting up

229

00:36:58.200 --> 00:37:02.370

Dea Follmer Greenhoot: A equipment portable equipment stations and Doug, do you

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00:37:03.390 --> 00:37:06.930

Dea Follmer Greenhoot: Want to say anything else about what those are looking like

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00:37:06.990 --> 00:37:15.060

Doug Ward, KU: I haven't heard anything more lately. I know they've been experimenting with some equipment with an idea that they could create some

232

00:37:16.260 --> 00:37:27.510

Doug Ward, KU: Some kind of a mobile kit that instructors could take with them from class to class, but I do know they were kind of backing off of that at some point because they were having trouble getting the equipment.

233

00:37:28.170 --> 00:37:37.770

Doug Ward, KU: Right now there's just such a rush from everybody to get the same kind of equipment that everything's backwards and I know they're having trouble getting it delivered

234

00:37:38.520 --> 00:37:47.190

Dea Follmer Greenhoot: Yeah, so the Last I heard, though, was that rather than trying to equip every single classroom that they would equip instructors instead was

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00:37:47.490 --> 00:37:55.320

Dea Follmer Greenhoot: Was the thought about how they would approach it. But yes, I have heard that equipment in general is getting increasingly difficult to come by.

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00:37:55.650 --> 00:38:06.180

Dea Follmer Greenhoot: Which kind of goes goes back to maybe rethinking whether it makes sense to us, you know, there are a lot of I think there are pros and cons with every approach, but I think

237

00:38:07.140 --> 00:38:16.920

Dea Follmer Greenhoot: You know the even if you have the equipment. There's equipment failure and all all kinds of and then students own equipment failure that can disrupt their ability to connect and

238

00:38:17.340 --> 00:38:29.610

Dea Follmer Greenhoot: You know, so I think you want to make sure that you're building a plan that is robust in the face of those kinds of difficulties, both for you and for your students Houma yeah

239

00:38:31.500 --> 00:38:35.100

Uma Outka: I was just wondering, is it okay to ask a question to get comments from you guys on

240

00:38:35.790 --> 00:38:46.650

Uma Outka: This idea what one thing I was interested in your take on is for those who are teaching and a hybrid format where they may have one day in class one day out of class or

241

00:38:47.520 --> 00:38:57.900

Uma Outka: Something like that. If you have thoughts on how to consolidate certain kinds of things in the in class portion and then make really good use of the other

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00:38:58.350 --> 00:39:06.780

Uma Outka: Portion of the class that's online. It just seems like there could be some really fruitful strategic thinking about how to use those times in

243

00:39:07.260 --> 00:39:23.250

Uma Outka: distinct ways that will convey to the students that there's some value in that particular approach and obviously in either way, having it as clear and predictable and simple for the students to participate in as possible, but any thoughts on that.

244

00:39:25.320 --> 00:39:26.790

Dea Follmer Greenhoot: Tag, you want to take her. You want me

245

00:39:27.270 --> 00:39:31.500

Doug Ward, KU: Go ahead. Well, I think that that you, one of the things that we've talked about is

246

00:39:32.340 --> 00:39:46.020

Doug Ward, KU: Well, I think in any kind of a class, you want to make sure that whatever you're doing in class feels like it is worth the time and I think that that's going to be dependent on on your individual class. What is it that you really need to accomplish in person.

247

00:39:46.500 --> 00:39:58.320

Doug Ward, KU: And what can you do outside of the class. What can you do in class that helps students feel like they're part of a community even when they are in masks and six feet apart and it

248

00:39:59.400 --> 00:40:04.260

Doug Ward, KU: And having trouble doing the kinds of group work that we might be used to doing.

249

00:40:05.940 --> 00:40:07.020

Doug Ward, KU: One thing that I would

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00:40:08.250 --> 00:40:10.830

Doug Ward, KU: Depending on how you're approaching it. I think with

251

00:40:12.840 --> 00:40:15.720

Doug Ward, KU: With a cohort model, if you've got, let's say that you're doing.

252

00:40:16.380 --> 00:40:24.780

Doug Ward, KU: Your classes broken into two and you're having one on Tuesday and one on Thursday me. What we're really been talking about is doing the same thing, both days.

253

00:40:25.260 --> 00:40:32.880

Doug Ward, KU: So that you're not driving yourself crazy and try and keep track of everything. What have I done on PR in person. What have I done online which group has done what

254

00:40:33.150 --> 00:40:39.600

Doug Ward, KU: If you can just keep it as consistent as possible for yourself as much as anything and then you don't have to worry about it.

