COMMUNICATING WITH & SUPPORTING ALL STUDENTS
IN PHYSICALLY DISTANT, HYBRID, AND REMOTE TEACHING
Plan for Today

1. Breakout Groups: Building Connections and Community

2. Discussion: Communicating with & Supporting All Students
DESIGNING A PHYSICALLY DISTANCED, HYBRID, OR REMOTE COURSE

1. IDENTIFY LEARNING OBJECTIVES
2. DECIDE HOW TO ASSESS & ENGAGE STUDENTS
3. DETERMINE HOW TO BUILD COMMUNITY
4. DEVELOP COMMUNICATION STRATEGY
5. CREATE PLAN TO SUPPORT ALL STUDENTS
In the breakout rooms...

- Think about one way that you can connect with your students in these new learning environments.
- Think about one way you can help your students connect with each other.
- Bonus: Think about one way to make distanced learning a bit more fun.
## Roles in the Breakout Groups

<table>
<thead>
<tr>
<th>Whoever was born furthest from Richmond Law</th>
<th>Whoever was born closest to Richmond Law</th>
</tr>
</thead>
<tbody>
<tr>
<td>Moderator – Get the discussion going and keep it on track</td>
<td>Reporter – Be ready to write one or two takeaways in the chat</td>
</tr>
</tbody>
</table>
Reporters...

Can you type one or two takeaways from your session into the chat?
Remember: For almost every question in the teaching plan, you will have...

1. Zoom training
2. Breakout group to discuss
3. Resource Google Doc

New Blackboard site
Plan for Today

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When we went remote in the spring, how did you communicate with your students about any changes to your course?

- Blackboard announcements
- New syllabus posted on Blackboard
- Email
- Google Doc
- Calendar Invites
- Another means?
Why do we need a consistent communications strategy this fall?

“Blackboard postings were not consistent.”

“The readings were shifted. It was largely guesswork to know what changed.”

“I think some professors communicated better than others did.”

“Organization and organized communication are key to ensuring engagement and avoiding the chaos.”
4. Communication

Please describe how you plan to communicate reading assignments, deadlines, and Zoom and other technical information to your students. Our recommended approach is [here](#), as are other resources on the importance of having a clear communication plan in remote/hybrid courses.
Recommended Communication Approach

<table>
<thead>
<tr>
<th>Blackboard Announcement</th>
<th>Every Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Include:</td>
<td></td>
</tr>
<tr>
<td>o Topic</td>
<td></td>
</tr>
<tr>
<td>o Reading Assignment</td>
<td></td>
</tr>
<tr>
<td>o Other Assignment</td>
<td></td>
</tr>
<tr>
<td>o Class Days/Times if different</td>
<td></td>
</tr>
<tr>
<td>o Zoom Link</td>
<td></td>
</tr>
<tr>
<td>o Any other relevant info</td>
<td></td>
</tr>
</tbody>
</table>
Hi everyone -- Here is the plan for our Business Associations class next week:

**Topic:** Shareholder Voting

- **Class Times:** We will meet online on Monday at 10 a.m., and we will be in-person on Wednesday at 10 a.m. in Room 102.

- **Reading Assignments:** We will read assignment #13 for Monday and assignment #14 for Wednesday. Both assignments are listed in the syllabus.

- **Other Assignments:** You should complete the Blackboard assignments by 8 a.m. Monday’s assignment is a set of three multiple choice questions. Wednesday’s assignment requires you to upload a brief video of yourself giving advice to a hypothetical client.

- **Zoom Link for Both Classes:** Insert link here.
What questions do you have?
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Supporting All Students

Inclusion

Structure

Access

Support
Supporting All Students

- Inclusion
- Structure
- Access
- Support
Who is being included? Who is being left out?

- Choice of Content
- Schedule & Deadlines
- Choice of Assessment
- Form of Communication
- Outreach/Community Building
Example #1:

Sending students into breakout groups without thinking about how to include all voices in those discussions
Zoom Breakout Rooms

- Discuss shared norms
- Clear deliverables
- Make prompt visible
- Assigned roles
- Monitor notetaking in google doc
- Pre-assign groups
- Breakout group names
- Timer
Repeat student comments and note their value

Talk to students & encourage them to participate

Amplifying Diverse Voices: Strategies for Promoting Inclusion in the Law School Classroom

*The Second Draft: The Legal Writing Institute, 31(2), Fall 2018.*

5 Pages • Posted: 22 Jan 2020 • Last revised: 25 Jun 2020

Tiffany Atkins
Elon University School of Law
Example #2:

Requiring all students to have their camera on
Example #3:
Holding community-building events at irregular times
<table>
<thead>
<tr>
<th>Attend a virtual hearing or trial</th>
<th>Submit one revised essay for feedback</th>
<th>Participate in a current events discussion</th>
<th>Invite Professor Erickson to a study group session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a two-page document proposing a change to a rule we have studied</td>
<td>Civil Procedure Choice Board</td>
<td>Complete at least two activities by the end of the semester.</td>
<td>Participate in a unit review session</td>
</tr>
<tr>
<td>Complete a CALI lesson</td>
<td>Write a two-page summary about civil procedure in the world</td>
<td>Attend Civ Pro Jeopardy</td>
<td>Propose your own!</td>
</tr>
</tbody>
</table>
Supporting All Students

- Inclusion
- Structure
- Access
- Support
- Adopt a clear communication plan
- Be clear about assignment expectations
- Make the structure of the course visible
- Create rhythm to the course
- Add structure to discussions and group work

The more structure, the better for all students.
Supporting All Students

- Inclusion
- Structure
- Access
- Support
How can we support students with disabilities?

- Be flexible
- Talk with students about the possibility of new disability-related challenges
- Consider universal design principles
  - Caption your videos before uploading them
  - Use your mic if necessary in physically distanced classes
- Communicate and use structure 😊
Supporting All Students

- Inclusion
- Structure
- Access
- Support
Helping Students Become Good Online Learners

- Growth mindset
- Plan days to include regular work time, breaks, and start/end times
- Find a good learning environment
- Create accountability structures
- Connect with classmates & professors
- Check email & Blackboard regularly
- Consider apps that block distractions
- Watch attendance logs
- Check in often, esp. with remote students
- Watch attendance logs
- Check in often, esp. with remote students
- Nudge struggling students
- Follow up after first big assessments
- Build in metacognition exercises
Examples of Metacognition Prompts

- What helped you learn in the spring when classes went online? What strategies do wish you had adopted?

- If you were to do [name specific assignment] again, what would you do differently?

- Think back over the last week. What study strategies helped you feel prepared for class? What new techniques could you try?

- Think about today’s class. What strategies did you use to prepare? How do you think they worked? What other strategies might you try?
1. Let Alex Sklut know if a student seems to be struggling.

2. Check in with other professors (esp. in 1L classes) if you have concerns.

3. Get guidance from your colleagues.
Before next time...

• Think about your communication plan for the fall.
• Come up with one or two concrete changes you can make to your course design to make it more supportive and inclusive.
• Come up within one or two ways to identify and help struggling students.
Next time...

• In breakout groups, discuss your ideas for communicating with and supporting students.
• As a larger group, discuss pulling everything together and troubleshooting.
• THINK ABOUT WHAT SPECIFIC QUESTIONS YOU HAVE.
Thank you!

I’ll stick around for questions and discussion 😊