

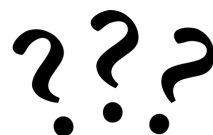
# Design your course once for multiple modalities

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# Many questions about fall....

How will physically-distanced classrooms impact my pedagogical tool box?

How do I accommodate students in my class who might be quarantined for 14 days at any time during the term?



What if there is a student who needs to take my course, but who can't be on campus?

What if there is a second wave of the virus?

How might my online course take into account that some students will be on campus?

# Resilient course design

Plan fall courses with intentional focus on engagement and flexibility to avoid having to re-design in response to changing circumstances.

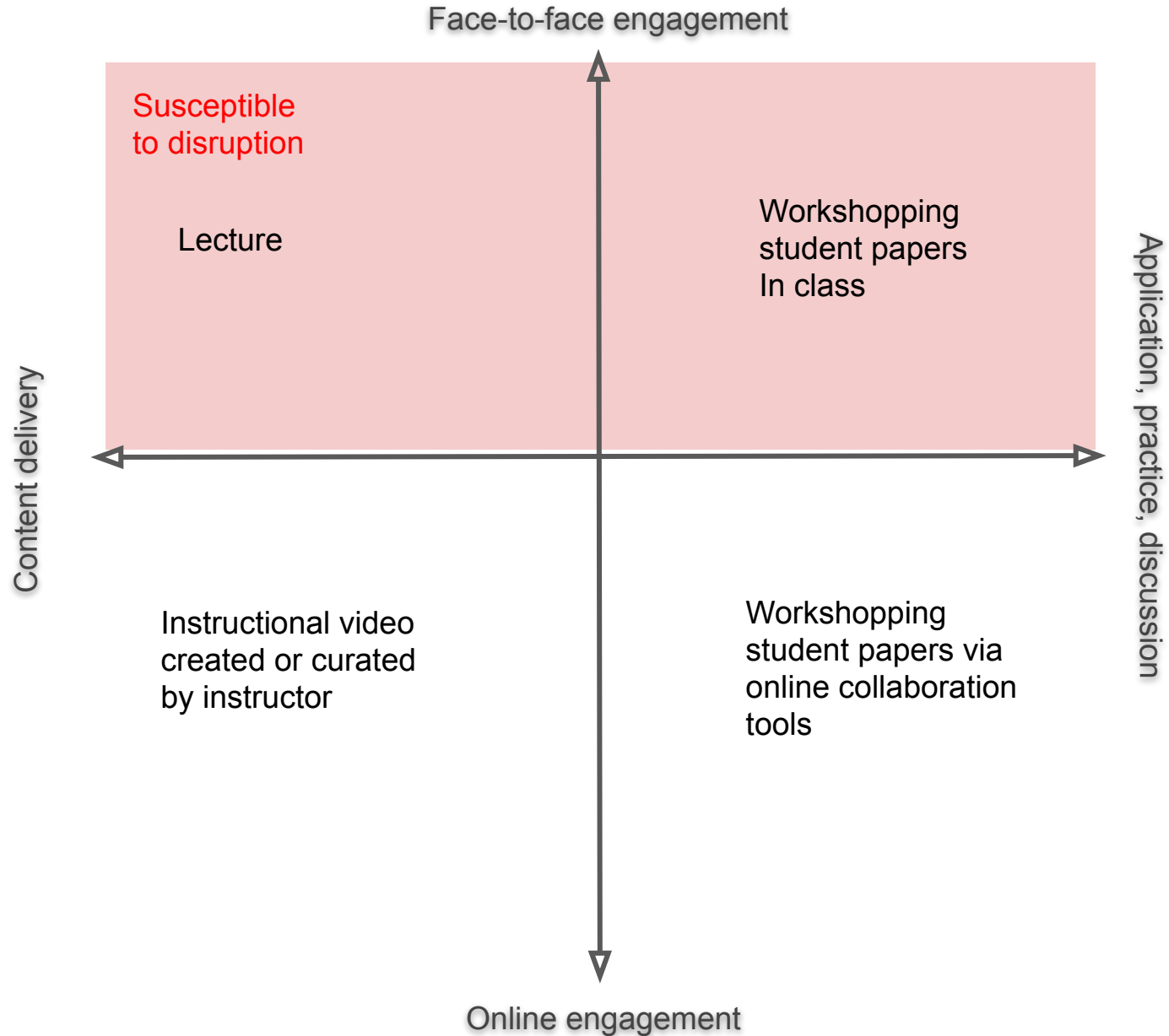
At the core of a resilient course is an intentional structure for:

