

**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.

## **IN-PERSON LEADING**

**Instructor and course to showcase:** David Harwood will describe course GEOL 125: *Frontiers in Antarctic Geosciences*

### **Summary:**

Antarctica and the Southern Ocean is explored with emphasis on geological and climate history with an emphasis on connections between Earth's interconnected systems of the cryosphere, biosphere, lithosphere, atmosphere, and hydrosphere. Lectures, assignments, projects, and student online explorations provide background and scientific perspectives on the south polar region's role in present, past, & future global changes. Course structure is project-centric where inquiry and student curiosity is fostered to drive learning. Historical elements include the history of the Antarctic plate and life from deep-time perspectives across billions of years, as well as the history of human exploration, introduction of technology, and discovery of Earth's last continental frontier, which continues today.

One-third of the students enrolled will be in the classroom each class period on a rotating basis MWF;

Some course content will be presented pre-class to all as lectures via VidGrid with questions;

Students will work in teams of three on projects and explore online resources to share and discuss;

Course structure will be built in CANVAS through 'modules' organized for each week;

CANVAS organized with a future shift to 'Remote' learning in mind, for a seamless transition if needed;

Students will submit all assignments via CANVAS, and make use of 'Discussion' feature therein;

Assessment will emphasize engagement & ability to apply course content, not high-stakes tests.

### **Format:**

- Asynchronous components:

VidGrid recordings of lectures and streaming Zoom session will be posted;

CANVAS 'Modules' present weekly flow and course structure with links to files in Box;

CANVAS 'Discussion' workspace for student Team interactions;

YouTube 'Antarctic Theater' sessions highlight Team-selected videos.

Some VidGrid recorded lecture content will be posted for pre-class viewing, with questions to answer.

- Synchronous components:

I plan to use my laptop computer with webcam and USB microphone to capture audio with my face (behind a face-shield) periodically visible in an insert box on screen, especially at the start of lecture.

Zoom 'streams' Lectures to all students who are either in the classroom or engaging off-site; in-class and off-site students are all on Zoom and using 'Chat' for questions.

One student will be assigned on a rotating basis as 'moderator' of 'Chat'.

Students will post questions on 'Chat', which will be reviewed by the in-class students during the last 10 minutes of class. Students will sort and ask most important questions during a Q&A session at the end. Professor will review all 'Chat' questions and follow-up with written answers for student review.

The Zoom Session and lecture will be recorded via VidGrid, and professor will insert 'questions' and 'summary comments' within VidGrid that students will be required to answer when they watch the lecture again, for review.

Establish an '*open meeting space*' on Zoom for students to work together. Watch a short tutorial: <https://unl.box.com/s/hps8vx8jsndlcow1c5uf18jjayal17fw>

## Good fit for:

Lecture-based courses and courses with student assignments & projects

## Technology besides Canvas:

Zoom, VidGrid, YouTube, Powerpoint

## Describe how it works!

Students will attend class 'in-person' one day per week and will participate synchronously from a remote location the other days. All students will join the live Zoom session and write questions in 'Chat' during the lecture, to be reviewed in the last 10 minutes of class by in-class participants who will ask the most important questions during a Q&A period, as review. Professor will write answers to all questions in 'Chat' after lecture. Lectures are recorded in VidGrid, not Zoom, to make use of the ability to insert questions and comments within the VidGrid recording. Students will be required to answer the questions, providing a second opportunity to review content and read summary comments inserted by instructor.

CANVAS 'Modules' will be organized per week to provide structure of course content, with links to lectures and assignment/projects organized therein. This structure will be organized to provide a seamless transition if a shift to 'Remote' learning is required later in the

semester; meaning that all elements of the course would remain the same, except students would not come to class.

Students will work together in class on assignments and projects and discuss outcomes. Assignment deadlines will be extended to allow sufficient time for students to work together in-person.

CANVAS 'Discussion' space will provide a means for asynchronous student interactions and instructor comment and monitoring of progress. Student assignments will be uploaded in CANVAS.

This short video describes the process of recording a Zoom session with VidGrid. <https://use.vg/FkWihQ>

All content will be available online in CANVAS for review, or if students are not able to participate in the synchronous sessions during regular class meeting times.

I will not emphasize 'high-stakes' tests where concerns for students sharing answers, etc. are a concern, but will instead focus on how students work with and apply information they learned in course assignments and projects.

### **Concluding remarks:**

I hope this description of how I plan to present GEOL 125 will help as you decide how to organize and manage your course. Likely, there will be elements in each of the four models of course delivery that could work well for your course. There is no one prescribed way, so do what is comfortable for you to deliver course content and manage student engagement. I would be happy to answer any questions you may have [dharwood1@unl.edu](mailto:dharwood1@unl.edu)



## IN-PERSON LEADING

<b>Summary</b>	Content, interactions, and activities primarily in-person, while accommodating online students
<b>Synchronous</b>	Generate content live and in-person, potentially streaming
<b>Asynchronous</b>	Record class sessions for later viewing
<b>Good fit for</b>	Courses that prioritize lecture or teacher-guided real-time engagement with course materials as dominant modes of content delivery
<b>Technology in addition to Canvas</b>	Zoom for livestream and office hours; VidGrid for recording; Canvas Calendar feature for scheduling to meet in-person limits
<b>Brief example</b>	CHEM 109A: Large lecture with recitations and labs (CHEM 109L). Students are assigned a lecture day to attend in person. Lectures streamed live and recorded. Recitations are offered in-person and remote. Labs have custom plexiglass shields between stations & high air-flow in labs. Lab grade is best 5 out of 6 to accommodate absences. Case-by-case for additional issues with make-up labs ready.