PUTTING IT ALL TOGETHER & TROUBLESHOOTING
IN PHYSICALLY DISTANT, HYBRID, AND REMOTE TEACHING
Plan for Today

1. Breakout Groups: Communicating with & Supporting All Students

2. Discussion: Putting It All Together and Troubleshooting
Thinking back over the past week, what’s one thing that you are grateful for?
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 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.
# Roles in the Breakout Groups

<table>
<thead>
<tr>
<th>Whoever has the <strong>most</strong> letters in their first name</th>
<th>Whoever has the <strong>fewest</strong> letters in their first name</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>

First name alphabetically wins if there is a tie.
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

1. Breakout Groups: Communicating with & Supporting All Students

2. Discussion: Putting It All Together and Troubleshooting
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My New Course Objectives

1. Understand the procedural rules that govern federal civil litigation;
2. Be able to apply these procedural rules in a structured way using complex and evolving case law, rules, and statutes;
3. Critically analyze the rules by understanding their social, political, and economic context; effects on various groups and citizens; and relationship to democratic and shared values;
4. Combine doctrine and analytical skills to perform certain procedural tasks, including drafting a complaint and putting together a discovery plan.
Parts of a case brief

• What are the **facts**? (Who are the parties? What happened?)

• What **court** made the decision? (Was it state or federal? Trial or appellate?)

• What is the procedural **posture**? (At what stage in the legal process is the decision of the case? Is the judge evaluating a motion to dismiss? A motion for summary judgement? An appeal of a lower court’s decision?)

• What is the **holding** and relevant **reasoning**? (What was the main decision, and why did the judge(s) say they reached it? What was the main rationale or the supporting policy arguments? What else might explain why they made the decision they did?)

• What’s the main **takeaway**? (What principle does the case represent? This might coextensive with the holding, or it might be a broader concept.)

• What’s the likely **impact**? (Zooming out, who is empowered or disadvantaged by the holding/takeaway? The “who” here might include plaintiffs/defendants; state/federal governments/citizens; corporations/consumers; or members of different demographic groups.)
Civil Procedure: Physically Distanced Version

- A little less content
- Assessments & learning activities geared to this medium.
- A few more assessment & learning activities out of class
- Many more efforts to build community
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During Class

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Once-in-a-While Activities: Kahoots/Scavenger Hunts/Jeopardy Games/Trivia, Speakers, Recorded Videos of Lawyers

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Civil Procedure Choice Board

- Attend a virtual hearing or trial
- Submit one revised essay for feedback
- Participate in a current events discussion
- Invite Professor Erickson to a study group session
- Write a two-page document proposing a change to a rule we have studied
- Complete at least two activities by the end of the semester.
- Participate in a unit review session
- Complete a CALI lesson
- Write a two-page summary about civil procedure in the world
- Attend Civ Pro Jeopardy
- Propose your own!
Before Class: Brief Assignments in Google Doc, Blackboard, or Flipgrid

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Outside of Class: Readings, Choice Board Activities, Other Optional Events
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Reflection Activities: At Least Once Every Other Week

Outside of Class: Readings, Choice Board Activities, Other Optional Events

Graded Assessments: Final Exam, Two Sets of Assigned Problems, and Choice Board (Graded for Completion) and Pre-Class Assignments (Graded for Completion)
Civil Procedure: Remote Version

- Two sets of asynchronous videos
- 2 shorter classes
- A few more assessment & learning activities in class
- Lots of effort to build community
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Repeat Twice a Week
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During Class

Regular Activities: Poll Everywhere, In-Class Problems, Intentional Discussions, Think-Pair-Share, Debates, Collaborative Editing, Breakout Groups

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Graded Assessments: Final Exam, Two Sets of Assigned Problems, and Choice Board (Graded for Completion) and Pre-Class Assignments (Graded for Completion)
2. Assessments & Engagement

For more information on assessments and other learning activities for a physically distanced, hybrid, or remote course, see this document.

- If your course is physically distanced and/or hybrid, please describe how you plan to assess student learning through formative and summative assessments, as well as your other learning activities to engage all students.

