Social Learning in Times of Social Isolation

Online workshop
Maastricht University
September 7, 2020

@eric_mazur
Goal of this session
adapt pedagogy to remote teaching
(not technology)
information transfer

sense-making
Icebreaker – Meet your team!

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Join live session

Participate in a poll that is taking place in your class now.

23315716

Join

Session ID
Joining Learning Catalytics

Enter the name of your team. Make sure that everyone

Team name: 23

✓ OK
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**Session 23315716**

**Warning:** Grades will not be recorded when you log in with this demo account. Please log out and log in again with your Learning Catalytics account username and password.

You have joined the session; your team currently consists of:

<table>
<thead>
<tr>
<th>23</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lukoff, Brian</td>
</tr>
<tr>
<td>Miller, Kelly</td>
</tr>
</tbody>
</table>

Please wait for your instructor to start the individual round.

Current team: 23 🐦 Change team ✉️ Send a message to the instructor 🔗 Join another session
Joining Learning Catalytics

Session 23315716

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This is the individual round; work on these questions on your own.

**Many choice question**

Teaching by questioning, as described in the Science article you read has the following advantage(s) over the traditional lecture method (check all that apply)

A. Students engage in meaningful thinking during class time

B. Students become emotionally invested in the learning process

C. It provides an opportunity for the instructor to integrate technology (such as clickers) into the classroom

D. Students help each other resolve misunderstandings more effectively

E. Promotes memorization of factual questions

*You may select zero, one, or many answers.*
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Jump to ▼ 1 2 3 4 5

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Submit response
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This is the team round. If you respond to a question, it will count for your entire team (you and Kelly Miller). Only one member of your team should respond to each question (otherwise it will count as multiple attempts).

For an assessment like this to work in an online setting which of the following must be true? (check all that apply)

A. The questions must have a correct answer.

B. The questions must not be so difficult that the best students can’t score 100% individually

C. Each of the questions must permit at least 3 choices

D. The instructor must make sure that the answers to the questions are not available on the internet.

E. The questions must involve thinking skills on Bloom’s taxonomy higher than memorization (understanding or higher).

F. The assessment must be low-stakes and frequent
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Show my team's responses

C, D, E, and F
Brian Lukoff
A, C, D, E, and F
Kelly Miller

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**Readiness Assurance**

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You have completed all of the questions.

5/5 questions attempted, 13.0/20 possible points in team round

<table>
<thead>
<tr>
<th>Question</th>
<th>Individual Result</th>
<th>Points</th>
<th>Team Result</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Correct</td>
<td>4.0</td>
<td>Correct (on attempt 1)</td>
<td>4.0</td>
<td>4.0</td>
</tr>
<tr>
<td>2</td>
<td>Correct</td>
<td>4.0</td>
<td>Correct (on attempt 2)</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>3</td>
<td>Incorrect</td>
<td>0.0</td>
<td>Correct (on attempt 1)</td>
<td>4.0</td>
<td>2.0</td>
</tr>
<tr>
<td>4</td>
<td>Correct</td>
<td>4.0</td>
<td>Correct (on attempt 2)</td>
<td>2.0</td>
<td>3.0</td>
</tr>
<tr>
<td>5</td>
<td>Incorrect</td>
<td>0.0</td>
<td>Correct (on attempt 3)</td>
<td>1.0</td>
<td>0.5</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>12.0</td>
<td></td>
<td>13.0</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Readiness Assurance

- teambasedlearning.org
- need to make questions difficult
- need to "de-Google" questions
Readiness Assurance

Donna Caroll: ‘Not just the way we teach but the way we assess needs to change in order to take the focus (and therefore reward) away from memorization. If memorization leads to high grades students will continue to revert to this way of “learning” (or passing tests).’
Perusall Feedback

- technical features
- pedagogical issues
- student motivation
Student Motivation

Jurn Glazenburg: “Also known as flipping the classroom?”

John Harbord: “Also known as ‘if they don’t do the preparation, it’s not my fault.’”

Martin Paul: “How do you ensure that they actually do it?”
Reflection

• asynchronous preparation
• synchronous time for discussion
Reflection

• asynchronous preparation
• synchronous time for discussion
• dig deeper post-session
for a copy of this presentation:
mazur.harvard.edu

additional resources in Perusall course
also see  bit.ly/fliponline

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