

**“Designing Your Course:
Showcasing the CAS Flexible Course Modules” Workshop: Online Leading
July 27, 2020**

- **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>

ONLINE LEADING

- **Instructor and course to showcase:** Katherine Nashleanas and Geography 140: *Introduction to Human Geography* (ACE 9) knashleanas2@unl.ed

- The reason I chose the Online Leading model is because of its flexibility and that it works very well with high enrollment courses.

- **Summary**

- Geography 140 is an undergraduate survey course in Human Geography. My approach covers a broad sweep of topics related to human culture from the micro- to the macro-scale with a focus on cultural diversity. This is an active learning course. Its purpose is to introduce students to the systematic study of patterns and processes that have shaped human understanding use, and cultural alteration of Earth’s surface. Students will learn to employ spatial concepts and landscape analysis to examine human social organization and its environmental impacts. Students will also learn about the methods and tools geographers use in their science and practice.
- My goal is for students to experience their learning at a deeply felt level rather than just periodically visiting it from the outside a few times a week. So, I am focusing on a type of experiential learning where students are applying what they are learning in a number of modalities; handling their learning as if it were “intellectual clay.” I am hoping for a type of learning that will get into their psyches, not just their heads.
- In the regular semester, I usually teach around 400-500 students with one TA to help. Therefore, whatever I plan must be economical in terms of activities, assignments, grading, and time. I won’t be using exams this

semester at all, but instead, summative assessments will be based on how well students apply what they are learning through writings and activities... and all written assignments have rubrics. They will have multiple low-stakes formative assessments (reading quizzes, discussion board assignments and subject-driven low-stakes assessments such as a personal dialect quiz (language) and a quiz that reveals implicit biases (race and ethnicity) that will scaffold to higher-stakes summative assessments.

- One-third of students will be in the classroom each class period on a rotating basis, M, W, F
 - Some course content will be presented pre-class as Learning Mastery assignments students will start on the Wednesday *before* the beginning of class on the following Monday.
 - Students will work in teams on projects, discussion questions based on reading material, and low-stakes class-based assignments.
 - Assessments emphasize student use & application of course content.
 - Lectures will be delivered via VidGrid with embedded questions worth points that will automatically be recorded in Canvas.
 - Students will submit all assignments via Canvas.
- **Promoting student engagement** (with material, with each other, and with me):
- Interactive small- and large-stakes assignments where students need to discuss processes and/or results.
 - At the beginning of the semester, students will be placed into teams within the day their class meets. That means that there will be coherent teams within each of the three cohorts meeting Mondays, Wednesdays, and Fridays. This is designed to provide a more personal approach to class and help students get to know each other better and maybe even establish friendships. Once students have been assigned to teams, they will sit with their teammates for the rest of the semester. All students will self-evaluate what kind of team member they are based on four criterial (“NEWS”) I will provide, and each team will include at least one

representative of each of the four criteria so students will be sensitized in ways to learn to work together.

- Offer Zoom drop in office hours MWF
 - Provide private Zoom meetings based on student requests
 - Provide extra credit opportunities if students set up a 5-minute interview through Zoom with me at the beginning of the semester using the Canvas Calendar feature
 - Either I or my TA will be checking in on activities on the Discussion Board
- **Format:**
- **Synchronous components** (used for student enrichment)
 - Higher stakes active learning assignments and/or teamwork; students can work together in class via chat, zoom breakout rooms, and/or in class discussion groups (socially distanced)
 - **Asynchronous components:**
 - Lectures on VidGrid with embedded questions worth points
 - Reading questions and quizzes for the week (self-graded)
 - Small stakes assignments that will scaffold into the higher stakes' assessments
 - Films and film clips
 - Discussion board questions
 - Field studies and/or website analysis
 - The asynchronous portions will be designed for students to take advantage
 - of case studies from readings, participate in virtual “field trips” through films and film clips, or conduct actual field surveys in their local

communities. The field surveys will be flexibly designed so that students who are attending class remotely from home outside of Lincoln, or outside

of Nebraska, can adapt the assignment to their situations. In addition, there will also be alternative assignments made available for students who

are uncomfortable going out into their communities for whatever, reason.

Students can also participate in field studies with their teams as long as each team member creates their own original assignments.

- If students miss their in-class meeting for the week, they will be able to attend in class on an alternate day or, if a student is not comfortable being

in class at all, they will be able to work with their teams remotely and will

have access to all materials through Canvas.

- **Good fit for**

- High enrollment introductory ACE courses
- Hybrid courses that can seamlessly be refitted into a fully online course

- **Describe how it works:**

- The in-class synchronous portion will be used for student enrichment and will comprise either activities they can share with others, such as hand-drawn, original maps of campus to showcase their own patterns of space and place, or direct team activities, such as “The World in My House: Applying World Systems Theory.” Students will be encouraged to get in touch with each other outside of class or use a group chat in class.

- The Online Leading Model Schedule will be posted on Canvas so that all students will know what they need to be doing each day whether they are in class or working asynchronously on their own.
- The schedule students will have access to is repeated on a one-page Course Schedule, appears in each module on Canvas, and every week's module also starts with a check sheet of readings, assignments, and what to prepare for the next week.

This model helps students become more responsible for their own learning (with my guidance and support) and by applying what they are learning to relevant assignments, students also learn how the course material is relevant to their lives in multiple ways.