255

00:40:42.330 --> 00:40:46.080

Dea Follmer Greenhoot: treats it like a discussion, you know. So you're basically using the in

256

00:40:46.170 --> 00:40:53.820

Dea Follmer Greenhoot: Person time as a discussion section or a lab or or something along those lines and

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00:40:54.810 --> 00:41:01.350

Dea Follmer Greenhoot: But again, I think it just really matters. What is it that you want to do with that in person time and as Doug said

258

00:41:01.800 --> 00:41:12.150

Dea Follmer Greenhoot: And I tried to emphasize, I think when you have people together in person, you do get you still are able to build you know you feel the social presence. It feels personal

259

00:41:12.930 --> 00:41:27.840

Dea Follmer Greenhoot: It's a, it's a time that you can build connection. I think the other value of live and in person. In addition to the those inner personal components is the level of immediacy and

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00:41:29.250 --> 00:41:40.830

Dea Follmer Greenhoot: Reciprocity that you can establish in that setting that is harder to do. Certainly harder to do asynchronously and and and maybe even in

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00:41:41.790 --> 00:41:46.290

Dea Follmer Greenhoot: The in a live streamed session so

262

00:41:47.010 --> 00:41:58.890

Dea Follmer Greenhoot: At the very beginning of the session here when we were chit chatting before everybody was on. We were talking about how difficult it is right now for everybody to create a sense of mutual awareness.

263

00:41:59.250 --> 00:42:15.750

Dea Follmer Greenhoot: And one of the reasons for that is that if everybody's in a different physical space, even when we connect online. We only have, you know, joint attention on a very limited set of things. There's all kinds of other things around us that

264

00:42:17.040 --> 00:42:24.420

Dea Follmer Greenhoot: We do not that we are not jointly attending to around which we cannot establish mutual awareness. So think about what are the

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00:42:24.750 --> 00:42:33.090

Dea Follmer Greenhoot: What are the kinds of information or this skills that you need to provide practice on where a high level of immediacy.

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00:42:34.080 --> 00:42:47.340

Dea Follmer Greenhoot: And reciprocity and mutual awareness would really help. And that's what I would really use that in person time for. So for some people it might be like workshopping writing or

267

00:42:48.060 --> 00:43:05.310

Dea Follmer Greenhoot: Working problems where a student doesn't you know when you know there's a new step minute by minute and they don't want to wait 12 hours or 24 hours for guidance on what the next step is right so so

268

00:43:06.480 --> 00:43:25.290

Dea Follmer Greenhoot: In those cases, you know, you could have the same the same plan for the alternate in person meetings of your, of your cohorts. All that said, we do have some colleagues that are planning to chain, you know, to just

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00:43:26.820 --> 00:43:33.000

Dea Follmer Greenhoot: Treat them material in a progressive way from day to day with the students alternating

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00:43:34.080 --> 00:43:46.350

Dea Follmer Greenhoot: Whether they're in person or online and the approach that those instructors are using is one that I mentioned. If any of you were in the morning session today, it's, it's sort of a jigsaw approach so

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00:43:47.430 --> 00:43:59.880

Dea Follmer Greenhoot: What you it was a jigsaw approach the typical Jigsaw involves identifying the areas of knowledge or the skills that you want students to acquire and you divide them up between different students

272

00:44:00.240 --> 00:44:07.470

Dea Follmer Greenhoot: And so different students become expert or learn about a different piece of it and then you bring them together.

273

00:44:08.820 --> 00:44:14.520

Dea Follmer Greenhoot: So they can teach each other right so it might be everybody reads a different article or maybe

274

00:44:15.540 --> 00:44:26.670

Dea Follmer Greenhoot: Everybody is reading the same thing, but different students have a different role they're looking for different things in that reading and they come together and they share that or you know they're working on a different skill.

275

00:44:27.240 --> 00:44:34.140

Dea Follmer Greenhoot: But you could approach that this problem of the alternating cohorts in that same manner that what

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00:44:35.340 --> 00:44:46.140

Dea Follmer Greenhoot: You know that the students that are in person are working on some aspects of it and the students that are online are working on another aspect of it, but then they have to collaborate and put their pieces together.

277

00:44:47.400 --> 00:44:50.880

Dea Follmer Greenhoot: To in order to get, get the whole integrated sense

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00:44:51.330 --> 00:45:03.900

Dea Follmer Greenhoot: That. So I love that idea. I think it's really creative and it could work really well. But again, thinking about how do you make that robust to technology failures or student illness, you would want to make sure

279

00:45:04.200 --> 00:45:13.890

Dea Follmer Greenhoot: That you have that setup in such a way that if none of the students in a group attended class. How would it work you know if everybody ended up being sick, for example.

