



I HAVE MANY SKILLS

BECOMING THE
OF TEACHING
MODALITIES



Presented by Tara Coleman and Mariya
Vaughan

LAND ACKNOWLEDGEMENT

As the first land-grant institution established under the 1862 Morrill Act, we acknowledge that the state of Kansas is historically home to many Native nations, including the [Kaw](#), [Osage](#), and [Pawnee](#), among others. Furthermore, Kansas is the current home to four federally recognized Native nations: The [Prairie Band Potawatomie](#), the [Kickapoo Tribe of Kansas](#), the [Iowa Tribe of Kansas and Nebraska](#), and [Sac and Fox Nation of Missouri in Kansas and Nebraska](#).



WHO WE ARE



Tara Coleman

Associate Professor, Kansas State University
Libraries

Coordinator, K-State First Book

Taught: Adulting 101 learning community



Mariya Vaughan

Assistant Director, K-State First

Taught: Muggle Studies: How Harry Potter Shaped the
World learning community



An Aspirational Hero

Xena is a complex character, but is always striving to be better and to help others...



WHY
XENA?



A Storyteller

Gabrielle uses empathy and compassion to solve problems...

WHY
GABRIELLE?



WHAT WE'RE DOING TODAY

1

Introductions

Tell us a little about yourselves and the challenges you've faced

2

Teaching Modalities

We will share some of the teaching modalities we used and the skills we learned

3

Breakout Rooms

Together we'll work to troubleshoot some challenges you faced and skills you'd like to utilize

4

Group Debrief

What skills can we share with each other and use moving forward?



1

INTRODUCTIONS

In the padlet...

Find the column that highlights a challenge you faced this semester.

1. Share your name
2. Share your institution
3. Share the specific challenge you faced while teaching in 2020 and any help or skills you'd like to build to address it moving forward



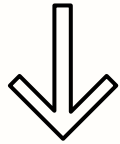
2

TEACHING MODALITIES

Why teach one way, when
you could teach 5 different
ways?

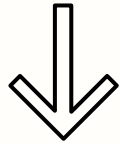


OUR TEACHING MODALITIES



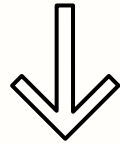
In-Person

6-ft apart and
masked up



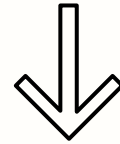
Hybrid/Hyflex

Some in classroom,
some zooming in



Synchronous

Meeting during
scheduled class
times



Asynchronous

Adapting materials
to be self-led each
week



WHAT SKILLS DID WE LEARN?

1 **RADIATE PURPOSE IN COURSE CONSTRUCTION**



Ask a peer to review your syllabus, assignments, and Canvas page for clarity, organization, and purpose.

Create a consistent class routine to help students be more organized and experience less stress.

For example: Mondays: introduce content, Fridays: synchronous Zoom session, Sunday: assignments due

Hide unneeded or duplicate tabs in Canvas and organize everything under modules.

2 **BUILD A STRONG ONLINE COMMUNITY**



Create short videos to humanize your course. Talk about the structure of the week, goals for an assignment, or why you are interested in the subject matter.

Build community with and among your students through introduction videos on Canvas, use breakout rooms in Zoom for smaller discussions, and start class by inviting students to share their voice and thoughts.

3 **CREATE AN INCLUSIVE CLASSROOM COMMUNITY**



Intentionally incorporate content from diverse authors and perspectives.

Encourage diversity of thought and dialogue among differences by inviting students to provide an alternative perspective and modeling this yourself.

Use student friendly language by avoiding jargon, *like KSFb book*, and explain acronyms and new terms.

- | See the Glossary of Terms.

- | Explore additional ways to make your teaching more inclusive here.

4 **FOCUS ON STUDENT SUCCESS STRATEGIES**



Break down complex tasks, scaffold learning activities, and provide timely feedback.

Connect to and encourage students individually through email and “student office hours.”

Share campus resources at strategic times during the semester.

For example: connect with the Tutoring Center before an exam or the Writing Center before a paper is due.

