Building Flexible Learning Opportunities For An Uncertain Future

Presented by:

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OLC Accelerate™
ACCELERATING ONLINE LEARNING WORLDWIDE
2020

# Planning for the road ahead

Photo by Fritz Benning on Unsplash   Photo by David Talley on Unsplash   Photo by Katie Moum on Unsplash

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?

Photo by Rubén Rodriguez on Unsplash
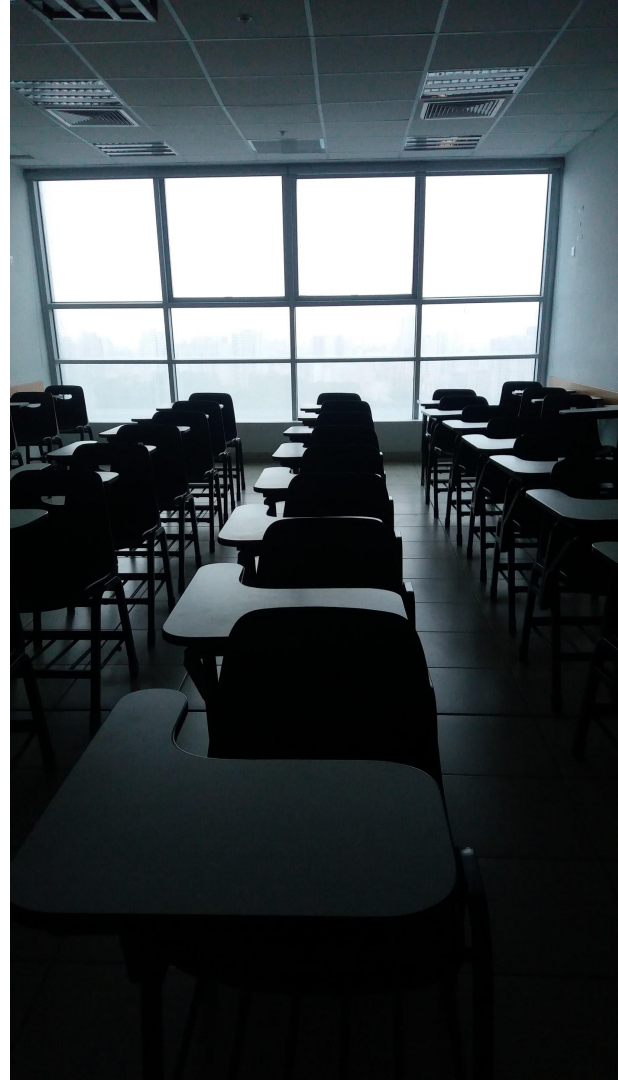
A lot has changed in 2020

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
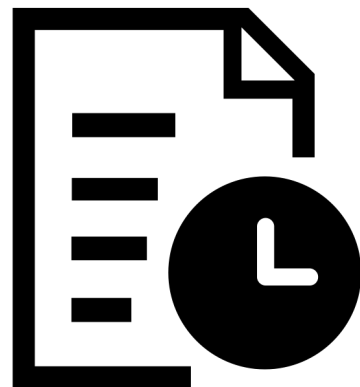
Workshop materials

- 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?
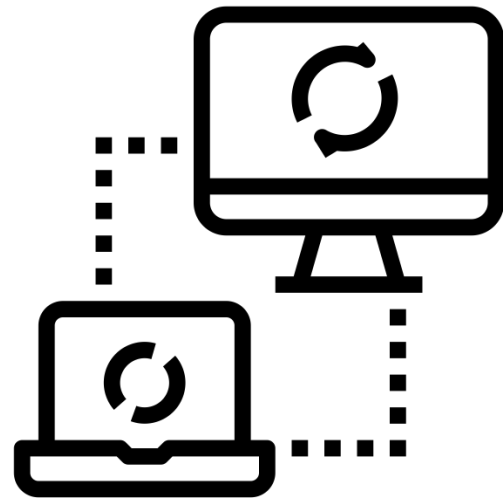- What level of interactions do students have with you as the instructor?

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

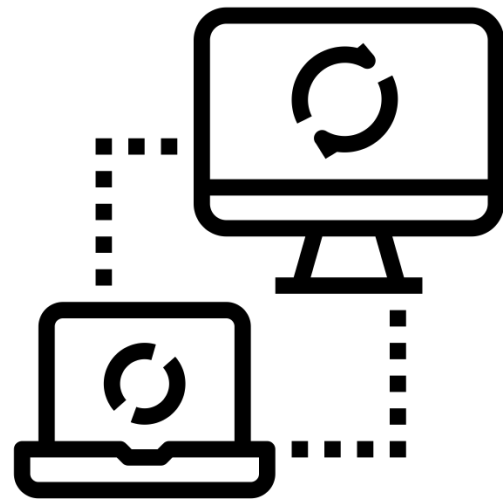Synchronous instruction is hot right now, but is it sustainable?

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 & Griebling | Edudemic

What is the point of technology?

To connect

To belong

To engage

To learn

To support

To humanize

Right-mixing Learning for Engagement

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

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