

# Tips for distance learning using audio conversations

Jimena Alvarado

[www.everydaysocialjustice.com](http://www.everydaysocialjustice.com)

## The Magic of conversations:

Flipped classroom origin  
SELF Reflection  
Critical thinking  
Dialogue  
Verbal processing  
Fast exchange - feedback  
Spacing: timing, digesting. Nothing big, lots of nibbles  
Choice of materials: easy to digest, ownership, simple language  
Everybody prepped!

## The Setup

Informed consent: multiple notifications before term  
Sending out syllabus  
Including introductory video describing course  
Open course a few days early  
Doodle poll: 6am -11pm, 7days/wk  
Poll due 2<sup>nd</sup> day 3pm – hard deadline  
Multiple notifications of deadline  
Warn folks to check email VERY often M-Th  
Create groups evening second day, notify  
Quiz end week 1 – conditional release wk2:  
confirming logistics and committing to routine.  
Create discussion board for group connection. Suggest introduction  
Complex setup, runs easy once established

*“Take this quick poll to let me know the ALL the times you could meet with your group each week. Pick ALLLLL the days you could possibly meet, then I'll play matchmaker and find folks to connect you with. The more days you have available, the easier it is for me to match you. The more availability you list, the more support you're showing for folks who are in a tough spot with childcare and inflexible bosses. The times and dates are NOT for THIS specific week, they would be the times you'd meet EVERY week. These meetings will be virtual, you just need a phone or computer with a good connection. Think of a time each week that you can consistently meet after having reviewed all of the written and video materials for the week. I have put in 3-hour time slots, even if you're not available for all 3 hours, mark the slots that have a match with your schedule.”*

## Assessment Strategy

Committed to making conversation priority  
Individual preparation is mandatory – can't participate otherwise  
Spacing – due 24h before  
Self-report: 1<sup>st</sup> Q - on time?  
Grade: 44% individual work, 35% conversations, 10% self grade, 15% Signature assignment  
Identical weeks, steady routine  
Individual work posted in discussion: allows for peer “feedback” (no replies required)  
Low stakes grading: individual work is about warm-up, not perfection  
Low feedback: 1<sup>st</sup> individual, then conversation, then a weekly review video

## How it's gone:

Unusually high completion  
Specific feedback praising conversations as learning tools  
Some resistance early in term, some drops

I'm happy to help you if you want to try a version of this, just reach out! [Jimena.alvarado@pcc.edu](mailto:Jimena.alvarado@pcc.edu)

Syllabus and info on my site: [www.everydaysocialjustice.com](http://www.everydaysocialjustice.com) →Behind the Scenes →Teachers→ conversations