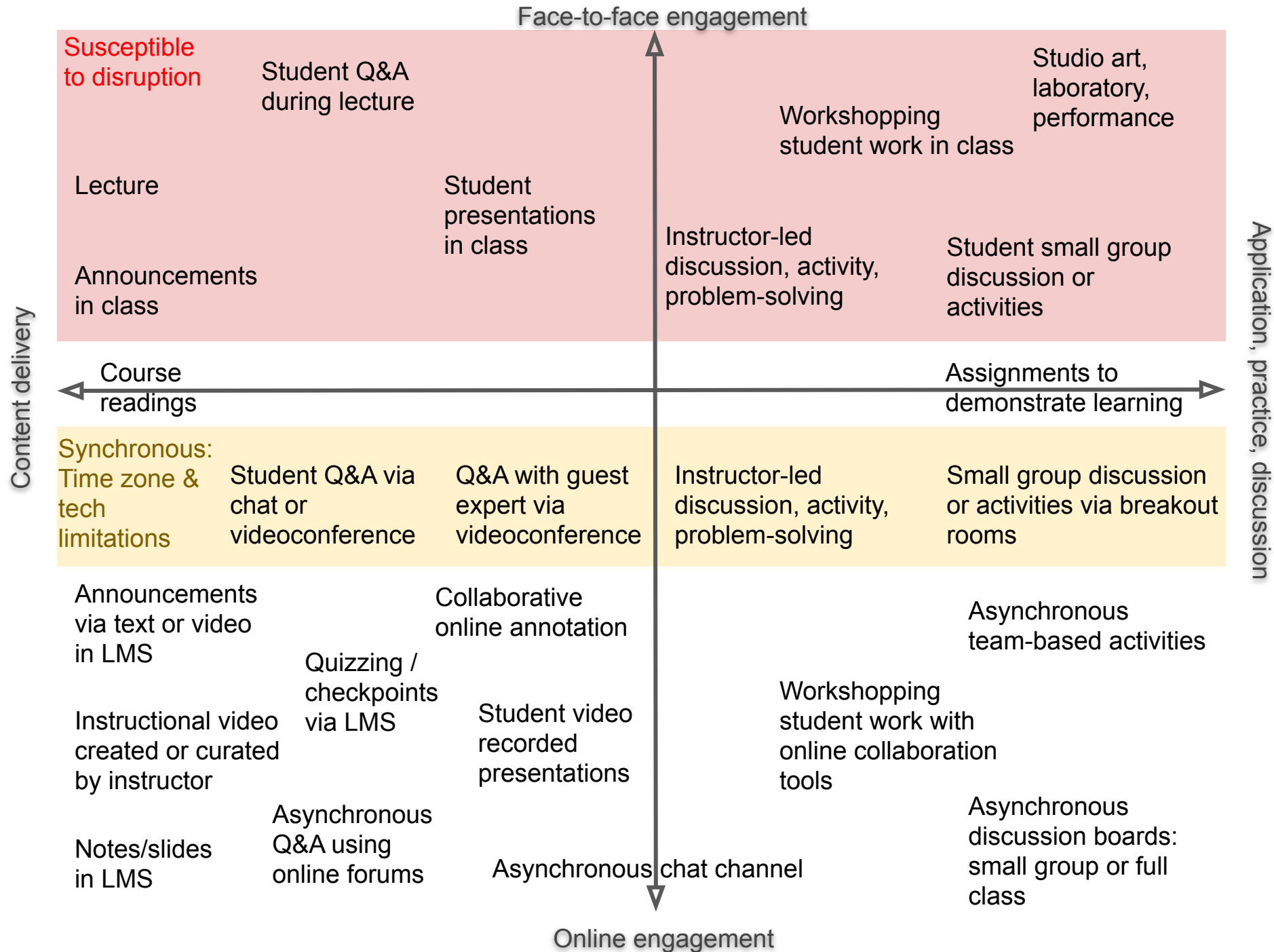
- Engagement
- Communication & connection
- Feedback (both students to faculty and faculty to students)

That does not rely entirely on regular meetings in the same physical space.

