Designing for Fall 2020

Perhaps the hardest part of thinking about fall 2020 is figuring out where to start. This document will help you navigate through the uncertainties by starting with what you do know, and planning for what you don't yet know.

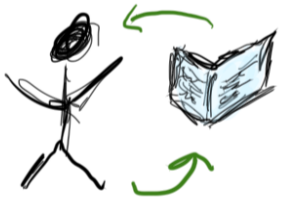
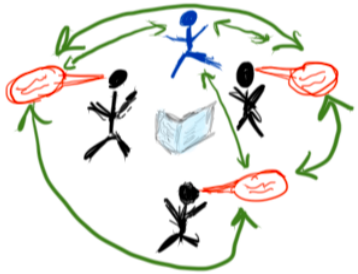
This document is under construction, so additional preparations--especially for the F2F sessions and various contingencies--will be added over the summer.

Click on a step below to jump to that section.

Design Step 1: Prepare Content Ahead of Time

To become as flexible as possible for this fall's unknown transitions without creating multiple different versions of every class session, prepare as much of your *content* ahead of time as you can, so it's ready and available for the students. This preparation would mean that your just-in-time teaching work during the semester will be focused on the key *interactions*.

A helpful way of thinking about this distinction is found in Barbara Walvoord & Anderson's *Effective Grading* (1998, 2010, p. 81-82), where they describe three phases or processes:

first exposure students are first presented with new facts, concepts, and vocabulary	*Process* students analyze, solve problems, and apply what they have learned	*Response* students get feedback from their teacher, peers, or other.
		

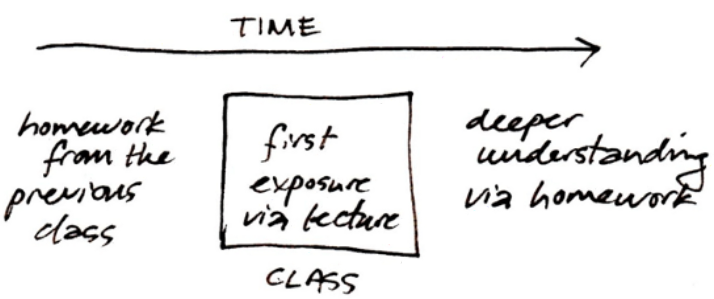
The table below shows the traditional distribution of these processes, and what we now called the "flipped classroom" (Walvoord & Anderson, 2010, p. 82):

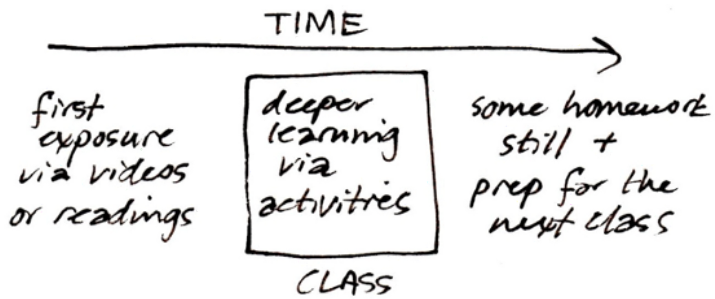
	In class	**Students' own time**	**Instructor's own time**
Traditional model	First exposure	Process	Response to all assignments
Flipped classroom	Process, Response to short assignments & guidance on longer assignments	First exposure	Response to selected assignments

← In the traditional model, students get much of their content through in-class lectures or presentations, they engage with this content largely on their own in homework, and they get feedback on their learning when the instructor grades their assignments.

← In the flipped classroom, students get much of their content *on their own* and *before class* through assigned readings, videos, podcasts, recorded lectures, etc. In class, they participate in activities that require them to practice *working with* that content, and in key interactions with their classmates and instructor through discussions, peer review activities, collaborative or team activities, labs, etc., through which they get informal feedback on this practice. This frequent in-class feedback means students no longer depend solely on instructor feedback to everything they submit.

