

Faculty Seminar on Remote Communication-Intensive Teaching

Asynchronous Day 1

Bernard L. Schwartz Communication Institute

WHO ARE WE?

- In close partnership with faculty and our colleagues in academic support programs, the Bernard L. Schwartz Communication Institute cultivates learning environments in which students become strategic, thoughtful communicators and creators.
- High-impact pedagogical faculty development
- Visit our website here: <https://blogs.baruch.cuny.edu/blsci/>
- In particular, become familiar with our Very Short Guides: <https://blogs.baruch.cuny.edu/blsci/faculty/resources/very-short-guides/>

Seminar Overview

WHAT WILL WE COVER?

- Day 1: Backward Planning for Online Learning
- Day 2: Writing- and Speaking-to-Learn to Generate Engagement
- Day 3: Responding Productively – and Time-Efficiently – to Student Work and Meaningfully Supporting Equity

Day 1 Overview

BACKWARD PLANNING FOR ONLINE LEARNING

- What is backward design and why is it so important in online teaching?
- How can we use backward design to strategically scaffold student learning?
- How can we be transparent with students to increase understanding, metacognition, independence, and persistence?

Backward Planning

GENERAL OVERVIEW

- Identify skills → Learning Goals
- How can I guide students toward mastery? → Design opportunities to practice and develop
- This sequence is called scaffolding student learning
- For more, see our Very Short Guide on Scaffolding Student Learning
<https://blogs.baruch.cuny.edu/blsci/files/2017/11/11-Scaffolding-Student-Learning.pdf>

Backward Planning to Make Decisions

NARROW FOCUS TO DEEPEN LEARNING

- "What are your must-haves? What are your nice-to-haves? What can you let go of?" (Schiano)
- "Significant Learning" (Nilson)

Backward Planning for Transparency with Students

BUILDING UNDERSTANDING, METACOGNITION, INDEPENDENCE

Once you've determined your goals and objectives, you're better equipped to share them with your students

- Design your syllabus for transparency
- Move between the beginning and the end from the start
- Clarify purpose
- Create conditional release assignments, quizzes, activities

Backward Planning

A PAUSE FOR INDEPENDENT REFLECTION

Pause the video and take some notes. Thinking about a course you're teaching in the Fall:

- What is the most significant learning you hope your students will achieve?
- Regarding backward design, scaffolding, or transparency, what's the low-hanging fruit? What can you do easily right away to, for example, be more transparent with students about why you're asking them to do certain things?
- What do you have questions about, or need more time to think through?

Backward Planning to Facilitate Metacognition

WHY IS THE PROMOTION OF METACOGNITION SO CRITICAL
IN ONLINE TEACHING?

Pause the video and read the Very Short Guide on Metacognition:
<https://blogs.baruch.cuny.edu/blsci/files/2018/06/2-Metacognition.pdf>

- Remote learning requires independence
- Metacognition contributes to success and increases persistence

Facilitating Metacognition

SOME STRATEGIES

- **When introducing a new concept:** pause for reflection (e.g. Take a moment to pause the video and jot down your own working definition; If you had to advocate for one of these policies now, which would it be and why?)
- **After a lesson, module, midterm:** debrief (e.g. What did you used to think and what changed? What still confuses you? What moves or strategies did you practice to complete this task successfully, and will they continue to be applicable?)
- **As part of a higher-stakes project:** (e.g. assign a cover letter reflecting on process, surprises, challenges, strategies used)
- **Model metacognition yourself:** (e.g. I remember when I first learned the difference between competitors and substitutes in the Porter's Five Forces model; I'm intrigued by your comment...; From your introduction, I was expecting you to say the opposite, and so as a reader I got confused.)

Day 1 Asynchronous Activity Part 1

IN ADVANCE OF SYNCHRONOUS DISCUSSION 1, PLEASE LOOK AT YOUR SYLLABUS FOR AN UPCOMING COURSE

Focus on one thing you'd like to do differently, and draft a plan. Maybe it's:

- Graphically or visually connecting your assignments to your learning goals
- Rethinking some of your "must-haves" and "nice-to-haves"
- Examining a higher-stakes final assignment to identify more closely what skills you're asking students to master, and then designing some scaffolding – some lower-stakes assignments that give students opportunities to iteratively build up to mastery
- Designing opportunities to facilitate metacognition in the context of particular synchronous or asynchronous lesson plans, modules, assignments, prompts

Day 1 Asynchronous Activity Part 2

POST ON BLACKBOARD

On Blackboard, under Day 1 Discussion Boards, find your cohort's discussion forum, and write a short post explaining the plan you drafted.

- What is it?
- Why this thing?
- What challenges were you trying to resolve?
- What did you do to resolve those challenges?

Day 1 Asynchronous Activity Part 3

READ AND COMMENT

On your cohort's discussion forum, read some of your colleagues' posts. Post at least one reply, but consider this an opportunity to begin building a community of co-thinkers.

Resources

- Borgman, Jessie, and Casey McArdle. *Personal, Accessible, Responsive, Strategic: Resources and Strategies for Online Writing Instructors. Practices & Possibilities*. The WAC Clearinghouse; University Press of Colorado, 2019.
- Conrad, Rita-Marie, and J. Ana Donaldson. *Engaging the Online Learner: Activities and Resources for Creative Instruction*. San Francisco: Jossey-Bass, 2011.
- Darby, Flower, and James M. Lang. *Small Teaching Online: Applying Learning Science in Online Classes*. San Francisco: Jossey-Bass, 2019.
- Davidson, Cathy. "The Single Most Essential Requirement in Designing a Fall Online Course." *HASTAC*, 5/11/2020.

Resources

- Linder, Kathryn E., Mattison Hayes, Chrysanthemum, and Kelvin Thompson. *High-Impact Practices in Online Education: Research and Best Practices*. Sterling, VA: Stylus Publishing, 2018.
- Nilson, Linda B., and Ludwika A. Goodson. *Online Teaching at its Best: Merging Instructional Design with Teaching and Learning Research*. San Francisco: Jossey-Bass, 2018.
- Schiano, Bill. "Exploring the Challenges and Opportunities in Online Case Teaching: Insights from Two Case Teaching Experts." Harvard Business Publishing Webinar, 6/3/2020.
- Vai, Marjorie, and Kristen Sosulski. *Essentials of Online Course Design: A Standards-Based Guide*. Second edition. New York: Routledge, 2016.

Resources from Baruch Colleagues

- The Center for Teaching and Learning: See especially the many resources in “Teaching in the Time of Covid-19” and their popular Zoom workshops.
<https://blogs.baruch.cuny.edu/ctl/>
- The Writing Center’s Online Teaching FAQs:
<https://docs.google.com/document/d/1-WPkkCYMGKHZKs2Nsl-t0rUGuZHMcJnWqncaOv3iZZQ/edit>