

# Building Flexible Learning Opportunities For An Uncertain Future

*Presented by:*

**Tawnya Means, PhD**

*Assistant Dean, Director*

*Assistant Professor of Practice, Management*

*University of Nebraska-Lincoln College of Business*

# Planning for the road ahead



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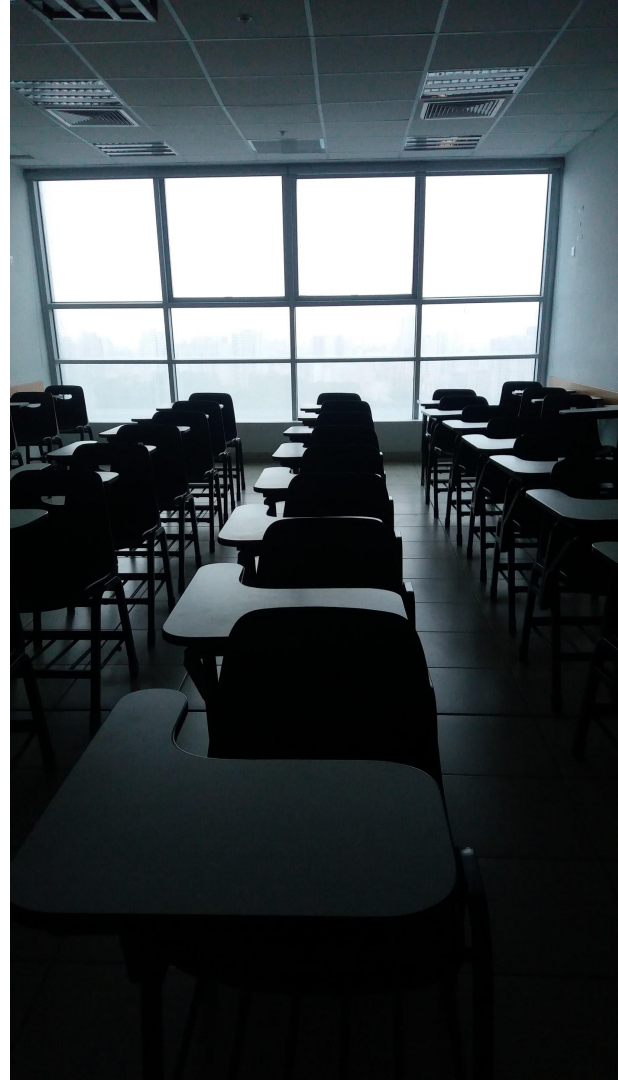
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# Remember when...

- There were courses that “couldn’t” be taught online?
- Students were (typically) either in-person or online?
- The majority of instructors had little online teaching experience?
- All students in a course were taught in (usually and mostly) the same modality?



# A lot has changed in 2020

To name a few...

- Literally anything “can” be taught online
- Almost everyone has at least some experience teaching online
- Most classes require multiple modalities to fit all student needs
- Courses can (and do) change modalities mid-stream as needed
- Many more instructors are seeking for ways to ensure high-quality learning using technology while managing their teaching workload

# But we still have a ways to go...

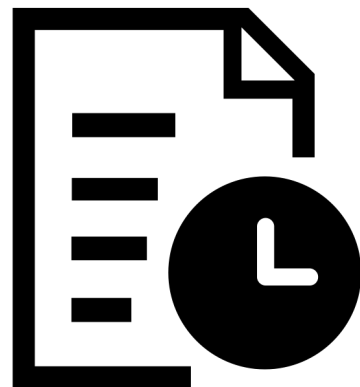
Current questions include:

- What should happen live (in-person or synchronously)?
- What is better asynchronously?
- How can technology best support remote, online, and mixed modality teaching?
- How can instructors engage with students? Students engage with content? Students engage with each other? (Presence)
- How can instructors plan to teach when the road ahead is constantly changing?

# Workshop agenda

In this session you will:

1. become familiar with the Right-Mixing framework
2. analyze a learning activity using the framework
3. identify practical solutions for teaching students in multiple modalities
4. receive feedback on learning activity ideas



# Workshop materials

- Right-mixing template
- Technology to support learning handout
- Human connections in remote, online, and mixed modality learning handout





# Synchronous vs. asynchronous

What happens at the same time?

What happens over time?

- How are students connecting to each other in meaningful ways?
- How are students interacting with the content you have provided?
- What level of interactions do students have with you as the instructor?