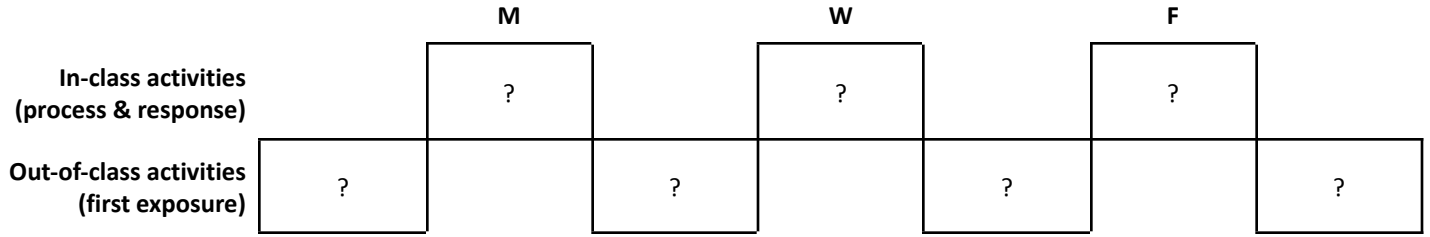
Derek Bruff's sketches of the traditional approach to the sequence (below, left) and the flipped approach (below, right) simplifies this distinction.





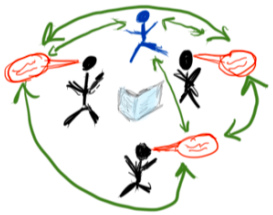
If you already flip your classes, skip ahead to Design Step 2.

To learn more, see Cynthia Brame's "Flipping the Classroom" guide. If you want to flip a class, L. Dee Fink's "castle-top" diagram below is helpful in planning this rhythm of activities. (See his brief summary here, from the bottom of page 5 to the top of page 6.)



If you plan for the fall by flipping your classes, shifting to remote sessions will be less time-intensive because you won't have to worry about how to get your content to students. You'll just need to plan those key interactions where students process and get feedback on what they're learning.

Design Step 2: Identify the Key Interactions in Your Class



In flipping your class, you've shifted students' "first exposure" to content to their own time, and "process" and "response" are now the focus of all social learning time (when students are with their classmates and/or you). These represent the key interactions where students *work with* content in the presence of their classmates and/or you, and get feedback on what they're understanding and support for what they're not (e.g., verbal responses in discussion, peer interaction and checking of answers in

team quizzes, results of lab experiment). This notion of starting with key interactions is also part of the current conversations of "resilient pedagogy." See, for example, Hart-Davidson's "Imagining a Resilient Pedagogy."

Many key interactions are discipline- or course-specific:

- Literature classes tend to revolve around discussions (often small groups or pairs first, then the whole class) in which students practice interpretation and analysis with their peers, and then get feedback and guidance from the professor.
- Art history courses, on the other hand, often center on interactive lectures in which the professor reviews key content with the whole class and frequently pauses to guide and solicit (from the whole class, small groups, or pairs) application of scholarly articles in interpreting and analyzing visual images.
- Many science courses involve more frequent interactions with the professor in the lecture session and with classmates in the lab session.
- First-year courses may require more guidance and feedback from the professor than senior-level courses, which may encourage more independent work.

Bonus Preparation: Identify Remote Modes for Key Interactions

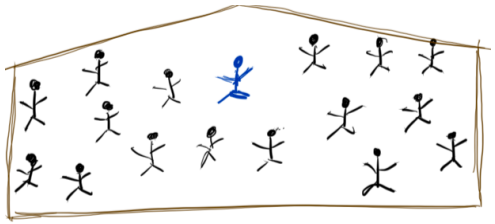
If you want to be *extra* prepared for the potential scenario of pivoting to fully remote again, identify a handful of ways to shift these key interactions into remote environments--synchronous and asynchronous. To avoid another unplanned emergency shift like the spring, consider how your key interactions would *best* occur remotely.

- The Rollins Remote Teaching Resources site is a great place to start.
- Training in asynchronous modes and synchronous activities to supplement what you did in the spring would also be wise. (Check the Instructional Design & Technology team's calendar of training workshops.)

***NEW*: If you'll be fully remote,** reach out to the Instructional Design and Technology team for fully integrating your course into Canvas, Webex, and/or Microsoft Teams.