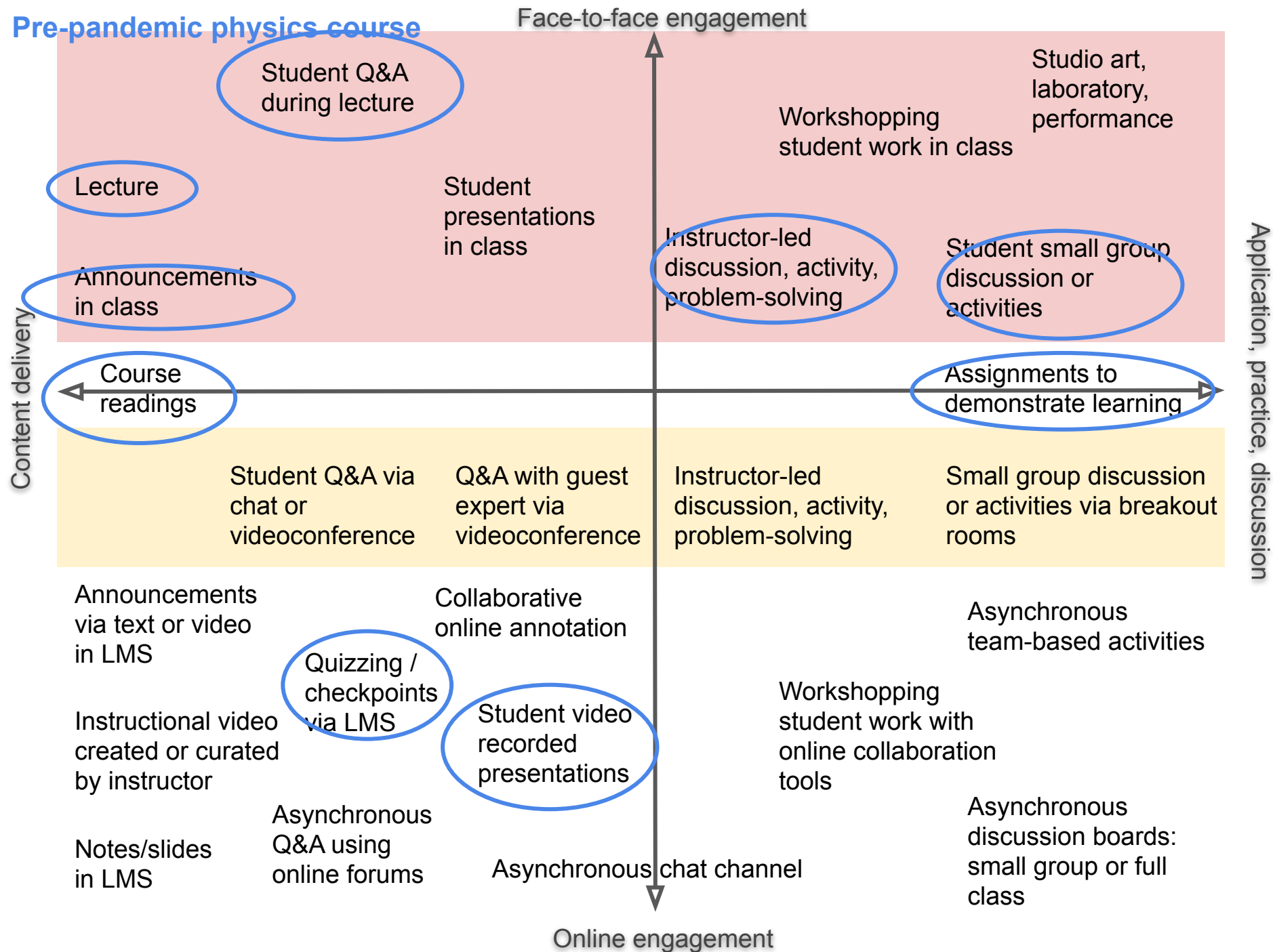
Prioritize synchronous engagement (in-person or online) for activities that benefit most from interaction

