**PLHRT 4270: Seed to Supper I**

**Guidelines for Remote Engagement Fall 2020**

**I do very little traditional lecturing in this class,** for those who appreciate experiential learning. I will often show a few slides or provide some context, and then we’ll discuss, or move into small groups to go further with that content. We spend time in class doing such activities as discussions, gardening, talking with community members, practicing workshop presentations, and “doing” together to learn this landscape of effective garden-based learning facilitation. This keeps you engaged for the three hour class (and it’s enjoyable for me, too!)

**As such, for remote students**, itwill require us to be creative and communicate well with one another. It won’t be as straightforward as, e.g., showing powerpoint slides.

**For remote learning:**

**In-class activities.**  Therewill be some activities in the classroom which cannot be duplicated outside the classroom. Each class, I will ask for a volunteer to type into the chat what is taking place in the classroom. That way, you can be sure to be included.

**Gardening.** Gardening remotely is pretty much impossible. **If you are at a distance for the full semester, you will need to find a location in which you can learn the same gardening techniques that our in-class students will do at the Cornell Botanic Gardens,** which includes learning about composting, weeding, harvesting, planting some cover crops, and other activities about which I will inform you as we learn from the botanic gardens staff what is necessary. **I will ask for evidence of your activity in the form of images.** If you are on campus and miss a class, we will arrange for you to work on your own at the Cornell Botanic Gardens.

**Small group work.** A significant portion of our class time will be devoted to working in small groups, which includes such activities as planning your workshop presentations and class discussions. We will spend time the first day of class looking at logistics of managing in-class and remote student engagement. At this point, I imagine a scenario like this one: I will offer a Zoom link for each class and will engage remote students via my laptop. When it’s time for small group activities, I will put remote students in breakout rooms. Each small group will have one person with a laptop who will welcome students who are engaging at a distance into their groups. This will ensure that students can meet in smaller numbers to discuss course content and to advance their workshops while ensuring the involvement of those who are not in the classroom.

**Workshop presentations.** Each year in Seed to Supper, our students learn effective facilitation skills, and in the latter part of the semester, practice those skills in the classroom, so that you then lead them in workshop settings at locations in NYS in the spring semester. This year, we will do all this remotely, so you will be leading your workshops via Zoom. This is exciting and challenging, and some of your creative thinking will be how to bring your slides to life by way of activities and discussion. As such, I suggest that all our practice workshop facilitation in the latter part of the semester be at a distance.

Please reach out with questions!