Welcome!

We’ll get started soon.

I want to see you! Please turn on your video.
But mute ‘yo self. 😊

Also, visit this: bit.ly/ctl_kwI01
Flexible Ways to Teach & Learn
More to come!

Full schedule at: bit.ly/ctl_july2020
Megan Weatherly

educator  |  lifelong learner
history nerd  |  pun lover  |  quiz fiend

✉️  msweatherly@sfasu.edu
📞  936.468.1735
Housekeeping

zoomombombs

questions

slides
STOP!
Let's check in!
In one word, how are you feeling today?
A TASK...

Take notes at bit.ly/ctl_groupnotes01
Objectives

- accurately define each of the flexible ways to teach and learn
- describe the pros and cons of each
- evaluate which is best for each of your courses
Flexible Ways to Teach and Learn

Face-to-Face
A traditional course in which the instructor and students are in the same physical setting in the same room for every class session. This option will only be appropriate in specific circumstances.

Online (anytime)
A traditional online course in which content and activities are delivered asynchronously through a series of pre-recorded modules. Students do not attend class on campus and can engage in the course at any time of day.

Hybrid
A course delivered as a blend of two modalities: whether face-to-face or online. In a hybrid course, students attend class on campus and participate in the course online.

Livestream
A course in which regularly scheduled class sessions are delivered via Zoom, with real-time interaction between the instructor and students. Students do not attend class on campus.

HyFlex
A course in which the instructor decides whether to attend live class face-to-face, via livestream, online, or any combination. Courses allow accommodations such as asynchronous, asynchronous, and blended participation options.
SHARE YOUR THOUGHTS...

Face-to-Face

A course in which the instructor(s) and students are in the same physical setting at the same time
What we know! What we love!
WHAT WE’RE KNOWN FOR?
TRANSLATION VS. ADAPTATION
“[T]he tendency of many people at traditional colleges [is] to assume that without the campus, ‘we can’t function.’ But the ‘essence of higher education is not defined by these physical objects... It can persist between engaged faculty, staff and students. We just have to reimagine how.’” – IHE
**Pros**

- comfort
- likely the least prep
- equitable (?)
- ease of student-student, student-instructor interaction
- ease of interactive, authentic activities

**Cons**

- safety
- lack of prep if shift to remote instruction
- less equitable for students who cannot relocate
There are other modalities...
A course in which content and activities are delivered asynchronously through a series of structured modules
Module 1: Introduction

Due August 30 at 11:59 PM  Starts Aug 22, 2020 6:00 AM

Add a description...

Module 1: Introduction
- Web Page

Module 1: Learning Objectives
- Web Page

Module 1: Reading
- Web Page

Module 1: The Basics
- Web Page

Module 1: Texas Frontier Culture
- Web Page

Module 1: Texas Nations
- Web Page

Module 1: Texas Today
- Web Page

Table of Contents
- Getting Started Begins August 22
- Module 1: Introduction Begins August 22
- Module 2: Texas Constitution Begins August 22
- Module 3: The Texas Legislature Begins August 22
- Exam #1
Politics

Before we think about politics in Texas, we need to define some basic definitions. Let's start with the term politics. When we think of politics, we might think of policies to help people, or we might think of red tape and dishonest politicians. For political scientists, one of the most common definitions defines politics as how we decide who gets what, when, and how.

"Politics is who gets what, when, and how."

- Harold Laswell

This definition illustrates some very important aspects about politics. First, politics is about distributing resources. And, since no country has infinite resources, politics is about distributing scarce resources. The implication is that politics, by its very nature, produces
<table>
<thead>
<tr>
<th><strong>Pros</strong></th>
<th><strong>Cons</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>structure</td>
<td>requires preparation</td>
</tr>
<tr>
<td>already prepped if SFA has to go remote</td>
<td>requires organization of course content</td>
</tr>
<tr>
<td>builds digital course content</td>
<td>time-intensive</td>
</tr>
<tr>
<td>review, approval process</td>
<td>review, approval process</td>
</tr>
</tbody>
</table>
A course in which regularly scheduled class sessions are delivered via Zoom, with real-time interaction between the instructor(s) and student(s)
**Pros**

- likely less up-front prep
- closest to traditional F2F lecture
- use of existing instructional materials

**Cons**

- possible tech issues
- easy for students to disengage
- can reinforce ineffective lecture techniques
- tech fatigue
STOP!
UPDATE NOTES!

bit.ly/ctl_groupnotes01
HYBRID

A course delivered as a blend of two modalities
Note: For face-to-face blends, 50-85% of F2F time replaced by instruction online or via Zoom.
WHAT THIS MEANS
Max F2F: 50% (50% replacement)

Min F2F: 15% (85% replacement)

Max Livestream: 50% (50% replacement)

Min Livestream: 15% (85% replacement)
Face-to-Face + Online
Before Class – Topic A Online (Asynchronous)

Monday – Topic B, Group A F2F

Wednesday – Topic B, Group B F2F
Face-to-Face + Livestream
Livestream + Online
Defining Element:  
50-85% replacement of F2F time
**Pros**

- maintain synchronous elements
- easy to shift to fully online
- provides optimal blend of interactions
- can focus F2F time on difficult concepts

**Cons**

- requires preparation
- requires organization
- must connect asynchronous content to synchronous activities
- for F2F/livestream blends, must manage remote, F2F simultaneously
STOP!
Questions?
HyFlex

A course in which the student decides whether to attend the class face-to-face, via livestream, online, or any combination
Key: Students Choose Content Delivery Modality
Any combination is possible...
Require Special Attention to Course Design
Posting recordings doesn't cut it.
**Pros**

- Maximum flexibility for students
- Easy to shift to fully online

**Cons**

- Most complex course design
- Requires intense attention to objectives
- Most time-intensive to build, maintain
STOP!
UPDATE NOTES!

bit.ly/ctl_groupnotes01
Progression Sequence

Face-to-Face/Livestream  Online  Hybrid  HyFlex
STOP!
Let's check in!
How do you feel about converting some of your classes to these modalities?

A) Awesome!
B) OK...I need time to think it through.
C) Not awesome.
D) Other: _______
<table>
<thead>
<tr>
<th>Title</th>
<th>Date</th>
<th>Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>July Jumpstart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flexible Ways to Teach and Learn: An Overview</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hybridizing Modalities: Creating Instructional Plans that Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HyFlexing Your Way to Multimodal Course Design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules of (Face-Time) Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rules of (Asynchronous) Engagement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Build a Learning Environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning for All: How to Build Accessible Learning Environments</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Register now!
Credits & Thank Yous!

Icon Design and Color Palette: Camryn Camp
Fonts: Montserrat, Emixvade
Megan Weatherly
educator | lifelong learner
history nerd | pun lover | quiz fiend

✉️ msweatherly@sfasu.edu
📞 936.468.1735