

Social Learning in Times of Social Isolation



Aug 10, 2020



Social Learning in Times of Social Isolation



@eric_mazur

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Goal of this session

**adapt pedagogy to remote teaching
(not technology)**



**information
transfer**

sense-making



Icebreaker – Meet your team!

<http://bit.ly/remoteicebreaker>

A group of people in a modern office setting, working on laptops and discussing projects. The image is semi-transparent, serving as a background for the text.

Readiness Assurance

learningcatalytics.com/demo

Readiness Assurance

Join live session

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

Session ID

Readiness Assurance

Enter the name of your team. Make sure that everyone

Team name:

✓ [OK](#)

Readiness Assurance

Session 68976301

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:

23
Lukoff, Brian
Miller, Kelly

Please wait for your instructor to start the individual round.

Current team: 23  [Change team](#)

☒ [Send a message to the instructor](#)

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Readiness Assurance

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



Jump to ▼

1

2

3

4

5



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.

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).



Jump to ▼

1

2

3

4

5



+ [Show my team's responses](#)

multiple choice question

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

many choice question

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Readiness Assurance

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+ [Show my team's responses](#)

C, D, E, and F
Brian Lukoff

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

many choice question

1st attempt: 4 pts

2nd attempt: 2 pts

3rd attempt: 1 pt

4th attempt: solution revealed

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 cumulative. If you can't score on a question, you can't score on the next one.

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.

Readiness Assurance

You have completed all of the questions.

5/5 questions attempted, 13.0/20 possible points in team round [Q Score details](#)

Question	Individual Result	Points	Team Result	Points	Total Points
1	Correct	4.0	Correct (on attempt 1)	4.0	4.0
2	Correct	4.0	Correct (on attempt 2)	2.0	3.0
3	Incorrect	0.0	Correct (on attempt 1)	4.0	2.0
4	Correct	4.0	Correct (on attempt 2)	2.0	3.0
5	Incorrect	0.0	Correct (on attempt 3)	1.0	0.5
Total		12.0		13.0	12.5

<http://bit.ly/remoterAA>

Readiness Assurance

- teambasedlearning.org
- need to make questions difficult
- need to “de-Google” questions



Readiness Assurance

'I think that this question of "information transfer" vs "sense-making" is going to be really important as we deal with assessment in the fall (or for as long as the pandemic changes the way that we're teaching).'

Perusall Feedback

- **technology**
- **video: useful or not?**
- **student motivation**
- **synchronous vs asynchronous**

A group of students in a modern classroom setting, some using laptops, with text overlaid.

Video

‘Just wondering if the video lecturing is not similar to traditional lecturing.’

Student Motivation

Helen Williams '@Eric Mazur - in a previous video, you mentioned using a quiz at the start of the synchronous session as an incentive to encourage learners to complete the required pre-session tasks. Is this a motivational approach you'd recommend as standard?'

Navigating comments

Javier Macías Guarasa: “I wonder if adding a “Prev. thread” icon similar to the existing “Next thread” and “Next unread thread” would be possible. I was overwhelmed with the ammount of comments and I think it would be be really very useful to be able to go back and forward. Thanks again for your superb work and help, see you in a few hours!”

Reflection

- asynchronous preparation
- synchronous time for discussion

A background image showing a group of people in a meeting room. Several individuals are seated around a large white table, working on laptops. One woman in the foreground is looking at a laptop screen, while others are engaged in discussion. The room has large windows in the background, letting in natural light. The overall atmosphere is professional and collaborative.

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

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