

Designing Your Online or Hybrid Learning Environment

This activity will help you design or redesign classroom activities for new contexts and constraints you may be facing as you transition to teaching in online and hybrid environments.

See pages 3-4 for an example of how an educator uses the Transcend cards to think through redesigning classroom activities for learners in a hybrid context.

Step 1: Identify your context and constraints.

Context: _____

Constraints:

1. _____

2. _____

3. _____

Step 2: Identify target learning science principles.

Use your Design for Learning Cards to identify 3 principles that you find challenging to uphold given the context and constraints you are working under.

Step 3: Brainstorm Solutions

Goal (choose one from the back of the card)	Blockers (How do your constraints make it difficult to meet the goal?)	Possible Solution

Step 4: Implement and Test

Solution	How will you know if it is working?
1.	
2.	
3.	

Designing Your Online or Hybrid Learning Environment

This activity will help you design or redesign classroom activities for new contexts and constraints you may be facing as you transition to teaching in online and hybrid environments.

Step 1: Identify your context and constraints.

Context: *In person 2 days a week, online 3 days a week
(or. all online, live virtual classes daily; etc)*

Constraints:

1. *Students must stay 6 feet apart during in person learning.*
2. *Some students are only able to connect to the internet once per day for an hour*
3. *Students work online at different times.*

(or. not all students have strong internet for live virtual classes; etc)

Step 2: Identify target learning science principles.

Use your Design for Learning Cards to identify 3 principles that you find are challenging to uphold given the context and constraints you are working under.

Identity

Sense of Belonging

People learn best when they feel connected to, as well as accepted by, the people and environment around them.



Motivation

Sense of Control

People learn best when they perceive that they have meaningful and appropriate agency over their learning.



Cognition

Focused Attention

People learn best when they direct their focus toward the content and experiences most relevant to learning.



Step 3: Brainstorm Solutions

Challenge (choose one from the back of the card)	Blockers (How do your constraints make it difficult to meet the challenge?)	Possible Solution
<i>Providing all learners with opportunities to be heard and encourage participation.</i>	<ul style="list-style-type: none"> • <i>Students have questions when I'm not immediately available to answer.</i> • <i>By the time students are back in the classroom, they've forgotten some of their questions.</i> 	<i>Put students in learning partner pairs or groups of three. Encourage students to reach out to their learning partners for help when they need it. Set up work so that learning partners give one another feedback on their work before the teacher does.</i>
<i>Minimize external barriers to Learning. (i.e. lack of reliable Internet access for synchronous learning.)</i>	<ul style="list-style-type: none"> • <i>Lack of Internet access.</i> • <i>Lack of immediate help during asynchronous learning.</i> 	<i>Structure lessons so that students can use the internet and devices at school. Load flash drives with any content students might need when they are home. Teach students to use the toll-free Zoom phone number to connect from a landline (if available).</i>
<i>Help learners feel physically and psychologically safe and healthy.</i>	<ul style="list-style-type: none"> • <i>Students have family members who are front line workers</i> • <i>Unemployment has led to students feeling overwhelmed.</i> 	<i>Only assign essential work to students. Help students schedule exercise or play time in their day. Connect students with appropriate counseling services like keep.meSAFE</i>

Step 4: Implement and Test

Solution	How will you know if it is working?
1.	<i>Students work with their learning partners and go to them first when they have questions.</i>
2.	<i>Students are coming to class with their work completed and questions to ask.</i>
3.	<i>Students are not overwhelmed with work/homework. They schedule time to play and exercise in their day.</i>