Design Step 3: Determine How Many Students Can Come to Class

Thanks to the work of Ashley Kistler, Emily Russell, Jenny Cavenaugh, John Overberger, Amy Sugar, and others, all Rollins classes will be able to meet together.



Design Step 4: Prepare for *Some* F2F as Part of a Hybrid Model (or for Split F2F for Extra-De-Densified F2F)

NEW: Most of our classrooms have been set up to accommodate whole classes in socially distanced arrangements, so the "split" model is now optional. However, the options below would *also* work as ways to teach a hybrid or blended course that has some F2F activities and some remote activities.

Remote Whole-Class Sessions

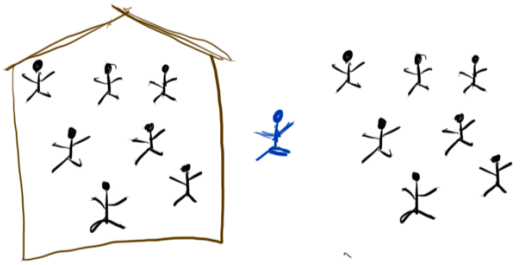
If you'll be splitting your class into smaller groups to fit into your classroom for F2F sessions, identify any sessions when you *must* meet with the class as a whole. If you don't have access to a F2F site that will accommodate everyone, the whole class can still meet together remotely. Interactive lectures, review sessions, and other necessarily whole-class interactions can occur virtually via Webex.

There are also ways to meet as a whole class asynchronously. Canvas's discussion board and various interactive or collaborative tools can facilitate this kind of interaction.

NEW: Below are just a few good strategies to support remote (or F2F) lectures/mini-lectures that *keep students engaged* and that allow you to *check their understanding*. Note that the first video for each link is for regular F2F classes, and the second is the adaptation to remote environments:

- guided notes
- punctuated lecture
- "Translate that" calls for summaries

The A/B Split Model



The class is split into two groups. For a class session,

Group A meets for socially distanced, masked F2F activities.

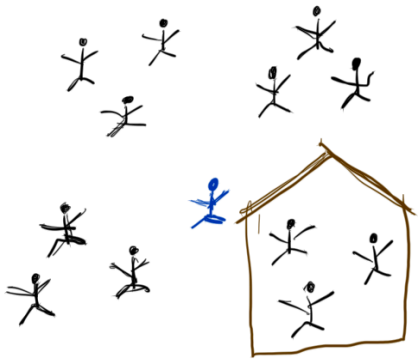
Group B completes remote activities, which could be

- *synchronous* during class time -- F2F elsewhere on campus, *or* virtually via Webex/Zoom, with guidance and structure (but not synchronous presence) by the professor, or
- *asynchronous* over specified time period before next class session -- small-group discussions in Canvas, virtual or real-world field trip on their own time followed by check-in with partner and deadline for paired report, et al.

If you're teaching *your whole course* as two separate groups, this model can be organized in a few different ways, depending on your priorities. "Some Scheduling Models for Blended, Socially Distanced Learning at Rollins" offers different ways to schedule a class that follows the A/B Split Model, as well as a couple of examples. If you can't wrap your head around this model, take a moment to read this document.

The Modified Tutorial Model

The class is split into several smaller groups for some activities, or ongoing work. For each class session, or at other agreed-upon times,



- One group (or more than one) meets for socially distanced, masked F2F activities. You could be there F2F with them, or [***NEW***] now that we have coaches and other staff who've volunteered to help with F2F classroom management, the students could meet F2F while you join them remotely. You could even have groups meet on their own with group leaders (see the excerpt from Maloney and Kim below). *This model allows you to incorporate some F2F engagement--and in the safest way possible.*
- The other groups complete remote activities, which could be
    - *synchronous* during class time -- F2F elsewhere on campus, *or* virtually via Webex/Zoom, with guidance and structure (but not synchronous presence) by the professor, or
    - *asynchronous* over specified time period before next class session -- small-group discussions in Canvas, virtual or real-world field trip on their own time followed by check-in with partner and deadline for paired report, et al.

