

Sept 22, 2021

INNOVATIONS in Teaching & Learning conference

10:00 – 10:30

Online Class Meetings: Activities and Strategies to Engage Students

Moderator: Dr. Nathan M. Kathir, P.E. (CO), Mechanical Engineering, CEC

Panelists:

Dr. Anya Evmenova, Special Education and dis**Ability** Research, CEHD

Dr. Gilbert Gimm, Health Administration and Policy, CHHS

Dr. Jihye Moon, Dept of Modern and Classical Languages, CHSS

Dr. Raven Russell, Computer Science, CEC

Prof. Ariel Goldenthal, CHSS

INNOVATIONS in Teaching & Learning conference

Opening Remarks by Dr. Nathan M. Kathir

- Capstone

 - Virtual Symposium - May 2020

 - Hybrid Capstone days – May 2021

- ABET

 - Group of Volunteers to do program reviews online

 - Virtual Strangers** → Virtual friends

- Techniques

 - Know by Name

 - Breakout Groups

 - Hybrid – Occasional in-person meetings to enhance

- ASEE (American Society for Engineering Education) paper - “Virtually Speaking – Perspectives on ABET Virtual Reviews” Delatte, Saviz, Morse, Barry and Kathir, ASEE Annual Conference, July 2021

Online Class Meetings: Activities and Strategies to Engage Students
Dr. Anya Evmenova (CEHD)

Universal Design for Learning (UDL)

Multiple Means of
Engagement

Accessible & Inclusive
Online Learning

Multiple Means of
Action & Expression

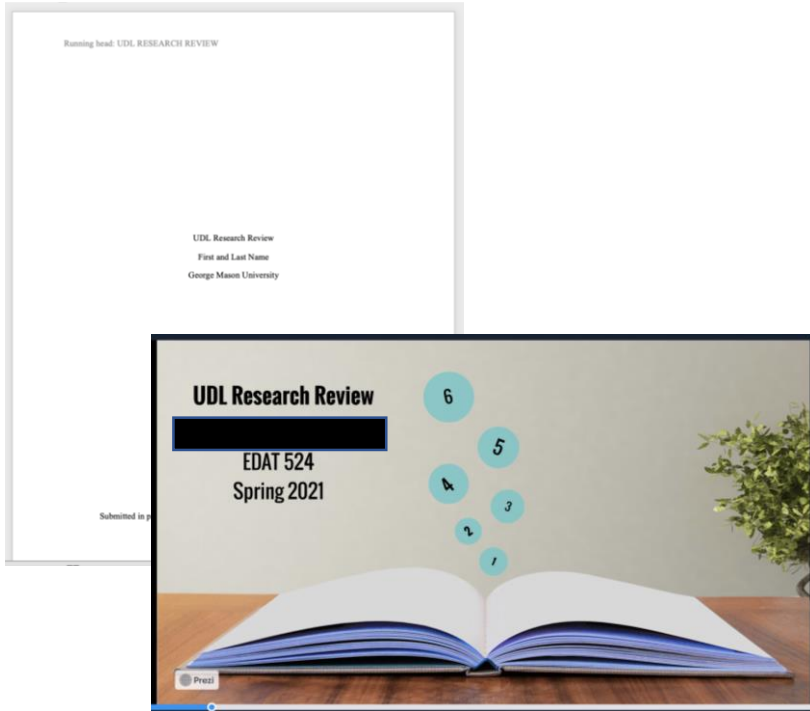
Multiple Means of
Representation



<http://udloncampus.cast.org>

Multiple Means of Engagement

Choices in Assignment
Formats
(with exemplars)



Flexible Deadlines –
Submit for Feedback
(written, audio, video,
peer)



Self-Assessments &
Checklists

Self-Assessment: UDL Design Process - Multiple Means of Representation

Begin by reviewing the following presentation on Multiple Means of Representation. You can read the text on the slide or click on the audio icon to read-aloud. Then, click the link above to access your self-assessment. You will have two options to submit self-assessment:

1. A Quiz **OR**
2. Reflecton Assignment (text, video, or audio-based)

You only have to complete one of these assessments to earn an extra point and to unlock the handout with more information.