# Intentionally designing for engagement

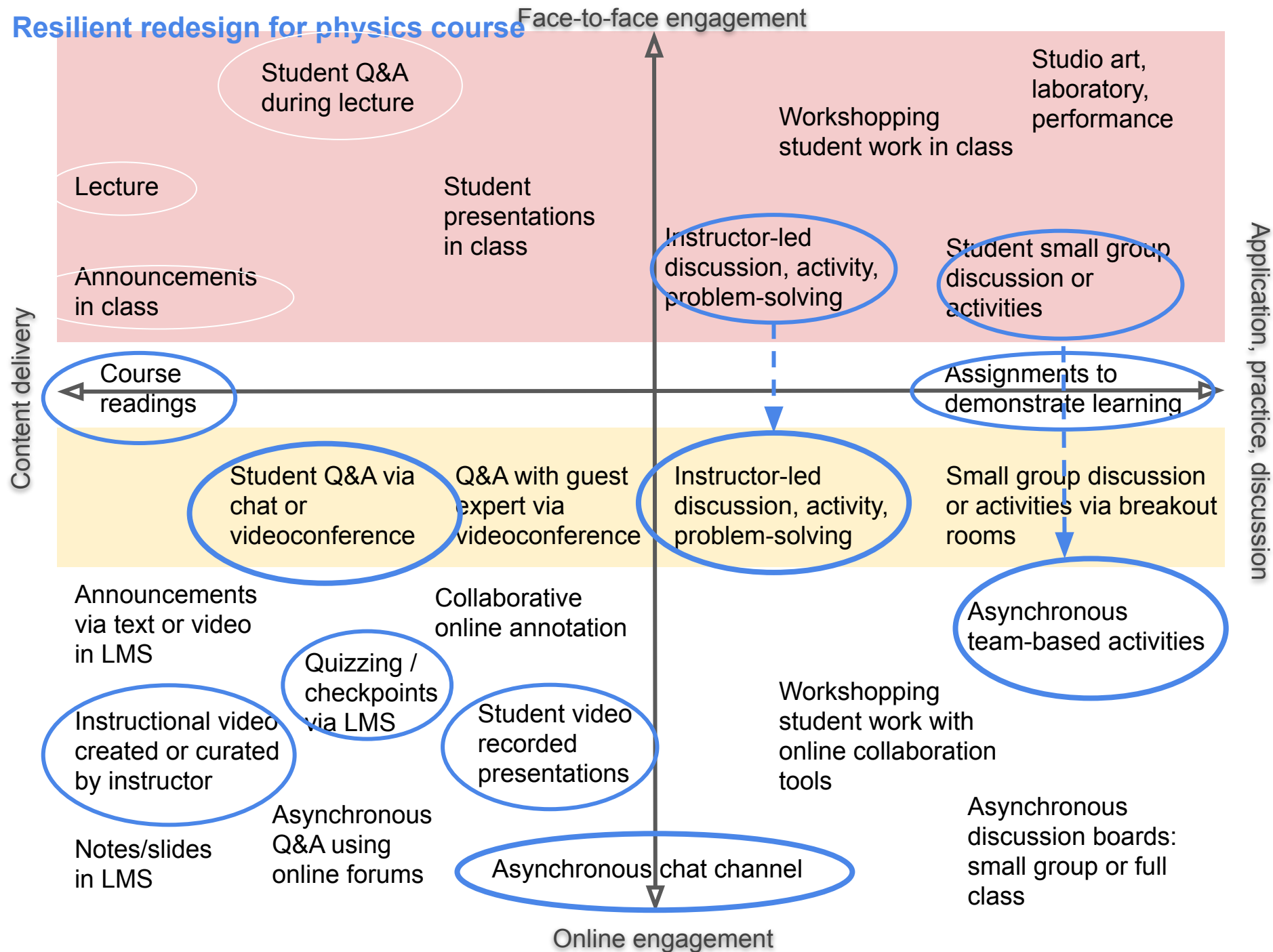




## Pre-pandemic physics course



# Resilient redesign for physics course



# Intentionally designing for communication & connection

		Student-faculty interaction	Student-student interaction
Before spring 2020	During class (synchronous)	<ul style="list-style-type: none"><li>• Discussions</li><li>• Interactive lecture</li><li>• Q&amp;A</li><li>• Circulating during class time to listen</li><li>• Clarifications/updates</li></ul>	<ul style="list-style-type: none"><li>• Think-pair-share</li><li>• Small group discussion</li><li>• Jigsaw activities</li><li>• Group projects</li><li>• Informal in-class chit chat</li></ul>
	Outside of class (asynchronous)	<ul style="list-style-type: none"><li>• Office hours</li><li>• Informal conversations around campus</li><li>• Assignment submission &amp; feedback</li></ul>	<ul style="list-style-type: none"><li>• Discussions at meals, around campus</li><li>• Study groups</li></ul>

For fall 2020:

- Physically distanced classrooms have different noise levels, instructor not able to circulate, students may be assigned seats for contact tracing
- Relying on informal interactions for communication and connection raises equity issues for those who are not able to be on campus or in the physical classroom

Design for communication & connection as intentionally as you design for content



# Intentionally designing for feedback

How do you structure your course to give students feedback both about their engagement with content and their engagement with peers and instructor in a way that isn't necessarily tied to grades?

