

Bookends, Overlays, and Interleaves Map

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Modern college students are inherently digital; at no time in their living memory did they not have access to the internet. Professors must finally adjust their teaching models to reflect and **leverage** the digital assets being accessed by their students in virtually every waking moment of their lives.

In this class map, I address the need for students to have access to the digital tools they live with. I will require the students to bring their computer (or phone at least) to every class. At the beginning of class, they will log on to Blackboard, open some AI platform, and join a Google Doc that I have provided. They may also open the digital version of their textbook which I will refer them to during parts of the lecture. Ideally, with that many tabs open in their browser, they won't have the attention bandwidth to extend to their solitaire game or Amazon shopping cart during the class.

In Blackboard, I will create a daily quiz for each class that will be made available to students beginning five minutes before the start of class until five minutes after class. This quiz will function as an overlay for the class as I will provide answers to questions throughout the lectures. The first question will refer to something about the material in the previous class. The last question will ask the students to type out the reading assignment from the textbook that is required for the next class.

Interleave activities will incorporate various online tools. One will ask students to access an AI platform of their choice to ask directed questions that are related to the lecture material. I will ask them to inquire about an open-ended subject that has many different answers rather than something that has only one possible response. This activity may lead to some discussion or might lead to a follow-up interleave after further lecture.

The second interleave in this model includes accessing a Google Doc that I will prepare with a table that includes each student's name. I will ask them to find their name in the document and insert information that corresponds to the lecture or discussion. The students can see all the answers and will have access to all the same information,

organically creating a sharing platform during the class. Other versions might ask each of them to insert a vocabulary word from the text and then give the class a definition.

While this model will not work for every class in the semester, it is something I want to use frequently in an attempt to hold the attention of these ADHD-TikTok-gobbling children valiant young students.

Plan Component	Time (minutes)	Activity
Bookend	5	Open Blackboard Quiz, answer first question (fill in the blank): [A question about the previous class material]
Lecture	10	<ul style="list-style-type: none"> • Introduction to archaeology methods • Types of artifacts
Overlay	During lecture	Answer two questions on the Blackboard quiz about methods and artifacts as prompted
Interleave	5	Ask AI: Locate an archaeology site in the American Southwest that includes three types of artifacts we just discussed (choose three from list shown in lecture)
Lecture	10	<ul style="list-style-type: none"> • Ecofacts • Features
Overlay	During lecture	Answer two questions on the Blackboard quiz about ecofacts and features as prompted
Interleave	5	On the class Google Doc, in the box next to your name, identify the archaeology site you found and tell something interesting about it
Discussion	10	Looking over the list on the Google Doc, choose one or two students to tell more about what they found. Engage other students in the discussion by asking how their choice is similar or different.
Bookend	5	Final Blackboard Quiz question: [State the reading assignment for the next class]