# **Social Learning in Times of Social Isolation**





# **Social Learning in Times of Social Isolation**





# Goal of this session

adapt pedagogy to remote teaching (not technology)

information sense-making transfer

# Icebreaker – Meet your team!

http://bit.ly/RTicebreaker

learningcatalytics.com/demo

### Join live session

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

64937266

Join

Session ID

Enter the name of your team. Make sure that everyone

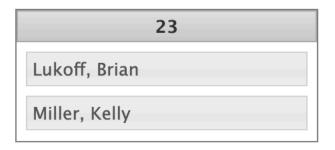
Team name: 23



### Session 64937266

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

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



Please wait for your instructor to start the individual round.

Current team: 23 

Change team

**▼** Join another session

### Session 64937266

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



Please wait for your instructor to start the individual round.

Current team: 2



**▼** Join another session

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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

Current team: 23 
Change team

**✓** Join another session

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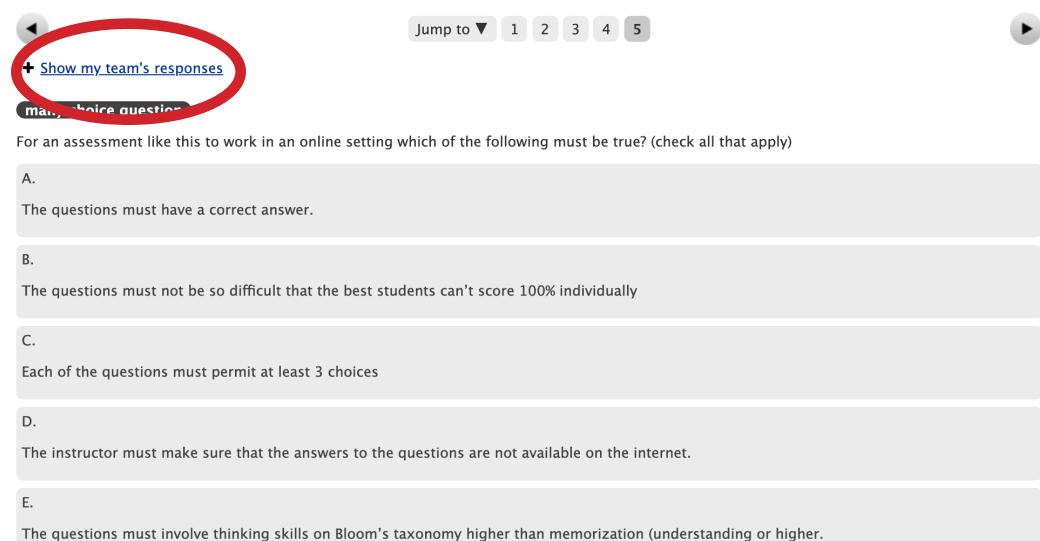
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Current team: 23 
Change team

**✓** Join another session

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

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).



The assessment must be low-stakes and frequent

F.

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Jump to ▼ 1 2 3



+ Show my team's responses

C, D, E, and F Brian Lukoff

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

#### many 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.

Warning: Grades will not be recorded when you log in with this demo account. Please log out and log in again using your valid

Readiness Assurance



Jump to ▼ 1 2 3 4 5



+ Show my team's responses

C, D, E, and F

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

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

The questions must have a correct answer.

3rd attempt:

1 pt

The questions must not 4th attempt: can't score solution revealed

### **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**

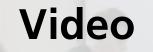
- teambasedlearning.org
- need to make questions difficult
- need to "de-Google" questions

### **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



'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 Al 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 comprehenshion, 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?"



- 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

Follow me! @eric\_mazur