280

00:45:15.600 --> 00:45:23.370

Dea Follmer Greenhoot: Or if some of the students couldn't get in because they had a technology failure, what would happen. So those are some things you might think through

281

00:45:30.330 --> 00:45:33.060

Dea Follmer Greenhoot: Have you seen anything in the chat that we want to address.

282

00:45:33.300 --> 00:45:38.910

Doug Ward, KU: Well, I've been trying to answer some where I could. There's some that I need to catch up on.

283

00:45:40.200 --> 00:45:49.680

Doug Ward, KU: Oh, I know what I wanted to go back to that was about the printing. I don't think it has made a wide announcement about this, but I don't remember.

284

00:45:50.130 --> 00:45:57.420

Doug Ward, KU: I've been in so many meetings the printing costs for the spring are up to this time so far this year are down 80%

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00:45:57.930 --> 00:46:06.420

Doug Ward, KU: And the university is really looking at that as a way to save money. There's they're they're talking about cutting back on the number of printers around campus.

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00:46:06.810 --> 00:46:15.570

Doug Ward, KU: And and really encouraging people to make their assignments available online and to do paperless as much as possible to try to

287

00:46:16.590 --> 00:46:25.440

Doug Ward, KU: Keep up with those kinds of savings, but I think also was a way of safety, so that there's not as much material being handed around

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00:46:28.260 --> 00:46:36.870

Dea Follmer Greenhoot: Isn't made a comment. I really like this point it's reverse flipping. I think that kind of aligns with my philosophy about this to that.

289

00:46:37.680 --> 00:46:52.290

Dea Follmer Greenhoot: You know what I've been telling encouraging people to do is think of it as an online class supplemented by in person stuff right so that that'll help make it a little bit more robust. What does the in person, enable you to do that.

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00:46:53.310 --> 00:46:58.290

Dea Follmer Greenhoot: That's extra, extra special Larry has had his hand raised for a while.

291

00:47:00.540 --> 00:47:02.340

Lawrence Davidow: I like this digital hand raising it keeps

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00:47:02.340 --> 00:47:03.540

Lawrence Davidow: Me from cramping up there.

293

00:47:06.780 --> 00:47:14.370

Lawrence Davidow: My question, because this has been a very useful discussion because there are some pressure I feel from within my school to have the class.

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00:47:15.030 --> 00:47:21.450

Lawrence Davidow: Live as much as possible. And yet I think everyone here realizes are good. That'd be a significant number of students or situations are going to have people

295

00:47:21.750 --> 00:47:27.450

Lawrence Davidow: Doing it online at the same time. So I'm trying to do the course kind of at both at the same time both live and online.

296

00:47:27.810 --> 00:47:36.780

Lawrence Davidow: My question comes to exams and the question concern. I'm having with exams. We're fortunate that in the pharmacy school use Exam Soft so all of the students will be using their computers.

297

00:47:37.530 --> 00:47:41.070

Lawrence Davidow: To take the exam, whether they're at home, whether in the classroom that's not the problem, but

298

00:47:41.460 --> 00:47:48.270

Lawrence Davidow: The issue is clearly the students in the classroom will be proctored while those at home are not going to be proctored there's no real way.

299

00:47:48.660 --> 00:47:53.460

Lawrence Davidow: For us there, the proctor you thing. There isn't anything available for us in the pharmacy school. So essentially,

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00:47:53.820 --> 00:48:03.120

Lawrence Davidow: If I have an exam or some students are in the classroom and some students are at home. It's going to be a different experience. Should I just had all of the students at home during

301

00:48:03.510 --> 00:48:05.730

Lawrence Davidow: An exam if some of the students are going to be

302

00:48:06.570 --> 00:48:13.500

Lawrence Davidow: At online because I need to be online. I'm not sure how to handle the administration of the test, not the physical computer part but

303

00:48:13.830 --> 00:48:23.250

Lawrence Davidow: If I'm doing a split classroom. Is there a different experience, taking the exam in the classroom, which is proctored versus online at home, which is not proctor that's kind of my question.

304

00:48:24.840 --> 00:48:33.390

Dea Follmer Greenhoot: I would have the assessment be the same for all students. I think I would be worried about

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00:48:34.410 --> 00:48:38.730

Dea Follmer Greenhoot: Well, I could just see a lot of student complaints. For one thing, but I think it

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00:48:40.350 --> 00:48:57.690

Dea Follmer Greenhoot: I think we want you know the approaches to be as equitable as possible and assessment is such a high stakes component of our classes that I would really encourage you to use an approach that could be used evenly across students, no matter how they're engaging with the rest of the class.

