

- **Workshop purpose:** CTT/CAS workshop showcasing actual course examples that implement & illustrate CAS Flexible Course Models for fall 2020 course delivery. <https://cas.unl.edu/cas-approaches-fall-course-delivery>
  
- **Title of workshop:** "Designing Your Course: Showcasing the CAS Flexible Course Models" workshop.
  
- **Instructor and course to showcase:** Kathy Castle, COMM 286 001 Fall 2020 , [kcastle4@unl.edu](mailto:kcastle4@unl.edu)
  - **Summary**
    - This was a course that was a hybrid course prior to the current pandemic. A total of 576 students are taught across 24 sections of 24 students.
    - Each section is taught by a GTA
    - I record a lecture for each week that students watch prior to coming to class in addition to reading the assigned material
    - Students come to class with their GTA to review key ideas, apply key concepts, review upcoming assignments, and ask questions
    - I chose the interconnected framework because I wanted to be sure that students have regular weekly contact with their instructor, and since this course only met one time per week prior to the pandemic, I needed to ensure that students could come together with their instructor each week, whether virtual or in person.
  - **Format:**
    - **Asynchronous components:**
      - Assigned reading (pre-class work)

- Assigned pre- recorded lectures with embedded questions (pre-class work)
- **Synchronous components:**
  - Weekly class meetings aimed at application of course concepts presented in the pre-class work (reading and pre-recorded lecture)
  - These will be recorded to support students who are too ill to attend in person and/or virtually
- **Good fit for:**
  - Classes that were previously hybrid courses with limited in person meetings
  - Classes in which you are seeking to maintain regular progression through content whether students attend in person or virtually (e.g., each class period every week covers new content rather than repeating content for a new group of students)
  - Large-enrollment courses that have moved the lecture online and that place a priority on weekly contact with students, whether in person or virtual
- **Technology besides Canvas:**
  - Zoom for synchronous class sessions
  - Zoom and/or Canvas conferences for small group team work outside of class
  - VidGrid Lecture Assignments: Host class lectures with embedded questions for each week
- **Describe how it works!**

- Students will complete assigned reading and lecture before class each week, ready to apply concepts, ask questions, and work together
- Students will be split into small peer learning groups for the semester
- All students will attend class each week, rotating between in-person and virtual class attendance. So, two peer learning groups will come to the physical classroom one week and the other two will attend virtually. The next week, the groups will flip flop
- The first twenty minutes or so of the class period will be focused on reviewing key ideas, answering questions, and explaining in class activities. This will be broadcast via Zoom as it is explained in the physical classroom.
- The GTA teaching the class will pull the PPT up in Zoom, and project the PPT being shown in Zoom to virtual students to the screen in the classroom for the in-person students in the classroom
- GTA will have a microphone that will enable them to be audible to the virtual students in Zoom as they review key ideas in the physical classroom space
- Virtual students can put questions in chat
- Students will be broken into their peer learning groups for activities, in both the physical classroom and in Zoom (via break out rooms).
  - o Important to note: Zoom break out rooms do not record, just the main room
- Activities for in-person class sessions are available in Canvas for the GTAs to run. Students will work through individual activities and then move to interactive activities within their peer learning groups

- As students work in their peer learning groups, GTA can review Chat for questions that were posed by virtual students, drop into the Zoom break out sessions, and check in on physical students
- Toward the end of class, GTA will bring Zoom students back into the main classroom, and pull the class back together to debrief activities, answer questions from the chat that were posed in the first part o class, and review upcoming assignments



## INTERCONNECTED TRACKS

Builds in regular interaction between online and in-person students

Online students join with in-person discussions via Zoom

Pre-record videos customized for online viewing; can use additional online discussions for all students

Courses that are discussion-based, and/or with small enrollment

Zoom with Breakouts; omnidirectional microphones (e.g. Jabra Speak 510); VidGrid; Yellowdig or Canvas Discussions

ENGL 180:  
Small-enrollment class. Students watch pre-recorded lectures before in-class meeting. Rotating subsets of students meeting for in-person discussions. Students who are unable to attend in person for a given week synchronously Zoom in to the in-class discussion.