As you are joining us today, please enter your answer in the chat box: *What does interaction look like in the remote classroom?*

TEACHING + LEARNING COMMONS

UC San Diego's innovative infrastructure for advancing teaching excellence and student success

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TEACHING+LEARNING
commons

Meeting with Public Health Faculty
8/21/2020

Erilynn Heinrichsen, Ph.D., Education Specialist, Engaged Teaching Hub

Leah Klement, Ph. D., Education Specialist, Engaged Teaching Hub

Meet the Facilitators

Erilynn Heinrichsen, Ph.D.
Education Specialist
Engaged Teaching Hub

Leah Klement, Ph.D.
Education Specialist
Engaged Teaching Hub

By the end of this workshop, you will be able to:

- **Identify resources that the Teaching + Learning Commons offers to support students and faculty**

- **Discuss considerations for supporting student engagement in a remote environment**

- **Integrate features into a remote course to build connections among students, which support engagement**
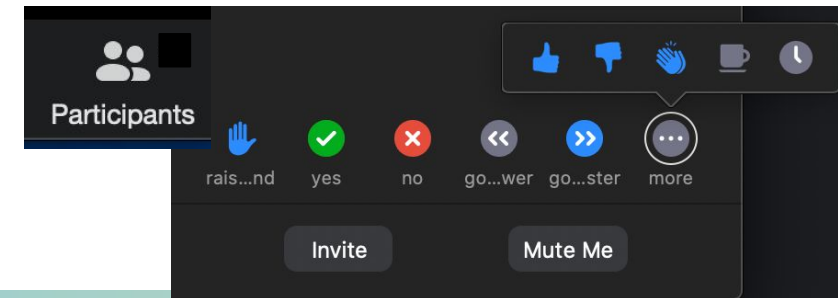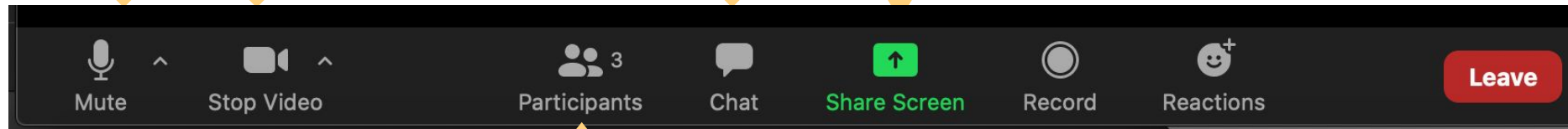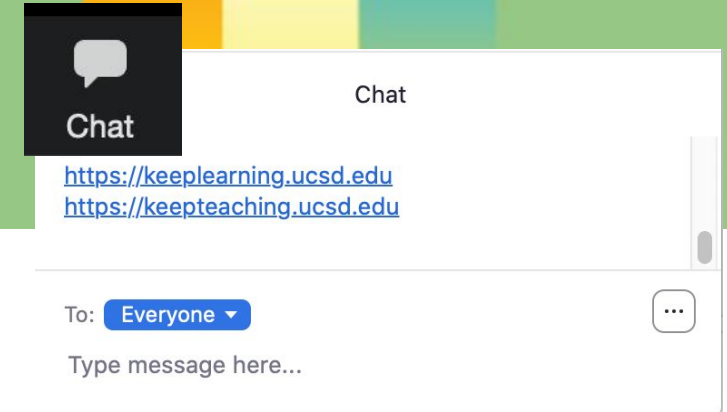
Plan for today

Zoom Basics

Chat

https://keeplearning.ucsd.edu
https://keepteaching.ucsd.edu

To: Everyone ▼

Type message here...

