

- **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:** Manda Williamson, Psyc 462 001 Fall 2020

**Summary:** Manda Williamson, Psychology

PSYC 462/862, was already a fully developed online course and also a fully developed separate simultaneous 40 person in-person course

**Objective:** create and demonstrate job-ready skills that increase employment marketability

- **Course Format:** 3 days of instruction.
- **Format:**
  - **Asynchronous components:** Remote learning lesson (student's choice); Canvas discussion; self reflection
  - **Synchronous components:** Seated learning lesson (student's choice)
- **Good fit for:** Faculty who have already taught a particular course in multiple formats; faculty who don't want to keep track of seated students while simultaneously tracking students who are zooming in; faculty who are concerned that we are going to go remote and who want to have the contents of the course ready to be exported into remote on-line formats.
- **Technology besides Canvas:** Vidgrid to record lesson

- Describe how it works! Lesson is delivered in the format that the student chooses on the day following the textbook reading assignment. Day 1: lesson on textbook; Day 2: lesson on research article (if needed to assist student understanding) begin case study, survey completion, and/or self reflection; Day 3, use canvas discussion to communicate with classmates on case study assignment (an application exercise based on their understanding of the textbook and research article) and students complete assignment.
- If your room is too small to accommodate those who prefer to be in the seated version, then use Canvas scheduler to decide who is going to be in class on a particular day, or just assign a particular day to a group of students while the rest view the lesson on line.
- Group engagement takes place in the canvas discussion regularly and for the students who are in class for a particular lesson.
- Following the first 5 weeks; Day 1 and 2 is combined into Day 1; Day 2 they finish the case study assignment; Day 3 they begin a large, rest of semester project creating professional wix page showcasing their empirically-supported leadership style

## Parallel Tracks Case Study Summary

Day	In Class Option	On Line Option
1	Discuss assigned textbook reading; attend lesson in class	Watch ½ of video lesson (based on textbook)
2	Discuss Empirical Research Article; introduce small group case-study assignment, pivot to Canvas Group Discussion to finish	Finish video lesson (an introduction to the research article); Assign on line, Canvas Group Discussion of case study

3	Assessment is due (case study or Unit exam) or a scaffolded component is due (professional blog)	Assessment is due (case study or Unit exam) or a scaffolded component is due (professional blog site)
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**Considerations:**


1. Reading Accountability:

- a. proactive: canvas quiz
- b. retroactive: allow early poor performance with rewrite on 1 assignment.

2. Deadlines: Friday, 5pm with 48 hour grace period to accommodate those with different schedules, emergencies. On line students more commonly have schedules and responsibilities that differ from what we might consider "typical" for a student and appreciate built in flexibility.

***(optional insert in case of COVID disruption)***

3. Ease of pivoting: Day 1 and 2 can be presented wholly on line, and within one lesson, if needed, and assignments can all be completed within canvas. All assessments are open note application, synthesis and creation-based, collaboratively worked on, but individually submitted.



## PARALLEL TRACKS

Parallel tracks for students who are online or in-person, between which students can move

In-person classes (same material as pre-recorded videos)

Pre-record videos customized for online viewing; alternate online discussions

Courses that routinely ask students to engage with content during class time but don't necessarily need the whole class to engage with each other and the teacher in real-time

VidGrid for pre-recorded videos; Zoom for office hours; Yellowdig or Canvas Discussions

**PSYC 462/862:**  
In-class lessons were recorded separately and specifically for online students (2 per week). In-class students collaboratively work on solving a case study based on the application of a research article. They finish online using Canvas Discussion. Online students complete these exclusively online in their discussion group. Assessments are due at the end of each week.