Keep Teaching Demands Human Connections

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Abstract

Human connections can alleviate alienation.

Many students need to be influenced to put more effort and to report better work.

Influence depends on several factors.

Learning Management System (Canvas) to facilitate those connections.

Going Remote Survey Spring 2020 (given 2 weeks after spring break)

(to create: Quizzes > Create Quiz > Select Ungarded Survey > You can pick Keep Submissions Anonymous)

What was helpful during transition?

- constant updates and announcements
- My professors provided additional resources to help us succeed
- The teachers responding quickly
- the leniency, understanding
- the increase in communication from my professors
- teachers trying to reach out and adapt to students as much as students had to adapt to the online schedule
- Etc.

Survey's conclusion is not new

I see the 3-Rs in order: Relationship-Relevance-Rigor

(Palmer 1998)

Dr. Palmer teaching cannot be reduced to a technique, good teaching is based on teacher's identity and integrity, and having the capacity of connectedness

(Rita Pierson 2013)

Dr. Pierson discussed in her TED talk the importance of connecting with students, and how it could build a legacy that can never fade away

Principles of Human Connections

- **Personalized feedback**
- Zoom or Conferences
- Virtual office hours
- Embedding peer students in chat/lecture/recitation
- Flexibility with due dates
- **Engaging assignments that allow to learn from peers and other classmates**
- Easy to navigate, accessible, and complete course

(Susan A. Ambrose,
Michael W. Bridges,
Michele DiPietro,
Marsha C. Lovett
2010)

Feedback about progress can be a powerful motivating effect.

Define feedback as "information given to students about their performance that guides future behavior".

Consequently, it is an important step that comes between observing a student performance and guiding the student for better practice or behavior.

Personalized Feedback

Personalized feedback is targeted at three components:

1. What is the current student performance?

2. What actions student should take in near future?

3. What is a long-term goal a student should aim at?

No time for feedback = No time to cause learning.~ Wiggins

Wiggins discusses feedback essentials in (Wiggins 2012) as follows:

- Goal-Referenced, as feedback is an action to achieve a goal.
- Tangible and Transparent, to have tangible results related to the goal.
- Actionable, as it provides specific actionable information.
- User-Friendly, so the receiver sees its value and understands it.
- Timely, so it is not too late to adjust "the sooner the better".
- Ongoing, by providing opportunity to performer to apply feedback and reshape performance.
- Consistent, so standards are communicated correctly and trustworthy.

Suggestions:

3-6-9 (weeks)
Or
~ 20% - 40% - 60%
of the term length.

Canvas message who (Grades)

Announcements (Navigation bar)

Messaging from Webcourses

New Analytics (Home)

Performance Insights (Navigation bar)

Post comments in Grades or Speedgrader

Simple grading system (that can be done in Canvas)

Enable total (if accurate)

What-if Scenarios (student ownership)

Calendar reminders (phone)

Announcements

Recent Announcement to show on homepage
To do: Settings, Course Details, Scroll down to More Options, check 'Show recent announcements on Course home page'

Recent Announcements

Calculus Knowledge Check Update
Calculus Knowledge Check Due 12/9/20 available 1:00pm ...

MAC2233-20Fall 0001

New Analytics

Import Existing Content

Import from Commons

Choose Home Page

View Course Stream

Course Setup Checklist

New Announcement

Student View

New Analytics

View Course Notifications

Course Grade   Weekly Online Activity   Students   Reports NEW

All Sections   Add a Section, Student, Assignment

☑ Assignments   ☑ Discussions   ☑ Quizzes

Total Enabled
To do: Settings, scroll down to More options, Uncheck 'Hide totals in student grades summary' Assignments set up should match syllabus.

webcourses**@UCF**

⌨ | Search... | ⚙

(Webcourses) de	Imported Assignments 0% of grade	Total
	–	95.83%
	–	99.48%
	–	98.18%
	–	95.3%

What-If Scenarios

- To know your progress in this course, you will need to go to: Webcourses -> Your math course -> Grades.
- Enter scores for remaining assignments based on current performance and the effort you will put in.
- Check different scenarios. See how the Total changes.
- If you don't enter those scores current Total is not accurate because it assumes everything else will be done perfectly.
- Again, for a better understanding of your current progress and to estimate a projected grade input all remaining scores based on what you plan to do.
- When you finish click on -> Revert on top of the page.

- In class, let's talk about "Overlearning"

Note: This is helpful is course in Webcourses if it is set up to show Total + matches syllabus + Assignments are posted

Leave Comment on Grade (from Grades). It can also be done in Speedgrader

Rubric simplifies grading

Discussion Calc ✎ 🔍 🗑

You've already rated students with this rubric. Any major changes could affect their assessment results.

Criteria	Ratings			Pts
Q1	35.0 pts Followed all instruction, post corresponds to request	20.0 pts Errors or incomplete or did not follow instruction	0.0 pts Skipped or off-topic or inappropriate post	35.0 pts
Q2	35.0 pts Followed all instruction, post corresponds to request	17.5 pts Errors or incomplete or did not follow instruction	0.0 pts Skipped or off-topic or inapropriate post	35.0 pts
Q3	30.0 pts Followed all instruction, post corresponds to request	17.5 pts Errors or incomplete or did not follow instruction	0.0 pts Skipped or off-topic or inapropriate post	30.0 pts

Engaging Assignments 2-5-8 (weeks)

Discussions

Recitations

Groups

Polls

Live QA sessions

Best practice to alternate these assignments and not do too much of repetition of one type.

Rubrics for guidance and grading.

Example of Engaging Assignment

This is a graded discussion: 100 points possible   **Show Due Dates**

Discussion 3 Discuss Optimization or related rates application

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Oct 24 at 1:56am

1,041

Objective

Understand and discuss math connection to your field or another field.

Activity

Similarly to last discussion, you have to make good real posts.

Your directions:

1. Explain if Optimization or Related Rates can be used in your career.

2. Post one example of an application of Optimization OR one application of Related Rates. Show solution. You can find it in textbook or online.

3. Respond to one post.

- Give your opinion or insight on the posting(s).

Alternate
different
forms
(Example from
MAC 2233
Concepts of
Calculus)

Weeks 2 • Discussion

Week 3 • Recitation

Week 4

Week 5 • Discussion

Week 6 • Recitation

ETC.

Engaging Assignment: Student-UTA

Spread of an Epidemic (100pts, 20 each)

During a flu epidemic, the total number of students on a state university campus who had contracted influenza by the xth day was given by

$$N(x) = \frac{4000}{1 + 49e^{-x}} \quad (x \geq 0).$$

1. How many students had influenza initially?
2. Derive an expression for the rate at which the disease was being spread.
3. Prove that the function N is increasing on the interval $(0, \infty)$.
4. Sketch the graph of N.
5. What was the total number of students who contracted influenza during that particular epidemic?

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Conclusion

Keep teaching demands more feedback and engagement to foster human connections, which cause more learning.

Thank You