

**2021 FORUM ON TEACHING AND LEARNING**

# **RECONSIDERING CLASS TIME**

*August 19, 2021*



# INTRODUCE YOURSELF

In the Chat

- Name
- Department
- Typical Class Length

## **ATTENDEES WILL..**

1. become familiar with the variety of alterations to models of how class time is structured, including those made by the panelists over the past year of mostly online teaching
2. discuss challenges and successes of those alterations experienced
3. identify alterations that are worth keeping and discuss ways in which these models can be improved for future semesters

# POLLING

- How did you mainly use synchronous class time prior to Z-day in March 2020? (Choose the top 2 - 3 that apply)

# **INTRODUCTIONS OF OUR PANEL**

## **CHAT QUESTION**

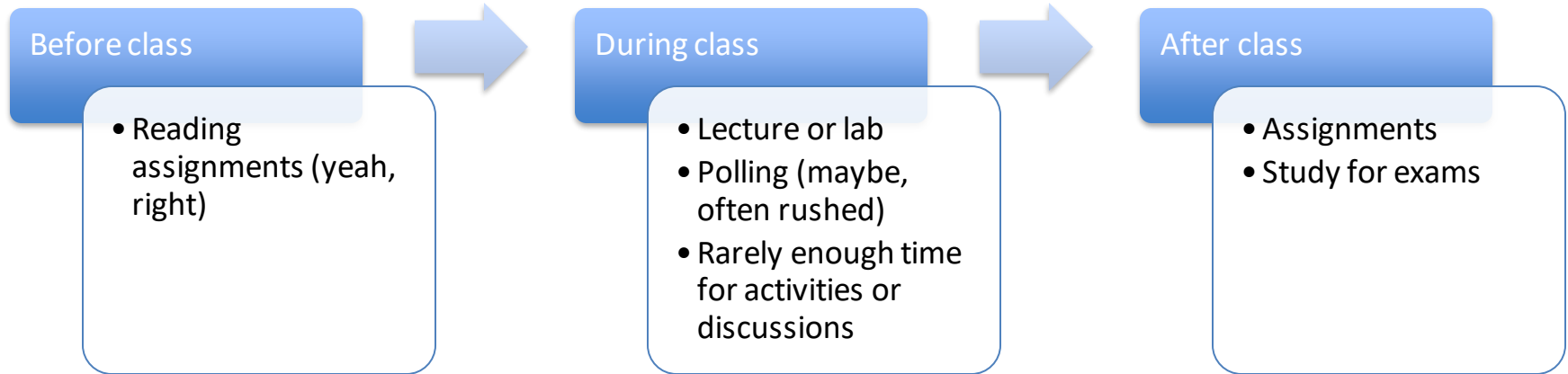
- What do you consider a "waste" of synchronous time in class?