Multiple Means of Representation

Welcome to Mrs. Teller's 8th grade social studies class!

Mrs. Teller has 21 students (12 boys, 9 girls). Six of her students have disabilities: Three have learning disabilities, one has a hearing impairment, one has autism, and another has ADHD.

Learn differ apply receive them, repre

Are You on Track?
EDAT 524: Universal Design for Learning
Learning Module 1 Checklist

Completed	Readings and Assignments
<input type="checkbox"/>	Reviewed Course Overview and Learning Module 1 Overview
<input type="checkbox"/>	Completed the following readings: <ul style="list-style-type: none">• Meyer, Rose, & Gordon (2014) - Chapter 1• Rose, Hasebebroga, Stahl, & Zabala (2005)• UDL Myths Infographic• UDL Overview Infographic
<input type="checkbox"/>	Reviewed Learning Module 1 presentation (There are 4 different files. Each of it contains the same information. Please choose the presentation format that works the best for you!)
<input type="checkbox"/>	Watched UDL Expert Interview by Dr. Joy Zabala.
<input type="checkbox"/>	Explored National Center on Universal Design for Learning website (http://www.udcenter.org)
<input type="checkbox"/>	Reviewed UDL in 15 Minutes – choose to watch at least one of 57 available Podcasts (https://theudlapproach.com/media/)
<input type="checkbox"/>	Watched the following videos: <ul style="list-style-type: none">• Myth of Average (18:26; Link to video here)• UDL at a Glance (4:36; Link to video here)• The Case Against Assistive Technology (3:17; Link to video here)
<input type="checkbox"/>	Prepared and posted introductions under the Introduction Forum (due January 28th) under the Discussion Board: Read/reviewed introductions of other students to get acquainted with your classmates and respond to at least 2 posts (due February 1st)
<input type="checkbox"/>	Completed and submitted Module 1 Assignment - Low Tech Ideas under the Discussion Board (due February 1st)

Online Class Engagement

Lessons Learned from Teaching Graduate Courses

Gilbert Gimm, PhD
Associate Professor, CHHS

GMU ITL Conference
September 22, 2021

Setting the Tone for Engagement

- **Polling – “Student Mood Check”**
 - Greeting Everyone - Weather, Kids, etc.
 - Remember TO RECORD when SLIDES GO UP
- **Mid-Class Break (10 minutes)**
 - Student Presentation or Breakout Groups
- **Wrap-Up and Closing**
 - “Enjoy your dinner – see you next week.”
 - Office hours (virtual) – afterwards...

Polling – Mood Check

- **How has your day been so far?**
 - 3 out of 3 (Outstanding)
 - 2 out of 3 (Pretty Good / Not Bad)
 - 1 out of 3 (Don't Ask / Is it tomorrow yet?)
- **Wait 30-45 seconds for responses.**
 - “OK, still waiting for 2 more responses.”
 - Read out the # of responses in each category.
 - Talk about your mood (1, 2, or 3) and why.

Mid-Class Break (10 minutes)

- Gives all a chance to “pause and reset”
- Encourage students to turn off camera and mute their microphones
 - Transition Time for Student Presentations,
 - Restroom / Water / Snack Break
 - Avoid emails - Urgent Messages Only

Mid-Class Break:



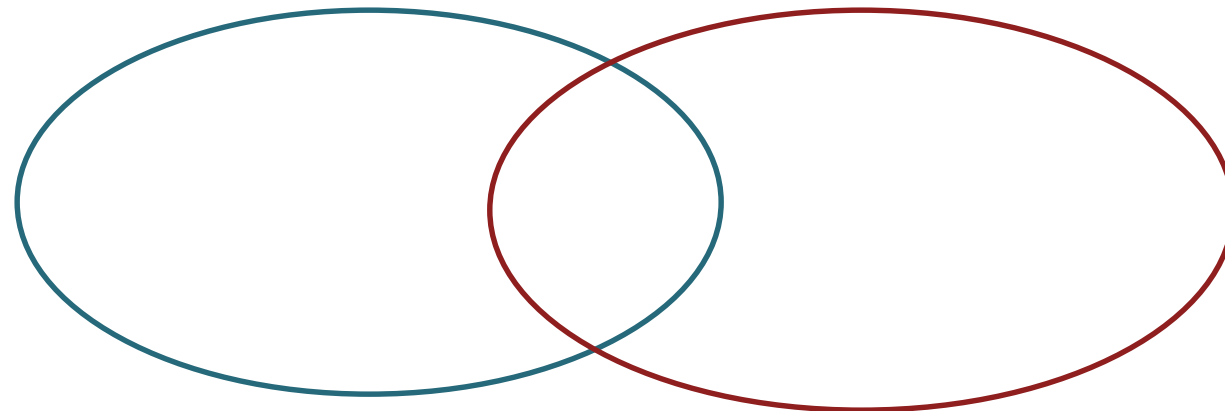
Feel free to turn off your camera and sound during the break!

- **After the break...**
 - Article presentation – Donabedian (1988)
 - Logical Fallacies
 - Rationalism

What is a Science?

(use the Chat Box....)

- **Which are scientific fields, and why?**
 - Astrology, biology, chemistry,
 - Economics, history, physics
- **What features are similar or differ between sciences and non-sciences?**



Falsifying an Argument

What if Black Swans Do Exist?



Black swans
(Australia)

I have only seen white swans. (specific premise)
Therefore, all (most) swans are white.

The Coffee Study: Finding a Counterexample



- A recent study found that adults who **drank at least 3 cups of coffee per day lived longer.**
- Q: What is a **counterexample** or “**confounder**” that might weaken the argument that drinking 3 cups of coffee necessarily causes a person to live longer?
 - Based on this example, should we subsidize the cost of coffee to encourage people to drink more coffee and extend their lifespan?

Today's Learning Objectives

- Define a logical “argument”; become familiar with deductive vs. inductive reasoning.
- Understand what a counterexample is and valid vs. sound arguments
- What is rationalism and the role of theory in creating knowledge?

Next Class (Sept. 22)



- **Week 5 readings**

- Creswell, Chapters 1, 5, 6 on “Research Design”
- Whicher et al. (2018) on “The HSR Ecosystem” in the Future of Health Services Research.

- **Homework #2 (HSR topic)**

- Due by Sept. 29 at 11:59pm ET
- One or two topics of interest (2-3 pages)

PANELIST:

DR. JIHYE MOON

**DEPARTMENT
OF MODERN &
CLASSICAL
LANGUAGES**

**ONLINE CLASS MEETINGS:
ACTIVITIES AND STRATEGIES
TO ENGAGE STUDENTS**

SEPTEMBER 22, 2021

I. CONSISTENT & MULTIPLE COMMUNICATION CHANNELS

Goal Setting:

Weekly Email
Recap (F) &
Announcement (M)

Interactive Mode:

Synchronous Meeting
(Chat, Poll, Jamboard,
Group Breakout, etc.)