307

00:48:58.770 --> 00:49:02.490

Dea Follmer Greenhoot: I'm recognizing all of all of those challenges.

308

00:49:04.800 --> 00:49:06.750

Lawrence Davidow: For you're saying all the exams, even if the

309

00:49:06.750 --> 00:49:18.060

Lawrence Davidow: Class is split on exam days if some of the students are going to have to be online to take the are on up at home to take the exam, then basically that everyone should be able to be allowed to do that.

310

00:49:18.600 --> 00:49:25.800

Dea Follmer Greenhoot: Yeah, or at least you could give them that choice. I do also want to point out that finals will all be remote

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00:49:26.250 --> 00:49:44.850

Dea Follmer Greenhoot: So if you're giving a final, the way that they've set up the, the final schedule. They're all going to be remote because the last in person day is the Tuesday before Thanksgiving, so. So I think, you know, that doesn't affect the other exams, but perhaps assistant

312

00:49:46.290 --> 00:50:01.110

Dea Follmer Greenhoot: Type of assessment could be used our consistent policy. But yeah, I would say even if you do something different for the in person, students, perhaps you could at least make the other option available to them. I don't know if others have opinions about that.

313

00:50:03.840 --> 00:50:12.540

Doug Ward, KU: I do think you're going to get complaints, no matter what, and I could see and I think probably Larry, what you're concerned about, too. I mean, not only the cheating. But the students who are saying

314

00:50:12.930 --> 00:50:20.640

Doug Ward, KU: I can see one way or another mean the students in class. And while they're not being watched. I mean, they can do whatever they want, because they're not being watched.

315

00:50:22.830 --> 00:50:23.310

Doug Ward, KU: I

316

00:50:25.380 --> 00:50:28.620

Doug Ward, KU: Mean, that's a that's an issue. And I don't think that we've solved that.

317

00:50:29.520 --> 00:50:44.940

Dea Follmer Greenhoot: We've had a lot of conversations and continue to have a lot of conversations about alternatives to timed proper exams going from, you know, sort of an open book approach.

318

00:50:47.430 --> 00:50:52.980

Dea Follmer Greenhoot: Changing to multiple lower stakes assignments, something that you do every week or

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00:50:54.720 --> 00:51:06.210

Dea Follmer Greenhoot: Alternative kinds of assignments and so we will absolutely be having another specific session on this topic and we have a few faculty consultants that have a lot of really good

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00:51:06.930 --> 00:51:14.520

Dea Follmer Greenhoot: Examples of approaches that you could use and and approaches that are being used in STEM classes in particular that might

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00:51:15.540 --> 00:51:23.520

Dea Follmer Greenhoot: resonate with you. Lawrence. And so in we put some of that guidance on the website on the flex design website.

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00:51:24.480 --> 00:51:36.660

Dea Follmer Greenhoot: But maybe stay tuned for a follow up workshop on that specific topic because I recognize it's one of the hardest things that people have had to grapple with since the spring semester.

323

00:51:38.040 --> 00:51:51.270

Doug Ward, KU: In July, and I know that I know an answer to your question. I mean, she's asking does. Can we proctor on zoom ourselves by watching students. I assume you mean by watching students on zoom as they take the exam.

324

00:51:52.650 --> 00:51:53.250

Doug Ward, KU: I don't know.

325

00:51:55.020 --> 00:52:02.190

Dea Follmer Greenhoot: I have I, my understanding is that's plot you know that's there's no rule against that.

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00:52:03.300 --> 00:52:12.420

Dea Follmer Greenhoot: I do think, you know, one of the challenges with a live proctored exam taken online. You just have to recognize some of the issues that

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00:52:13.260 --> 00:52:35.910

Dea Follmer Greenhoot: This that it could open up with students who might not have consistent, you know, or high been bandwidth internet access. And what happens if they get knocked out. And then how do you treat that so. So again, there's just a lot of complex issues, particularly related to equity, I think.

328

00:52:36.930 --> 00:52:38.040

Dea Follmer Greenhoot: We also want to fly.

