

LIST OF VIDEOS

Note From the Publisher: The authors have provided video and web content throughout the book that is available to you through QR (quick response) codes. To read a QR code, you must have a smartphone or tablet with a camera. We recommend that you download a QR code reader app that is made specifically for your phone or tablet brand.

Videos may also be accessed at resources.corwin.com/DLPlaybook-college

Introduction 1

Doug Fisher (San Diego State University, Educational Leadership) introduces the goals of this version of the book. 1

John Almarode (James Madison University, Education) explains the principles of Visible Learning. 3

John Hattie (University of Melbourne, Education) talks about distance learning in higher education and what's different. 6

Nancy Frey (San Diego State University, Educational Leadership) delivers a message to our colleagues. 8

Module 1: Self-Care

Mathew Mansoor (Cuyamaca Community College, Psychology) talks about striking a work–life balance. 16

Module 2: The First Week of Classes

Mark Laumakis (San Diego State University, Psychology) shares how he sets norms and routines. 30

Alex Gonzalez (San Diego State University, Educational Leadership) talks about introducing the learning management system. 36

Josh Streeter (James Madison University, Theater and Dance) shares how to start strong on the first class meeting. 39

Module 3: Faculty–Student Relationships From a Distance

Hilary Campbell (Blue Ridge Community College, Psychology) discusses how she maintains a strong student–faculty relationship. 48

Marva Cappello (San Diego State University, Education) shares the importance of mentoring teaching and graduate students. 49

Susan Almarode (University of Virginia, Nursing) explains how to convey warmth, trust, and empathy.	54
Pamyla Yates (Blue Ridge Community College, English) explains how to convey warmth, trust, and empathy.	54

Module 4: Teacher Credibility at a Distance

Dominique Smith (Cuyamaca Community College, Social Work) discusses teacher credibility in higher education.	66
Susan Almarode (University of Virginia, Nursing) shares her story about developing her passion for nursing to enhance credibility.	68
James Wangberg (University of Wyoming at Laramie, Entomology) describes how to leverage and maintain competence.	70
Shayna North (Cuyamaca Community College, Nutrition) explains how to let our passion shine from a distance.	72

Module 5: Teacher Clarity at a Distance

Jamie Frueh (Bridgewater College, Political Science) discusses teacher clarity in higher education.	79
Angie Hackman (Cuyamaca Community College, Biology) discusses how to explicitly share learning intentions and success criteria.	90
Mathew Mansoor (Cuyamaca Community College, Psychology) shares ways to make learning relevant from a distance.	96

Module 6: Engaging Tasks at a Distance

Marisol Thayre (Cuyamaca Community College, English) explains the importance of engaging learners from a distance.	100
Josh Streeter (James Madison University, Theater and Dance) talks tools for supporting learner engagement.	103
Susan Almarode (University of Virginia, Nursing) talks tools that serve specific functions and conditions.	104
Katie Dawson (University of Texas at Austin, Theater and Dance) describes what makes an authentic task from a distance.	109
Nancy Jones (San Diego State University, Business) shares video cartoons as a way to engage learners.	112

Module 7: Planning Learning Experiences at a Distance

Marisol Thayre (Cuyamaca Community College, English) discusses modeling and teaching during remote instruction.	120
Joseph Assof (Cuyamaca Community College, Mathematics) talks about moving tasks online.	124

Helina Hoyt (San Diego State University, Nursing) discusses the use of simulations in remote learning.	137
Margaret Marangione (Blue Ridge Community College, English) explains how to develop authentic, independent tasks from a distance.	139

Module 8: Feedback, Assessment, and Grading

Bobby Chambers (San Diego City College, Communications) discusses the importance of giving and receiving feedback.	144
Stuart Voytilla (San Diego State University, TV and Film) discusses formative assessments in remote learning.	150
John Almarode (James Madison University, Education) explains how to generate student self-feedback and peer-to-peer feedback.	151
Katie Hughes (San Diego State University, English) highlights the role of feedback in teaching writing.	152
Angie Hackman (Cuyamaca Community College, Biology) talks about competency-based assessments.	156

Module 9: Keeping the Focus on Learning, Distance or Otherwise

Stephanie Holmsten (University of Texas at Austin, International Relations and Global Studies) explains the importance of socioemotional learning in higher education.	161
Annaleah Gonzalez (Cuyamaca Community College, Health Sciences) describes how to foster collective learning in higher education.	165
David Daniel (James Madison University, Psychology) closes with a call to focus on what matters most.	165