

**GETTING READY FOR SEMESTERS**

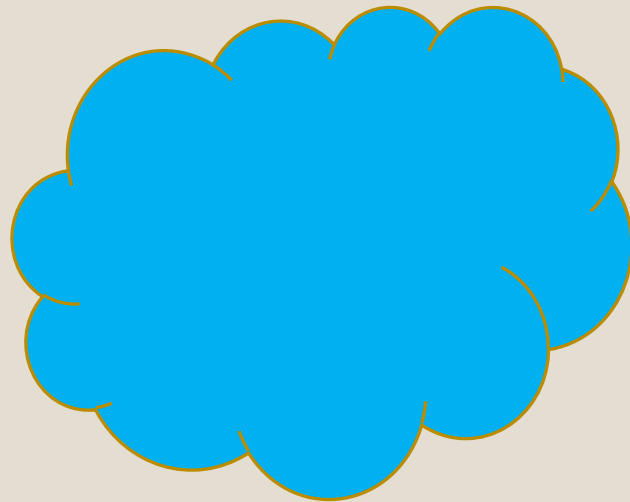
# OUR OUTCOMES

- Examine the new semester time modules
- Review best practices for semester success
- Determine how changes in time modules affect my teaching
- Apply active learning strategies to help with pacing
- Reflect on my next steps to better prepare for semesters

# LESSONS LEARNED: OTHER Q2S CAMPUSES

- **Conversion is an adjustment: Expect changes in attitudes**
- **Build community in your classroom**
  - **Learn your students' names!**
    - Use table tents (these can help you with attendance)
    - Call students by their names
  - Do not complain to students if they're not– it hurts class morale
- **Cultivate community with colleagues**
- **Expect weeks 7 and 8 to be rough: cookies!**

# DEEP BREATH



**HOW HAS YOUR COURSE  
CHANGED DUE TO Q2S?**

# HOW HAS THE COURSE CHANGED?

- Course “converges”
- ABC sequence course over 2 quarters occurs over 2 semesters
- Be sure to view the Course Proposal Form so that you know where the course “splits”

COURSE A

COURSE B

COURSE C

COURSE A +  $\frac{1}{2}$  B

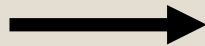
COURSE  $\frac{1}{2}$  B + C

# HOW HAS THE COURSE CHANGED?

## ■ Course “diverges”

- An old course is no longer offered in the curriculum and topics must be put in other courses
  - A new course in the curriculum was added (e.g., new topics, new area of discipline)
  - An existing course is split into more in depth coverage of the topic
- View course proposal form so that you understand the new course objectives (i.e., what is added, what is removed)

Communication  
Theory  
COMM 450

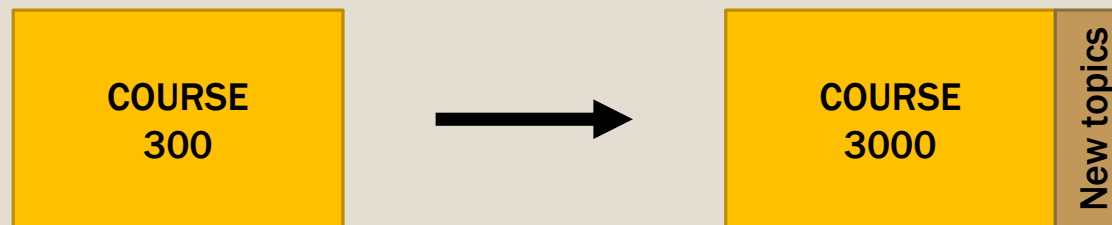


Theories of  
Communication:  
Social Sciences  
COMM 3100

Theories of  
Communication:  
Humanities  
COMM 3200

# HOW HAS THE COURSE CHANGED?

- Course “stays the same”
  - Even identical courses might have new topics (from other diverged courses)
  - You still must consider new pacing of this course over the semester
- View course proposal form to check if any course objectives or topics were added or revised.





# TO DO ASAP

- Ask your chair for the course proposal form.
  - Note any new course objectives– you must teach using these in the new semester term.
  - Has any new content been added?
    - 4.5 quarter units = 3 semester units!
- Find out what time module you will be teaching in.
  - Work on aligning your class schedule within that meeting pattern.

