

Social Learning in Times of Social Isolation



Aug 14, 2020



Social Learning in Times of Social Isolation



@eric_mazur

Aug 14, 2020





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 round white table holds several laptops, a notebook, a pen, and some snacks. A woman in a striped shirt is looking towards the camera, while others are engaged in conversation or looking at their devices. The background shows more people and large windows.

Icebreaker – Meet your team!

<http://bit.ly/RTicebreaker>

Joining Learning Catalytics

learningcatalytics.com/demo

Joining Learning Catalytics

Join live session

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

Session ID

Joining Learning Catalytics

Enter the name of your team. Make sure that everyone

Team name:

✓ [OK](#)

Joining Learning Catalytics

Session **30394189**

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).



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+ [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

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



Video

Leslie Leighton: “Why is this better than [a] virtual lecture?”

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

Student Motivation

Joanne Altman: “How do you get the students to do the assignments in advance. I always say that as the challenge of a flipped classroom. In psychological terms, how do you avoid “social loafing” where a few do the work for the many?”

Student Motivation

Vinicius Borges: “Do you have any tips about motivating student to do the reading prior to the class (especially in the context of high school students)? Any strategies to motivate them to engage with the material outside of class?”

Navigating comments

Karen Dillon: “I am curious what happens if no one else is working when you are. Does the highlighted text stay highlighted for long? If I have 75 students, will this get confusing if all 75 comments/highlights/etc are all present?”

Scott Arnett: “... the amount of highlighting and comments could still be overwhelming for students...”



Navigating comments

Ursina Teuscher: “What would you recommend for classes where you would not be able to even read all the comments in any given assignment, let alone respond to them individually”



Reflection

- **asynchronous preparation**
- **synchronous time for discussion**

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

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