Turn on/off microphone

Turn on/off camera

Text information and questions

Share your screen in the main window

Mute | Stop Video | Participants 3 | Chat | Share Screen | Record | Reactions | Leave

List of participants and non-verbal communication

Participants

rais...nd | yes | no | go...wer | go...ster | more

Invite | Mute Me

Guidelines for Today's Session
- Please mute yourself to minimize background noise, unless speaking

- Feel free to send questions to the chat
- Share and discuss new ideas

- The "raise hand" feature can help keep communication on track
- Please let me know ASAP if you need help

The Teaching + Learning Commons

The Commons is the Executive Vice Chancellor's executive branch for advancing teaching excellence and student success via two programming strands:

- professional learning for educators

- student academic support
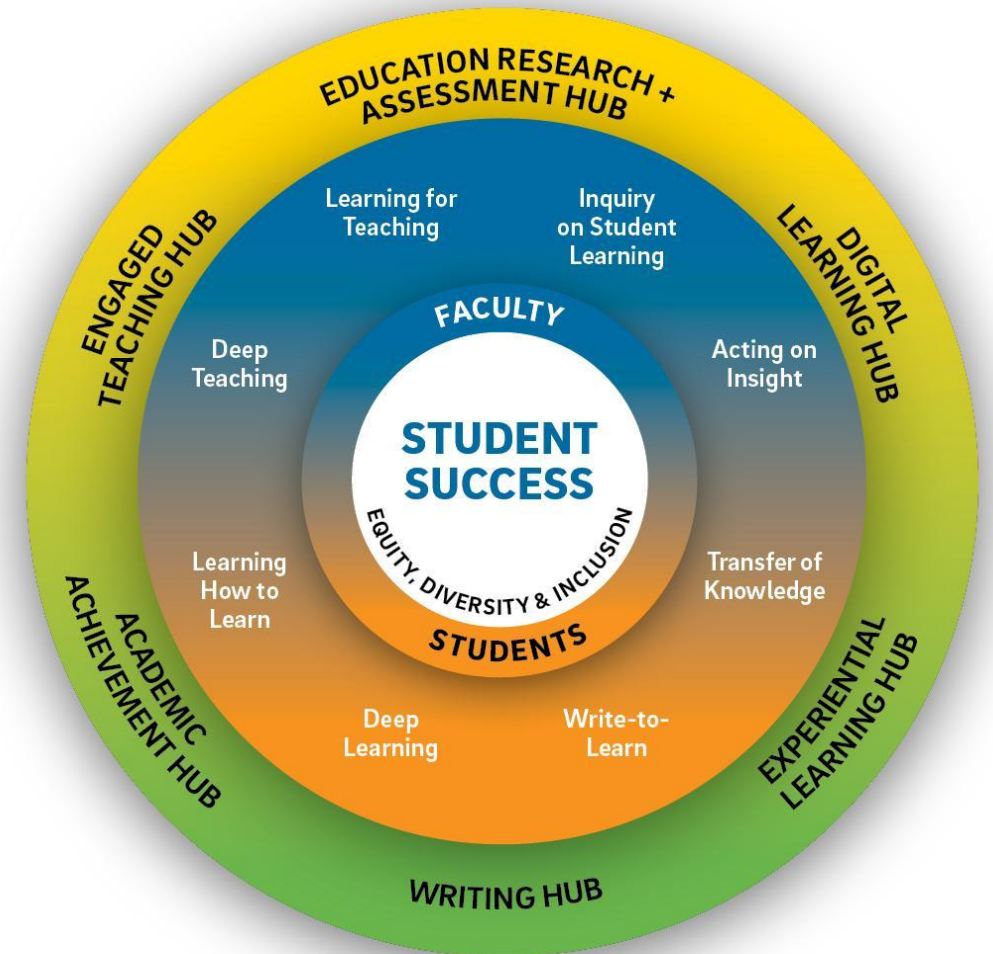
Teaching Consultations

Confidential Teaching Consultations provide targeted, evidence-based feedback to support teaching improvement and student success.

Workshops

We offer general teaching workshops and customized workshops tailored to support departments.

Early Feedback

We support faculty in collecting early, anonymous feedback in their courses to assess student learning and make manageable changes to courses.