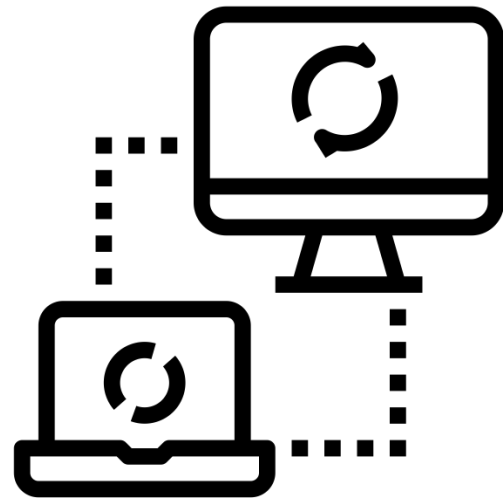
# What works synchronously (and what doesn't)?

Do this:

- Breakout and small group discussions
- Interaction and collaborating
- Consultation and check-in meetings

Don't do this:

- Lecture (for more than 20 minutes)
- Expect everyone to be live on camera
- Require attendance without an alternative



data transfer by monkik from the Noun Project

[Synchronous instruction is hot right now, but is it sustainable?](#)

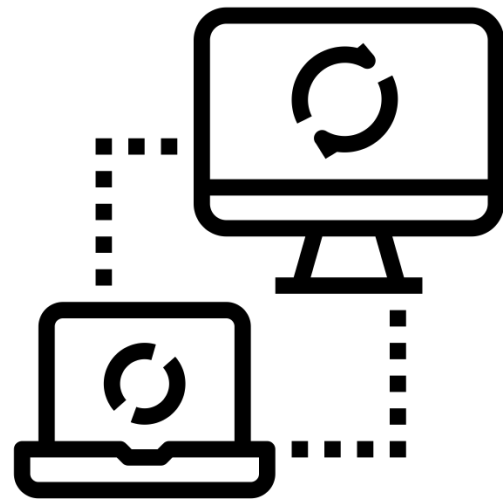
# What works asynchronously (and what doesn't)?

Do this:

- Stay in touch!
- Respond quickly
- Organize, organize, organize and then explain

Don't do this:

- Put it all up at once
- Try to mimic the classroom experience
- Expect students to know what you mean



# But is technology the solution?

Relying simply on technology is not sufficient to change teaching. The philosopher Martin Heidegger noted that "Teaching is **even more difficult than learning...** because what teaching calls for is this; to **let learn.**"

1968, p. 15, as quoted by Sturm, 2001

Having the optimal environment to let learn means that you need to decide what to teach, when, where, and how.

> Right **activity**, right **space**, right **time**, right **way**

# Technology to Support Pivoting Instruction



## Content Creation

- [Camtasia Studio](#)
- [Screencast-O-Matic](#)
- [Snagit](#)
- [SoundCloud](#)
- [VoiceThread](#)

## Video

- [Canvas Studio](#)
- [Kaltura](#)
- [Loom](#)
- [Panopto](#)
- [PlayPosit](#)
- [Skype](#)
- [Teams](#)
- [Touchcast](#)
- [Vidgrid](#)
- [Vimeo](#)
- [YouTube](#)
- [Zoom](#)

## Feedback

- [GoReact](#)
- [Peerceptiv](#)
- [PeerMark](#)
- [Qualtrics](#)

## Polling

- [Kahoot!](#)
- [Learning Catalytics](#)
- [Mentimeter](#)
- [Poll Everywhere](#)
- [Qualtrics](#)
- [Quizizz](#)
- [Slido](#)
- [Socrative](#)
- [TopHat](#)

## Proctoring

- [ProctorU](#)
- [Respondus Monitor](#)

## Plagiarism Detection

- [Grammarly](#)
- [Turnitin](#)

## Collaboration

- [Google Docs](#)
- [Office365](#)
- [Padlet](#)
- [Pear Deck](#)
- [Slack](#)

## Discussion

- [Piazza](#)
- [Prulu](#)
- [Slack](#)
- [Voicethread](#)
- [Yellowdig](#)
- [Zoom](#)

## Miscellaneous

- [A Web Whiteboard](#)
- [Bit.ly](#)
- [Canva](#)
- [Groupme](#)
- [LinkedIn](#)
- [Mindomo](#)
- [Mindmeister](#)
- [NoteBookCast](#)
- [Pathbrite](#)
- [Piktochart](#)
- [Podbean](#)
- [Realtime Board](#)
- [Remind](#)
- [Soundcloud](#)
- [Spark](#)
- [Slideshare](#)
- [Twitter \(#hashtag\)](#)
- [Unsplash](#)

Others: [ASU Online Third-party tools](#) | [Design on a Dime](#), [Dell & Griebing](#) | [Edudemic](#)

A modern desk setup featuring a large iMac, a laptop, a tablet, a keyboard, a mouse, and a smartphone. A desk lamp is positioned above the desk. The background is a blurred indoor setting.