- Using completion tracking/ progress bar in LMS
- Badges to acknowledge engagement
- Opportunities for students to indicate how other students in the class have helped their learning

How do you provide students opportunities to provide you feedback on how things are going, both in terms of course content/delivery and in terms of feeling connected/engaged?

- More formal -- Weekly reflection assignment or reflective post in discussion forum
- More informal -- Using Slack to post prompts about how things are going (e.g. create a hashtag that summarizes your week, the most rewarding or challenging aspect of class this week, etc.)

# Things to keep in mind during course design:

- Make use of the assignment checklists and other material provided by ACM colleagues during the week 1-4 seminars to help craft your course
- Structure your course by modules or weeks
- Make clear what activities students need to do and in what order
- Make clear which activities will be synchronous (either F2F or with students joining class remotely) and which asynchronous
- Let students know how much time you expect each activity to take (the [Rice University CTE workload calculator](#) is helpful for figuring this out)

# Beginning the process of resilient design:

Monday	Tuesday	Wednesday	Thursday	Friday
Formal class meeting options:				
Whole class		Group A in person		Group B in person
Group A in person; Group B activities		Group B in person; Group A activities		Connection activity with groups A & B
Small group activities & scheduled check-in		Small group activities & scheduled check-in		Whole class
Informal connections & engagement options:				
	Faculty or peer support drop-ins		Faculty or peer support drop-ins	
Welcome to the week video				Learning assist reflection
Daily use of asynchronous chat/messaging forums (e.g. Slack or within LMS) that includes channels for content, channels for announcements, & channels for fostering general connection				

# Intentionally designing for communication & connection -- Lecture

	What?	When?	How long?
<b>Prep</b>			<b>Total: 3 hrs</b>
Read	Ch. 3, Sec. 2-8	Before Mon class	~2 hours for understanding
Watch	Week 3, Videos 1-3	Before Mon class	3 X 10 min
	Week 3, Videos 4-6	Before Wed class	3 X 10 min
<b>Activities</b>			<b>Total: 3 hr</b>
Group A synchronous session	Group A meeting to discuss warm-ups and Videos 1-3	Mon 3A	45 min (only Group A)
Problem solving (PS) group check-in	Groups meet to debrief Group A discussion and work on think-pair-share activities	Self-scheduled meeting before Tues, 5 pm	45 min
Group B synchronous session	Group B meeting to discuss think-pair-share and Videos 4-6	Wed 3A	45 min (only Group B)
Problem solving (PS) group check-in	Groups meet to debrief Group B discussion and work on group questions	Self-scheduled meeting before Thurs, 5 pm	45 min
Whole class meeting	Debrief problem set due on Thursday at 5 pm	Fri 3A. Online.	45 min
<b>Assignments</b>			<b>Total: 3 hrs</b>
Warm-up questions (individual)	Check your understanding of readings. On Moodle.	Due Sun, 5 pm	30 min
Think-pair-share (partners)	Check your understanding of videos. On Moodle.	Due Tues, 5 pm	30 min beyond the Mon/Tues PS group check-in
Problem set (individual questions)	Apply concepts to new situations. On Moodle.	Due Thurs, 5 pm	1 hour 30 min
Problem set (group questions)	Collaborate to apply concepts to new situations. On Moodle.	Due Thurs, 5 pm	30 min beyond the Wed/Thurs PS group check-in

3 additional hours to spend in area of student choice

# Intentionally designing for communication & connection -- Lecture

Monday	Tuesday	Wednesday	Thursday	Friday
Formal class meetings/activities:				
Group A in person (45 min, class time)		Group B online (45 min, class time)		Whole class online (45 min, class time)
Monday or Tuesday: Small groups of 4 (45 minutes, self-scheduled)		Wed or Thursday: Small groups of 4 (45 minutes, self-scheduled)		
Informal connections & engagement options:				
Peer support drop-in	Faculty drop-in	Peer support drop-in	Faculty drop-in	
Welcome to the week video				Reflection
Daily use of asynchronous chat (Slack) that includes channels for content, channels for announcements, channels for fostering general connection, and channels for the small groups				

