

Resource Guide

Revisiting the How and the Why of Intentional Course Design

After entering the pandemic, faculty had to make a rapid change in the way their content was delivered; everyone moved to a synchronous, asynchronous or mixed method of delivery. As we focus on the coming semester, faculty may need to employ additional intention regarding how learning happens in your course as the way we hold classes and how students attend them will, in all likelihood, look very different.

Pedagogical Considerations

- Think about your course materials and activities in the context of various delivery methods.
 - When decisions are made to have students to work in pairs or small groups, work in teams or jigsaw, they are made intentionally. Additional intention may be needed to address how students participate in activities if they are separated by distance and if they are separated by both distance and time. Will the same activities still work? What changes may need to be made? What kind of logistical challenges need to be considered?
- If the choice is to meet in a classroom, things will be different.
 - It is uncertain how classrooms will look and function in the upcoming semester, but it will be different. At a minimum classrooms will hold fewer students than we are accustomed to because desks and tables will be spaced for social distancing. Students and faculty will be asked to wear masks. Entering and leaving rooms may require logistical considerations. How will this impact how we operate in a classroom? How will this classroom design impact activity planning?
- Interrogate the rationale for content being delivered in the same way it always has.
 - In many instances, content is tweaked and updated, but this is not always so with regard to how the content is being delivered semester to semester. The choice of how content is delivered has impacts on everyone involved. Having students come into a classroom to hear a lecture may not be necessary or ideal. Consider how reduced time with students could be used more purposefully. Lectures can be prerecorded instead, and time in the classroom can be a place for activity, a space for inquiry or a time to provide context for those in physical or virtual attendance. Consider then, what activity or space for inquiry may be provided for students who are participating asynchronously.

Resources

Bruff, D. (2020, June 12). Active Learning in Hybrid and Socially Distanced Classrooms. Retrieved June 23, 2020, from <https://cft.vanderbilt.edu/2020/06/active-learning-in-hybrid-and-socially-distanced-classrooms/>

Faculty Guidance for Fall 2020 Instruction. (2020). Retrieved June 23, 2020, from https://www.slu.edu/provost/distance_education/guidance-for-fall-2020-instruction/index.php

Forbes, L. (2020, June 08). Fostering Fun: Engaging Students with Asynchronous Online Learning: Faculty Focus. Retrieved June 23, 2020, from <https://www.facultyfocus.com/articles/online-education/fostering-fun-engaging-students-with-asynchronous-online-learning/?st=FFdaily%3Bs>

For more information or to discuss how you might incorporate these ideas into your courses, contact the Reinert Center by [email](#).