

Meet Up 1: student engagement

Made with eyes on the prize

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Group 1: What is your successful/favourite face-to-face strategy to engage students? How do you transfer your successful/favourite face-to-face strategy to asynchronous and synchronous lecturing?

incorporate (guided) Desmos activities, animations

group assignments

split class by timezones to arrange groups

Two stage exams

- individual exam first (85%)
- group exam afterwards (15%)
turned second half into an assignment, work as groups and submit through LMS

2 stage exams, second half in breakout groups

Group 2: How can we encourage students to ask questions outside of a synchronous lecture?

Creating Forums, Discussion Boards; Giving points for participation in discussions; ask students to create multiple choice question and comment on other students questions and answer options using peerwise.cs.auckland.ac.nz

Forums ideally allow/encourage them to answer each other's questions.

Instructor posts questions from students on discussion board.

Small amount of participation marks for engaging in the forum - asking and answering questions.

"Peerwise" software has students building MC questions themselves.

Use software

Peerwise, VoiceThread, PeerScholar, Perusall

Video questions

Students ask a question by taking a video of themselves working on it, talking through it.

Group 3: What is the reasonable amount of interaction from a student?

Different amounts for different students

Even in a synchronous face-to-face way, students spend different amounts of time engaging with the course, beyond "in-class" time

Level of course

Interaction may depend on what level of interaction happens. Also need to keep in mind the number of students in the course.

Interactivity types

Peer interactions versus interactions with the instructor. Need to pay attention to both types in structuring interactions.

Course discussion boards

Piazza, blogs, bb discussion board. Gets students to engage with each other.

Plan for several platforms - students can pick the one they are familiar with/like

let students interact, no need to control their interactions

Marks for participation

Can we do marks for participation given different time zones?

Marks for participation

produce a document/reflection piece

Group 4: What kinds of interactions do you believe

would be useful for your students to have? How would you accommodate that to happen?

Peer-to-Peer Discussions

How to provide space for, and encourage, student discussions? 1) LMS discussion forums seem to encourage Q & A more than engagement.

2) Slack (or Discord) seem to encourage more organic conversation. Slack can render LaTeX too.

3) Piazza seems to encourage discussion very well too -- and allows for LaTeX.

In-class interactions

Interactions (even peer-to-peer) that occur normally during a class session are valuable. How can we do this online?

1) Zoom breakout rooms (but random assignments are stressful, especially at first, and pre-assigned is hard unless you know everyone's user name).

2) Zoom direct chats -- find a way to pair up students so that they can have two-person discussions in the chat box.

3) Google Meet doesn't seem to have a breakout feature? It might now -- there was a recent update.

What about asynchronous classes, though? Is there a way, or must we give up on them?

Group 5: What is your successful/favourite face-to-face strategy to engage students? How do you transfer your successful/favourite face-to-face strategy to asynchronous and synchronous lecturing?

use piazza

professor can write the first post

bonus marks for the first student who finds a typo

this can generate questions

be purposeful when posing questions to students

challenging for synchronous lecturing when online teaching

encourage student to student engagement as well as professor to student engagement

do more polling within synchronous lectures

Group 6: How can we encourage students to ask questions outside of a synchronous lecture?

- 1) Offering credit for a discussion board: i.e. insights, questions, etc. Grades are very helpful to motivate students.
- 2) Filling out Google Forms after lecture. Does it make sense? Do you have any questions? This is better for smaller classes.
- 3) Blackboard, collaborate. Making Polls, i.e. how many of you agree with -----? Students feel comfortable with this.
- 4) Piazza. But some students don't like typing math.
- 5) What to do about larger classes?
- 6) Getting them to discuss in groups to not have so many questions to answer.
- 7) Some students are too shy. These did not welcome the participation mark.

8) Maybe a live session once a week as an office hour kind of Q&A.

Make assignment questions challenging enough to generate questions/discussions while they are working on problems on their own

Group 7: What is the reasonable amount of interaction from a student?

Interactions

Piazza posts, emails, zoom office hours time, one-on-one meetings.

Differences

How are the differences between these expectations in an asynchronous vs synchronous setting?

Interaction in Groups

- students find it hard to slow down and talk about math rather than just attacking the problem
- a lot of time wasted getting set up, deciding who is going to write, dealing with tech, etc
- students may want to keep the same groups across the term, but then you run into issues

Group Projects

- students have to have similar goals to work together (e.g. if one student only wants a C, it's not good for them to be working with students who want higher)

Question

How much do students **expect**?

Consultation time with groups of students (project groups, breakout groups etc)

Interaction will take place in different forms.

17 minutes per week

Math challenge

Hard to have students do math interaction in short breakouts, difficulty with sharing thoughts/processes, lots of time lost on managing the technicalities of communication

Access to technology

We didn't discuss this but the amount of interaction depends on the students' access to technology (microphone, video, strength of internet connection)

Group 8: What kinds of interactions do you believe

would be useful for your students to have? How would you accommodate that to happen?

Discussion Groups

what was confusing in class??

create a list of other resources for points of confusion

Group Work

pause during lecture, give students time to discuss material, update notes

embed question in lecture

keeps students active in the material

online polling

low stakes formative feedback

interaction between student and instructor
