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):

Before class
• Reading assignments (yeah, right)

During class
• Lecture or lab
• Polling (maybe, often rushed)
• Rarely enough time for activities or discussions

After class
• Assignments
• Study for exams

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:

Before class
• Readings
• Pre-recorded video lectures/demos
• Discussion prompts
• Online interactives, quizzes, etc.

During class
• Review/Q&A
• Polling
• Activities
• Discussion

After class
• Assignments
• Study for exams
• Follow-up discussion prompts or quizzes
Before class
• Read lab manual (yeah, right)
• Sometimes read empirical article

During class
• Give pre-lab lecture and instructions
• Conduct lab (data collection)
• Analyze data (sometimes rushed)

After class
• Write up lab reports (bring to lab next week)

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:

Before class
• Read lab manual
• Read empirical article
• Pre-lab lecture video with demos
• Pre-lab quiz and discussion prompts

During class
• Review/Q&A
• Conduct lab (data collection)
• Informal discussion
• Clean/sanitize

After class
• Analyze data guided by video demos
• Write up lab reports (submit online by next week)
**PSYC 314 (Lab in Cognitive Psychology) equivalent course in Spring 2018 (pre-LUC):**

**Before class**
- Read lab manual (yeah, right)
- Sometimes read empirical article

**During class**
- Give lab lecture (before or after lab) and instructions
- Conduct lab (data collection)
- Analyze data (sometimes rushed)

**After class**
- Write up lab reports
- Work on group project (written feedback)

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:*

**Before class**
- Read brief background
- Conduct lab (data collection in web-based experiments)
- Submission of data

**During class**
- Post-lab lecture with Socratic-style Q&A
- Discuss “solutions” to earlier lab reports
- Guidance on project
- Group meetings (su)

**After class**
- Analyze data guided by video demos
- Write up lab reports
- Work on group project (written feedback)
RYAN LEACH, PSYCHOLOGY

INFORMATIVE AND ENTERTAINING VIDEO LECTURES:

Not just for pandemics…
COMMUNITY & PRESENCE

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

SUSAN MCCARTHY, ARRUPE COLLEGE (BUSINESS)
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
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—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 coonization 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, feel 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>

WHAT DEADLINES DO TO LIFETIMES

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

By Rachel Syma
June 28, 2021
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 102nd Birthday, Sister Jean!
TAKEAWAYS

• How will you reconsider class time for Fall 2021?
CONCLUSION
QUESTIONS?