

The Liberal Arts Mindset at a Distance

Tactics for Building a Hybrid Course

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Poll

Why do students choose a liberal
arts college?

Looking Back into the Future

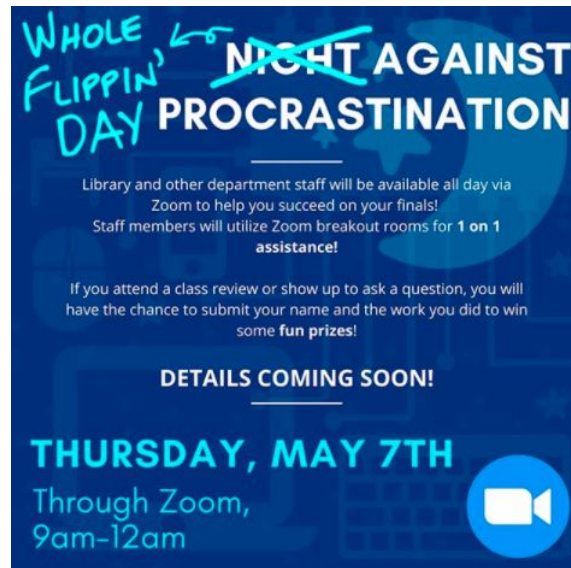
Past: Maintain relationships with previous students, lean on pre-established relationships

Present: Ensure student success until things go back to “normal”

Future: Keep current students enrolled and ensure that future students will come

Fostering Campus Culture

Encourage Co-Curricular and Third Space Learning by marketing campus events



Bringing Students to Campus Virtually

Assignment Idea

Photo essays are great, low stakes assignments that teach writing for the online environment and show off a student's unique voice.

Try having students go into the community and writing about what they observe.

As humans continue to mess with the natural state of the park, nature also makes its changes. Grasses takeover forgotten landmarks, water erodes the land it divides, and fungus grows on decaying trees. These changes are drastically different from man's revisions of the land.



From death comes life.

Hybrid Courses 101

Emphasis on active learning and problem solving

Student ownership of own learning

Student centered

A focus on inquiry and dialogue

Support from technology but not driven by it

What do students expect in:

A face-to-face course?

- High-touch active learning
- Active discussions
- Close interactions with faculty
- Working collaboratively

A hybrid or online course?

- Independence
- Discussion boards
- Flexible in schedule
- Flexible in location
- Feedback and access to faculty

Survival Brain Spectrum



Survival Brain

Learning Brain

Adult Learner Principles

- Autonomous and self-directed
- Have foundations of life experiences and knowledge
- Goal-oriented
- Relevancy oriented
- Practical

Why

Strong Bond



Shared Purpose



Community

Small Actions

Connection &
Re-Connection Points

- Build-in check-ins
- Create course expectations
- Get to know your students
- Being human

Ice Breaker Examples

Random Word Lightning Round

Favorite Song

Pet Parade

Map Our Locations

Translate these online, easily

Try not to think of them as silly,
rather a moment of
decompression

Course Structure

- Syllabus and calendar updated
- Clear written assignment instructions with rubrics
- Regularly scheduled office hours
- Consistent Zoom links
- Clear and consistent LMS course structure

LMS in face-to-face class: Depository of information

Class materials



Readings (only ones that are not provided a...

Edited Sep 5, 2019



Immersion video

Posted Aug 21, 2019



14th Amendment video (6:45)

Posted Sep 10, 2019



NPR Hidden Brain language program (1:00-1...

Edited Sep 25, 2019



Handouts

Edited Sep 25, 2019

LMS in remote class: Pathway for learning

Week 5 (April 23-April 30)



Michelle Simmons posted a new material: Lesson for 4/23-4/30/20



Posted Apr 23

Welcome to this week's lesson in English Language Learners! For this week, please do the following:

1) Read the following:

- Haynes: Chapter 8 (121-134)
- Zwiers, J. (2007). Teacher practices and perspectives for developing academic language. International Journal of Applied Linguistics, 17(1), 93-116. (I sent this to you in paper.)

3) Finish filling out the legal cases worksheet: <https://docs.google.com/document/d/1IZvKcmjGKM3BmltxNUys4w3CaGFgzJ-w0op4-wkPsFY/edit?usp=sharing>

4) Watch this classroom observation video (5 minutes): <https://youtu.be/snXOWLnOxyk>

5) Write a discussion board post about observation video (above) by class time on 4/30 here:

<https://classroom.google.com/u/1/c/NTQzMjl2MTMwNDZa/sa/ODk3NDQyNDk1NjBa/details>

6) Write a discussion board post on Zwiers (2007) or Haynes Chapter 8 due on 4/28 and response due on 4/30 here:

<https://classroom.google.com/u/1/c/NTQzMjl2MTMwNDZa/sa/ODk3NTU0NTczNjVa/details>

7) Come to class on Thursday, 4/30 at 8:30 AM in our Zoom class: <https://monmouthcollege.zoom.us/my/msimmons>

8) Remember that I have office hours Monday, Wednesday, and Friday from 9-10:00 AM in Zoom (<https://monmouthcollege.zoom.us/my/msimmons>). Please stop by!

Readings from
schedule

Tasks to
complete

Reminders

Facilitating Online Discussion

- Topic threads
- Provide structure and stagger due dates
- Decide early on if written responses should be formal or informal
- Encourage connections to real-life and relevant popular culture through embedded multimedia
- Participate!

When I read your post, I thought about . . .

You may enjoy Kelly's perspective on . . .

Did you consider . . .

Here's a relevant article you may enjoy . . .

Feedback & Assessment

- Collecting and Implementing students feedback into your course
- Using tools to assess student learning and engagement

Entry and Exit Tickets

Self Assessments

Mid-Semester Course Evaluations

Conferencing

Student Ownership in Course

- Activate the Expert
- Takes pressure off of faculty for planning content
 - Requires pre-planning

Planning Matrix

What does this assignment/activity look like if:

What alterations need to be made?

How will I communicate these changes to my students?

<https://tinyurl.com/ACMplan>

| | |
|--|---|
| Student is on campus, faculty member is online: What if Faculty member is online but can't teach? | Student is online, faculty member is on-campus: |
| Student and faculty member are on campus: | Student and faculty member are online: |

High Quality Interaction



Boring



Isolating



Difficult

Asynchronous Activity Examples

- Lecture recordings
- Discussion boards
 - Slack channel for your class
 - Shared Google Doc
- Reading buddy that work together throughout the semester
- Short video responses: FlipGrid is great for this
- Class Wordpress site or blogging

Break

Breakout Rooms

Last semester was full of unplanned changes. Discuss an aspect of one of your courses that had to suddenly change.

For example: You planned to have synchronous classes, but then multiple students went home to a dramatically different time zone.

How did you handle this change in the moment? If you could go back, would you do anything differently? How can you incorporate this experience into planning for the fall semester?

We will continue the discussion in our Discipline-based Breakout Groups on Friday. Meanwhile, here's how you can contact us.



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