"Everything-Distanced" Teaching

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Rationale:
COVID-19 has caused ueducators to reprioritize goals and tasks in our teaching and learning, and it is clear that a wide variety of distance/online/virtual learning will continue. We educators need to help students stay motivated and engaged while they are learning remotely as well as provide guidance to our students with hands-on learning opportunities (e.g., labs, internships, real-world written assignments, etc.), and assess and support students' social and emotional learning.

Description:
In this proposal, I deliver novel and renewed teaching and learning priorities and present new ideas for adapting new classroom routines and teaching strategies for remote and/or socially-distanced teaching settings. These online and virtual teaching and learning priorities, practices, and strategies put emphasis on elastic teaching and learning, and discovery and creativity opportunities through real-world engagements.

Taken all together, the primary objective of this proposal is to foster educators' efforts and new teaching and learning practices and priorities that will be implemented in our virtual/online classrooms. Another objective of this proposal is to design virtual/online teaching and learning environment to maintain student learning capacities based on their emotional needs without a learning loss so that they can make informed judgments in the conduct of personal, professional, and civic life, and the entire society with diverse cultures by eliminating the adverse effects on COVID-19 on our higher education foundation.

Frequent and Meaningful Engagement (Priority and Strategy #1):

The implementation of this strategy is to carry out meaningful interactions with our students at least twice a week via virtual/online environment to maintain a human connection. In a virtual setting, this could look like a synchronous advisory or online meetings for class discussions. For instance, posting video lessons and check-ins for students to access asynchronously is one of the practices for the implementation of the 1st teaching priority and strategy.

Designing Independent Learning (Priority and Strategy #2):

Even in a fully remote environment, our students should have the opportunity for synchronous or asynchronous discussions, personalized feedback from us educators. Hence, the implementation of the 2nd teaching priority and strategy will focus on providing immediate, or at least frequent, feedback through online knowledge checks, comments on collaborative documents and chat to keep students motivated and moving forward. Several ways of implementing this phase are: (a) virtual meetings, (b) live chats, (c) video tutorials, and/or (d) online debates or polls via related outlets (i.e., utilizing the integrated zoom capacity on webcourses).

Cognitively Demanding Work (Priority and Strategy #3): Independently or together, our students analyze text, work through complicated math problems, perform lab duties, take online assignments, and showcase their art work etc. Hence, using formative assessment at the beginning of the semester to figure out where students might need extra support to engage with the class work is the core of

the 3rd teaching priority and strategy. Parallel to this, virtual intellectual scaffolds as smaller chunks of reminders (i.e., weekly announcements via webcourses) and constant feedback on students' work in the middle and through the end of the semester are vital in the implementation of this strategy. In these ways, centering cognitively demanding work can accelerate students academically, but it's also a way to keep them emotionally invested in remote learning.

Appraisal:
Student responses to my video lecturing and conferencing tools were very positive. The vast majority of my students found them very effective in their learning, especially during the pandemic. My strengths using and implementing this tool are: (a) being able to solve problems using the "scratch" function of zoom, (b) showing the step-by-step solutions, and (c) giving a detailed feedback showing where my students were mistaken in their calculations. One of my weaknesses was the time management during the online and virtual meetings with my students. Some of my student feedback included: "I really enjoyed the weekly video conferences because it set me up for a successful week in the class", and "He made all the information very accessible and it helped me understand the topics so much better. The videos were also very helpful."

References:
Ferrer, Michelle E., and David D. Laughlin. "Increasing College Students' Engagement and Physical Activity with Classroom Brain Breaks." Journal of Physical Education, Recreation; Dance 88, no. 3 (2017): 53–56. https://doi.org/10.1080/07303084.2017.1260945.

Link or explanation: Here is one of the lecture videos as a pedagogical practice I have created including the in-lecture-note exercises as student tools. In-lecture-note exercises are given to students for work and they submit back on webcourses. Thus, other faculty members can see my exercises and solutions in this video. Link:
https://www.youtube.com/watch?v=NETFdpwYspA&t=37s