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LAID BACK
PUSHOVER
LIFELONG LEARNER
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DR. RACHEL JUMPER
Assistant Professor in Human Development and Family Studies
HOUSEKEEPING

MIC MUTED, CAMERA ON!

ZOOM BOMB, NO PROBLEM!

ALL OF TODAY’S MATERIALS WILL BE MADE AVAILABLE!
OBJECTIVES

OBJECTIVE ONE
Describe ways to incorporate engagement activities into Brightspace tools.

OBJECTIVE TWO
Contrast benefits of text-based versus video-based engagement.

OBJECTIVE THREE
List ways to engage students in asynchronous format.
Engagement Tools

- Recordings
- Brightspace
- Formative Assessment Ideas
Flexible Ways to Teach and Learn: An Overview

Fall 2020 presents new opportunities for flexible course delivery. Learn more about each of the delivery options, their pros and cons, and how you might scaffold course development to transition to increasingly flexible modalities.

Modality: Livestream
- July 5, 11 a.m.
- Facilitator: Megan

Hybrid-Ing Modalities: Creating Instructional Blends that Work

What is a hybrid course, and what are the best practices for building one? Whether you’re leaning towards a face-to-face/livestream, face-to-face/online, or online/livestream blend, learn more about how to create a hybrid course with effective engagement, thoughtful synchronous interactions, and student accountability.

Modality: Hybrid
- July 9, 10 a.m. | Mckibben 451
- Facilitator: Megan

Hyflex-Ing Your Way to Multimodal Course Design

Join us to learn more about the do’s, the don’ts, and the history of hyflex instruction. We’ll examine how to build a course that achieves learning outcomes and fosters memorable learning experiences for students participating face-to-face, via livestream, online, or through any combination of these modalities.

Modality: Hybrid
- July 14, 2 p.m. | Mckibben 451
- Facilitator: Alison

Rules of (Real-Time) Engagement

How do you simultaneously engage your students in the classroom and those joining via livestream? How do we make our students accountable for their own learning? Active learning strategies, zoom breakout rooms, and avoiding technology fatigue are just a few topics covered.

Modality: Hybrid
- July 16, 2 p.m. | Mckibben 451
- Facilitators: TheoNis and DeAnna

Rules of (Asynchronous) Engagement

How do you get your students to interact when they are not face-to-face or in a livestream session? Join us for a discussion of the best ways to use video and formative assessment activities to get your students engaging on their own schedule.

Modality: Hybrid
- July 21, 2 p.m. | Mckibben 451
- Facilitators: TheoNis and DeAnna

How to Flourish at a Distance

“If I build it, will they come?” Providing quality online instruction is only half the job. Digital classroom management, community building, and best practices for avoiding tech burnout are just a few of the techniques that will help you build a transformative online learning experience. Join us to learn more!

Modality: Hybrid
- July 24, 9 a.m. | Mckibben 451
- Facilitators: Alison, TheoNis, and DeAnna

Learning for All: How to Build Accessible Learning Environments

Building flexible, inclusive online learning environments that support all student needs is more important than ever. Join us to learn how to build accessible instruction by properly attending to alt tags, closed captions, and more.

Modality: Hybrid
- July 29, 10 a.m. | Mckibben 451
- Facilitators: Alison and TheoNis
# ENGAGEMENT STRATEGIES

## Real Time Engagement

**WAIT TIME**
- **How It Works:** When asking questions in class, most of us wait only a couple of seconds for a response. But students need time to process the question and formulate a response. Be conscious of your wait time and aim for at least 10 seconds, if not more.
- **Where It Works:** F2F - Zoom

**ONE-SENTENCE SUMMARY**
- **How It Works:** Ask students to make a sentence out of the main ideas of concepts taught in the lecture.
- **Where It Works:** F2F - Zoom - Discussion

**THINK-PAIR-SHARE**
- **How It Works:** Pose a question for students to think about. Then, have students pair up, discuss their answers, and share with each other.
- **Where It Works:** F2F - Zoom Breakouts

**SNAPSHOTS**
- **How It Works:** Formatively assess student understanding by asking multiple-choice questions throughout class. If student understanding of content is less than desired, adjust your instruction.
- **Where It Works:** F2F - Zoom - Quizzes