**ERIC W. GOBEL, PSYCHOLOGY**

# **STRATEGIC RE-STRUCTURING**

*Allocating Class Time to Align with Course Demands and Context*

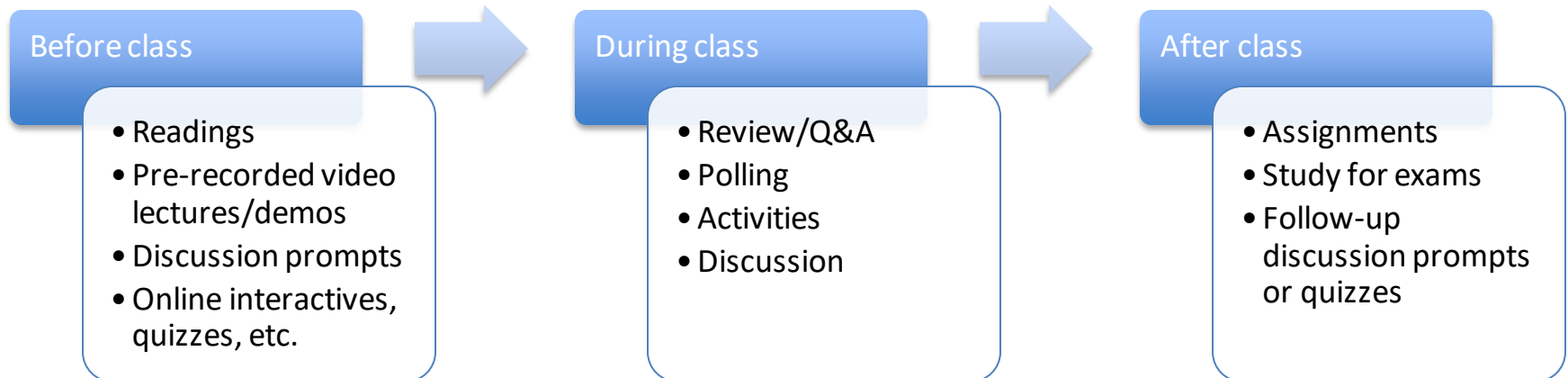
*Many classes in February 2020 (and rest of Spring 2020):*



Reconsider how time in & out of class is allocated among activities:

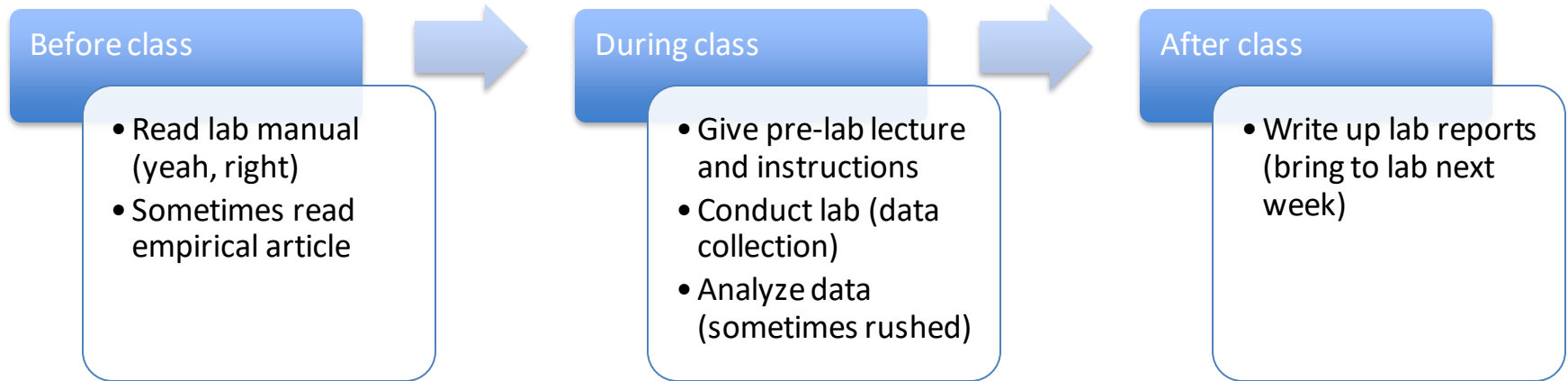
- Most value added from my/peer presence → synchronous
- Better being self-paced or flexibly scheduled → asynchronous

