Don’t Throw Out the Baby with the “Pandemic” Bathwater

Sustainability Strategies for Blended Instructional Practices in Response to COVID-19
What changes did the Covid-19 pandemic usher to your campus?

PollEv.com/bharrington
or
Text BHARRINGTON to 37607 once to join then respond

Scan QR code with Cell camera
In this Session....

• **Adoption** of a post-pandemic “baby”

• How the “baby” **changed** our campus culture

• Strategies for **sustaining** acceptance of the “baby”
The “babies” We Kept!

Flexible Work

Flipped Classroom
eTesting
Flipped Classroom
Traditional Model

Student
More challenging to make meaningful connections through homework.

In Class
First exposure to new material/Limited activity time

Remember

Flipped Model

In Class
Faculty-facilitated activities/limited lecture

Student
First exposure at personal pace. Documenting muddy points.

Image adapted from Odysseyware model
Flipped Classroom Examples

• The Standard Inverted Classroom (RADI)
• The Discussion-Oriented Flipped Classroom (PHIL)
• The Demonstration-Focus Flipped Classroom (TECH)
• The Group-Based Flipped Classroom (DIAG)
Challenges to Flipped Learning

• **Faculty** Aversion to Change

• **Students** Prefer “Spoon-feeding”
Think - Pair - Share!

What “babies” have your campus adopted to reimagine your position in higher education?
Strategies for Sustainability
Faculty

- Clear communication of the **benefits**
- **Individualized** Faculty Development
- Provide **specific examples**
- **Ongoing** support and encouragement
Students

• **Begin** with expectations

• Clear communication of the “why”

• Ensure **students** understand their **responsibilities**

• **Support systems** for building confidence
Questions!