



LESSONS LEARNED AND SPRINGING FORWARD SESSION

**Monday, December 7, 2020
11:45 AM**

Questions/Concerns Raised

1. How can we get students to talk/participate in virtual sessions?

- a. Breakout groups -
 - i. Use Zoom or WebEx (although WebEx has to be done in “Training” mode and cameras will not work)
 - ii. schedule breakout groups ahead of times for efficiency
 - iii. Have students share out what another student has shared instead of their own ideas
 - iv. Use a think-pair-share approach
 - v. In Zoom, the [spotlight feature](#) allows you to choose the students who are reporting out/presenting. Those people will be shown on the main screen rather than everyone or the person talking! (Yuriko Ujike).
- b. Encourage students to have their cameras on
- c. Utilize [Discord](#) to give student a writing prompt (Discord - is an American VoIP, instant messaging and digital distribution **platform** designed for creating communities.) (Jessy Vachon)
- d. Utilize Google slides ([Pear Deck](#)) which students can interact with directly (John Kessler)
- e. Use Google [Jamboard](#) for students to interact (Marcia Dixson)
- f. Request students respond in the chat (Sara LeBlanc)
- g. Use the polling feature in Zoom, WebEx
- h. In WebEx if you change to “floating panel” you can make shared screen bigger and easier for students to see



2. How can we schedule office hours/meetings without back-and-forth emails?

- a. One drive - put spreadsheet with office hour times in OneDrive and send link to your class - they can sign up for open slots, you just check the sign-up sheet
- b. Google docs - same as above
- c. [Book me](#)
- d. [Calendly](#)
- e. [Bookings app](#) with Microsoft Teams



3. How can we effectively teach students with very different preparedness in the content?

- a. Create a resource hub for students in Brightspace (Jessy Vachon)
 - i. "Look here first" with answers to common questions
 - ii. Create a OneDrive folder with pdfs of examples etc. (e.g., [Worth Weller's writing resources folder](#))
 - iii. Create a list of resources links: [Purdue OWL](#)
- b. Utilize assessments (Worth Weller) or pre-assessments (Matthew Perkins Coppola) so you know in advance where students may need more help
- c. Have content prepared and learning object tied to the content with additional resources for those who might need them (Alannah Olah)
 - i. Create a follow-up activity in the area students may need additional help
 - ii. Create mini-videos and post to Brightspace to clarify difficult issues or provide more help
 - iii. Provide summary comments (Stephen Buttes) on assignments to clarify general areas of misunderstanding
 - iv. Have a student take notes on a particular day, they submit them as an assignment, then (after any needed revision) post them (Stephen Buttes)

- 4. How can we help students who are at home and do not have the necessary software available?**
- Students can [remote in to campus computers](#) (if their internet will allow)
 - You can provide links to local hotspots for students with low internet quality (John LaMaster)
 - [On-campus](#)
 - [In Indiana](#)
 - May also consider, in the first session, show students how to download software or what campus labs they can use to access that software
 - PFW software available for download or in open labs:
[PFW software applications through ITS](#)
 - Purdue student software:
[Purdue student software](#)
 - Record and paste that session in Brightspace for students to review later
 - Share expectations with students early on, *“This is what you will need to succeed in class”*
 - Look for alternative free software that might serve a similar process
 - Using the free version of Sketch-up (Suining Ding)



5. How can we best handle this situation: Students have moved back home, but class remained face-2-face and students need to show their work in the moment (not documents, but handwritten/drawn work)?

- Have them take a picture of their work and send it to you (Farah Combs/Carl Drummond)

6. Is the grading feature in Brightspace successful? Yes but it's not intuitive to use. Here are some suggestions:

- a. Run Gradebook Set Up Wizards first - you can turn on a final calculation feature (Brad Oliver)
- b. Create a separate column for totaling points rather than relying on the default columns (Mark Jordan)
- c. Use the demo student (John LaMaster)
- d. Switch from *adjusted grade* to *calculated grade*
- e. Make sure students understand how to navigate Brightspace
- f. Attend the [open lab on Wednesday January 13th](#) through CELT for gradebook help
- g. *Another grading tip:* Students' can submit written assignments and professors can grade directly on students' assignments with iPad and pen. Particular protective film can feel like writing on paper! (Yuriko Ujike)



7. How can we be sure students watch the entire video/read the entire text?

- a. Consider [Perusall](#) for interactivity with documents and videos. (Matthew Perkins Coppola)
 - i. You can import your text book through Perusall
 - ii. Perusall can score and give grades
 - iii. Provides feedback on who's participating
 - iv. Let's you know if students read/view from start to finish
 - v. You can assign assignments in advance to encourage dialog between students
- b. Can use instead of Brightspace discussion boards - Perusall will grade the student interactions and it will import into Brightspace gradebook. (Sharon Parnin)



8. How can we reach out to students given the number of drop-offs this semester?

- a. Set up virtual check-in conferences with students - intends to add points for attending next semester (Worth Weller)
- b. Schedule remote meet and greets (Naomi Gurevich)
- c. Use mandatory individual or team meetings and assign points. (Barbara Smith)
- d. Add additional discussion topics for socializing (Jessy Vachon)
- e. Give them cell number and ask, at the beginning of the semester, how they prefer to be contacted and then get that contact information. Check Brightspace weekly to see who has logged in, etc. (John Kessler)
- f. Use [Kakao](#), [Line](#), or [Discord](#) so I don't have to give my number (Jessy Vachon)
- g. Use [Google Voice](#) so they don't have my personal number (Matthew Perkins Coppola)



9. How can we handle the 24/7 on call feeling?

- a. Block out time to ensure grades are in quickly
- b. Let students know your availability up front
- c. In my email signature line, I state that I respond twice daily--at lunch and late afternoon (Barb Smith)
- d. Put limits on email "availability" (Rebecca Palu)
- e. Create, for yourself, clear boundaries for when you are "on" and when you are "off" work (Marcia Dixson)



10. Could we get a video embedded in Brightspace that shares information about support services on campus- especially counseling services?

- a. Checking on this but in the meantime, you could certainly post these links in your class
 - i. to this page about counseling, disabilities, child care, etc.:
<https://www.pfw.edu/offices/dean-of-students/about/index.html>
 - ii. to this page about learning support (tutoring):
<https://www.pfw.edu/offices/learning-support/index.html>
 - iii. to this page that Math created specifically for helping students during the pandemic:
<https://www.pfw.edu/departments/coas/depts/math/courses/supportservices.html>

Other Successful Strategies Shared

1. Humanizing your online class (John LaMaster)

- a. Utilize a Liquid syllabus
- b. Create a “Getting to Know You” survey and attach free points
- c. Allow students to remote in using a HyFlex approach (student’s appreciate the flexibility):
[See John’s tips!](#)
- d. Use microlectures
- e. Let students share organization tips
- f. Word clouds are good to engage students: [What do your students think a good teacher is?](#)



2. New Faculty Support Options - Academic Concerns Team

- a. Team (see members below) to consider other ways to support faculty at this time
- b. ACT webpage coming soon w/ability to anonymously make suggestions and convey concerns
- c. ACT email available now: act@pfw.edu
- d. Spring virtual coffee sessions about navigating the current situation – time management, stress management, etc.
- e. Academic Concerns Team
 - i. Jeff Anderson
 - ii. Hui Di
 - iii. Marcia Dixon
 - iv. Patricia Eber
 - v. Kerrie Fineran
 - vi. Paresh Mishra
 - vii. Terri Swim
- f. ***Please let us know how we can help!***