*Restructured class time starting in Summer 2020:*





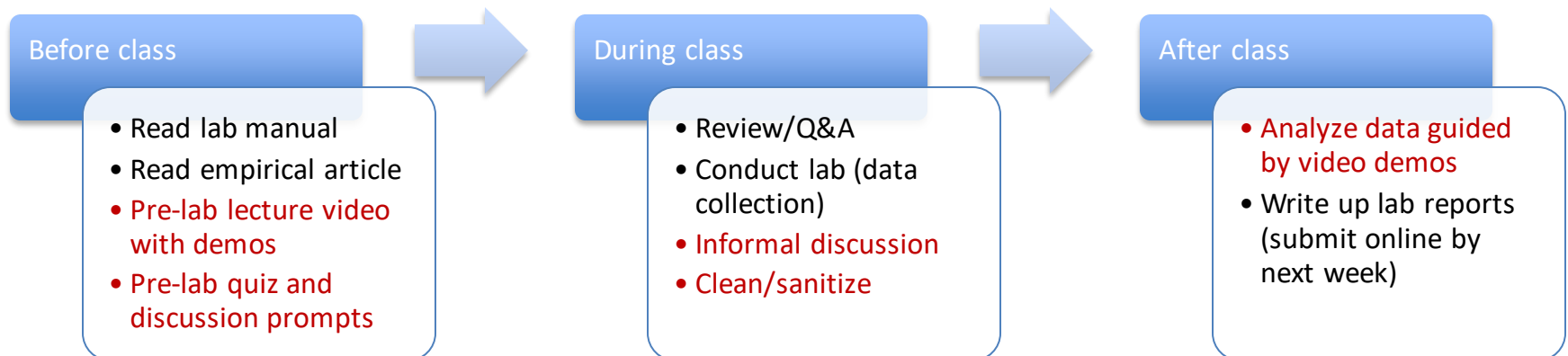
*PSYC 312 (Lab in Cognitive Neuroscience) in February 2020:*



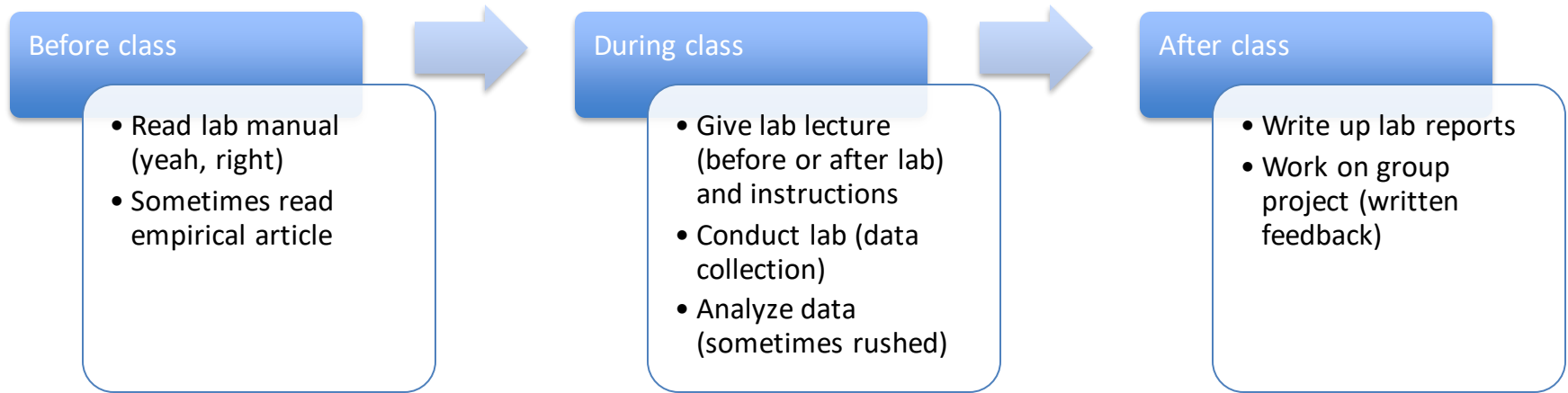
Situational factors for this upper-level lab course in Spring 2021:

- Data collection requires physical presence
- In-person, but split into two 90-min sections for physical distancing