This model is particularly effective for discussion-, project-, and team-based courses. In this *Inside Higher Education* article, Maloney and Kim note that the modified tutorial model can engage students in peer learning and leadership:

> Students could be asked to prepare discussion prompts, meet with their peers and participate in class in new and dynamic ways. Students running a tutorial in any given week might have an extended discussion session with the faculty member to help them prepare. As almost any faculty member will acknowledge, we tend to learn more about something when we have to teach it. A Modified Tutorial Model lends itself to project-based learning extremely well, where students could be asked to take on different roles as projects evolve. For students, a Modified Tutorial Model could lead to a richer, deeper learning experience where they are asked to engage with the material not just as passive consumers but as active intellectual apprentices. Students serving as peer tutors as well as those participating in class would have smaller, more intimate learning experiences at a time when this personal interaction is too easily lost…. Tutorials could be held on campus, in person in small, socially distant groups. Or they could be held online, perhaps rotating between both locations as the semester continues. Tutorials could also allow for a quick pivot online or off-campus as the health situation requires. Faculty concerned about their health and safety could meet with groups at a distance, while TAs or peer tutors could meet on campus with students.

***A Combination of The Above: EXTREME FLEXIBILITY* :-)**

Finally, you don't have to settle on just one of the above models; you can do a combination that fits your needs. Just make sure you keep your syllabus updated with clear location, mode, and timelines. A weekly email to the class with the week's details and a link to the updated syllabus will prevent them from struggling to figure out where each class session will be held, so they can focus on challenging content and skills, rather than a challenging schedule.

Date	Topic & Activities	Location
M, 9/28	Discussion of end of Zora Neale Hurston's *Their Eyes Were Watching God*	Last names Allen-Hampton: KWR 310 Ingram-O'Meara: Canvas + Ingram's Webex Poole-Yancey: Canvas + Poole's Webex
W, 9/30	Discussion of Alice Walker's "Looking for Zora"	Group A: Canvas Discussion Board Group B: KWR 310
F, 10/2	Discussion of Alice Walker's *In Search of Our Mothers' Gardens* (pp. 1-59)	Everyone in Dr. Chick's Webex

A Note about Asynchronous Activities

If you're using any of the Split F2F models or a hybrid/blended course with some F2F and some remote activities, you'll be assigning some asynchronous activities for your students. These are activities that occur over time (a few hours, a few days) with your structure and guidance. They are ideal opportunities for students to reflect, develop their thinking over time, and compose their thoughts (literally and figuratively).

Examples include " in-depth discussions that take place over time, role playing, application activities based on case study scenarios, one-to-one interactions among students and activities that require more independent thinking time" (Johns Hopkins School of Education). Asynchronous activities often involve technology for students' communication, interaction, and/or reporting, but the technologies can be as simple as Canvas. Below are a few good resources for ideas:

- "Asynchronous Strategies for Inclusive Teaching" from Brown U's Center for Teaching and Learning
- "Asynchronous Learning: Definition, Benefits, and Example Activities" from Schoology (a commercial website)

Teaching Outside

Lee Lines has been leading an informal working group this summer to develop plans for teaching their courses outside. They're drawing on their collective wisdom and consulting with relevant campus partners to offer their courses in the best way possible, considering good pedagogy, accessibility, minimal technological support, risk management, safety, comfort, and Plans B, C, and D. They've also been doing in-person experiments outside on campus to more fully prepare for the teaching and learning experiences of "Rollins outside." See "Fall 2020 Learning Model for Outdoor Classes" for more information, and "An Incomplete List of Key Considerations for Fall 2020 Outdoor Classes" for even more. See some of the reports from this F2F experimentation here.

Design Step 5: Prepare for Unconventional F2F Experience

When you and your students come back together in the classroom, you will be socially distanced and masked, and students will be in assigned seats. These facts necessitate both planning and adaptation.

These safety precautions follow CDC guidelines and are informed by the expert recommendations in, for example, the CDC's "Colleges, Universities, and Higher Learning: Plan, Prepare, and Respond" and the American College Health Association's "Considerations for Reopening Institutions of Higher Education in the COVID-19 Era." The most up-to-date and detailed information is available in the Faculty & Staff section of the Rollins COVID site.

