How to Prepare for the Next Phase of Hybrid Teaching

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Ways to Engage Today

1. We'll take deliberate chat breaks throughout today's talk!

2. Feel free to live tweet if that's your preference:

   @ContactNorth @jenae_cohn

What do all meaningful learning experiences have in common?

Interaction

How Do We Prepare?

1

Forget About
Synch/Asynch

2

Develop Shared
Vocabulary

3

Less is More

4

Universal Design for
Learning

Forget About Synch/Asynch

(Yes, really)

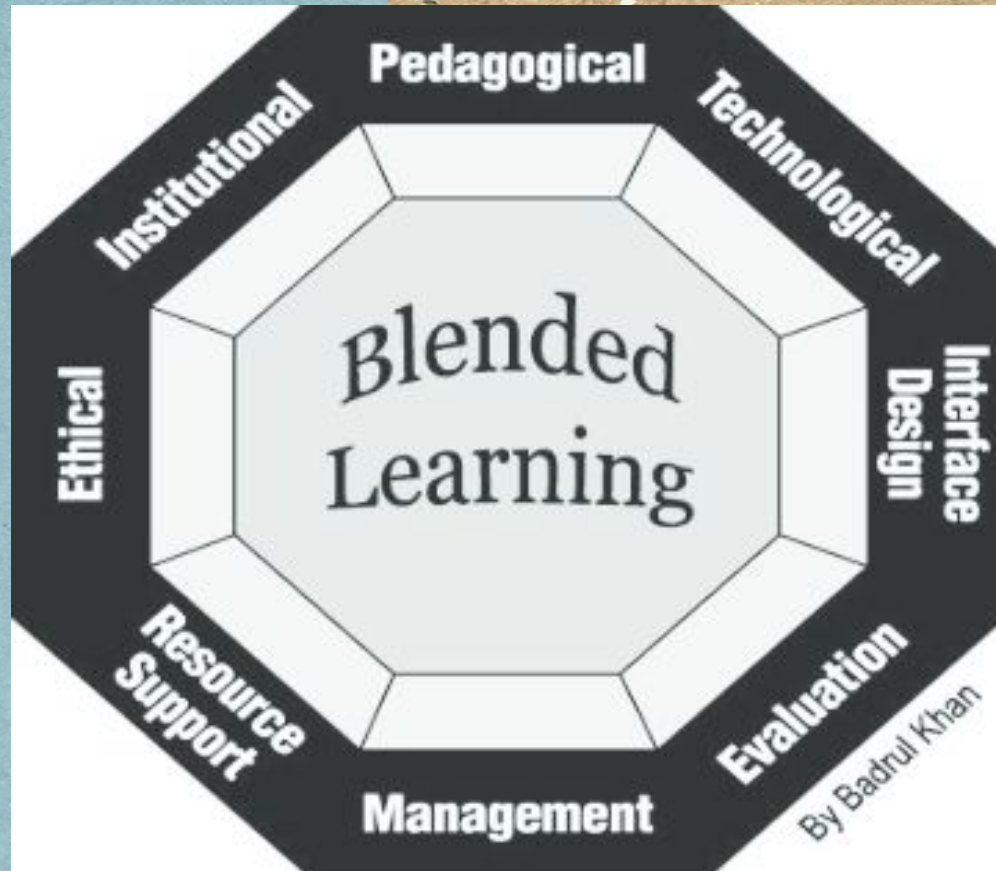| Learning Activity Type	Why?	Where?	Tools Needed	Alternatives	Your Questions
(e.g. large-group discussion, small-group activity, individual writing, think-pair-share)	(e.g. "This activity promotes independent reflection before students share their ideas.")	(e.g. In the classroom at tables, in the classroom on computers, outside in the quad, at home on Canvas)	(e.g. tables, whiteboards, computers, collaboration stations, Google Docs, etc.)	(e.g. this type of activity could be conducted out-of-class OR this type of activity could be done on in a discussion forum rather than on a whiteboard)	(e.g. "Is it possible to do this kind of activity online?" OR "How might this activity be better designed to center the student?)

Roundabout Design (Flower Darby, 2021)

How have you made decisions about pacing in your course?

Develop Shared Vocabulary

Focus on *local material constraints and affordances.*

Khan, B.H. (2003). The global e-learning framework. *The Technology Source.* May/June.

What are some local constraints and affordances of learning spaces in your context?

Less is More

"I would much rather my students read one chapter closely, so that they're able to understand its central concepts and discuss them in class, than skim three chapters and barely remember what they read. I'd rather they put their energies into completing a two-page assignment that engages their abilities in a manageable amount of time than struggle to finish a 10-page paper that brings them more anxiety than knowledge."

"Our Slipped-Down Pandemic Pedagogy"
David Gooblar (2021)

Tips for Doing Less

1. Prioritize core texts/problems

2. Look back at past student work and see what texts have had the greatest impact for assessments/engagements

3. Maximize interactions and engagements between students and instructors

Universal Design for Learning

Multiple Means of Engagement	Multiple Means of Representation	Multiple Means of Action/Expression
Stimulate motivation and sustained enthusiasm for learning by promoting various ways of engaging with material.	Present information and content in a variety of ways to support understanding by students with different learning styles/abilities.	Offer options for students to demonstrate their learning in various ways (e.g. allow choice of assessment type).

Create Multiple Pathways for Engagement

Options for Readings

Options for Reading Tools & Text-to-Speech Applications

Possible Narratives

- "Talking Back:" bell hooks 📋

  If you choose hooks, head over to the hooks Discussion Forum

- "How to Tame a Wild Tongue:" Gloria Anzaldua 📋

  If you choose Anzaldua, head over to the Anzaldua Discussion Forum

- "Mother Tongue:" Amy Tan 📋

  If you choose Tan, head over to the Tan Discussion Forum

- "Positive Obsession:" Octavia Butler 📋

  If you choose Butler, head over to the Butler Discussion Forum

- Excerpt from *Between the World and Me:* Ta-Nehisi Coates ↗

  If you choose Sedaris, head over to the Coates Discussion Forum

Ways to Read and Take Notes on these PDFs

You may have enjoyed the experience of annotating the Irvin reading. You are welcome to continue using hypothes.is ↗ for annotating this piece individually. However, there are other tools and options you might consider adopting, both for this class and for the longer-term to highlight and take notes on PDF documents easily. Note that **all of these tools are free to use**:

- Adobe Reader: ↗ This is a free desktop and mobile app exclusively designed for reading PDFs. You can do some basic annotations in Acrobat Reader, namely highlights and "sticky notes" in the margins.
- FoxIt Reader: ↗ This is a free desktop app that allows you both to read and create PDFs (if that seems useful to you). I'd consider this a pretty comparable alternative to Adobe Reader.
- PDFEscape: ↗ If you don't want to or can't install an additional app on your desktop (or on your mobile phone), this is an entirely browser-based PDF reading tool. You can export your annotations and save them to the cloud (e.g. Google Drive) after you're done annotating (i.e. highlighting and leaving notes in the margins). Unfortunately, this does not have a "sticky note" tool, so marginal notes should be kept to brief "text boxes."

Long Story Short

DON'T...

Sweat synch & asynch choices
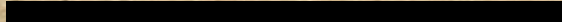
DO...

Focus on engagement!

DON'T...

Get hung up on modes terminology

DO...

Consider your local conditions and student understandings and expectations.
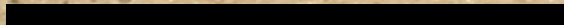
DON'T...

Try to pack in too much content

DO...

Consider multiple options for engagement & representation on a focused set of activities

All Learning is Online Learning

Questions?

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