*Restructured PSYC 312 class time in Spring 2021:*



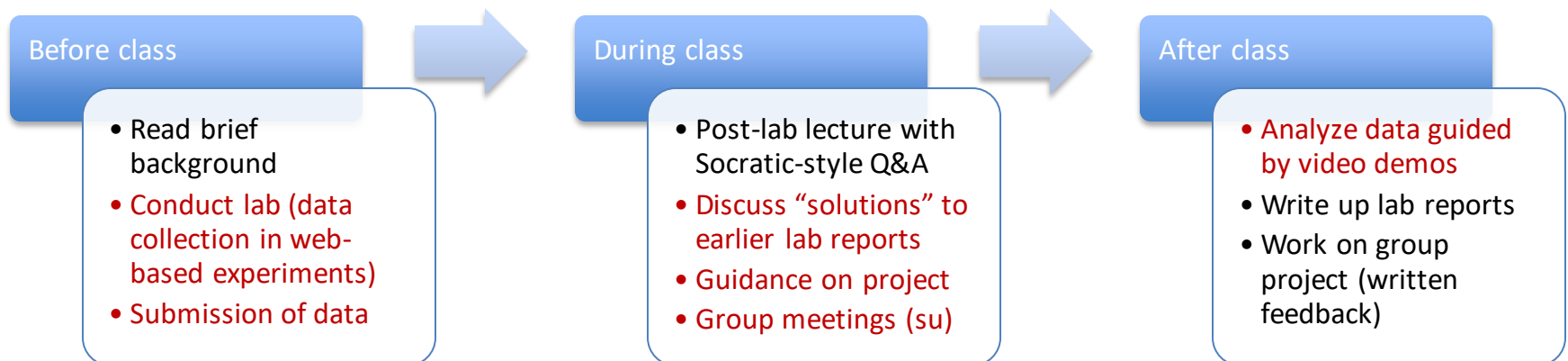
*PSYC 314 (Lab in Cognitive **Psychology**) equivalent course in Spring 2018 (pre-LUC):*



Situational factors for this upper-level lab course in 2020-21:

- Data collection with computer/keyboard (no specialized equipment)
- Synchronous online class time available

*Structured PSYC 314 class time to be an ONLINE course in Fall 2020 and Summer 2021:*



**RYAN LEACH, PSYCHOLOGY**

## **INFORMATIVE AND ENTERTAINING VIDEO LECTURES:**

Not just for pandemics...

**SUSAN MCCARTHY, ARRUPE COLLEGE (BUSINESS)**

# **COMMUNITY & PRESENCE**

*How can we best "share space" if not physically together?*

# COMMUNITY & PRESENCE

- “Essential” Use of Class
- Community may be “easier” in physical classroom
- How can we be creative about “sharing space” together?
- Consider your content & student population

# LOW-HANGING FRUIT

- Survey or poll students before class
- Come early and stay late
- Have students “popcorn” responses
- Start with non-content related questions
- Breakout rooms with specific assignments & roles
- Electronic class communication outside class
- Share experience (video, speaker) and discuss

# PICTURING [YOUR FIELD]

## 1. Student Sketch

- Draw a picture of a person in [YOUR FIELD] doing [YOUR FIELD]

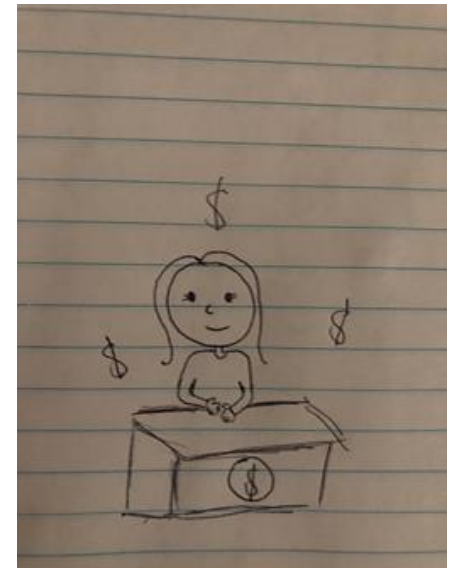
## 2. View Videos – Personal, Professional Organization

## 3. Reflection and Discussion

- What did you notice?
- What surprised you?
- How does what you see compare to your sketch?
- What questions do you have?