Remote and Online Instruction

- Instructional design of online and hybrid courses

- Proposals for Senate approval of "R" courses

- Quality Matters and accessibility compliance

- Support for teaching online

  - Teaching pedagogy
  - Learning Management System (LMS) and course facilitation
  - Online proctoring service
  - LMS learning analytics

- Multimedia support with ETS Media Services

Faculty Testimonials

Thank you for all the resources! I already made changes to my **course syllabus,** *including adding a diversity statement. I am looking forward to implementing more active learning into my course. Thanks for everything!*

I particularly enjoyed the **teaching observation** *and the pre- and post-observation discussions. It was great to have an outsider collect data from my class and to review it. It was nice to be observed without the pressure of being evaluated by a supervisor, and it led me to some honest insights about what is and isn't working well in my teaching.*

I really valued the **interactive discussion with colleagues,** *examples of what colleagues have done in other classes, and introduction to materials and resources available on campus.*

Support for Your Students

Writing Hub Consultations and Workshops
Improve writing skills and connect with a peer writing mentor (for both graduate and undergraduate students)

Supplemental Instruction
Peer-assisted study sessions through the Academic Achievement Hub to improve success in historically challenging courses

Tutoring – Content
Drop-in and online tutoring through the Academic Achievement Hub

Tutoring and Workshops – Learning Strategies
Address learning challenges with a metacognitive approach

Experiential Learning Hub
Create opportunities for students to develop and demonstrate competencies, and learn by doing

Department and Program Support

Peer Review of Teaching

Program Assessment

Curriculum Assessment and Design

Learning Communities

Interaction and Engagement in Remote Classrooms

Student-Student

Types of Interactions

Student-Instructor

Student-Content
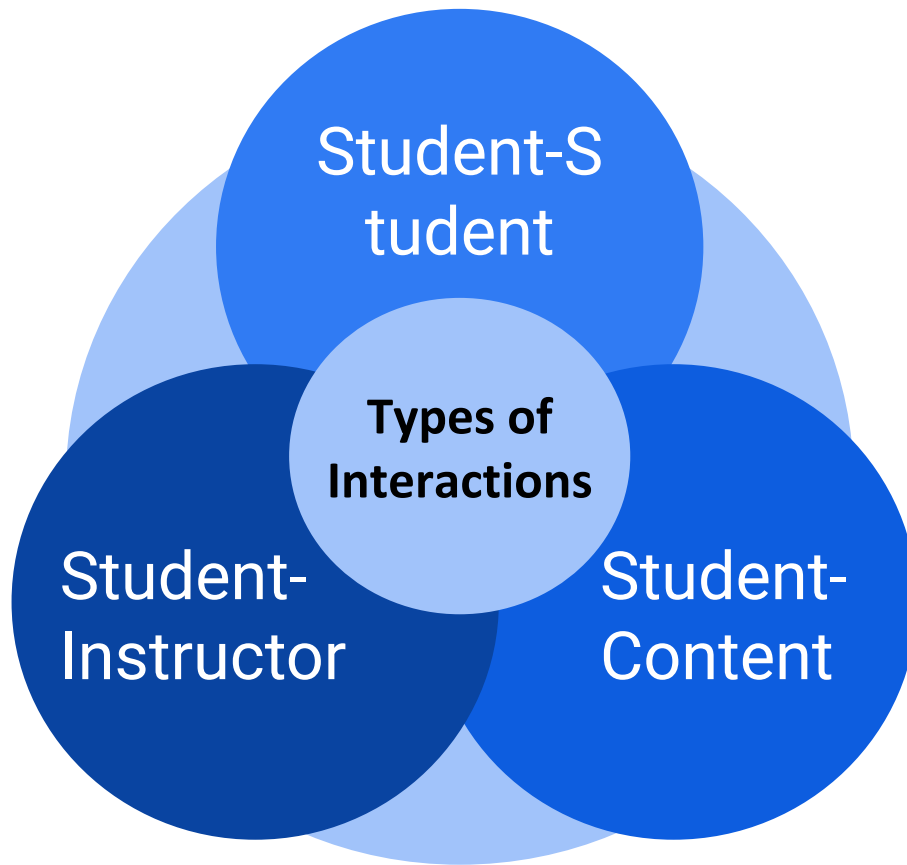
(Moore, 1989)

"Social presence" has been found to support student feelings of belonging, satisfaction, perception of learning, and retention in online learning environments (Oztok & Brett, 2011; Picciano, 2002; Shelton, Hung, & Lowenthal, 2017).