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00:52:38.130 --> 00:52:41.730

Kyle Velte she/her: I also want to flag students with accommodations that might be difficult to if they

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00:52:41.730 --> 00:52:47.370

Kyle Velte she/her: Have time and a half or things like that. It might be more difficult administratively to figure that out, but just stay

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00:52:47.790 --> 00:52:56.190

Dea Follmer Greenhoot: Right, so I think you'd want to gather information about access and about accommodations, which I think you'll get the accommodation information automatically

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00:52:57.480 --> 00:53:04.230

Dea Follmer Greenhoot: Before you take that approach or or think of how you could make some exceptions, but again, maybe

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00:53:06.120 --> 00:53:16.770

Dea Follmer Greenhoot: That this follow up workshop could could be of assistance, part of what we're trying to do is to generate a lot of examples that have worked for people and on that topic we are working

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00:53:17.670 --> 00:53:28.860

Dea Follmer Greenhoot: K you is a part of a consortium of 10 research universities, called the baby alliance that have worked on a number of educational improvement initiatives together and

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00:53:29.310 --> 00:53:36.960

Dea Follmer Greenhoot: Our current one of the current projects that we're working on together is guidelines and examples for alternatives to

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00:53:38.070 --> 00:53:40.710

Dea Follmer Greenhoot: Or for online assessment in STEM.

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00:53:41.730 --> 00:53:46.920

Dea Follmer Greenhoot: So I think that those materials will be ready within the next couple of weeks.

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00:53:51.720 --> 00:53:54.030

Dea Follmer Greenhoot: What other questions do people have

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00:53:56.640 --> 00:54:01.080

Doug Ward, KU: Cedric is asking, does is if a student is in a wheelchair, does that change the

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00:54:02.370 --> 00:54:03.480

Doug Ward, KU: Way we arrange the room.

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00:54:04.800 --> 00:54:12.270

Doug Ward, KU: Yes, it could. I mean, you would need to. So for instance, in one of the West go rooms, you would need to to move out.

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00:54:12.870 --> 00:54:28.590

Doug Ward, KU: One of the other chairs, so that that student could sit there because I think the rooms are all set up at the maximum capacity. Now, so it would need to have one of the desks or the space made available for those for that student who's in a wheelchair or who needs some other

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00:54:29.790 --> 00:54:31.200

Doug Ward, KU: Physical accommodation

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00:54:33.090 --> 00:54:44.730

Dea Follmer Greenhoot: So one of the questions that's one set of questions that keeps coming up is back to the, what do you do with the in class time has to do with

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00:54:46.050 --> 00:54:57.270

Dea Follmer Greenhoot: student to student interaction. And so I wanted to provide a few thoughts on that because there are many different ways that we might have students interact with one another, during class.

346

00:54:58.020 --> 00:55:05.310

Dea Follmer Greenhoot: Sometimes it's a, you know, I think, pair, share or a discussion and based on my experience I think

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00:55:06.060 --> 00:55:16.410

Dea Follmer Greenhoot: Those kind of that kind of work as long as students each have their own handout or material that they can look at and record notes on

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00:55:17.100 --> 00:55:29.340

Dea Follmer Greenhoot: Those are likely to work fairly well where you run into more problems is if you are accustomed to using worksheets that students work on collaboratively.

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00:55:29.640 --> 00:55:40.560

Dea Follmer Greenhoot: Or perhaps you have students work on a complex problem together. So they're qalat, you know, or maybe a translation. You know where normally under more traditional

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00:55:42.480 --> 00:55:58.020

Dea Follmer Greenhoot: Situation in a more traditional situation you might have students in closer contact looking visually work, you know, at the same thing. Writing together working, you know, together, we can't do those kinds of things. Obviously, but that's where

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00:55:58.740 --> 00:56:06.600

Dea Follmer Greenhoot: We could potentially again harness technology. So I know a number of people that are planning on

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00:56:07.740 --> 00:56:28.860

Dea Follmer Greenhoot: Having students use their own devices for collaborating in groups, even while in person. So, for example, they could work on in a shared space in Blackboard like the wiki space or in teams and a shared document in teams or even a Google Doc, but I'm not supposed to say that so

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00:56:30.240 --> 00:56:37.980

Dea Follmer Greenhoot: Because it's not. I mean, actually, I can but you know it's not a K you supported technology so you won't be able to get a lot at any IT support on that.

354

00:56:39.750 --> 00:56:44.430

Dea Follmer Greenhoot: Mechanism. But anyway, you know, there's still could be some value.

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00:56:45.120 --> 00:56:57.930

Dea Follmer Greenhoot: Being able to talk to one another, while working out the details of something through the Google Doc. Actually I do that all the time. All right, I have done that all the time in the past.

