Addressing the Teaching Challenges of 2020

Strategies to Improve Participation in Your Classroom

Us Teachers in 2020

The struggle is real, but there are effective solutions to help.

ABOUT ME

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- Associate Professor Emerging Media (Animation, Graphic Design) in the School of Visual Arts & Design (SVAD)

- Over 13 Years working at UCF

- Developed and taught over 22 unique courses

ABOUT ME

- 2019 UCF Undergraduate Teaching Excellence Winner (University Level)

- 2018 UCF Chuck D. Dziuban Award for Excellence in Online Teaching Award Winner (University Level)

- Affiliated Faculty Limbitless Solutions

- Adobe Education Leader

Presentation Outcomes:

- Examine methods of Student Engagement in person, and in the virtual classroom.

- Access and apply 21st century tools to amplify assignments Create candor and communication in the classroom.

- Translate these challenges into evidence of learning to benefit the student, and the teacher.
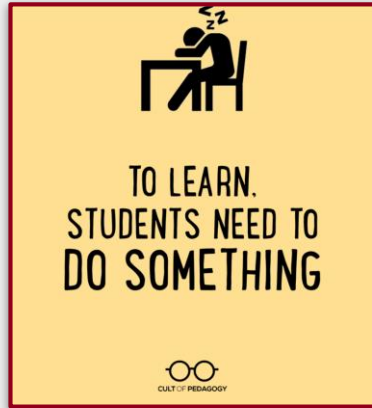
Challenges I Faced when Moving Virtual

- Lower student participation and communication.

- Low engagement via camera, mic, or chat (blank screens of death...)

- Willingness to communicate to each other (i.e. Discord) but not in the Webcourse.

- Low student accountability. (Not a new challenge but amplified)

- Students not wanting to share their progress as frequently as Face to Face.

"The most impactful educators aren't those who get their students to master the content. They are the ones who get their students to master curiosity."
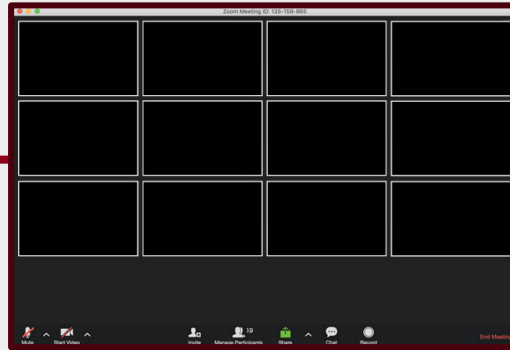
-    Amy Fast, Ed.D.

Teaching During the Pandemic|

TO LEARN.
STUDENTS NEED TO
DO SOMETHING

CULT OF PEDAGOGY

Zoom Meeting ID: 135-159-865

Mute   Start Video   Invite   Manage Participants   Share   Chat   Record   End Meeting

JUST BECAUSE YOU
COVERED IT. THAT DOESN'T
MEAN THEY LEARNED IT.

CULT OF PEDAGOGY

Creativity

21st century skills
require
21st century
lessons

Communication

Students generally
placed higher value on
teacher virtual
communication &
responsiveness
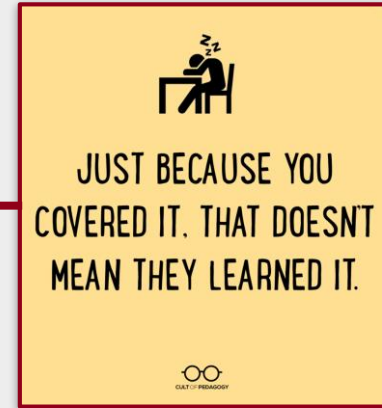
Candor

Students should engage
with peers, the content,
and most importantly,
the educator.

Bringing Teaching into the 21st Century
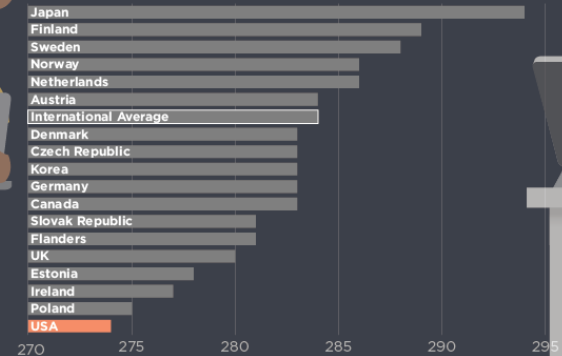
Tip

Lecture in Shorter Sessions

- Avoid simply walking them through a slide show.

- Live discussion provide the opportunity for deeper learning, and for the personal insights.

- Share your own experience, relevant anecdotes, and stories to help them retain, relate, and understand.

Include low risk activities early in the session

- Can reduce the fear of failure.

- Creates a bond between the group.

- Trusting one another = likely to contribute.

- Start with a "question of the day" or music for the first 10 min.

Tip

Peer to Peer Teaching

- Improve students' presentation skills.

- Creates student academic ownership.

- Studies show that enabling students to teach their peers, fuels memory retrieval and facilitates more enduring understanding.