What does learner interaction look like in a remote or online classroom?

Student-Student

Small group work through synchronous or asynchronous discussion

Posts and responses on discussion boards

Peer review exercises

Wiki-style exercises, where everyone in the class works together to write or prepare a resource

Social annotation of texts with tools like Perusall

Student-Instructor

Office Hours

Feedback on assignment submissions (consider video or audio feedback via Canvas if possible)

Responses on discussion forums

Weekly greetings / announcements

"Personal" introductions in Week 1

Share your personal interest in or experience with specific concepts or skills

Student-Content

Identify and paraphrase key points from a lecture or reading

Connect concepts to current events with an "in the news" activity

Develop an infographic

Find an additional example of a concept or phenomenon

Prepare a presentation for a specific audience

Generate sample quiz or exam questions

What has worked well in your remote classroom?

Please navigate to our Padlet at:

padlet.com/lklement/PublicHealth

to contribute.

Providing Opportunities for Engagement in Lecture (Synchronous or Asynchronous)
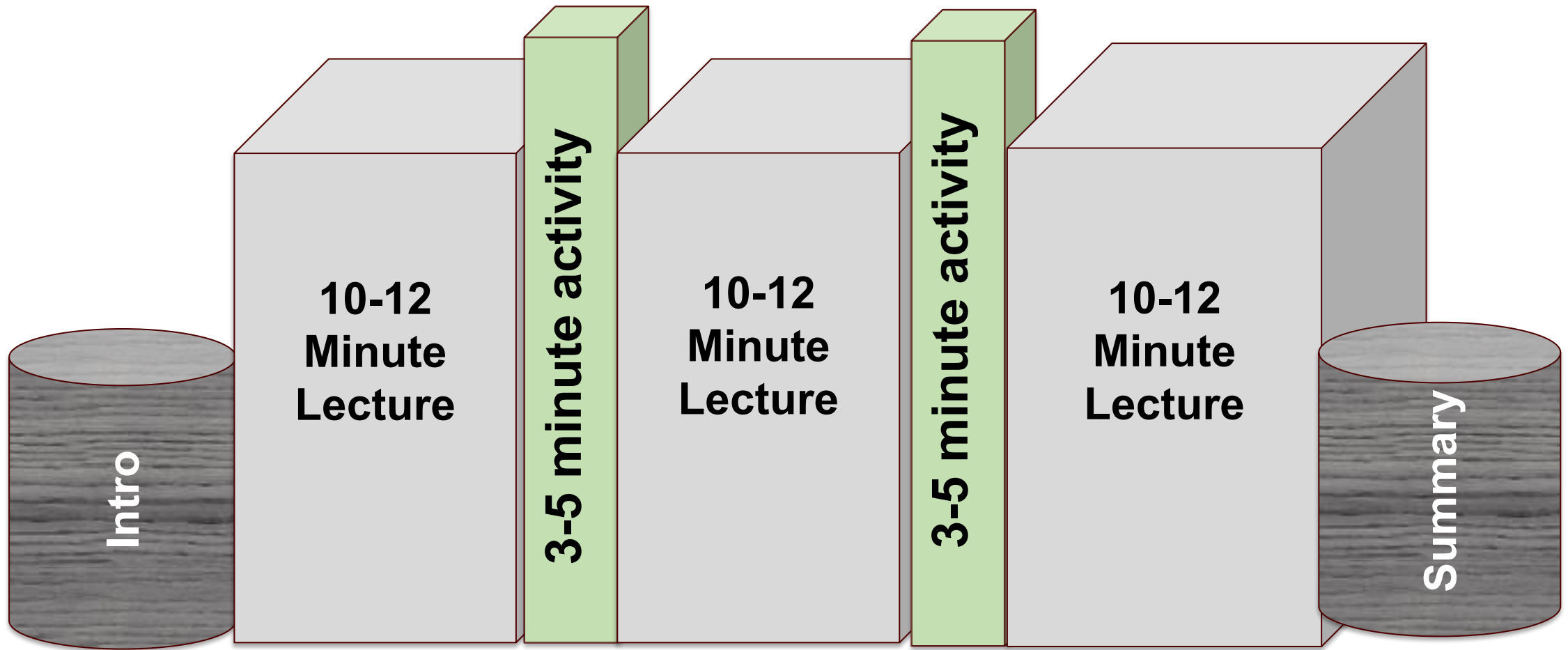
Model Adapted from: Karl Smith, University of Minnesota