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00:56:58.440 --> 00:57:10.530

Dea Follmer Greenhoot: With collaborators, where we're working on a shared doc, but we're actually in the same space. So those are a few thoughts Duggar or Kyle. Anything you'd want to add to that.

357

00:57:10.710 --> 00:57:25.620

Doug Ward, KU: Yeah, and I think one of the things that well it depends on your room and depends on how many students you have in class and out of class I will go back to that idea of if you have groups and you have

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00:57:26.880 --> 00:57:35.040

Doug Ward, KU: May have somebody who's out of the classroom and somebody in the classroom. Maybe you have a designated note taker for students or for

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00:57:35.280 --> 00:57:43.320

Doug Ward, KU: For that particular group on a day, you have somebody who's if somebody is in the classroom for a group that person becomes the contact point for

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00:57:43.590 --> 00:57:53.220

Doug Ward, KU: Questions in and out can raise those kinds of questions, because I think one of the things that we struggled with in the integrated science building that Kyle brought up is that when you're

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00:57:54.000 --> 00:58:06.690

Doug Ward, KU: Pushing in a message on zoom as an instructor, you're not going to see it if you're really engaged with the students. So somebody needs to be there. A student. I think the student groups could do that.

362

00:58:08.130 --> 00:58:28.320

Doug Ward, KU: You know, we talked about just in the chat there about flipping a flipped classroom where if you are doing work. I'm the kind of the way that I'm envisioning, it is more of the group interaction might take place online. And then in class, you are then reporting out asking questions.

363

00:58:29.460 --> 00:58:41.280

Doug Ward, KU: Doing presentations, those sorts of things. I do like what Kyle was bringing up, though, about one of her colleagues and having everybody on zoom. At the same time, or everybody in teams at the same time.

364

00:58:41.610 --> 00:58:53.430

Doug Ward, KU: So that there could be some interaction that way that's that's technology related those. So it's going to depend on what the, you know, what kind of technology, all of your students have

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00:58:54.300 --> 00:58:56.970

Kyle Velte she/her: Another kind of technology related idea might be

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00:58:57.660 --> 00:59:05.520

Kyle Velte she/her: To use polling kind of software. So everyone in the classroom, who is outside the classroom could all be answering the same questions in real time questions.

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00:59:05.820 --> 00:59:15.840

Kyle Velte she/her: And have those kinds of engaged real time things that everyone's doing at once. But again, it does depend on the technology and having that software, but it's something that I've used very successfully in the past.

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00:59:16.380 --> 00:59:22.260

Dea Follmer Greenhoot: And you can actually use this poll in zoom. We didn't do it. And this one, but we've tried to put those into

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00:59:23.250 --> 00:59:30.480

Dea Follmer Greenhoot: Some of the other other sessions. But yeah, Kyle That's a great idea because I think one of the challenges is that you

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00:59:31.170 --> 00:59:37.320

Dea Follmer Greenhoot: The reporting out unless we can have microphone that the reporting out is a heart is

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00:59:37.710 --> 00:59:46.800

Dea Follmer Greenhoot: You know, I was actually going into this thinking, well, the close collaboration isn't going to work. So, have them do that online and then use class time for reporting out, but you have to use other methods.

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00:59:47.310 --> 00:59:54.630

Dea Follmer Greenhoot: For the reporting out and the poll could be one of them or you know some of those poll polling.

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00:59:56.010 --> 01:00:15.840

Dea Follmer Greenhoot: Platforms enable you to enter full text. So, so there's lots of ways that you really collect the report out during the in person time and then you're using that in person. Time to synthesize to take it another step for that sort of thing. Charlotte, you have a question or comment.

374

01:00:16.230 --> 01:00:24.360

Charlotte Tritch: Um, hi. I was just I like what you were saying about kind of using the technology in class, you know, where they can't be close together and sharing a document and I just

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01:00:25.260 --> 01:00:34.740

Charlotte Tritch: Because we have to make everything online for those that can't be there, but I'm just wondering about on the assumption of everybody having a laptop or tablet that they can use

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01:00:36.180 --> 01:00:40.290

Charlotte Tritch: And if we can make that assumption. And if that isn't the case if we have any

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01:00:41.400 --> 01:00:42.540

Charlotte Tritch: Other alternatives.

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01:00:44.220 --> 01:00:46.710

Dea Follmer Greenhoot: So I don't think we can make that assumption.