Communicate in multiple formats

- Don't rely just on text or a single modality of delivery.

- Give students freedom to develop their digital literacy and flexibility

- 21st century skills require 21st century tools

- Utilize video, image, and text to liven up discussion boards.

Tip

Provide active learning opportunities

- Engage online learners is to get them out of their chairs (or beds) and get them involved in active learning.

- Setup small breakout rooms to facilitate a more inviting space for more engaging discussions.

Make Learning Social

- Case studies or virtual interviews with an industry professional in their field.

- Presenting what they learned using non-traditional methods such as via YouTube video, Adobe Spark or Canva memes/gifs (all free).
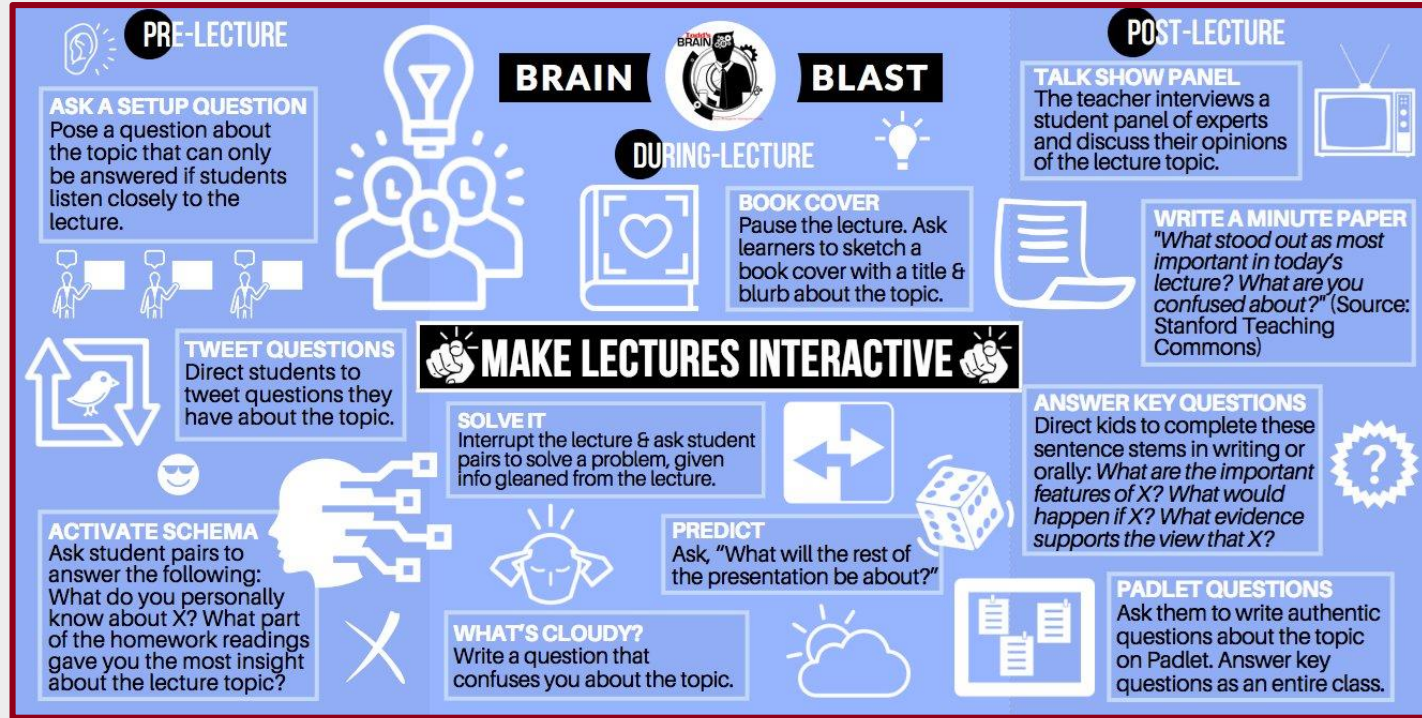
Tip