# STANDARD CLASS TIME MODULES

## BEFORE (Quarter)


- 4 h
  - 230 minutes 1x per week for 10 weeks
- 1 h 40 min
  - 100 minutes 2x per week for 10 weeks
- 1 h 10 min
  - 70 minutes 3x per week for 10 weeks

## AFTER (Semester)

- 2h 45 min
  - 150 minutes 1x week for 15 weeks  
(**165 minutes with 15 minute break**)
- 1h 15 min
  - 75 minutes 2x per week for 15 weeks
- 50 minutes 3x per week for 15 weeks

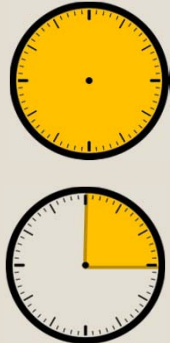
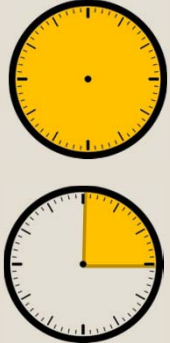
# SEMESTER TIME MODULES

- Once a week class meetings = 150 minutes per class (**165 minutes with mandatory 15 minute break**)

Monday	Tuesday	Wednesday	Thursday	Friday
				




# SEMESTER TIME MODULES

- Twice a week class meetings = 75 minutes per class

Monday	Tuesday	Wednesday	Thursday	Friday
				

# SEMESTER TIME MODULES

- Three times a week class meetings = 50 minutes per class

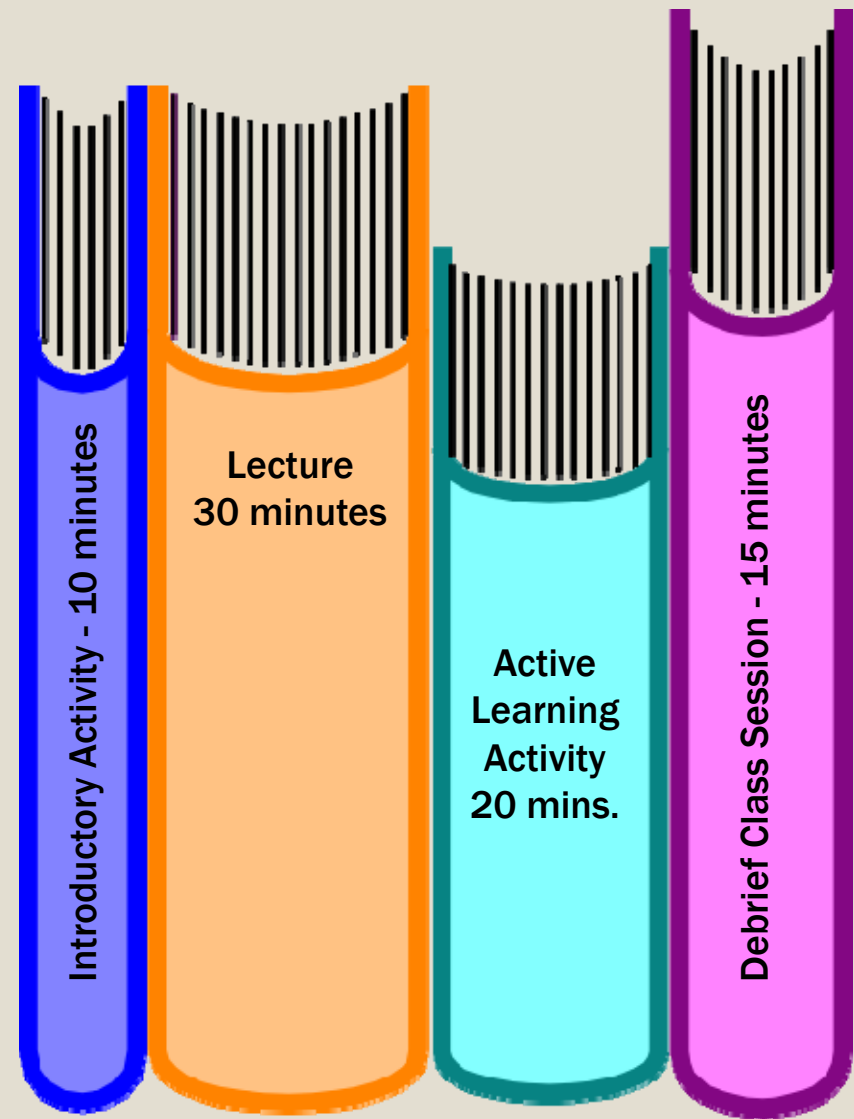
Monday	Tuesday	Wednesday	Thursday	Friday
				

## BOOKEND APPROACH

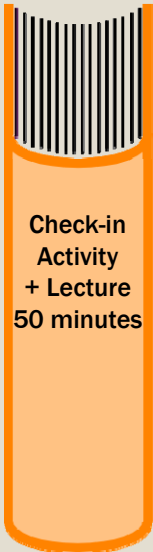

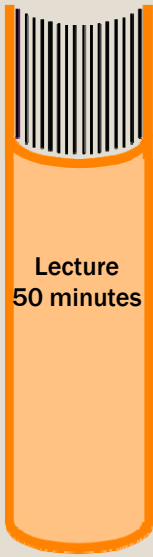
Break up class sessions with lecture and active learning activities. Be sure to introduce each class session and leave time to debrief each activity.