# Intentionally designing for communication & connection -- Discussion

## First-year seminar from Fall 2016

### Week 4

M	Oct 3	The Power of the Word <b>READ:</b> Thomas, pp. 29-63 <b>DUE:</b> First Paper, revised
T	Oct 4	Film: “Twelve Years <u>A</u> Slave” (this is a very good but very violent and difficult film – be mentally and emotionally prepared) <b>DUE:</b> Site narratives (by site excavators)
W	Oct 5	Anthropological Antagonism <b>READ:</b> Thomas, pp. 64-120
F	Oct 7	Archaeology and the History of the Americas <b>READ:</b> Thomas, pp. 123-174; Miller, The Ranking Game (Moodle)

# Intentionally designing for communication & connection -- Discussion

To Fall  
2020

## Week 4: Oct 5 to Oct 11

	What?	When?	How long?
<b>Prep</b>			
Read	Thomas, 64-174		For understanding; 4 hrs 30 min
Watch	<i>In Light of Reverence</i>	(optional in-person screening on Oct 6 at 1pm)	73 min
<b>Activities</b>			
Paper conference	Review first version of Paper #1	TBD; use Prof Fatkin's calendar to schedule a meeting – no later than Oct 9 at 5pm	30 min
Revise Paper #1	Following your paper conference, begin revising your paper		2 hours
Reading Buddies	Review Thomas reading with your reading buddy and prepare discussion prompt	Oct 8, 11:59pm	30 min
Class meeting	Film discussion	Oct 7, 9am	70 min
Class meeting	Reading discussion	Oct 9, 9am	70 min
<b>Assignments due</b>			
Response paper, <i>In Light of Reverence</i>	Follow the prompt, write 300-400 words	Oct 6, 11:59pm	45 min
Discussion questions, film	Post discussion question (individual)	Oct 6, 11:59pm	15 min
Response paper, Thomas reading	Following the paper prompt, write a 600-800 word response to this week's reading	Oct 8, 11:59pm	90 min
Discussion questions, reading	Post discussion question w/ reading buddy	Oct 8, 11:59pm	---

# Intentionally designing for communication & connection -- Discussion

Monday	Tuesday	Wednesday	Thursday	Friday
Formal class meeting options:				
No class meeting		Class discussion (in person; via Zoom; also recorded)		Class discussion (in person; via Zoom; also recorded)
Informal connections & engagement options:				
Ongoing over week: paper conferences	Watch documentary (optional in person)		Reading buddy think-pair-share activity -- prepare discussion questions	
Welcome to the week video				[End of week reflection]
Use of asynchronous chat/messaging forums (e.g. Slack or within LMS) that includes channels for content, channels for announcements, & channels for fostering general connection. In-person discussions can be continued online. Most weeks would include a short reflection paper to help cement learning -- superseded by longer writing assignment this week; still required for students who only participated asynchronously.				



# Intentionally designing for communication & connection -- Production (Arts, Performance)

Intro to Painting from Fall 2019 (with thanks to Andrea Ferrigno, Dept of Art, Knox College)

**Sept 17/19:** Space and Form(al) relationships.

Present, share and discuss Artist's books, and discuss ideas about painting.

Artist presentation: A topical overview of broad history of painting, followed by a closer look at artists: Charles White, Morandi, Lois Dodd, and Jean Arp. Topics: Figure/Ground Relationships, Volume, clarity, and Spatial Ambiguity

To do in class: Mix 8 step black and white palette. Begin painting in class, using your studies and observation to create ten paintings, each addressing the space from a new angle.

- Distill forms to basic shapes, light and color to tonal information.
- Do not mix paint on the painting, keep each value pure.
- In two studies, invert light and dark information from a previous study

**Due Sept 24:** 8 Grisaille (black and white and interval tones) paintings and one larger 16" x 20" work completed from these studies

