

Social Learning in Times of Social Isolation



Aug 12, 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

A group of people are gathered in a meeting room. In the foreground, a woman with dark hair is speaking to a man in a grey shirt. They are seated at a round white table with several laptops, a notebook, and some snacks. In the background, other people are working at desks with laptops, and a whiteboard is visible. The scene is brightly lit with natural light from a window.

Icebreaker – Meet your team!

<http://bit.ly/RTicebreaker>

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

Joining Learning Catalytics

learningcatalytics.com/demo

Joining Learning Catalytics

Join live session

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

64937266

Join

Session ID

Joining Learning Catalytics

Enter the name of your team. Make sure that everyone

Team name:

✓ [OK](#)

Joining Learning Catalytics

Session **64937266**

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



Jump to ▼

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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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Jump to ▼

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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

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

2nd attempt: 2 pts

3rd attempt: 1 pt

4th attempt: solution revealed

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.

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

- **technical features**
- **video: useful or not?**
- **student motivation**
- **navigating comments**

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

Susan Thomas: “I am finding myself checking all the comments as I read, both out of curiosity AND as a way to see whether it will boost my engagement score in the end (trying to see how the AI evaluation works). I will have to think about how I tell my students to read their Perusall assignments; right now, I am imagining telling them to read them once for comprehension, THEN return and look at the comments”

Student Motivation

Brandon DeHart: “I think it should be noted as well that the level of engagement with the material shown here is orders of magnitude higher than what I’ve experienced in class. Here, many of us are experimenting with the features, so a good 80% of the comments seem to just be a running commentary instead of actual questions.”

Student Motivation

Lynne Lawson: “I have had trouble with students being more concerned with gaming the system to get a good score than learning the material. I would love hints about getting around that problem.”

Navigating comments

Amy van Asselt: “With many students, it seems that the comments can get overwhelming to sort through. My students will already be on teams of 3-4, so I would like to have them see the comments from only their teammates. My question is, will I be able to see all comments from the class at once?”



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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@eric_mazur