Engaging Students in a Physically Distanced Classroom: Activity Planner

This activity planner is relevant **only** if you are teaching a course where you **and/or** your students will have regular in-person interactions during the semester.

*Please note that, even if you are teaching an in-person class, you may have students who will join you synchronously via Zoom or complete some activities asynchronously due to COVID-19 concerns and constraints.*

Preparing for the fall 2020 in-person classroom experience will require renewed focus on logistics, flexibility, and classroom management. This activity planner will help you think about how your students might continue to interact, collaborate, and produce and share learning artifacts in current teaching and learning circumstances.

# Course information

* Course number and name:
* Course level (check box that applies to this course, click on the box to check it )

Freshman/first-year experiences

Lower-level

Upper-level

Graduate

Other (please explain)

* Where will your students be located during your class meeting? Check **all** that apply for your course format.

In the classroom

Online on videoconference (Zoom\*)

* Where will you be located? Check **all** that apply for your course format.

In the classroom

Online on videoconference (Zoom\*) and co-facilitating with a classroom assistant

\* *Zoom is the official IU technology supported in classrooms for video-conferencing*

* What types of technology will be available in the classroom you will be teaching your in-person/hybrid class? E.g., Zoom, Kaltura, Document Camera, etc.

# How to use the planner

1. The planner consists of four tables –planning and introducing your activity, implementing and monitoring it, debriefing on activity outcomes, and reflections and troubleshooting.
2. Each tables has two columns - comparing a pre-pandemic classroom and a physically-distanced classroom with several guiding questions to help you plan your activity.
3. If you are wondering how to **modify an existing in-class activity** that usually worked well in your pre-pandemic class, **start with the left column** first.
4. If you have **not used specific in-class activities**, you can **directly start with the right** column. You can get some ideas for in-class activities by looking at these handouts on [classroom assessment techniques](https://vcsa.ucsd.edu/_files/assessment/resources/50_cats.pdf) and [collaborative learning techniques](https://library.gwu.edu/sites/default/files/tlc/CoLT%20Quick%20Reference%20%281%29.pdf).
5. Before your begin planning your activity in the physically distanced classroom, watch [this simulation video](https://iu.mediaspace.kaltura.com/media/1_3f1earnj) created by UITS to get an idea what your physically distanced classroom could look like.

# **Planning and introducing the activity**

Briefly answer the following questions

|  |  |
| --- | --- |
| **Pre-pandemic Classroom** | **Physically-Distanced Classroom** |
| Complete this column **only** if you already have a previously implemented activity in mind. If not, complete only the right column   * What was the purpose of the activity? How does this activity connect to a learning objective/outcome in your course? * What were the tasks involved? * How much time did the activity and debrief take? * Did you grade them on their participation or any products they create? * How did you introduce the activity to your students? * How do you confirm your students understood what you are asking to do? | * What is the purpose of the activity? How does this activity connect to a learning objective/outcome in your course? * Do you need to do this activity in the classroom? Or can it be done asynchronously and still help students meet the learning objective? * What are the tasks involved? * How much time will the activity and debrief take? Remember, to build in some flex time for any tech issues and set-up for your classroom context. * Will you be grading them on their participation or any products they create? If graded, consider keeping it low-stakes, i.e., accounts only for a small portion of their total grade? * How do you plan to introduce the activity to your students? * How will you confirm your students understood what you are asking them to do? * If you will be online and have a classroom assistant in class, what role will they play in planning and introducing this activity? |

# **Implementing and monitoring the activity**

Briefly answer the following questions

|  |  |
| --- | --- |
| **Pre-pandemic Classroom** | **Physically-Distanced Classroom** |
| Complete this column **only** if you already have a previously implemented activity in mind. If not, complete only the right column.   * Did students work individually? Did they work with one or more students in the class? Or was it a combination of individual and small group work? * How did you ensure every student was on task? Did you walk around the classroom and provide feedback as students worked? * How did you handle classroom disruptions and off-task students? * What tools, physical and electronic, were required to complete the activity successfully? How did you and your students use them? Physical tools could include paper, writing instruments, models, kits, artifacts, etc. Electronic tools could use computers and associated applications, videos, audio, etc. | * Will students work individually? Will they work with one or more students? Will in-person students work with virtual students? How will they collaborate and share their work? * How will you ensure your in-person students are on task while still following physical distancing protocols? If they have questions, how will you clarify them? * How will ensure your virtual students are on task? If they have questions, how will you know and clarify them? * How do you plan to handle classroom disruption, off-task students, in both the in-person and virtual setting? * If required, can you and your students safely use and share any physical tools such as paper, writing instruments, models, kits, etc. for this activity? * How will the virtual students make use of these tools? * Will you and your students require any electronic tools? How will you and your students use them? Electronic tools could could include computers and associated applications, videos, audio, etc. Think how you can leverage Zoom, Canvas, and Google tools to make this more fun, productive, and safe for your students. Visit [Tool Finder at IU](https://toolfinder.iu.edu/) to explore options! * If you will be online and have a classroom assistant in class, what role will they play in helping you in implementing and monitoring this activity? |

## **Debriefing on activity outcomes**

Briefly answer the following questions

|  |  |
| --- | --- |
| **Pre-pandemic Classroom** | **Physically-Distanced Classroom** |
| Complete this column **only** if you already have a previously implemented activity in mind. If not, complete only the right column.   * Did students create a physical or electronic product at the end of the activity? Did every student create a product? Or did each group create one product? Did you ask your students to submit that product? * How did you and your students reflect on/discuss the activity outcomes and give feedback at the end of the class meeting? Or did you collect the product and provide feedback during the next class meeting or later? | * Will students create a physical or electronic product at the end of the activity? Does every student create a product? Or will each group create one product? * With the risk that physical products run the risk of virus contamination, can you require that students create and submit only electronic products? What would that look like? * How will you and your students reflect on/discuss the activity outcomes? At the end of the class meeting? Or will you review students products later and provide feedback during the next class meeting? * If you will be online and have a classroom assistant in class, what role will they play in helping you in debriefing on activity outcomes? |

# **Reflections and Troubleshooting**

Briefly answer the following questions

|  |  |
| --- | --- |
| **Pre-pandemic classroom** | **Physically-distanced classroom** |
| Complete this column **only** if you already have a previously implemented activity in mind. If not, complete only the right column.  What issues did you encounter when you and your students engaged in this activity? If and how did you solve them?  Think logistical, technological, and/or social issues. | What issues might you encounter when you and your students engage in this activity?  Think logistical, technological, and/or social issues in the context of the physical distancing protocols and any new technology you will be using. |