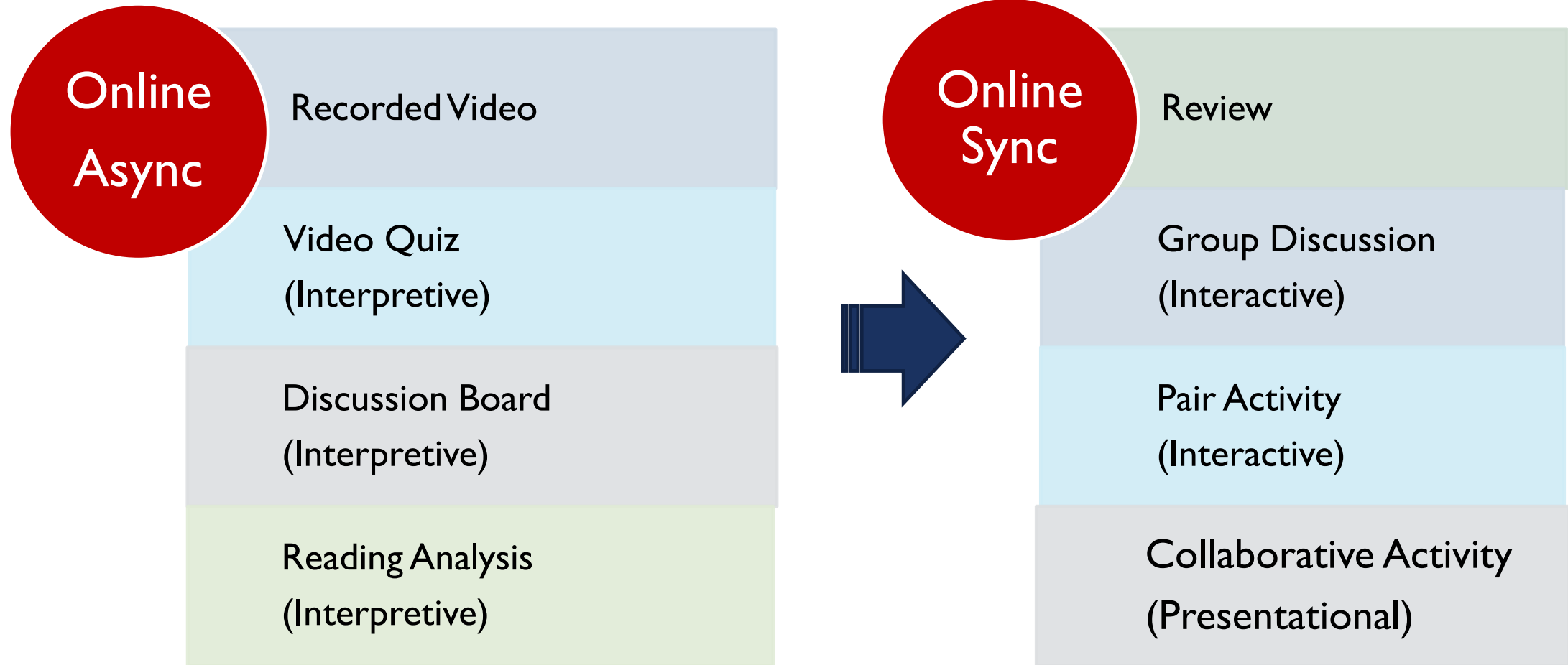
Interpretive Mode:

Pre-Meeting
Assignments
(Reading Analysis, Video
Quiz, Discussion Board)

Presentational Mode:

Individual or
Collaborative Activities
(Google sheet, Kaltura,
Padlet, Blogs, Journals,
etc.)

II. FLIPPED ONLINE CLASSROOM MODEL



III. CLEAR INSTRUCTIONS & GRADABLE ITEMS



Syllabus quiz on the first Week
Online meeting expectation (frequency, camera, recording, tardiness)
Group breakout activities (goal, time limit, tool, presenter)
Rubrics available and embedded for all graded items
In-Class Feedback on previous graded assignments

Syllabus quiz on the first Week

Online meeting expectation (frequency, camera, recording, tardiness)

Group breakout activities (goal, time limit, tool, presenter)

Rubrics available and embedded for all graded items

In-Class Feedback on previous graded assignments

The background of the slide is a grayscale image of a circuit board. It features a central dark horizontal band. Above and below this band, there are intricate patterns of circuit traces, including straight lines, right-angle turns, and circular vias. The overall aesthetic is technical and digital.