# Intentionally designing for communication & connection -- Production (Arts, Performance)

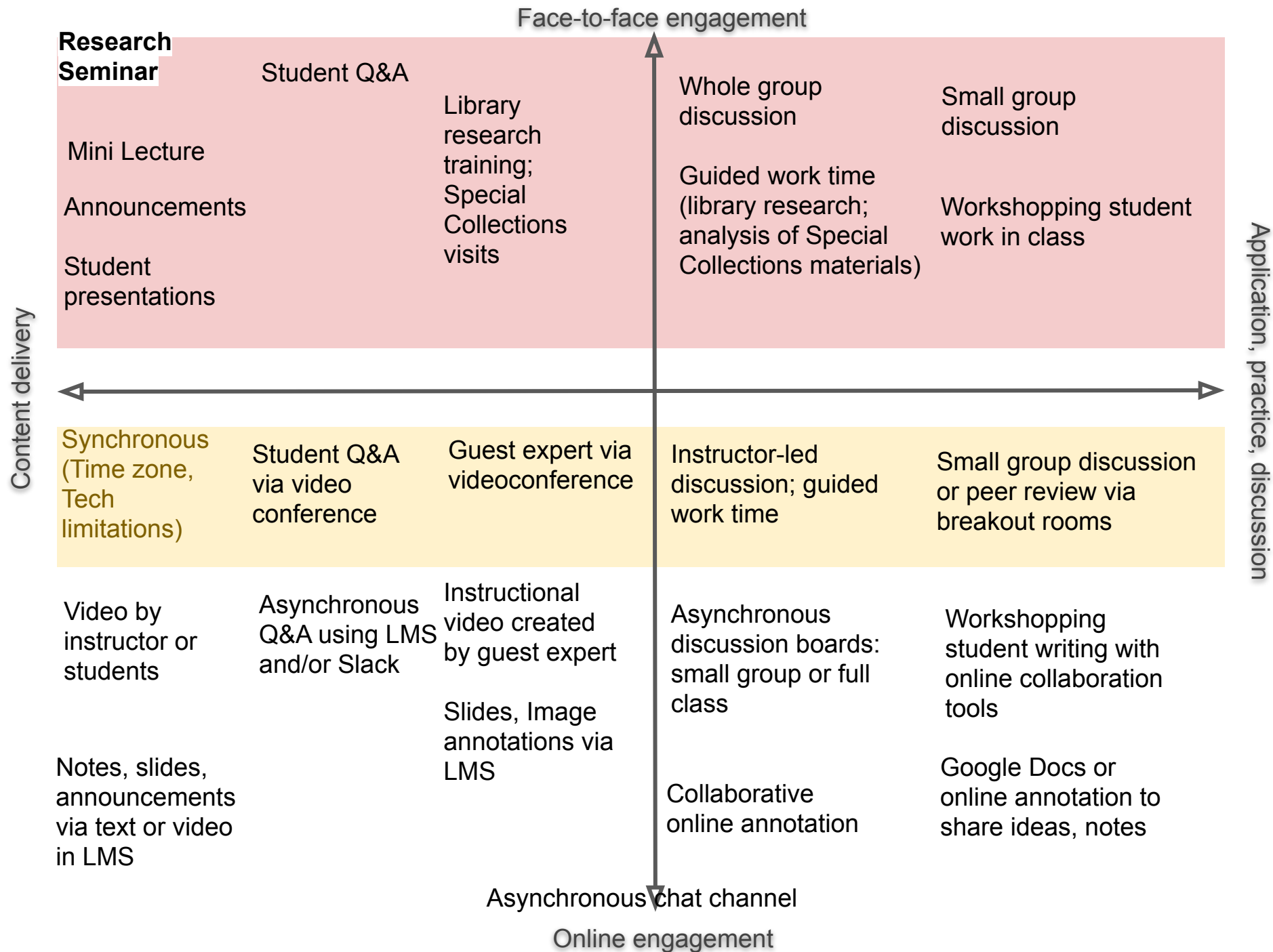
Intro to  
Painting for  
Fall 2020

## Week 2: Sept 21-27

	What?	When?	How long?
<b>Prep</b>			
Watch intro video	"Intro to Week 2 video"	By Sept 21 at 9am	10 mins
Watch video 1	"Figure / Ground Relationships"	By Sept 21 at 9am	5 mins
Watch video 2	"Volume"	By Sept 21 at 9am	5 mins
Watch video 3	"Clarity"	By Sept 21 at 9am	5 mins
Watch video 4	"Spatial Ambiguity"	By Sept 21 at 9am	5 mins
Watch video 5	"History of Painting"	By Sept 21 at 9am	10 mins
Watch video 6	"Artist Close-up: Charles White"	By Sept 21 at 9am	10 mins
Watch video 7	"Artist Close-up: Jean Arp"	By Sept 21 at 9am	10 mins
<b>Activities</b>			
Class meeting	Your small-group studio time; mix 8 step black and white palette – start work on 10 paintings	Your assigned group time	70 mins
Studio hours	10 paintings that address space from different angles (further instructions in Moodle)	Open Studio hours	8 hrs
<b>Assignments due</b>			
Artist discussion	Present works by one artist you like and one you don't like; submit Flipgrid video to Moodle	23 Sept at 5pm	Research – 1 hr Create video – 1 hr
Discussion response	Respond to at least two of your classmates artist videos (200-300 words in comments or video response)	25 Sept at 5pm	30 mins (15 mins each)
Weekly response	Review of week's concepts – see prompt in Moodle	25 Sept at 5pm	45 mins
8 Grisaille paintings	8 Grisaille (black and white and interval tones) paintings and one larger 16" x 20" work completed from these studies	28 Sept at 9am	-----