# What is the point of technology?

Photo by [Domenico Loia](#) on [Unsplash](#)

Photo by [Domenico Loia](#) on [Unsplash](#)



# To connect



Photo by [Brooke Cagle](#) on [Unsplash](#)



# To belong



Photo by [Christina @wocintechchat.com](https://www.wocintechchat.com) on [Unsplash](https://www.unsplash.com)



# To engage



Photo by [Priscilla Du Preez](#) on [Unsplash](#)

A woman with dark hair in braids, wearing a black lace top and a red and black patterned skirt, is pointing at a laptop screen. A man with a beard and glasses, wearing a blue shirt, is looking at the screen with his hand on his chin. They are in a modern office setting with other people working in the background. The laptop screen displays a code editor with syntax-highlighted text.

# To learn

Photo by [NESA by Makers](#) on [Unsplash](#)



A woman with long dark hair is sitting at a wooden table in a cafe at night. She is wearing a dark jacket over a grey sweater and is talking on a silver smartphone held to her right ear. In the foreground, there is a white disposable coffee cup with a logo. The background is blurred, showing the interior of a clothing store with mannequins and warm lighting, and a street scene with colorful neon lights and a car.

# To support

Photo by [Gabriel Gonzalez](#) on [Unsplash](#)

A high-angle, top-down photograph of a diverse group of approximately 15-20 people gathered in a circle. They are all reaching their hands towards the center, where they are stacked on top of each other in a gesture of unity and teamwork. The individuals are of various ethnicities and ages, and many are wearing grey t-shirts with orange accents, suggesting they are part of the same organization or team. Some people have lanyards with badges around their necks. The background is slightly blurred, showing what appears to be an indoor setting with tables and chairs. A semi-transparent dark grey horizontal band runs across the middle of the image, serving as a background for the text.

# To humanize

Photo by [Camylla Battani](#) on [Unsplash](#)



# Right-mixing Learning for Engagement

Verb <i>An action verb to describe the activity (e.g. Discuss, Read, Vote, etc)</i>	Primary Interaction Type <i>Student to Content Student to Student Student to Instructor</i>	Why? <i>Introduce/Exposure Reinforce/Apply Assess/Reflect</i>	Where and When? <i>In Person Remote synchronous Asynchronous Outside of class time</i>	What? <i>Describe the activity</i>	Is it the right fit? <i>Yes Maybe No</i>
<b>What is the mix?</b>	% of Student to Content % of Student to Student % of Student to Instructor	% of Introduce/Exposure % of Reinforce/Apply % of Assess/Reflect	% of In Person % of Remote synchronous % of Asynchronous % of Outside of class time		



## To do:

- Create a copy of the Right-Mixing framework
- Decide on a learning activity to mix
- Complete your document
- Ask for help if needed (leave your breakout room)
- Share your document on Padlet (set permissions in Google)



1 Copy the template

[ Work on your learning activity ]

Share on Padlet

2



# Follow up

For faculty development using the Right-Mixing Framework:

**Tuesday, Nov 10 1:00-1:45 ET (Concurrent Session 4)**

Using The Pivot Game To Guide The Process Of Blending Agile Teaching Strategies And Technology In Post-COVID-19 Institutions While Fostering And Maintaining Human Connection

From OLC Accelerate 2019:

Getting Ready to Blend: Right-Mixing Online and Blended Assessment and Engagement Activities

# Additional resources

- [Technology Tools for Teaching](#) and the [Online Lecture Toolkit](#)
- [The Big List of Class Discussion Strategies](#)
- [University of Minnesota – Basic Active Learning Strategies](#)
- [TEC-VARIETY](#) - Resources from Curtis Bonk
- The Chronicle: [How to Be a Better Online Teacher](#)
- [Small Changes in Teaching](#) and [Small Teaching Online](#)
- OpenLearn: [How can you take your teaching online?](#)
- Vanderbilt University: [Blended and Online Learning](#)
- Inside Higher Ed: [7 guidelines for effective teaching online](#)
- Inside Higher Ed: [Peer advice for instructors teaching online for first time](#)

# Questions?

## Tawnya Means, PhD

*Assistant Dean and Director, Teaching and Learning Center*

College of Business

University of Nebraska-Lincoln

[tawnya.means@unl.edu](mailto:tawnya.means@unl.edu) | @Tawnya\_Means



# Evaluate Sessions and Win!



- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
- Complete session evaluation\*

\*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) \$25 gift cards** will be awarded

Must submit evals using the OLC conference website, beta platform mobile app