75 minute class session can include:



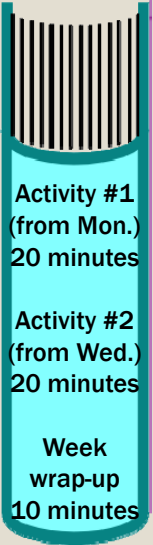
- 10 min introduction
- 30 min lecture
- 20 min activity
- 15 min wrap-up



# BOOKEND THE WEEK

Monday	Tuesday	Wednesday	Thursday	Friday
 <p>Check-in Activity + Lecture 50 minutes</p>		 <p>Modeling + Activity 50 minutes</p>		 <p>Lecture 50 minutes</p>

# ANOTHER BOOKEND OPTION

Monday	Tuesday	Wednesday	Thursday	Friday
 <p>Preview Week 5 minutes</p> <p>Lecture 45 minutes</p>		 <p>Lecture 50 minutes</p>		 <p>Activity #1 (from Mon.) 20 minutes</p> <p>Activity #2 (from Wed.) 20 minutes</p> <p>Week wrap-up 10 minutes</p>



# A CAT IN A BAG



- The new time modules can guide your course structure
- Shorter sessions call for more organization

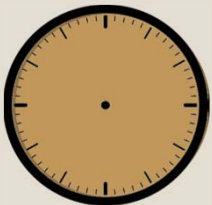
# RATIONING



Ration course content by using a little less each week.

# YOU ARE NOT JUST ADDING 5 WEEKS!

Quarters  
100  
minute  
class  
sessions



Week 1 Mtg 1	Week 1 Mtg 2
Syllabus Community-building Set expectations	Topic #1 Topic #2 Topic #3
Week 2 Mtg 1	Week 2 Mtg 2
Topic #4 Topic #5 Topic #6	Topic #7 Topic #8 Topic #9
Week 3 Mtg 1	Week 3 Mtg 2
Topic #10 Topic #11 Topic #12	Topic #13 Topic #14 Topic #15
Week 4 Mtg 1	Week 4 Mtg 2
Topic #16 Topic #17 Topic #18	Topic #19 Topic #20 Topic #21
Week 5 Mtg 1	Week 5 Mtg 2
Topic #22 Topic #23 Topic #24	Midterm

Semesters  
75  
minute  
class  
sessions



Week 1 Mtg 1	Week 1 Mtg 2
Syllabus Community-building Set expectations	Topic #1 Topic #2
Week 2 Mtg 1	Week 2 Mtg 2
Topic #3 Topic #4	Topic #5 Topic #6
Week 3 Mtg 1	Week 3 Mtg 2
Topic #7 Topic #8	Topic #9 Topic #10
Week 4 Mtg 1	Week 4 Mtg 2
Topic #11 Topic #12	Topic #13 Topic #14
Week 5 Mtg 1	Week 5 Mtg 2
Topic #15 Topic #16	Topic #17 Topic #18
Week 6 Mtg 1	Week 6 Mtg 2
Topic #19 Topic #20	Topic #21 Topic #22
Week 7 Mtg 1	Week 7 Mtg 2
Topic #23 Topic #24	Topic #25 Topic #26
Week 8 Mtg 1	Week 8 Mtg 2
Midterm	

Class  
activity

Class  
activity

# COURSE SCHEDULE TEMPLATES

Course Schedule: Meeting 1x a week (165 minute sessions with 15 minute break)

Week	Date	Topic	Readings/ Assignments Due
1	MM-DD	Introduction to the course, review the syllabus, set expectations, community building exercise	
2		Topics:	
3		Topics:	
4		Topic:  In-class activity	
5		Topics:	
6		Topics:	
7		Topic:  In-class activity - Midterm Review	
8		Midterm Exam	
9		Topics:	
10		Topics:	
11		Topics:	
12		Topic:  In-class activity	
13		Topics:	
14		Topics:	

