

# Pedagogical Planning for Residential Experiences

## WHAT IS THIS RESOURCE?

Examples of how residential experiences may be planned, and a list of considerations for instructors who will be teaching residential experiences—meaning that they will teach students in person in a physical classroom at least part of the time during the semester and following university and departmental guidelines for physical distancing.

## HOW DO I USE IT?

Review the examples and considerations below. Consult with your home department to determine the approved residential experience models. You can consult ITS Learning Environments and CET about your planned residential experiences.

### Residential Experiences

Residential intensive programs have been an integral part of many USC academic programs for years. These programs typically follow a structure where cohorts of students attend on-campus events together for short periods (a day to a week) and then complete the remainder of coursework online. While some programs schedule the in-person events at the beginning and end of the semester, others schedule them periodically throughout the semester. Events include orientations, cohort welcome activities, coursework/class sessions, etc. These models represent what instructors who have never taught in a residential intensive may be asked to plan for as they consider the possibility of teaching students face-to-face yet in turns, or at certain points during the semester only.

### Example Models to Consider

Some course learning objectives relate to the practice or demonstration of skills that necessitate physical presence—and perhaps use of specialized equipment in--a classroom space, lab, performance hall, studio, gym, etc. The practice or demonstration of these skills may require both individual and group demonstration or performance (for example, a solo piece or news feature to prepare individually as well as its place in the overall dance event or news broadcast). Other course learning objectives relate to the practice or demonstration of skills that necessitate whole-class preparation and/or whole-class demonstration or performance (for example, a theatrical play or a mock trial). The examples explained below demonstrate how residential planning can be used to accommodate social distancing.

* Rotate 1-2 groups of students to the physical space to accomplish the necessary planned practice. At the same time, the rest of the class can be completing asynchronous online work in Blackboard to prepare for their turn at practicing in person and to debrief their turn once they have finished it. For example, while waiting for their turn or after completing it, they could watch preparatory videos explaining and showing the procedure or technique; read relevant materials and then take a quiz on the safety protocols or steps; write a follow-up analysis or reflection report about their experience; critique the recording of a peer’s performance, etc.
* Reserve individual practice for online, either asynchronous or synchronous. For example, students could post or submit a recording of their individual practice or performance of their particular role or task to Blackboard and/or students could be asked to demonstrate an individual skill or perform individually during a synchronous live Zoom session.
* Stagger on-campus group practice to occur at crucial moments once the students have had a chance for individual practice to prepare, perhaps occurring once every few weeks. For these group practices or performances, consider completing sections of the event at a time so the fewest possible number of students involved in the practice are present. For example, complete practice or recording for one scene of a play or film with the fewest number of actors needed, or the group rehearsal for one dance sequence at a time.
* Break up the class into smaller groups and consider each group as if it were a class on its own. Bring these smaller “classes” to campus in rotation perhaps for 2 weeks at a time. For example, if you are conducting a mock trial, a debate, case study role play, etc. hold 3 smaller trials/debates/cases in rotation with each group attending in person for a couple of weeks at a time.
* Bring even smaller groups, such as several pairs of students, to campus in rotation for a few days or week at a time. For example, if the whole class must demonstrate CPR, a negotiation, coaching of a patient, etc. assign students in pairs and schedule a few sets of pairs to rotate on campus.

### Other Considerations for Planning & Facilitating Residential Experiences

In preparation for being with students who are rotating into a physical classroom for the on-campus portion of their residential experience, consult your department about its guidelines regarding how it is following the university requirements on physical distancing. Some questions you may want to ask your department are below.

* Which residential experience models are being used in the department?
* To which classrooms am I assigned?
* What is the new capacity regulation for each room where I’m assigned to teach (i.e., how many students can you expect to have in the room at one time)? How might that change if the state moves from phase 2 to phase 3 or back again due to a surge in the virus?
* What technology is available in each room where I’m assigned to teach in the case I will need to run in-person and online sessions simultaneously (for example through live streaming or Zoom for students who cannot be physically present) or need to leverage certain technologies in order to facilitate learning at a physical distance in the room (for example, microphones to allow voices to be better heard when speaking through a facemask)? Where can I get training to use the technology? Will a TA help monitor students who are online?
* What other measures are required that may impact the planned teaching and learning? For example, will the duration of class be changed to provide time at the start and end of class to allow for distanced entry and exit of students to the room?
* Which model is the department following regarding when students will be in the classroom? For example, will all students be required to attend on campus for at least part of the semester?

Given the answers you gleaned from the questions above, think about the residential experience you want students to have when they are physically present in the classroom while they are rotating through in assigned groups asked to attend in person. All of the residential learning described above relates to active learning, meaning that while they are on campus, the students will be actively practicing and applying skills rather than listening to a lecture. Because not all students in your course could be on campus at once, you may need to change the way you typically facilitate this active learning. Some reflection questions you may want to ask yourself are below. No matter what, active learning facilitation is planned. You may also find it helpful to consult [CET](http://cet.usc.edu/online-teaching/) about your plans.

* Which group activities, if any, can be changed to independent learning? Independent active learning activities typically include a student producing a work product such as through the completion of guided worksheets, reflection questions, discussion board posts, etc.
* Which group activities need to stay as group activities? How will the structure of groups need to change? For example, will groups need to be smaller than usual? Will groups need to be random or set? Will group members need preparation to be able to work both in person and online?
* How might the group activities be accomplished at a physical distance in the classroom? For example, could students use technology such as Google Docs, texting or calling each other, starting their own Zoom session together, etc. to facilitate the same activity while maintaining physical distance?
* How might time limits for groupwork and time management change to accommodate extra time now possibly needed for expecting a slower entry and exit of the room?