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01:00:46.770 --> 01:00:50.400

Dea Follmer Greenhoot: I'm really glad you pointed that out the way I've always so

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01:00:50.640 --> 01:00:58.800

Dea Follmer Greenhoot: I routinely, you know, have my students work in groups and in past semesters and they use laptops for a lot of what I have them to do.

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01:00:59.130 --> 01:01:07.200

Dea Follmer Greenhoot: But the way I handle that is I have I make sure at least one student in my group and each group has a laptop and they only have to work on one

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01:01:08.130 --> 01:01:17.640

Dea Follmer Greenhoot: But we can't do that this time. So I do think it's really critical. So one of the things that I'm really recommending people that want that are going to be relying on

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01:01:19.020 --> 01:01:29.190

Dea Follmer Greenhoot: Technology in this way or live zoom sessions is gather information about your students technology ahead of time and

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01:01:30.330 --> 01:01:36.060

Dea Follmer Greenhoot: We actually have an example survey that one of our faculty consultants has made available to others.

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01:01:36.840 --> 01:01:43.230

Dea Follmer Greenhoot: That if you email me, I can send you a link to it and you can take a look at her questions and borrowed them.

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01:01:43.890 --> 01:01:50.640

Dea Follmer Greenhoot: The. But the other thing I was going to say is there are options for students to either

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01:01:51.090 --> 01:01:56.940

Dea Follmer Greenhoot: For students to get a laptop loan. This was an option in the spring semester and for some reason.

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01:01:57.330 --> 01:02:05.730

Dea Follmer Greenhoot: I just think the message didn't get out to students they loaned a total of 19 laptops to students, which was shocking because I heard of many more.

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01:02:06.030 --> 01:02:15.750

Dea Follmer Greenhoot: That had issues and they were mailing them to students and so on. So there is they are scaling up that loaner program and there's information about

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01:02:16.260 --> 01:02:29.550

Dea Follmer Greenhoot: You can find information about that, under the supporting students menu on the flex teaching website. I believe there's been some conversation about my fi

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01:02:30.540 --> 01:02:45.210

Dea Follmer Greenhoot: loners as well. And I think the bookstore is pursuing a no interest loan possibility for students to buy technology as well. So they're developing a lot of different options, but I think the first step is to

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01:02:45.570 --> 01:02:56.940

Dea Follmer Greenhoot: Question your students, and then to make sure that you either adapt to their situation or that student you connect students with that.

393

01:02:57.000 --> 01:03:06.420

Charlotte Tritch: With that tech support. Okay. And I know I was on this morning session. And I know that that you shared that pole, and I, I don't remember. Honestly, in the last

394

01:03:07.290 --> 01:03:18.060

Charlotte Tritch: However, many months. This has been what meeting this came up in but I thought that I had heard someone say at some point that we were not supposed to ask about technology and access capabilities.

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01:03:18.870 --> 01:03:28.350

Charlotte Tritch: And I don't know if anyone has ever heard that. But I know I heard that a couple of times in the spring. And so I just been confused about what we're

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01:03:29.730 --> 01:03:32.250

Charlotte Tritch: Able to ask and not asked, so maybe I misunderstood.

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01:03:32.550 --> 01:03:34.680

Doug Ward, KU: Well, you wouldn't want to do that publicly

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01:03:35.250 --> 01:03:43.860

Doug Ward, KU: One in the middle of a class, say, Does anybody not have a computer. Does anybody not have this, but I think if you reach out to the students.

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01:03:44.430 --> 01:03:49.500

Doug Ward, KU: Privately or as a group and say here's what we're going to be doing.

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01:03:50.760 --> 01:04:04.650

Doug Ward, KU: And you'll need either a laptop. Ideally, you will have you their laptop or your phone and I think most students have phones of some kind. So if you can make it so that it's usable on a phone or laptop. That would be fun. That would be good. I mean, the more

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01:04:05.100 --> 01:04:19.290

Doug Ward, KU: Devices, the better. But then to say if anyone needs access to one of those just reach out to me. I have some, you know, we can work it out, we'll work it out. We'll work something out so that you have something

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01:04:19.620 --> 01:04:25.710

Charlotte Tritch: And that's kind of what drafted it but I didn't know about the laptop loner. So that's because I didn't know like what I was going to do to work and

403

01:04:26.880 --> 01:04:38.100

Doug Ward, KU: That's why. Yeah, I would work with with it for those students I because I did have quite a few they'd like a lot of laptops that were available for loan in the spring that didn't get

404

01:04:38.460 --> 01:04:39.030

Charlotte Tritch: Okay, that's

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01:04:39.630 --> 01:04:40.560

Doug Ward, KU: Cool. Thank you.

