Lessons Learned: **Designing for Covid-19 and Beyond**
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A New 3Rs: Relationships, Resilience and Reflection

TRANSPARENCY
Maximize Clarity
- One up-to-date place for course info (LMS)
- What is required and where (OER?)
- Clear navigation and access of course materials
- Connect learning goals (why) to everything
- What else is hidden?

Rubrics
Make visible your own assumptions, biases and expectations
Find template at www.teachingnaked.com/rubrics (under "Borrow")

Syllabus
First Impressions
Tone and Transparency Matter
Find template at www.teachingnaked.com/syllabus (under "Borrow")

eCommunication Policy – A Clear Invitation

I look forward to helping and supporting you outside of class too!

The best way to contact me is: _____ (email/FB/LinkedIn/text)

I will respond to (email/FB chat/text messages etc.) within _____ hours,
except on ____ or between _____ (9pm and 9am etc.)

I am available online (email/FB/Zoom/LinkedIn/Twitter) _____ on ____days and also available for _____

If you want an individual (physical/Zoom/Skype/chat) appointment _____

I accept/do not accept FB/LinkedIn friend requests (until graduation?).

Expectations regarding email contact by students (e.g., student must include his/her name in the email, must put the subject of the email in the subject line, must use an appropriately formal tone, etc.)

SCAFFOLDING
Structure and Flexibility

Study Scaffolding
Find template at https://teachingnaked.com/study-smarter/ (under "Borrow")
Customize study habits and time on task framework

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?

More Scaffolding
Checklists
Essential Concepts
Assessment and Assignment Options
Back-Channel

Need	Sample Uses	Tools
Chat or Q&A	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
Word clouds & Open-ended responses	Lists of ideas Unclear concepts Rephrase an idea Examples or Applications	Mentimeter (word cloud, open-ended) AnswerGarden Padlet (visual board)
Voting, Polling & Quizzes	Discover baseline Answer questions Check understanding	Mentimeter Poll Everywhere or Socrative Google Forms Tricider GoSoapBox ("confusion barometer")
Visual, Brainstorming or Jamming	Collect & connect ideas Share images Play with concepts	Padlet.com Mural.co Jamboard.google.com

ENGAGEMENT

Activating Intrinsic Motivation
"to seek out novelty and challenges, to extend and exercise one's capacity, to explore, and to learn"

- **Salience Detection**   **Engagement**
    - Relevant & Worthwhile
    - Purpose & Meaning
- **Attention Control**   **Optimism**
    - Competency & Mastery
    - Optimal Challenge: Pleasantly Frustrating
    - Variety
- **Autonomy**   **Agency**
    - Choice, Self-Determination & Growth
    - Feedback & Supportive Communication

- Feedback – Early and Often
- Pre-Class Survey
- Real –World Problems
- Vary Teaching Strategies
- Diversify your content and perspectives
- Who else can you highlight?
- Make Effort Visible: If you don't care, I don't care
- Video Feedback
- Active & Student to Student Learning

Better, Shorter and More Efficient Assignments

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?)

EQUITY & BELONGING
(Psychological) Safety First
Seen -- Connected -- Supported -- Proud

Targeted Universalism: john a powell (2008).
Post-Racialism or Targeted Universalism Denver University Law Review, 86, p. 785-806
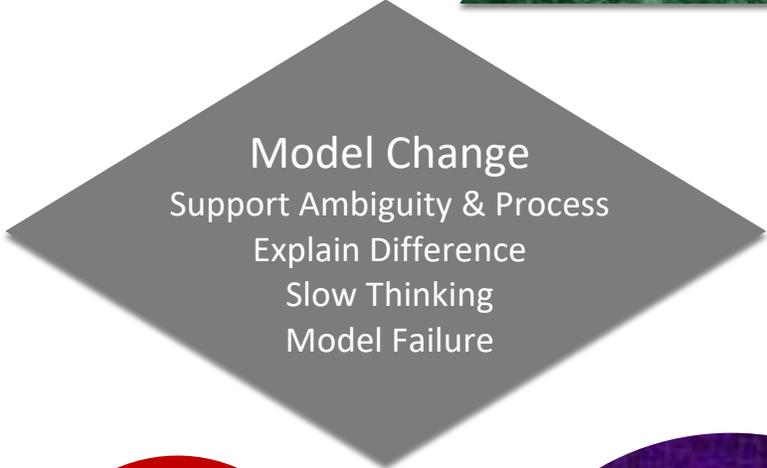
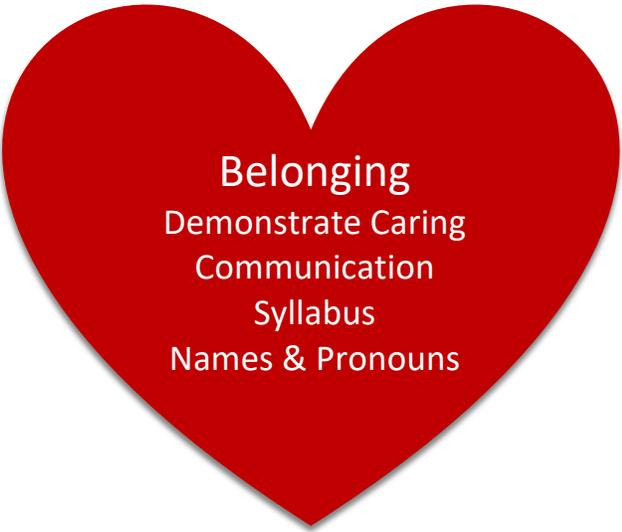## Good Teaching is Inclusive Teaching

Transparency
Clarity
Rubrics

Scaffolding
Structure + Flexibility
Checklists & Backchannels
Study Smarter
Vary Assessments

Model Change
Support Ambiguity & Process
Explain Difference
Slow Thinking
Model Failure

Belonging
Demonstrate Caring
Communication
Syllabus
Names & Pronouns

Engagement
Purpose
Early Feedback
Real-world problems
Vary Teaching Strategies
Entry Points & Motivation
Survey

Better Discussions
- **Anonymous Polls First (like a jury)**
- **Prepare Opening Statements (or write first)**
- **Neutral and Two-Sided Questions**
  - "How many different explanations can you…"
  - "Can you think of both an example and a counter-example?"
- **Build Common Purpose/Problems/Goals**
  - Groups build trust over time
  - Encourage compliments
  - Explain Relevance
- **Articulate Academic Process**
  - Use a Rubric
  - Create Ambiguity
  - Assign Roles (Evidence Watchdog)
  - Structured networks - Shield identities
- **Diverse Groups & Encourage Outliers**
  - Longer wait times (1.5 seconds on average)

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**
  - Transparency, Clarity & Communication
- **Provide Scaffolding**
  - Study smarter
  - Encourage autonomy & self-regulation
- **Build Engagement, Motivation & Optimism**
  - Relevance
  - Feedback
  - Timely & specific feedback
- **Support Equity & Belonging**
  - Psychological Safety
  - Seen -- Connected -- Supported -- Proud
  - Good Teaching is Inclusive Teaching

Save 30% on books!
Code HTWN at JHUP https://jhupbooks.press.jhu.edu/title/teaching-change and
Code TNT30 for any Teaching Naked book at Wiley

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!**