# Intentionally designing for communication & connection -- production class (arts. performance)

Monday	Tuesday	Wednesday	Thursday	Friday
Formal class meeting options:				
Group A for ½ of class time; Group B for ½ of class time		Group C for ½ of class time; Group D for ½ of class time		
Informal connections & engagement options:				
Throughout week, use of studio space during non-class time				
Faculty or peer support drop-ins		Faculty or peer support drop-ins		
Welcome to the week video demonstrating techniques, history		Assigned student artist reports due (discussions moved online)		Student reflections on weekly material; class responses to artist reports
Daily use of asynchronous chat/messaging forums (e.g. Slack or within LMS) that includes channels for content, channels for announcements, & channels for fostering general connection				



# Intentionally designing for communication & connection -- Research Seminar (typical week)

Monday	Tuesday	Wednesday	Thursday	Friday
Formal class meetings/activities:				
Video lectures; small group meetings with shared notetaking; Instructor feedback on work		Whole Group Discussion via Zoom w/ shared document for remote student participation		Video lectures and prompts for research training activities; small group work sessions
Informal connections & engagement options:				
Faculty drop-in	Faculty drop-in		Scheduled appointments as needed	Faculty/Librarian drop-in
Welcome to the week video				Reflection
Daily use of asynchronous chat (Slack) that includes channels for content, channels for announcements, channels for fostering general connection, and channels for the small groups				

# Intentionally designing for communication & connection -- Research Seminar (Week 4)

Monday	Tuesday	Wednesday	Thursday	Friday
Formal class meetings/activities:				
Monday or Tuesday Small group meetings (45 minutes self-scheduled)		F2F Special Collections visit in 3 groups (with video/slide alternate for remote students)		Whole Class Zoom library instruction session (with slide share and exercises for time zone issues)
Informal connections & engagement options:				
Faculty drop-in	Faculty drop-in		Faculty drop-in	Faculty/Librarian drop-in
Welcome to the week video				Reflection
Daily use of asynchronous chat (Slack) that includes channels for content, channels for announcements, channels for fostering general connection, and channels for the small groups				

Prep			Ca. 5 hours
Read	Primary Source	By Sunday 5pm	3 hours
Read	Secondary Article	Before Group Work 1	1.5 hours
Watch	Week 4 Videos 1-4	By Sunday 5pm	10 min. X 4
Group Activities			Ca. 2 hours
Group Work 1	Discuss readings; note taking	Self- scheduled M or Tu.. Due Tu 5pm	1 hour
Group Work 2	Review notes and annotations. Discuss themes and research	Self-scheduled F or Sat.. Due Sat. 5pm	Ca. 1 hour
Individual Work			Ca. 1.5 hours
Warm Up	Terminology check	By Sunday 5pm	20 min.
Slide Annotation	Highlight connections with week's themes	By Wednesday 5pm	1 hour

# Resilient course design

Plan fall courses with intentional focus on engagement and flexibility to avoid having to re-design in response to changing circumstances.

At the core of a resilient course is an intentional structure for:

- Engagement
- Communication & connection
- Feedback (both students to faculty and faculty to students)

That does not rely entirely on regular meetings in the same physical space.

Prioritize synchronous engagement (in-person or online) for activities that benefit most from interaction



# Breakout discussions:

Introduce yourselves.

What are things that you didn't have to plan for before that you now have to design for in your courses? For example, we used to make connections with students through informal conversation before or after formal class time. How do we replace that for remote students or if we ourselves cannot be in the classroom?

What are one or two changes you can make in order to make your course more resistant to disruption? Why?

# Homework for Friday

What would a typical week in your course look like for a student who is on campus and healthy, on campus and in quarantine, off campus? What changes can you make to the weekly design so that the experience and engagement opportunities more equitable to all?

For the courses you are teaching this fall:

- [Course activity matrix & weekly plan](#)
- [Weekly plan with workload estimate -- what, when, how much time?](#)

Friday breakout groups for discussion of possible weekly plans with others teaching courses of similar types:

- Lecture
- Discussion
- Arts/performance
- Research seminar