406

01:04:40.710 --> 01:04:42.900

Dea Follmer Greenhoot: I put a link to the survey.

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01:04:42.960 --> 01:04:45.600

Dea Follmer Greenhoot: Just if anybody wants to see it, you can

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01:04:45.660 --> 01:04:56.190

Dea Follmer Greenhoot: Flip through it. I put that in the chat and then I'm also going to put a link to the page that has the the connection to the tech

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01:04:57.270 --> 01:04:58.830

Dea Follmer Greenhoot: Stuff so

410

01:05:01.680 --> 01:05:07.020

Dea Follmer Greenhoot: We are out of time. Anybody have any last questions they want to ask before we close

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01:05:07.860 --> 01:05:24.030

Doug Ward, KU: Now, people were asking about polling software can you does not have anything specific in terms of polling software, I would recommend Microsoft forums, it does a good job of creating quizzes and polls that you, that are mobile friendly and that create

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01:05:26.040 --> 01:05:32.010

Doug Ward, KU: Good analytics that you can share back pretty easily. They work very well within teams as well.

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01:05:35.280 --> 01:05:35.640

Doug Ward, KU: Go ahead.

414

01:05:36.270 --> 01:05:42.510

Dea Follmer Greenhoot: Oh, I use a lot of the, you know, a lot of the platforms that you can get free access to. If you don't have too many students

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01:05:42.810 --> 01:05:51.510

Dea Follmer Greenhoot: And what I but the way I get a route so concluded, I've used and secretive and pull everywhere. And the way I get around that.

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01:05:52.500 --> 01:06:07.620

Dea Follmer Greenhoot: Is I usually if my number of students exceeds what you're allowed to have without without paying. I have my students answer on behalf of a group or a pair, which actually

417

01:06:08.280 --> 01:06:21.690

Dea Follmer Greenhoot: fits with what we were talking about. Anyway, there's a real pedagogical value and asking them to come to some consensus, so it kind of depends on how you want to use the pole, but that's another consideration for sure.

418

01:06:24.690 --> 01:06:24.990

Doug Ward, KU: Yeah.

419

01:06:25.020 --> 01:06:29.310

Doug Ward, KU: Putting it in the chat. I've used, and he has to we've used slide. Oh.

420

01:06:29.880 --> 01:06:37.920

Doug Ward, KU: At CTE sli.do, I think, is where you can find it online and and it works very well. It does not have a limit with Poll Everywhere.

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01:06:38.370 --> 01:06:51.360

Doug Ward, KU: There's a limit. I think I'll be the 30 or 40 that you can do. So it works fine with smaller classes and it's wonderful slide. Oh, does not happen doesn't have an upper limit, but it does not save things very long.

422

01:06:52.470 --> 01:07:05.940

Dea Follmer Greenhoot: Yeah, and then cahoot it saves things for a long time and it doesn't have a limit, either. It's, it's just, it's a little. It's a little gamey which can be kind of fun and it plays music and stuff. If you want, but

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01:07:07.380 --> 01:07:18.480

Dea Follmer Greenhoot: Anyway, lots lots of tools out there for that. So stay tuned, we're having a lot more workshops, the faculty consultants are going to be leading a lot of conversations over the next several weeks and

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01:07:19.260 --> 01:07:27.960

Dea Follmer Greenhoot: So stay tuned for more topics we're going to keep an updated list on the workshops and programs page on the flex teaching

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01:07:28.680 --> 01:07:32.640

Dea Follmer Greenhoot: website, you can find that under getting help, but

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01:07:33.210 --> 01:07:45.030

Dea Follmer Greenhoot: CTE. We're going to, we're going to be sending just a weekly email with some some weekly thoughts on course design as well. And we'll make sure people are aware of any upcoming workshops through that mechanism.

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01:07:45.660 --> 01:07:57.630

Dea Follmer Greenhoot: So good luck and let us know if you have any questions. We're happy to pair you with a faculty consultant or one of us if you have any other tricky issues that you want to work out real soon.

428

01:07:58.200 --> 01:08:12.930

Doug Ward, KU: Yeah, keep sending us your questions we we are continuing to update the flex teaching website. I have a lot of things started for for a frequently asked questions section so we'll keep that. And I mean, we got a lot of other things we're planning to do so.

429

01:08:14.610 --> 01:08:17.040

Dea Follmer Greenhoot: All right. Good luck. Have a great weekend. Everybody

430

01:08:18.210 --> 01:08:19.770

Dea Follmer Greenhoot: Happy do something fun and restful