

Sample Timeline

Comparative Politics: Module 7 - “Legislatures: Representing the People?”

Key Learning Outcome

Students will be able to identify the differences and similarities between the two main types of legislatures and describe how these impact the representation of voters.

Pre-Session Set-up:

Create Canvas Announcement explaining what will be focus of the session, links to readings students need to have completed, relevant media articles. Set up [Zoom Poll](#) in advance.

Make sure any relevant Google docs or resources are shared with students prior to the start of the session. Important: set your Google sharing options to your desired permissions.

Have relevant Google docs, images, and videos ready on computer for desktop share and discussion.

Session Timeline

- *0-5 mins:*
 - Welcome students to class, ensure video and audio are working, share [Google doc w/ pre-discussion questions](#) in chat and tell students to open the doc, answer any immediate questions
 - Let students know the session will be recorded and shared to Canvas.
- *6-15 mins:* Reinforcing concepts from readings
 - Review objectives from Canvas announcement
 - Let students know they can ask questions via chat for now while you explain new concepts
 - Desktop share [Google doc w/ pre-discussion questions](#); summarize student responses
 - Bring up [Kreppel's 'Types of Legislatures' Chart](#) on desktop, analyze in-depth with aid of sharing tools (highlighter, spotlight)
- *16-26 mins:* Checking comprehension of new concepts
 - Review student questions in chat and let students know they can now raise hands and ask verbal questions, answer any questions
 - Use prepared Polling questions to confirm comprehension of key ideas, knowledge and concepts processed by students.
 - Pose question in the chat ('What type of legislative system do you think best represents the populace?') and tell students to type their responses while you set up breakout rooms
- *27-47 mins:* Breakout Room Discussion: Active Learning Exercise

- Create 4 groups of 5 students in break-out rooms. Share [Groupwork Google Doc](#) in chat.
- Broadcast a message to all rooms with instructions:
 - Each student should be looking at 1) the Groupwork Google doc, and 2) Kreppel's Chart.
 - Each group represents one 'Type' of Legislature from Kreppel's Chart.
 - They have to make case that their Type of Legislature truly represents the people **and** that each other type does not successfully represent the people. They should complete the Groupwork doc as they make their case. Students are encouraged to draw from the assigned reading from Canvas for the relevant material.
 - Be ready to summarize your discussion to the whole class.
- Give students 10-15 minutes to discuss. Download the chat from earlier, look over it and notice any trends, misconceptions, etc. By the 10-minute mark, if not earlier, join each breakout room in turn to see how it's going and decide whether they need extra time.
- Broadcast a message telling students you are going to return to a whole-class setting.
- *43-63 mins:* Each group has to present their key points from the worksheet via desktop share for 2 minutes. Each other group has to make 1 rebuttal point for 30 seconds.
- *63-70 mins:* Instructor leads the debrief using a Classroom Assessment Technique (CAT: Find a complete list of CATs [here](#)). Students complete [google doc form](#) responding to one key point they learned in the session, and one question they still have. Consider using a form to gauge comprehension so students can individually respond without being influenced by their classmates' insights.
- *Post-Session Reflection:* Review Zoom recording of session and real-time student response data to locate any misconceptions that should be addressed or particularly incisive points that should be highlighted. Add the most impactful moments of the session (e.g., edited elements from the video and responses to relevant questions from the CAT) to a discussion board post or Canvas announcement. Provide guidance addressing residual questions and highlight important student contributions. Be sure to clearly contextualizing how students can draw from these elements for their final assignment.

See the Canvas discussion screenshot below as an example of thoughtfully putting a synchronous session to use to further course content.

Assignments

Discussions

Grades

People

Pages

Outcomes

Quizzes

Modules

Conferences

Collaborations

Attendance

Chat

Panopto Recordings

Library Resources

Syllabus Search

Google Drive

MyLab and Mastering

UDOIT

Zoom

Syllabus

Files

Settings



Zoom Session Discussion

Catherine Enwright
All Sections

Jul 20 at 1:29pm

What a great discussion yesterday!

Please view this clip of our discussion yesterday.

The instructor used recording and whiteboard to allow students to 1) create continuity between sessions and 2) have students reflect on their own progress.

For your discussion post, please:

1) Respond: View this clip from our discussion, and reflect on the great question that was raised at :30 seconds by Yamila. Please write your own 150-word response to her question.



2) Reflect: Take a look at our whiteboard notes below. What's one term from this diagram that you have mastered? What is one term you do not yet fully understand? Please write two sentences answering these questions.