## 4. Speakers – Alumni, Professional Organizations

## 5. Reflection and Discussion/Presentation



# VIDEO ELEVATOR PITCHES



1. Students are provided some questions to answer and discuss in pairs/groups
  - What is your career goal? What skills, strengths, or experiences do you have that would help you realize that goal? Etc.
2. Students use their answers and sample language to create a basic elevator pitch:
  - Introduction: Hello! My name is: \_\_\_\_\_
  - Education: I am pursuing a \_\_\_\_\_ degree at \_\_\_\_\_ (name of school), etc.
3. Extend activity to allow students to research various roles in [YOUR FIELD] using videos or speaker
4. Students create Flipgrid video ([Flipgrid | Empower Every Voice](#))
  - Videos are made public for class, instructor & Career Services



# COMMUNITY BUILDING SESSIONS

- In pairs/groups, students:
  - Arrive to class early to check in with each instructor and each other
  - Run a brief community building exercise
  - May or may not cover class content
    - Kahoot, Quizzle, Pictionary, Big Questions, Two Truths and a Lie, Would you Rather?
  - Monitor the chat during class and guide discussion

# WORKING GROUPS

- Based on concept of Writing Groups
- Create “space” to work individually or in small groups on various assignments
- Set intention for time verbally/in forums
- Students stay (or return)
- Discuss roadblocks and progress verbally/in forums

**STACY NEIER BERAN, MARKETING**

# **STACKABLE STORIES FOR SERIOUS PLAY**

*Designing for students' continuous, efficient, and affective engagement*

## **DESIGN THE TIME OF YOUR LIFE**

In our economy of attention, the one thing that is ultimately limited is time. So, designing for time is the way to create the greatest value. Conventionally, the practice of design has focused principally on shaping visual space—when what we're really designing is time. American polymath Benjamin Franklin famously said, "Time is Money"—but he was wrong. **Time is not money; it is much more valuable than that.** If we lose money, we can get it back. When we lose time, it is gone forever. Despite knowing this, we have yet to adjust to the colonization of our time by digital media: emails, texts, podcasts, social media ... all streaming in time. One effect of this is that people are experiencing a form of time famine—almost everyone, rich and poor, young and old, feels they are running behind. Starved of time, we become starved of joy. **We need to design the time of our lives.**

# WHAT STACKS, STICKS.

- **Stackable learning:** shorter term signature activities that emphasize incremental knowledge gains; education aggregates over time through consistent engagement
- Stackable course designs track with research behind trying-before-they're-ready cognitive tasks.
  - "... nudge them out of those familiar routines and back into meaningful and transformative encounters ..." (Lang 179).
- In the context of a 50-minute session or chunked module, *everyone* emphasizes.  
**Process > Product**
- Look for **icons of efficiency** in your discipline.

# STORIES ALSO STICK.

- **Stackable learning supports storytelling.**
- "Storytelling is our way to design time so that we invest it with meaning" (Mau 343).
- We are hard wired for stories. We are not hard wired for busy work.
- In the context of a 50 minute session or chunked module, *everyone* emphasizes  
**Connection > Content**
- Organizing for **attention renewal** and **beginner's mind** means **accepting messiness.**

# STACK + STORYTELL = FEEL

- **Design for what students want to feel.**
- How might we cultivate a sense of **playfulness**?
  - Coursework as **serious play**
  - Consistent time for **hunch hours, play dates, etc**
- Intentional time for **celebration of accomplishments**, both incremental & breakthrough.
- We can't manifest transformation without feeling. Ask:
  - Who are students to one another?
  - Why are they there?
  - What do you want them to feel?

# WORTH-THE-TIME RESOURCES

## Experience Design: Jenny Gottstein & Olivia Vagelos

Play Lab designers Jenny Gottstein and Olivia Vagelos break down the art of experience design in four steps.