Experiments Under Way

- Different groups have been doing experiments in masked, socially distanced F2F teaching on campus. Some reports from these experiments are available here.

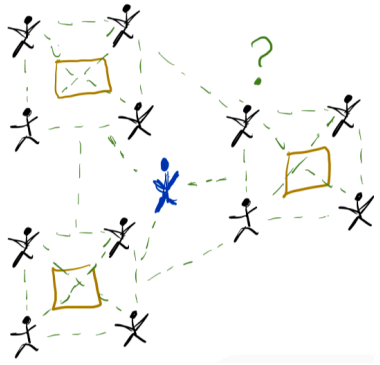
- Rachel Newcomb led a Working Group for the Associated Colleges of the South (ACS) to develop a white paper with lots of ideas for "Face-to-Face but Socially Distanced." It contains three sections:
    1. "Thematic Ideas" explores tools such as universal design that could be employed as a way of including both differently abled students, as well as accommodating both in person and remote students together
    2. "Face to Face Classroom Activities Incorporating Virtual Learners" offers ideas for reconfiguring small class activities for a socially distanced environment. Some suggestions are more general while others will work better for courses in different disciplines, i.e. the sciences or languages.
    3. "Curated Resources" offers a list of links and resources where instructors can find more suggestions for teaching tools to use in a socially distanced environment.

  Access "Face-to-Face but Socially Distanced" here.

Face-to-Face but Socially Distanced: Pandemic Pedagogy

Working Group Facilitator: Rachel Newcomb (Rollins College)
Group Members: Laurian Bowles (Davidson), Matthew Irvin (Sewanee), Amy Jasperson (Rhodes), Corinna Kahnke (Sewanee), Shana Minkin (Sewanee)

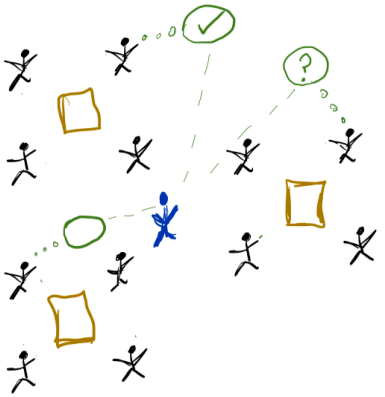
How will you and your students interact?



- You won't be able to wander around the room as much as in the past, so reimagine your classroom presence--and your students'--in a more fixed location.
    - The classrooms have been set up to *safely* maximize capacity. See a few of the classrooms in the photograph above.
- Think-pair-share and small-group interactions *will work* in a masked, socially distanced classroom. (See below for hearing, or the experiments linked above for detailed reports.)
    - The exception is activities in which students physically handle common objects (e.g., lab materials, handouts).
        - There are workarounds for handling common objects (e.g., smartphone camera and AirMedia). Reach out to the Instructional Design and Technology team for more information.
        - Traditional handouts can instead be posted on Canvas and displayed on the classroom projector or on students' portable devices if they need to see different documents or view them more closely.
    - If sharing or "reporting out" from these breakout activities needs to be more than verbal, a scribe or reporter from the smaller groups can use a laptop to prepare the report in a document that you display via the projector (e.g., a posting in Canvas, or a single Google doc linked in Canvas). This strategy has the added benefit of seamlessly integrating any students who can only participate remotely.

How will you ensure that you and students can hear each other?

- In the classroom, experiments with masks have gone better than expected, so conversation through masks may work for some interactions.
- To be more inclusive and accessible, consider having everyone use--or at least have available for some activities--headphones (with a mic) and Microsoft Teams or Webex for an audio boost.
    - This will allow everyone to speak normally, or even more softly than usual--which is not only less tiring but also may produce or project less respiratory droplets. In fact, speaking too loudly with this setup can be distracting, as you're more likely to hear the person speaking in the room and then a slight delay before you hear them through the headphones. It's manageable, but it takes some adjustment for people to speak more softly and focus their hearing to the headphones.
    - This setup has the added benefit of more seamlessly integrating the students who join the class remotely.
- ***Highly recommended***: try out all of the above well before the semester begins. They all take some adjustment.