**TRANSLATE THAT!**
- **How It Works:** At selected points in class, pause, and ask a student to translate the content you've covered in simple terms for the rest of the class.
- **Where It Works:** F2F - Zoom - Discussion

**FIVE WORDS**
- **How It Works:** Select a topic from the day’s class and ask students to describe that topic in five words. Give students a minute or so to complete the task, then ask several to share their five words and explain their choice.
- **Where It Works:** F2F - Zoom - Discussion

## Asynchronous Engagement

**KNOW - WONDER - LEARN**
- **How It Works:** Select a topic to be covered in class. Ask students to record their response to these questions: What do you know about the topic? What is something you wonder about this topic? (After class), what did you learn today about this topic?
- **Where It Works:** F2F - Zoom - Discussion

**UPDATE YOUR CLASSMATE**
- **How It Works:** Ask students to summarize in a memo the contents of the class for a real or fictional classmate who was unable to attend.
- **Where It Works:** Discussion - Dropbox

**NOTE-TAKING PAIRS**
- **How It Works:** Ask students to take notes on a lecture or video. Pair students and have them compare and contrast notes and then update/give feedback to each other.
- **Where It Works:** Zoom Breakouts - OneDrive - Discussion

**3-2-1**
- **How It Works:** At the end of class, ask students to record 3 things they learned, 2 things they found interesting, and 1 thing still have a question about.
- **Where It Works:** F2F - Discussion - Dropbox

**SUPPORT A STATEMENT**
- **How It Works:** At the end of class, make an assertion. Then, have students gather evidence from their class notes to defend or negate the assertion.
- **Where It Works:** Discussion - Dropbox

**RSQC2**
- **How It Works:** RSQC2 stands for Recall, Summarize, Question, Connect, and Comment. As with the 3-2-1, this is an end of class quick-write in which students Recall key points from the class, Summarize the class’s main points in a single sentence, ask an unanswered Question they have about the class content, Connect the lecture material to the goal of the course, and Comment about their confidence with the lecture material.
- **Where It Works:** Discussion - Dropbox

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[https://tinyurl.com/yc28hcaj](https://tinyurl.com/yc28hcaj)
Flexible Ways to Teach and Learn

Face-to-Face
A traditional course in which the instructor and the students are in the same physical setting at the same time 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 structured modules. Students do not attend class on campus and can engage in the course at any time of day.

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

Hybrid
A course delivered as a blend of two modalities, whether face-to-face/online*, face-to-face/livestream*, or online/livestream. Classes meet at regular, scheduled intervals. The faculty determines topics to be covered in each modality.

HyFlex
A course in which the student decides whether to attend the class face-to-face, via livestream, online, or any combination. Course design accommodates wholly synchronous, wholly asynchronous, and blended participation paths.

For these blends, 50-85% of the traditional face-to-face time must be replaced by instruction online or instruction via Zoom.
YOUR PRESENCE MATTERS

MEET YOUR PROFESSOR
Kick off the course with a strong introduction!

GRADING FEEDBACK
Using timely feedback that is meaningful could increase engagement.

IN THE DAY TO DAY
You bring so many things to the table, share those in the course!
Meet Your Professor

Hello everyone!

As you know, I am your professor for this fall. My name is Dr. Sarah M. Straub. In my years in K-12 and my time as a coach, I have come to prefer to be called “Straub”. Please feel free to call me “Straub”.

Family

I was born in New Jersey but spent a lot of time in North Carolina before moving overseas. After the financial crisis of 2008, I moved to Houston where I met my current partner, Ted. I have a twin sister (Aubrey) and a younger brother (Cris). My sister has two daughters, Zali and
**YOUR PRESENCE MATTERS**

**GRADING FEEDBACK**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Grade</th>
<th>Scheme</th>
<th>Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baghel, Bethika</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Black, Nikita</td>
<td></td>
<td>10/20</td>
<td>-10%</td>
<td>No feedback provided.</td>
</tr>
</tbody>
</table>
Conclusion

Okay, we’re not going to fight, but you can still feel like the Heavyweight Champion of the World...

We finished up our exploration of APA Style in this module by looking at research methodologies.

You completed your second Article Review and Literature Review Matrix AND you completed Citi Training, certifying you to safely conduct research on human subjects. You also completed that final critical assessment, the Legislation Impacting Human Sciences Professions paper.