[Read more >](#)

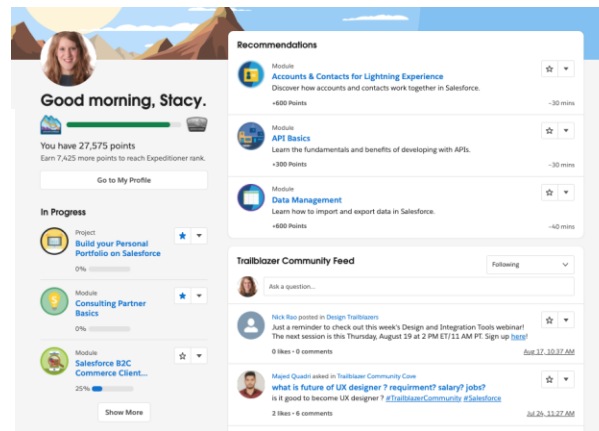
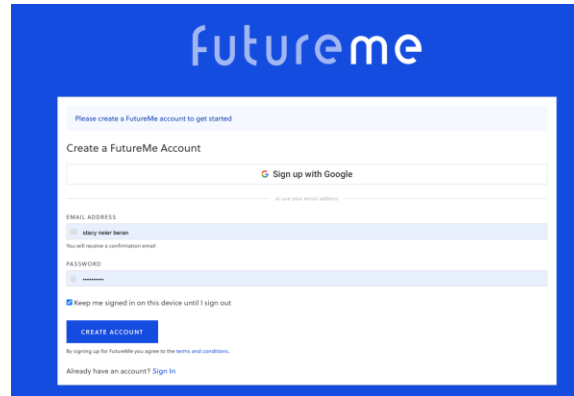


ANNALS OF INQUIRY JULY 5, 2021 ISSUE

## WHAT DEADLINES DO TO LIFETIMES

*Can we find a balance between structuring our time and squandering it?*

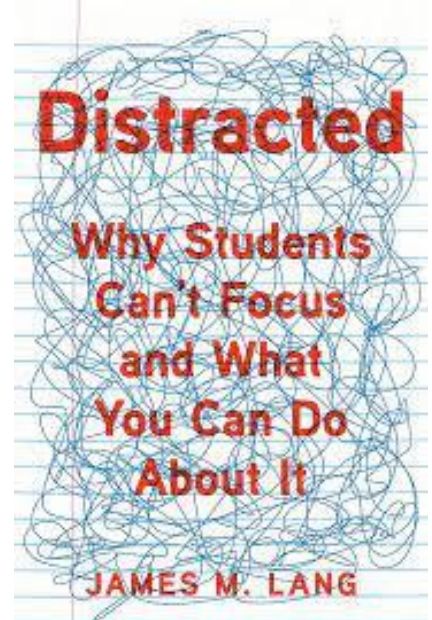
By Rachel Syme  
June 28, 2021



[Thankme.in](#)

## Let's celebrate **gratitude**. Let the humanity win.

We know that a lot of people have helped each other during these hard times. Create a thankme page for yourself/ your friend/colleagues/company and share it in public!





# WORTH-THE-TIME RESOURCES

Time welcomes and exits with [IDEO U Experience Design, Creative Confidence podcast episode and show notes](#)

Write a [FutureMe letter](#) or send gratitude through [Thankme.in](#)

Tools like [Teuxdeux](#) and [Toggl](#) help track where our time goes

The New Yorker's [What Deadlines Do To Lifetimes](#)

Stackable content via [Salesforce Trailhead](#), with modules for every Rambler!

What stacks also slides: the importance of [sliding door moments](#) of time

A playful approach for efficient brainstorming: [host a hunch hour](#)

Design the Time of Your (students') life with [Bruce Mau's MC24](#)

Signature attention activities in [Distracted by James Lang](#)

**Happy  
102<sup>nd</sup>  
Birthday,  
Sister  
Jean!**



# TAKEAWAYS

- How will you reconsider class time for Fall 2021?

# CONCLUSION

**QUESTIONS?**



*Preparing people to lead extraordinary lives*