How will you know what your students are understanding--or not?

- Don't forget the power of formative assessment (e.g., minute paper, muddiest point, misconception check, ungraded quiz for understanding). These quick, ungraded activities allow you to see what students are thinking.

- Here's an excellent list from Carnegie Mellon's Eberly Center. All of these activities can be adapted to this socially distanced, masked context--with a few basic props (index cards, individual dry-erase boards, even just raising their hands) or simple technologies.
- ***NEW:*** The K. Patricia Cross Academy has a few good ideas for translating the background knowledge probe and "quick writes" like the muddiest point and minute paper into remote environments.
  - Mentimeter, Kahoot, Padlet, quizzing tools (but ungraded) in Canvas, and even a simple Google doc or Google form would work nicely. (Reach out to the Instructional Design and Technology team for assistance.) This collection from Edutopia includes some adaptations involving technology.
  - Even the handheld dry-erase boards, colored index cards, or students' own paper would be effective for your quick checks of what they understand.

Having a hard time imagining it? See if this vignette helps:

Teaching F2F with a Few Remote Students: A Vignette

The classroom: 15 students are in the classroom, and 3 are joining us via Microsoft Teams. The students are spread out in the pre-set seating arrangement in the room. (See sample rooms in the pictures above.) During the session, I stand, sit, and walk back and forth in my area in the front of the room.

Technologies: I'm wearing my ear buds (which have a microphone), and my iPhone is in my pocket, so I'm relatively mobile. I'm wearing a mask, and I have my water bottle--with a straw, so I can drink behind my mask if I need to. All of the students are also wearing masks, as well as headphones with a microphone, some plugged into their laptops and others into their phones or tablets. I also have a laptop in front of me with the camera facing me, so the remote students can see me for this part of the class. We're all logged into our class's Microsoft Teams team, and our Canvas site is projecting onto the front screen. I open the Canvas page with the plan for today's class, which includes a couple of documents I used to distribute as handouts. The remote students also navigate to this Canvas page on their computers.

Interactions: I remind myself *not* to project my teacher's voice, so the students don't hear my voice first in the room and then again through their headphones a second later. As I start class by speaking to them in a softer voice, the students remember to mute themselves, and they push their laptops or phones to the side. I ask for a volunteer to briefly summarize what we discussed in the last session. I'm looking at them, and they're all looking at me, and I remember to glance down at the laptop to make "eye contact" with the remote students who are watching me through the camera. I call on one of the students with a raised hand. She unmutes herself and recalls our previous class discussion. Everyone can hear her, and the students in the room can see her. The remote students can hear her. I start to explain what we're doing today, refer to the agenda on our Canvas page, and set up the small group discussion. One of the remote students has a question, so she unmutes herself and asks her question. All of the students and I can hear her, and some of the students nod as she asks her question. I answer and then ask them to get into their small groups.

Students are in preassigned groups of 3 or 4 in Teams, and the remote students are spread out in these groups. The groups with remote students go into their Teams channel (their group's separate 'room') and start a meeting, so they're all displayed Webex-style together. They talk to each other through their headphones, and they hear each other just fine. They look at each other and their remote classmate by looking at the screen. Sometimes, they look at their classmate sitting next to them, but the remote classmate still hears and sees them, so it's still a group discussion. One of the F2F students is the group facilitator today, so he makes sure everyone gets a chance to talk, especially the remote student. When they get off track, he rereads the prompt, which is on the day's Canvas page. The small groups with only F2F students simply look at each other and talk to each other, and they still use their headphones because

it's much easier to hear each other. (They tried before without the microphones, and they could hear each other, but it involved a little more straining when everyone in the class was talking, so they decided to just use the technology boost and rest their senses.) … <snip> …

Checking their understanding: With 5 minutes left in class, I want to get a sense for how much the students understood (and didn't). While facial expressions weren't always the best gauge for understanding, those frowns or smiles often told me *something*. Now that we're all masked, I remind them to click the Canvas link that takes them to an ungraded "quiz" with 2 questions: "What's the most important thing you learned in class today?" and "What is unclear?" (I can read these very quickly right after class, giving me time to adjust before the next meeting.)