Go ahead, raise those hands and jump around. You da’ man (or whoa-man)!

Next Steps

We’ll wrap it all up in our final module!
YOUR PRESENCE MATTERS

IN THE DAY TO DAY

Genes which enabled our species to adapt, survive, and thrive (walking, running, problem solving) have been retained through the process of evolution.

Did you know... Our ability to experience feelings of fear is an evolutionary advantage that is still adaptive. In a dangerous situation, our bodies prepare us for: fight, flight, or freeze. Our ancient ancestors survived because of their capacity to recognize dangers in their environments. Watch this short video on the body's preparation for the fight or flight response:
Your Presence Matters

In the Day to Day

Piaget & Vygotsky Readings Overview

This week you were assigned three readings on Piaget & Vygotsky:


Reviewing the Readings

These readings were designed to get you to think deeper about the theories of development. To either dig deeper into the concepts of the theory, the application of the theory, or the differences in the theories of Piaget & Vygotsky. I will briefly address each reading and what I hope you "get" out of the readings in the video below. You can find the transcript here.
YOUR PRESENCE MATTERS

IN THE DAY TO DAY
CONTENT PRESENTATION MATTERS

COGNITIVE LOAD
Find ways to chunk content and honor cognitive load.

RECORDING VIDEOS
Learn best practices for recording videos.
Working Memory

Sensory Memory

Verbal/Auditory Input

Attentio/Selection

Limited Capacity

Visual/Pictorial Input

Long-Term Memory

Encoding/Retrieval

Unlimited Capacity
Signaling: Key Words

Segmenting: Chunking

Weeding: Eliminate the extraneous

Matching Modality: Like Khan
ENGAGEMENT

- Keep it short

USE CONVERSATIONAL STYLE

- Speak enthusiastically and relatively quickly

MAKE IT FEEL LIKE IT’S FOR THESE STUDENTS IN THIS CLASS
OUTLINE
write it down

CHUNK IT
10 - 12 min max

PERSONALITY
infuse it

FACE VS. SCREENCAST
TIPS #1

If using a phone, turn it to landscape.

Think about volume and sound.

ASK FOR FEEDBACK.
TIPS #2

THINK ABOUT YOUR LIGHTING.

Find a unique place for a backdrop.

WATCH YOUR VIDEOS!
<table>
<thead>
<tr>
<th>Navigation Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Navigation</strong></td>
</tr>
<tr>
<td>Content browser skips the descriptions!</td>
</tr>
<tr>
<td><strong>Sub-Modules</strong></td>
</tr>
<tr>
<td>Sometimes, yes. Sometimes, no!</td>
</tr>
<tr>
<td><strong>Course Calendar</strong></td>
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<tr>
<td>The easiest suggestion is to model modules after course calendar plans.</td>
</tr>
</tbody>
</table>
NAVIGATION TECHNIQUES

STUDENT NAVIGATION
This week you will read the Introduction to your textbook and the article found in the "Readings" sub-module titled, "Family Theory vs. the Theories Families Live By" by Kerry Daly (2003). You will also be completing your first discussion this week so read the instructions carefully to avoid losing points. The "Lecture" sections are designed to give you additional information to what is in your text, or to help you focus on important information in the text, but you are expected to be reading the information assigned each week and applying it to the discussions and reflections. This week we are learning about what theories are, where they come from, and how to evaluate them.
NAVIGATION TECHNIQUES

