BUILDING CONNECTIONS AND COMMUNITY
IN PHYSICALLY DISTANT, HYBRID, AND REMOTE TEACHING
Plan for Today

1. Breakout Groups on Assessment & Engagement

2. Connections and Community in These New Learning Environments
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
Assessment Techniques

- Comprehension Checks
- Socratic Dialogue
- Discussion
- Group Work
- Community-Based Learning
- Reflection & Metacognition
In the breakout rooms...

- Think about one or two assessment techniques you have used in the past that will be difficult in a physically distanced, hybrid, or remote class.
- Determine the objectives of these techniques.
- Consider how to meet these objectives by modifying or replacing the exercise.
My Civil Procedure Example

- **Old Technique:** I often have students work in groups to think through how a case might apply to a new set of facts.

<table>
<thead>
<tr>
<th><strong>Objective</strong></th>
<th><strong>Learning Objective</strong></th>
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| Be able to apply these procedural rules in a structured way using complex and evolving case law, rules, and statutes | Bloom -- application  
Fink -- Learning how to learn (finding structure in complicated law -- it’s a lifelong skill!) |
Old Technique: I often have students work in groups to think through how a case might apply to a new set of facts.

New Techniques – A Mix

1. Meet virtually in groups outside of class. Or use Zoom breakout groups if we end up online.
2. Think-pair-share.
3. Individual comprehension checks (Google Docs, PollEverywhere, etc.)
## Optional Course Mapping Template

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Formative/Summative Assessments</th>
<th>Related Learning Objective(s)</th>
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| 1.   | Subject-Matter Jurisdiction  
      - Federal Question Jurisdiction |                                | Be able to apply these procedural rules in a structured way using complex and evolving case law, rules, and statutes |            |
| 2.   | If Physically Distanced/Hybrid: |                                |                               |            |
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| 1.   | Subject-Matter Jurisdiction  
- Federal Question Jurisdiction | **If Physically Distanced/Hybrid:**  
1. Pre-class Google Doc – state holding from case  
2. Pre-class Google Doc – state holding from case | Be able to apply these rules in a structured way using complex and evolving case law, rules, and statutes | |
|      |       |                                 |                              |             |
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<td><strong>Subject-Matter Jurisdiction</strong>&lt;br&gt;• Federal Question Jurisdiction</td>
<td><em>If Physically Distanced/Hybrid:</em>&lt;br&gt;1. Pre-class Google Doc – state holding from case&lt;br&gt;2. Assign students to a side of new fact pattern and give them 10 minutes to analyze argument and write response in Google doc. Then have class discussion on both sides.&lt;br&gt;&lt;br&gt;<em>If Remote:</em>&lt;br&gt;3. Pre-class Google Doc – state holding from case&lt;br&gt;4. Have students analyze new fact pattern in Zoom breakout groups</td>
<td>Be able to apply these procedural rules in a structured way using complex and evolving case rules, and statutes</td>
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## Roles in the Breakout Groups

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<th>Whoever has been teaching for the longest amount of time:</th>
<th>Whoever has been teaching for the shortest amount of time:</th>
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<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>
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</table>
Teaching in a COVID-19 World

1. Can you hear me?
2. awkward silence
3. hyflex
4. Connection is unstable
5. assessment
6. blackboard
7. breakout rooms
8. chunking
9. community
10. formative
11. integrated course design
12. LMS
13. masks
14. physically distanced
15. social presence
16. summative
17. whiteboards
18. You're on mute...
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
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Why does this matter?

Students’ sense of belonging impacts:
- Retention
- Use of university resources (CDO, Dean of Students)
- Academic performance
- Satisfaction with their educational experience
- Employment outcomes

Minority or first-generation students are less likely on average to feel a sense of belonging.
Sense of belonging

Overall Experience

Whether they would choose a JD path again

Law School Grades
Community of Inquiry Framework

- Cognitive Presence
- Social Presence
- Teaching Presence
Cognitive Presence

Social Presence

Teaching Presence

Community of Inquiry Framework

How do students interact with the material?

How do students interact with their classmates?

How do students interact with the instructor?
Community of Inquiry Framework

Cognitive Presence

How do students interact with the material?

Social Presence

How do students interact with their classmates?

Teaching Presence

How do students interact with the instructor?
Community of Inquiry Framework

Cognitive Presence

How do students interact with the material?

Social Presence

How do students interact with their classmates?

Teaching Presence

How do students interact with the instructor?
Conversations Before/After Class

Seeing Professors’ Faces in Class

Co-Curricular Events
- Learn Names Quickly
- Hold Intro Meetings with Students
- Notice Positive Contributions
- Consider Video Intros or Assignments
- Hold Solo or Small Group Coffees
- Hold Zoom Unmasked Events
Virtual Office Hours

• Be explicit about purpose of office hours
• Rebrand your office hours
• Create solo and group options
• Take questions ahead of time
Community of Inquiry Framework

Cognitive Presence

Social Presence

Teaching Presence

How do students interact with the material?

How do students interact with their classmates?

How do students interact with the instructor?
Study Groups

Informal Conversations

Co-Curricular Connections
Create space for students to connect with each other

- Use assessment techniques that allow students to interact

- Form study groups
- Create in-class groups that earn points in various ways
- Schedule optional activities
- Simulate unstructured class time
Assessment Techniques

- Comprehension Checks
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Create space for students to connect with each other

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- Create in-class groups that earn points in various ways
- Schedule optional activities
- Simulate unstructured class time
- Spotlight class baby pictures, pets, or college pride
- Hold trivia contests, kahoots, and jeopardy games
- Combine fun and attendance
- Use regular icebreakers

**Build fun moments into class**
Spotlight class baby pictures, pets, or college pride

Hold trivia contests, kahoots, and jeopardy games

Combine fun and attendance

Use regular icebreakers

Create extra credit group projects

Build fun moments into class
But won’t all of this be overwhelming for our students (and us)!?
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<th>Participate in a current events discussion</th>
<th>Invite Professor Erickson to a study group session</th>
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<td>Complete at least two activities by the end of the semester.</td>
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<td>Participate in a unit review session</td>
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Before next time...

- 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 of one way to make distanced learning a bit more fun.

Next Time....

- In breakout groups, discuss your ideas for building connections and community.
- As a larger group, discuss strategies for supporting students in a physically distanced, hybrid, or remote course.
Thank you!

I’ll stick around for questions and discussion 😊