Stupidly Simple Translations for Online Class Meetings

Katherine (Raven) Russell
Email: krusselc@gmu.edu

TRANSLATING IN-PERSON TO ONLINE

- *A stupidly simple* brainstorming exercise...
- Pick a topic you'd like to "translate", e.g.
 - motivating students to come to class
 - in-class problems for students
- Find some people to brainstorm with you
 - if possible... more fun that way
- Make a Venn diagram
 - "in-person only" vs. "online only"
- Brainstorm and Place
 - everything you've ever done, tried (even if it didn't work), considered doing, heard of someone else doing, etc.
- *After* writing everything down, highlight the "carrots"
 - don't think about this part when brainstorming! some carrots aren't obvious!



EXAMPLE FROM BROWNBAG LUNCH

- Topic: Motivating students to come to class
- People: Active Learning in STEM Brownbag Lunch Group (Spring 2021)
- Venn Diagram

In-Person Only?

Both?

Online Only?



EXAMPLE FROM BROWNBAG LUNCH

In-Person Only?

worksheet
end of lecture q&e
comments

participation 'requirement'
start work in class
kickoff quiz

explain attendance as
something they can choose

outreach for incoming students to check in

Both?

a&a on HW
random attendance
exam prep in class.
exciting { lecture? }
time #
polling #

participation
sync
collab. model

personal connections
pre-class discussions

2-part - attend & part.

Online Only?

recorded attendance

student centered
extra credit



EXAMPLE FROM BROWNBAG LUNCH

In-Person Only?

Worksheets

End of lecture q's & comments

participation "requirement"

start outside work in class

kickoff quiz

explain attendance as something they
can choose

outreach for missing students

Both?

q & a on homework

random attendance checks

exam prep in class

exciting lecture time +1 +1 +1 +1

polling +1

participation

sync -- this was syncing lab & lecture to ensure value to students

collab. models

personal connections

pre-class discussions

TA/LA checking attendance

2-part: attendance & participation

Online Only?

recorded attendance

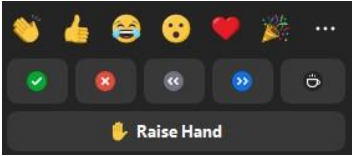
student centered

extra credit attendance/participation



ADDITIONAL “TRANSLATIONS”

(FROM SIMILAR DISCUSSIONS)

Online Activity	Replaces What In-person Activity?	Description / Tips / Prompts / etc.
Breakout Groups	Work in groups for 5+ minutes	Task clearly displayed during session!
Reactions	Raise your hand if you think X	
First X Answers	Immediately vote / shout / volunteer answer	“Here’s the question, I’ll take the first four answers in chat”
Simon Says Enter	Work alone for 10-30 seconds + vote/shout/volunteer answer + discuss common problems	“Put the answer into chat, DON’T HIT ENTER until I say!”
Done Polls	Work alone for 1-5 minutes + demoing answer	Polling software “Are you done?” and, if it’s been a while, “don’t forget to click the poll!”





CAN YOU FIND THE REACTIONS?



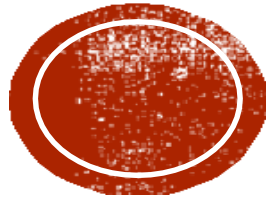
Yes



Eventually

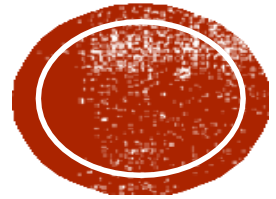


No?



$$1 + 2 * 3 = ?$$

First four answers in chat...



HOW LONG DOES IT TAKE TO WALK TO WYOMING?

Put your answer into chat, but
don't hit enter until I say...

INNOVATIONS in Teaching & Learning conference

- Prof. Ariel Goldenthal
 - Active learning – Asynchronous Presentation
- Closing Remarks by Dr. Nathan M. Kathir