SUB-MODULES
## Course Calendar

Dates may change at the discretion of the instructor. Should a date change be required, it will be announced in the course news or on the discussion board. All times listed are Central Standard Time.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>MODULE</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of January 17</td>
<td>Module 1: Change and Diversity</td>
<td>• Read Get Started module content, notably syllabus and Semester Calendar.</td>
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<td></td>
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<td>• Take Get Started Quiz and Cheating &amp; Plagiarism Quiz.</td>
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<td>• Read module content.</td>
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<td>• Take Start-of-the-Semester Survey.</td>
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<td>• Submit Student Introduction by January 20, 11:59 p.m.</td>
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<tr>
<td>Week of January 23</td>
<td>Module 2: Factors and Methods of Colonization</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete Quiz #1 by January 27, 11:59 p.m.</td>
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<td>o Submit Module Activity #1.</td>
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<td>o Submit Initial post by January 25, 11:59 p.m.</td>
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<td></td>
<td>• Submit reply by January 27, 11:59 p.m.</td>
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<tr>
<td>Week of January 30</td>
<td>Module 3: The Chesapeake and New England</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete Quiz #2 by February 3, 11:59 p.m.</td>
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<tr>
<td>Week of February 10</td>
<td>Module 4: The Mid-Atlantic, the Lower South, and the Origins of Slavery</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete Quiz #3 by February 10, 11:59 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>• Submit Module Activity #2 by February 10, 11:59 p.m.</td>
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<tr>
<td>Week of February 17</td>
<td>Module 1: Revolutionary Ideas</td>
<td>• Read module content and assigned readings.</td>
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<td></td>
<td>• Complete Quiz #4 by February 17, 11:59 p.m.</td>
</tr>
<tr>
<td>Week of February 27</td>
<td>Module 2: Liberty &amp; War</td>
<td>• Read module content and assigned readings.</td>
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<td>• Complete Quiz #5 by March 3, 11:59 p.m.</td>
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<tr>
<td></td>
<td></td>
<td>o Submit Module Activity #3.</td>
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<td>o Submit Initial post by March 1, 11:59 p.m.</td>
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<td>• Submit reply by March 3, 11:59 p.m.</td>
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</table>
Everyone loves a good news feed.

Get the most out of your class discussions.

Sentence for the third objective, number three, here in this box, and then you blah.
Welcome to Week 2! Don't forget about the quiz that is due this week! Check out the video below for further instructions!
Module 2 Discussion

Discussion Topic

Step 1: Analysis: After reading the Module 2 information on Piaget & Vygotsky and the Week 3 Readings, answer the following questions in a 500 word minimum* post (13 points). This post should be done by Sunday at 11:59PM CST during Week 3 of the course.

- In your own words, tell the class why you think development theories are important (3 points)
- Compare and contrast Piaget & Vygotsky's theories. Paraphrase (and cite) at least two of the articles you read this week to support your arguments. (10 points)

Step 2: After completing all the readings in Module 2 (Piaget, Vygotsky, & Attachment), add a 250 word minimum comment (10 points) to your original post on Piaget & Vygotsky answering the following question. This portion of the assignment must be completed by Sunday at 11:59PM CST of Week 4 of the course.

- After reading about Piaget, Vygotsky, and Attachment Theory, which resonated the most with you? Which theory do you feel does the most to explain development? Give at least two examples you've seen in your own experiences (can be personal or professional) to support your claim.

Step 3: Read your classmates responses and comment on at least one post with an idea on which you agree or disagree with the original poster. Explain why you agree or disagree with them (2 points). Comments should be at least 3-5 sentences.

You will be graded on the thoroughness and thoughtfulness of your response. Please write in full well developed sentences and edit your post before making public. You are not required to cite any sources for this discussion, but if you do use information from the text, article, or an outside source, please be sure to cite it parenthetically. If you do not meet the word or sentence requirement for any part of the response (Step 1 or Step 2), you will automatically lose 10 points. If neither section meets the required word count, you will get no credit for the assignment.

*500 words is approximately 2 pages of double spaced text in Microsoft word. The easiest to be sure to meet the word count is to type your response in a word processing software, counts your words and then copy and paste into the discussion.
Conclusion

Texas shared expectations about government and what it should do were impacted by the different flags that flew over the state, the nature of being a frontier state, and the peoples that chose to move to the state. Texans have long distrusted government and wanted little of it. Texas' presence on the frontier shaped the state and its people. This has never really changed. Texas continues to be on the frontier, with constant immigration into the state. The demographics of Texas have been changing, quickly, since its creation. Its ironic, then, that Texans live in an ever-changing state, and Texans by and large, resist change.

You should be able to answer the following questions:

- What does Han Morgenthau say about the relationship between political culture and laws?
- How would you describe Texas' political culture?

You should know the following terms:

Politics, Political culture, frontier culture, individualism, Texas German belt, El Norte, Deep South, Greater Appalachia, The Midlands, Majority-minority
3-2-1!

3 strategies discussed today you think you’ll try

2 strategies that you would label as favorites

1 face-to-face activity that you would like to translate online
References