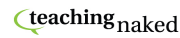


## Teaching Half-Naked: Covid-19 and Beyond

José Antonio Bowen



### **Covid & Design: Maximize Interaction**

- Break-out Sessions for discussion and group work
- Surveys, Polls and Word Clouds
- Live Q&A
- Back Channels and Chat

### **Covid & Design: Maximize Communication**

LMS Usage

More Caring Communication

- Personal Messages

- More Reminders

- Intro Assignments & Encourage Persistence

Virtual Office Hours

eCommunication Policy

- The best way to contact me is: \_\_\_\_\_ (email, FB, Google+, LinkedIn)
- I will respond to e-mail (or FB chat, messages etc.) within \_\_\_\_\_ hours, except on \_\_\_\_ or between \_\_\_\_\_ (9pm and 9am etc.)
- I am online (FB/Skype/Twitter) \_\_\_\_\_ on \_\_\_\_ days and also available for \_\_\_\_\_
- If you want an individual (physical/Skype/chat) appointment \_\_\_\_\_ me
- I accept/do not accept Skype/Facebook/LinkedIn friend requests (until graduation).

### **Covid & Design: Maximize Clarity**

- One up-to-date place for course info
- Clear navigation and access of course materials
- Rubrics
- Connect learning goals to everything
- Focus on key challenges and encounters
- Study Scaffolding

### **Covid & Design: Maximize Engagement**

- Real-World Problems
- Vary types of sessions
- Timely feedback
- Ask for student input
- Make Effort Visible
- Focus on key challenges and encounters

## Backchannels in F2F Classrooms

Need	Sample Uses	Tools
<b>Chat or Q&amp;A</b>	Share resources Ask question Respond to prompts Clarify Comment	GoSoapBox.com Twitter or Google Slides Mentimeter (Q&A type slide) Tricider Teams/Zoom Chat BackChannelChat.com
<b>Word clouds &amp; Open-ended responses</b>	Lists of ideas Unclear concepts Rephrase an idea Examples or Applications	Mentimeter (word cloud, open-ended) AnswerGarden Padlet (visual board)
<b>Voting, Polling &amp; Quizzes</b>	Discover baseline Answer questions Check understanding	Mentimeter Poll Everywhere Socrative Google Forms Tricider GoSopaBox (“confusion barometer”)
<b>Visual, Brainstorming or Jamming</b>	Collect & connect ideas Share images Play with concepts	Padlet.com Mural.co Jamboard.google.com

### Covid & Design: How to Use Video:

- Structure/scaffolding & more flexibility
- Use high quality (free & short) video content
- Selectively make your own ([Michael Wesch](#))
- Personal Videos
  - 3-mins on the course and syllabus
  - Announcement and encouragement
  - Personal feedback on student work
- Share student videos

## Learning is S. W. E. E. T. Sleep, Water, Exercise, Eating and Time

**The one who does the work, gets the benefit.**

Teachers are really “cognitive coaches”

**Teaching is a DESIGN problem:** to motivate, inspire and guide

### Covid & Design: Cognitive Coaching

- **Support Human Needs**
  - Communicate
  - Remove Obstacles
- **Build Motivation and Engagement**
  - Challenging & meaningful tasks
  - Timely & specific feedback
  - Opportunities for growth
- **Create Psychological Safety**
- **Provide Scaffolding**
  - Study smarter
  - Encourage autonomy & self-regulation
- **Inspire Excitement**
  - Encourage creativity

*Make It Stick: The Science of Successful Learning.* (Brown, Roediger & McDaniel (2014))

- **Concrete and Personal** (matters to me, examples)
- **Knowledge is Necessary** (but not sufficient)
- **Retrieval and Self-Testing** (online exams, games)
- **Elaboration** (connections, analogies, writing)
- **Abstract** (extracting rules, larger context, mental models)
- **Failure** (add difficulty, attempts before solutions, feedback)
- **Interleaving** (varied practice, space out practice)

### Teaching Naked Design Process



## A. Learning Outcomes (and why they matter)

- write a learning outcome and design a module

**Remembering** (know, define, repeat, describe, identify, recall, list, tell, locate match)

**Understanding** (comprehend, classify, convert, explain, summarize, predict, discuss, compare)

**Applying** (demonstrate, modify, arrange, solve, relate, apply, examine, classify, illustrate)

**Analyzing** (infer, estimate, order, separate, subdivide, distinguish, contrast, categorize)

**Evaluating** (critique, justify, discriminate, support, conclude, judge, verify, assess, argue)

**Creating** (synthesize, design, formulate, revise, construct, compose, invent, imagine, propose)

## B. Online Content and First Exposure

- identify discipline-specific online content or organize a podcast

Content: utubersity, Khan, OpenYale, MITOpen, Merlot.org, Coursera, EdX,

Podcasts: *teach to the many, not to the middle.*

## C. Instructions and Entry Point

- find an appropriate entry point and write conditional instructions

Start with *what matters to students*, then connect with what matters to you

Conditional Instructions -- Teach with uncertainty

Motivate Reading (and practice close reading in class first as an example)

## D. Online Exams to Improve Student Preparation for Class

- formulate sample test questions using Bloom levels

Question 1 (Analysis Level)

The following are all true statements.

Which are fact, opinion or judgement?

Which are most relevant in arguing for Y?

Which are most relevant in arguing against Y?

## E. Create Better Assignments

- create a better, shorter and more efficient assignment as class preparation

**Motivation:** **why** are we doing this? (goal & how it connects to learning outcomes)

**Clarity:** around **expectations** (how long & how should this time be divided?)

**Checklists:** what are the **parts**? (do I think, research, write, draft, edit?)

**Rubrics:** share **in advance** (what matters and is most valuable)

**Spacing** and Interleaving: (can I do this all in one sitting?)

**Relevance:** (can I enhance motivation by choosing better examples?)

Practice –recall, problem sets, analysis, diagnosis, writing:

Writing – more focused prompts (What is the main argument? What problems?)

Prepare for class -make a list, find something

## **F. Massively Better Classrooms**

- develop class activities as extensions and applications

Activities (including discussion) that use the assignment/homework!

Alter conditions (change or complicate data)

Complicate (real world examples, how would X complicate this argument?)

Reframe the problem (how does this problem differ for other disciplines?)

Creative grading and model reflective behaviors (how could this change your practice?)

## **G. Study Scaffolding** <https://teachingenaked.com/study-smarter/>

- customize study habits and time on task framework
- see templates

### **Study Smarter: Part 1**

**Reflect:** How much time did you need to get the grade you want?

**Choose Strategies:** Which resources and activities will be most useful

**Plan & Implementation:** What will you do when and where?

### **Study Smarter: Part 2**

**Reflect:** What did you actually do?

**Adjust:** What worked the best?

**Revise Your Plan:** What will you do differently?

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Code TNT30 for any Teaching Naked book at [Wiley](https://wiley.com)

**Teaching Naked:** *How Removing Technology from your College Classroom will Improve Student Learning* (San Francisco: Jossey-Bass, 2012). AAC&U Ness Award 2013

**Teaching Naked Techniques:** *A Practical Guide to Designing Better Classes* with C. Edward Watson (San Francisco: Jossey-Bass, 2017).

**Teaching Change:** *How to Develop Independent Thinkers Using Relationships, Resilience, and Reflection* (Johns Hopkins University Press, 2021) **NEW!**