5 **SURFACE LEARNING THAT HAPPENS IN THE MOMENT**



Acknowledge uncomfortable statements, such as “*I was abused by a parent*,” said in class publicly and do a wellness check with the student privately.

Keep a pulse on what is going on in your students’ lives, be it on campus or around the nation, and provide time and space for student dialogue, *for example, the #BlackatKState movement this summer.*

6 **SHARE ENTHUSIASM & PURPOSE - REMIND STUDENTS WHY IT ALL MATTERS**



Let your passion for your discipline or teaching show!

Tell students why you chose a specific text, the purpose of an assignment, and how their learning connects to their everyday experiences.

- | Learn more about Trickle Down Engagement with Don Saucier here.



SKILLS **MARIYA** LEARNED/LEVERAGED:



Course Content

Uploaded videos of myself to introduce content for each weekly unit



Technology

Utilizing Zoom, padlet, Google Slides, etc



Classroom Management

Creating shared expectations at beginning



Health/Mental Health

Addressing mental health concerns of students - built in flexibility



Community Building

Leveraging empathy, relying on others for support



Social Justice

Incorporating antiracist and inclusive policies

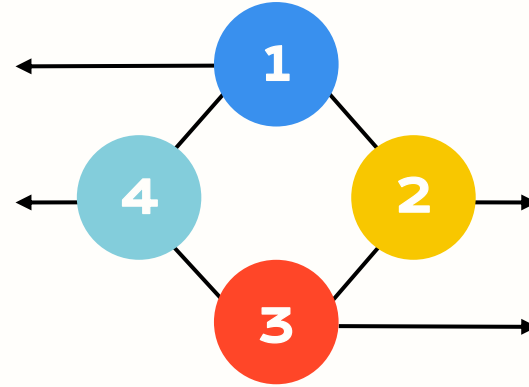


MARIYA'S WEEKLY COURSE SCHEDULE



Mondays
Weekly module
releases + intro video
to unit/topic

Sundays
Larger
assignments due



Wednesdays
Synchronous hybrid
class + small hw

Fridays
Synchronous virtual
class + small hw

COURSE CONTENT EXAMPLE

SKILLS TARA LEARNED/LEVERAGED:



Course Content

Offered the option to write or record assignments



Classroom Management

Creating shared expectations at beginning



Community Building

Leveraging empathy, relying on others for support



Technology

Balancing tech in classroom - utilizing digital tools such as Zoom and Kahoo, why teaching in a flex classroom



Health/Mental Health

Addressing mental health concerns of students - built in flexibility



Surface learning

Address issues and topics as they come up, even if it isn't part of the curriculum



TARA'S CANVAS PAGE

Contact info

Welcome Video



Instructor Information

Name: Tara Coleman
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Learning Assistant Information

Name: Sam Scervo
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Text: (913) 710-8436

Student hours: Wed at 11 am via [Zoom](#) ⚡
(password - adulting)

In this class, we will explore topics and life skills people are not often taught in school.

What texts do I need?

- The Boy Who Harnessed the Wind - William Kamkwamba (Sent out with your welcome box)
- [Your Journey to First-Year Success](#) ⚡ (Free textbook)
- Articles, videos, and podcasts found here in Canvas

Sidebar links

[Fall 2020](#)
[Home](#)
[Grades](#)
[People](#)
[Library Resources](#)

Graphic links



[Syllabus](#)



[Class PowerPoints](#)



[Zoom class
\(password - adulting\)](#)



[Feedback](#)

COURSE CONTENT EXAMPLE



3

BREAKOUT

- What challenge would you like to troubleshoot with your group?
- What skills do you and others have that would help to address this?
- How will you utilize these skills moving forward?



Go On...



4

BRINGING IT ALL TOGETHER

What are some of the challenges and skills you discussed in your groups?



THANKS!

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Mariya Vaughan: mbjv@ksu.edu



@kstatefirst



RESOURCES



- Indigenous Land Acknowledgement <https://www.k-state.edu/diversity/about/landacknowledge.html>
- The 6 tips for a strong teaching and learning experience https://www.k-state.edu/first/resources/6%20Tips%20For%20Teaching_Fall%202020.pdf

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