

“In the room where it happens”

A reflection on Mode 2,
aka the artist formerly/also known as “HyFlex”; or,
how Hamilton helped me make sense of a COVID semester

So, who was in the room?

(Room= GL 101, ENGL 143, 25 students enrolled)

Students: Yes! But....



- Inconsistent attendance
 - 7 initially said they were coming, most was 5; twice just 1
 - And then today: all.by.myself
 - In comparison: Mode 1 attendance=good (but all first years)
- Inconsistent participation from in-class students
 - Big room + distancing + ???=awkwardness
- Discussion leader assignment #fail
- Remote student not consistently helpful with troubleshooting
- In order to work: set number of students (exceptions arranged individually)

Tech Support: Yes! But...



- Huge learning curve and set-up time
 - average 15-20m
- Tech issues different every week
 - typically sound
 - once the camera
 - mics?!
- Red phone support helpful, but also baffled (they really tried, though!)
- Settings inconsistent from week to week
- In order to work: Tech Consistency, support with Mode 2 training

In-class IA Support: Nope

- Had observers give feedback, but it needs to be more real-time
- Had students monitor chat, but that was unreliable
- Trying to do camera control + whiteboard + chat + facilitate discussion = less effective on all fronts
- In order to work: there needs to be “someone else in the room where (and when) it happens” [not just students]



But...

- **“I’m not throwing away my shot”**
 - I still believe there is so much potential
 - Ultimate exercise in resilient pedagogy
 - evals, alas, might be bad, but that can happen with active learning too
 - worthwhile adventures tend to be difficult at first
- accessibly and flexibility potential clear
- “You don’t get a win unless you stay in the game”