Course Schedule: Meeting 2x a week (75 minute sessions per week)

Week	Date	Topic	Readings/ Assignments Due
1		Introduction to the course, review the syllabus, set expectations, community building exercise	
		Topics:	
2		Topics:	
		Topics:	
3		Topics:	
		Topics:	
4		Topics:	
		In-class Activity	
5		Topics:	
		Topics:	
6		Topics:	
		Topics:	
7		Topics:	
		In-class activity - Midterm Review	
8		Midterm Exam	

Course Schedule: Meeting 3x a week (50 minute sessions per week)

Week	Date	Topic	Readings/ Assignments Due
1	Mon.	Introduction to the course, review the syllabus, set expectations, community building exercise	
	Wed.	Topics:	
	Fri.	Topics:	
2	Mon.	Topics:	
	Wed.	Topics:	
	Fri.	Topics:	
3	Mon.	Topics:	
	Wed.	Topics:	
	Fri.	Topics:	
4	Mon.	Topics:	
	Wed.	In-class activity	
	Fri.	Topics:	
5	Mon.	Topics:	
	Wed.	Topics:	
	Fri.	Topics:	

# GET REGULAR FEEDBACK

In-Class  
Activity/Feedback

4

In-Class  
Activity/Feedback

7

In-Class  
Activity/Feedback

12

Course  
Debrief

15

Semester: 15 Weeks

Midterm

5

Final

10

Quarter: 10 Weeks

# ACTIVE LEARNING CONTINUUM



100 % Lecture

CHECKING FOR STUDENT UNDERSTANDING

Easy

Moderate

Ambitious

Posing  
questions to  
students

Some students  
answer

Team-based  
Learning

Collaborative  
Learning

All students  
participate the  
entire class session

# YOU CAN START THE FIRST DAY OF CLASS

CHECKING FOR STUDENT UNDERSTANDING

Easy



- Name 2 things you learned in the prerequisite to this course
- What do you remember from the last course on this topic?
- Name things you are interested in learning this term
- One minute paper
- Initial Discussion Forum
- Pre-class survey

*Enter something in your syllabus table!*

# DURING THE TERM

CHECKING FOR STUDENT UNDERSTANDING

Easy



- Think-pair-share
- Cold call on students (make sure this is clear in syllabus)
- Use guided practice/clear instructions for independent work
- Class back channel
- Explain it back to me
- In class reading – scaffold importance of readings

*Enter something in your syllabus table!*



# DURING THE TERM

CHECKING FOR STUDENT UNDERSTANDING

Moderate



- **Mid-semester check in (can be online in Moodle)**
- **Start every session with a scenario where students must make predictions**
- **Assign rotating teams and team leaders during group work**
- **Use fishbowl or grab bag to get quiet ones talking**
- **Use “No Opt Out” questioning**

*Enter something in your syllabus table!*

# DURING THE TERM

CHECKING FOR STUDENT UNDERSTANDING

Ambitious



- **Collaborative Problem-Based Learning, Team-Based Learning**
- **Case Studies, Role Plays, Mock Trials, etc.**
- **Flip your course**
- **Semester-long projects**

*Enter something in your syllabus table!*

# HOW THE CETL CAN HELP

- **Become a CETL T.E.C.H. (Technology-enhanced certificate holder)**
  - **3 Moodle core workshops + 3 elective workshops**
  - **Get access to Moodle template**
- **Take CETL's 2-day Active Learning Workshop**
- **Apply for CETL's Hybrid Course Development Program**
- **Take a Quality Matters online workshop**
  - **Teaching Online**
  - **Applying the Quality Matters Rubric**
- **Introduction to Teaching Online Using QOLT (Quality Online Learning and Teaching Rubric) workshop**

# HOW THE BOOK OR PUBLISHER CAN HELP

- See sample syllabi or schedules
- Leverage publisher online quizzes to ensure students do the reading before class
- Incorporate textbook or author suggested activities to do a deep dive into some topics
- Leverage open educational resources (OERs) or online multimedia to supplement readings and textbooks

# HOW MOODLE CAN HELP

- Assign reading, but pair with online quiz.
  - Holds students accountable to assigned reading.
- Collect assignments electronically via Moodle.
  - Save class time, have students turn in work before coming to class.
- Continue the conversation even when class ends.
  - Pick up the discussion online using a Moodle Forum.

# PLEASE TAKE THE SURVEY

- <http://sgiz.mobi/s3/Q2S-What-to-Expect-Feedback>

Let us know what other Q2S topics we can program for you.