Design Step 6: Prepare for Contingencies

Another Pivot to Remote

We may have to go fully remote again, briefly or for the remainder of the semester.

- Make sure your content and other course materials are readily available to students. See Design Step 1 above.
- Rely on Canvas for housing all of these materials in one easy-to-find place.

A Few Remote Students

There's a very good chance that you'll have some students who are only able to participate remotely. (Consider, for example, international students who can't get back into the country.) How will you integrate them smoothly into F2F class sessions? There are two important considerations: the basic technology to bring them in, and then ways to engage them, so they're full participants in the class.

Technology: If you and all the students, including the remote students, there will be a range of options for how you integrate them into your F2F sessions:

- One option that's especially effective for groups is using headphones (with a mic) and Microsoft Teams or Webex to hear each other in classroom interactions, so the remote students will be able to hear everything and participate in all discussions.
    - As mentioned above but worth repeating here: this strategy will allow everyone to speak normally, or even more softly than usual--which is not only less tiring but also may produce or project less respiratory droplets. In fact, speaking too loudly with this setup can be distracting, as you're more likely to hear the person speaking in the room and then a slight delay before you hear them through the headphones. It's manageable, but it takes some adjustment for people to speak more softly and focus their hearing to the headphones.

- There's also a new system (camera, speaker) that I don't yet know how to describe, so ***stay tuned!*** Apparently, it works very well for whole-class interactions with a few remote students. (Contact the Instructional Design and Technology team for more information, and look for open houses in August to come experiment with the options.)

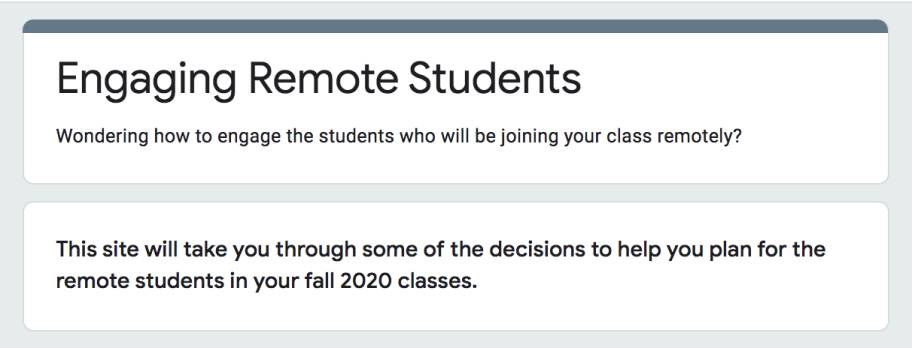
Engagement: To prevent you from having to multitask while you teach, create a role for F2F students to serve as *peer connector* or *classroom partner* assigned to one remote student each. This F2F student fully engages the remote student in relevant activities via a portable device (e.g., laptop, tablet, smart phone). Below are some possibilities, with more to come:

- The F2F student partners with the remote student for think-pair-share and brings the remote student into class discussions via
    - communicating via Teams chat,
    - sharing a Google doc in which the F2F student takes notes,
    - the F2F student asking questions and offering comments on behalf of the remote student.
    - *More coming soon*

This role could be assigned for the whole semester, or it could be a role that rotates among F2F students.

Again, if you're having a hard time imagining what this scenario might look like, read this vignette above.

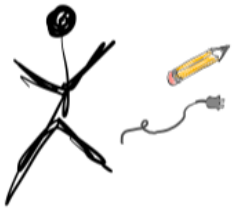
NEW: ***How will you engage your remote students?*** Use this "Engaging Remote Students" site to make some of the key decisions and find some strategies and resources.



A No Bandwidth Week

We may have to pause regular operations because of a hurricane, or a move-out week if we shift to fully remote for the remainder of the semester,

- Prepare a "flex-week," one week of no-bandwidth work that could be completed with no electricity.



Going Remote After Thanksgiving

We may stay fully remote after Thanksgiving. What will your final assignments, activities, and interactions look like?