Add self-assessment opportunities

- Provide opportunities for self-assessment, allowing students to take more responsibility for their own learning.
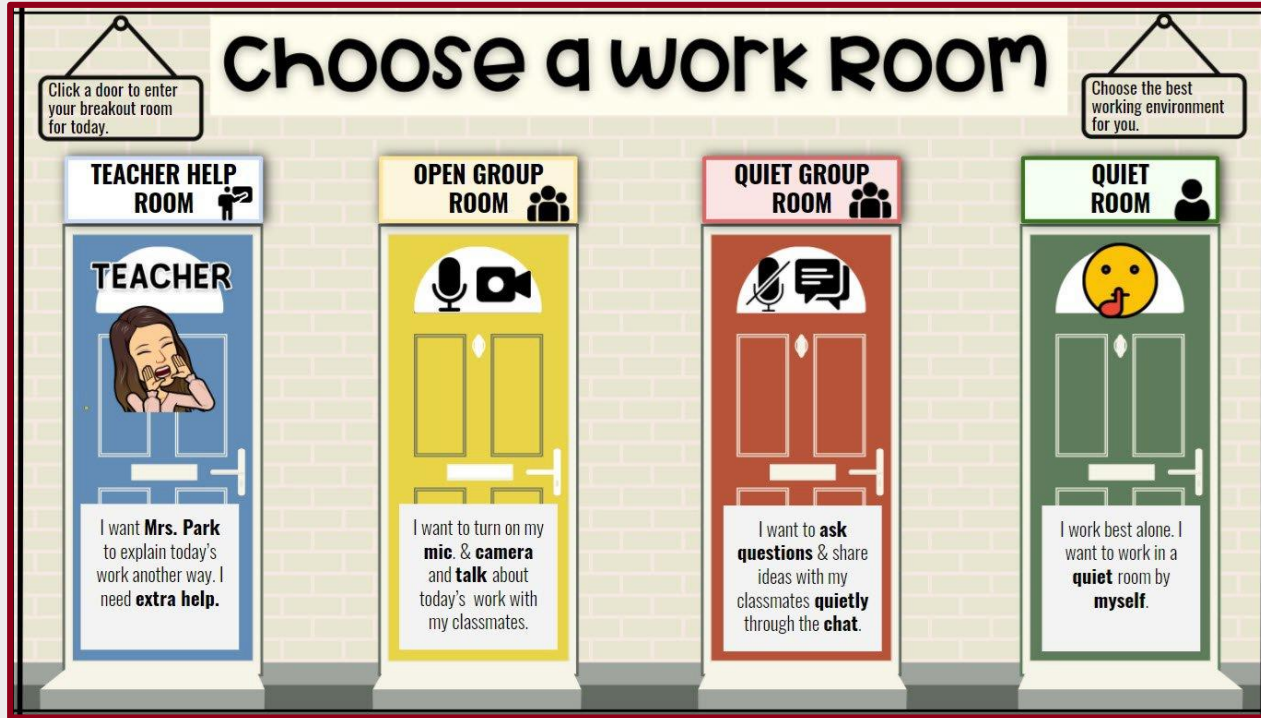
Self Reflection Surveys

- Post and Pre Assessment

- Low Stakes (pass/fail)

- Results can help us become better teachers.

- Share the data with the students during a lecture. Discuss the results.

Pre Lecture/Post Lecture|

PRE-LECTURE

ASK A SETUP QUESTION
Pose a question about the topic that can only be answered if students listen closely to the lecture.

TWEET QUESTIONS
Direct students to tweet questions they have about the topic.

ACTIVATE SCHEMA
Ask student pairs to answer the following: What do you personally know about X? What part of the homework readings gave you the most insight about the lecture topic?

BRAIN BLAST

DURING-LECTURE

BOOK COVER
Pause the lecture. Ask learners to sketch a book cover with a title & blurb about the topic.

MAKE LECTURES INTERACTIVE

SOLVE IT
Interrupt the lecture & ask student pairs to solve a problem, given info gleaned from the lecture.

PREDICT
Ask, "What will the rest of the presentation be about?"

WHAT'S CLOUDY?
Write a question that confuses you about the topic.

POST-LECTURE

TALK SHOW PANEL
The teacher interviews a student panel of experts and discuss their opinions of the lecture topic.

WRITE A MINUTE PAPER
"What stood out as most important in today's lecture? What are you confused about?" (Source: Stanford Teaching Commons)

ANSWER KEY QUESTIONS
Direct kids to complete these sentence stems in writing or orally: What are the important features of X? What would happen if X? What evidence supports the view that X?

PADLET QUESTIONS
Ask them to write authentic questions about the topic on Padlet. Answer key questions as an entire class.

Source: Todd Finley @finleyt

Discussions

Source: Esther Park @MrsParkShine

Synchronous

- Use synchronous sessions as consultations

- Consider splitting large classes into two shorter, smaller classes.

- Send a preparation task for students to do before class.

- Do a social check-in at the beginning of class. (i.e. Question of the Day)

- Ask questions that require students to pick a side.

- Keep it short and sweet!

- If you watch a video together make sure it isn't longer than 1-2 minutes.

Asynchronous

- Create an intro video message along with typed lesson agenda

- Create reflection or comprehension questions (YouTube or Flipgrid video)

- Make It interactive with in module polls.

- Provide midway feedback to assure they are on track.

Use this opportunity to grow as an educator

Gather evidence of Learning and Impact of Teaching Methods

- Illicit student growth and promotes self-reflection

- Helps with getting Teaching Awards (TIP, DZIUBAN, Faculty Excellence, SoTL) = $$$

- Helps expand and grow you, as a educator, in your style and curriculum development.

Evidence of Learning

What is considered Evidence of Learning? Flawed Data vs. Authentic Data

- Week 1 Self-reflection Survey, MidTerm Week Survey, Final Week Survey

- Give a project twice: First week/Last week assessment

- Gather Data through Student Polls (Qualtrics, Canvas)

- Unsolicited letters & emails from students

- Professional Placement (Jobs and Internships)

- Bottom Line: Don't let anyone rely only on the Student Perception of Instruction (SPOI) to tell you if you are a good teacher or not.

THANKS

Any questions?

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