

# Social Learning in Times of Social Isolation



Online workshop  
Maastricht University  
September 7, 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 and gesturing with her hands. To her left, another woman is looking at a laptop. In the background, several other people are seated at tables, some working on laptops. A large whiteboard is visible in the background. The scene is brightly lit, suggesting a modern office environment.

**Icebreaker – Meet your team!**

**<http://bit.ly/RTicebreaker>**

# Joining Learning Catalytics

[learningcatalytics.com/demo](https://learningcatalytics.com/demo)



# Joining Learning Catalytics

## Join live session

Partipate 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:

✓ [OK](#)



# Joining Learning Catalytics

## 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:

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 ▼

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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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 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**

**Donna Carroll: '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).'**

# Perusal 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](http://bit.ly/fliponline)**

**Follow me!**



**@eric\_mazur**