Considerations for Engagement in Remote Instruction

Two key elements that reduce barriers to engagement in remote instruction:

- **increased structure** - setting a clear roadmap for how to engage and what response is expected

- **cultivating community** - creating social connections that support intellectual connections

Interactivity in Remote Instruction: Encouraging Participation through Increased Structure

If synchronous meetings and/or discussion boards are quiet…

- Structure individual or group responses around a concrete task or deliverable
  - *e.g. "On a Google slide, identify the top three key terms in the text and write two sentences paraphrasing each term" rather than "Discuss the main points of the reading"*
- Model the process and outcome before setting students the task

- Use a small number of consistent tech tools so students get comfortable with expected modes of participation

- Encourage participation rather than focusing on the medium (e.g., if students have videos off, encourage microphone or chat box use)

- Consider collecting questions through regular, anonymous means (e.g. exit tickets) and highlight good questions in lecture

Interactivity in Remote Instruction: Group Work and Leverage Breakout Rooms Effectively

If breakout rooms do not seem to be supporting discussion, additional ideas...

- **Assign group roles** (with prompt for assignment) and rotate these, e.g.:
  - Facilitator(s) - keeps conversation on track, makes sure all voices are heard
  - Scribe(s) and/or Reporter(s) - takes notes, ensures accuracy for group-mates, shares out with the larger group
  - *Skeptic(s) - offers counterarguments, further questions
  - Promoter(s) - builds on others' thoughts, extends, offers "Yes, also..."

- A google doc or slides can allow for **ongoing communication between rooms**, with group roles, prompts, progress check, timing, etc.

- Engage TAs (if available) to be present in breakout rooms and set expectation for **"walking around" the room** as you and TAs visit rooms

Interactivity in Remote Instruction: Cultivating Community

Start early: Simple yet meaningful actions

- **Playing music at start/end/breaks**

- **Say their names!**

- **Human hellos, ice breakers synchronously or asynchronously (discussion board, padlet, mentimeter, Slack, Google @ Chat)- you can share too**

- **Listen to their feedback**

- **Allow for and explain rationale for multiple ways of participating**

Next Steps

- [Contact us](#) for a consultation to discuss your specific context

- We will share the slides from this webinar and further resources by email

- Download our [welcome packet](#) and [week-by-week checklist](#) for summer remote instruction (update for fall available soon, but resources in the summer packet are applicable for fall)

- Written resources focusing on engagement strategies:
  - [Alternatives to Attendance and Engaging Students](#)
  - [Assessing Student Learning in Remote Instruction](#)

What questions do you have?

Exit Ticket

tinyurl.com/y3q98k4a

- What was your key takeaway from this workshop?

- How would you apply something you learned about today in your teaching?

- What is a remaining question you have?

References

Moore, M.G. (1989). Three types of interaction. American Journal of Distance Education 3(2), 1-6.

Oztok, M., & Brett, C. (2011). Social presence and online learning: A review of research. *International Journal of E-Learning & Distance Education, 25*. Retrieved from http://www.ijede.ca/index.php/jde/index

Picciano, A. G. (2002). Beyond student perceptions: Issues of interaction, presence, and performance in an online course. *Journal of Asynchronous Learning Networks, 6*, 21–40.

Shelton, B.E., Hung, J., & Lowenthal, P.R. (2017) Predicting student success by modeling student interaction in asynchronous online courses, Distance Education, 38:1, 59-69, DOI: 10.1080/01587919.2017.1299562