Before class, my students will have a brief assignment that will require them either to (i) do a brief assignment in a shared Google Doc, (ii) take a short Blackboard quiz, or (iii) upload a video into Flipgrid.

During class, I plan to use a combination of the following formative assessments:

Regular Activities: PollEverywhere, In-Class Problems, Intentional Discussions, Think-Pair-Share, Debates, Collaborative Editing, Breakout Groups

Once-in-a-While Activities: Kahoots/Scavenger Hunts/Jeopardy Games/Trivia, Speakers, Recorded Videos of Lawyers

Reflection Activities: At Least Once Every Other Week

The students will be graded on the basis of (i) completion of their pre-class assignments, (ii) two graded problems that they can revise for credit, (iii) a choice board where they will pick two activities to complete, and (iv) a final exam.

- If your course becomes fully remote, please describe how you plan to assess student learning through formative and summative assessments, as well as your learning activities to engage all students.
Optional Course Mapping Template

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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
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Civil Procedure Groups
Civil Procedure Groups

The Pennoyers

The International Shoes
Supporting All Students

- Review whole plan through inclusivity lens
- Very clear communication
- Lots of structure in overall course & class sessions
- Schedule time to talk to students about how to learn in new environments
- Create plan to check in with students often
Supporting All Students

- Review whole plan through inclusivity lens
- Very clear communication
- Lots of structure in overall course & class sessions
- **Schedule time** to talk to students about how to learn in new environments
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What if the tech fails during class?
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- We overwhelm our students?
- I don’t know how to take attendance?
What if my new learning activity falls flat or goes horribly wrong?

- Remember the planning fallacy
- Try a pre-mortem
- Failure is human!
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- I don’t know how to take attendance?
What is a student refuses to wear a mask?

- Stop class and remind the student
- If they will not comply, end class and report the student to the dean’s office.
GOOD, TIME TO TALK CIVIL PROCEDURE

MOUTHS AND NOSES COVERED?
What if...

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- I don’t know how to use PowerPoint?
- We overwhelm our students?
- I don’t know how to take attendance?
PowerPoint 2016: Animations
Why animate with PowerPoint?
What if...

- The tech fails?
- My new learning activity falls flat?
- We can’t hear each other in class?
- A student refuses to wear a mask?
- I don’t know how to use PowerPoint?
- We overwhelm our students?
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What if...

- The tech fails?
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- A student refuses to wear a mask?
- I don’t know how to use PowerPoint?
- We overwhelm our students?
- I don’t know how to take attendance?
6. Attendance

Please share your plan to take attendance in each class session. This will be essential for contact tracing and is required by ABA distance learning requirements. The dean’s office will send out guidance on the preferred approach.
Check In
If you opt to use student check-in, you can decide to require a 4-digit pin your students must enter when checking in. Choose a number of minutes to allow students to check in. You can always end the check-in period early.

Check In is currently turned off.

- require PIN
- No PIN

Check In Timers

Absence Email
Choose whether or not to send an email to students when they have been marked as absent.

- Yes Email on Absence
- No Email on Absence

ATTENDANCE

Check In is currently running.

Enter the 4-digit number provided by your instructor.
# Custom Course Statuses

If you would like to use custom attendance statuses, you may add them here or modify existing statuses.

<table>
<thead>
<tr>
<th>Order</th>
<th>Name</th>
<th>Points</th>
<th>Absence</th>
<th>Color</th>
<th>Delete</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>In Class</td>
<td>100.00 %</td>
<td>0.00 %</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>On Zoo</td>
<td>100.00 %</td>
<td>0.00 %</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>3</td>
<td>Excuse</td>
<td>0.00 %</td>
<td>0.00 %</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>4</td>
<td>Absent</td>
<td>0.00 %</td>
<td>0.00 %</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

[Add Status]
So we’re done!

• Remember the new Blackboard site.
• Fill out teaching plans by August 7 (or so).
• I’d love to brainstorm with you!
• Tech & policy sessions to come.
Thank you!

I’ll stick around for questions and discussion 😊