1

00:00:03,100 --> 00:00:06,639

[Anna:] Hello and welcome to Core Session Two

2

00:00:06,640 --> 00:00:12,310

of the Northwestern Universal Design for Learning Practicum.

3

00:00:12,310 --> 00:00:18,670

Course Session Two is ROI: Increasing student engagement without completely redoing your course.

4

00:00:19,450 --> 00:00:23,980

My name is Anna Luce and I work in Teaching and Learning Technologies at Northwestern.

5

00:00:25,350 --> 00:00:31,020

[Veronica:] And my name is Veronica Burns. I am an assistant professor of instruction, and I work in the Chemistry department.

6

00:00:32,900 --> 00:00:36,680

[Anna:] And today we are here to talk to you, yes, about student engagement.

7

00:00:37,010 --> 00:00:43,850

And engagement is one of the three guidelines, within UDL, that we are talking about in the practicum:

8

00:00:45,710 --> 00:00:51,830

multiple means of engagement, multiple means of expression, and multiple means of representation.

9

00:00:52,130 --> 00:01:00,170

So today, again, we're here to talk to you about engagement and how you can amp it up in your course without completely redoing your course.

10

00:01:01,600 --> 00:01:05,510

So let's look at our agenda. We've already done our introductions.

11

00:01:08,110 --> 00:01:13,330

We will now talk about pinch points and multiple means of engagement.

12

00:01:15,810 --> 00:01:21,390

Pinch points are a concept that were covered in the pre-work for this session.

13

00:01:21,690 --> 00:01:28,590

But if you haven't had a chance to do the pre-work, we'll go over it really briefly. And then we're going to have two activities for you to do.

14

00:01:28,620 --> 00:01:33,540

This will be a hands on session for you, applying the resources that we're going to share with you.

15

00:01:35,960 --> 00:01:43,940

And then we'll wrap up and point you to next steps. So, what is engagement?

16

00:01:44,060 --> 00:01:47,120

Traditionally, we think of engagement in courses,

17

00:01:47,390 --> 00:01:52,040

when you are standing in front of a class, you can see if your students are responding to you.

18

00:01:52,040 --> 00:01:56,059

They're nodding their head, they're engaging in eye contact and giving you some body language

19

00:01:56,060 --> 00:01:59,090

that's letting you know that they're engaged in the course.

20

00:02:00,830 --> 00:02:04,790

From a UDL perspective, we think of engagement in a much broader scope.

21

00:02:05,000 --> 00:02:12,050

It could be engaging in class in that sort of traditional way, but it could also be engaging with materials or engaging with assignments.

22

00:02:12,950 --> 00:02:16,130

And Veronica will talk a little bit more deeply about that later.

23

00:02:20,020 --> 00:02:23,140

We're going to pause for a minute and talk about what pinch points are.

24

00:02:23,620 --> 00:02:28,719

Pinch point. A pinch point is a point in the process of learning where students consistently

25

00:02:28,720 --> 00:02:33,640

encounter difficulties or challenges, or their learning process sort of stalls.

26

00:02:34,930 --> 00:02:43,120

It could be that your ultimate goal for the course is to teach them Concept C, but they're struggling with concept A or concept B,

27

00:02:43,120 --> 00:02:47,259

and they can't move beyond it to achieve the ultimate goals of the course or the

28

00:02:47,260 --> 00:02:52,600

objectives until they wrestle with and grapple with those foundational concepts.

29

00:02:52,870 --> 00:02:56,920

It could be one specific assignment, or a lecture—some place

30

00:02:57,130 --> 00:03:02,110

that's a stumbling block in your course, where students are unsure how to move forward.

31

00:03:04,000 --> 00:03:10,330

Some examples of pinch points that we've heard from participants in the practicum are shown on this slide.

32

00:03:10,840 --> 00:03:18,550

They can be something really sort of straightforward, like, I don't know where to find materials on the course site for my course.

33

00:03:19,330 --> 00:03:23,590

When students are looking around on your course site for materials, that's time

34

00:03:23,590 --> 00:03:27,850

that they're not spending engaging with the materials or with the content of your course.

35

00:03:28,150 --> 00:03:34,600

You can do some work yourself to set up a user friendly course site that will make it easier for them to find those materials.

36

00:03:35,380 --> 00:03:40,930

Or it could be something broader or more difficult to pinpoint.

37

00:03:41,260 --> 00:03:44,350

Students get impatient with errors and debugging.

38

00:03:44,560 --> 00:03:51,040

They don't have the persistence to sort of move through that struggle and get through the assignment successfully.

39

00:03:51,400 --> 00:03:56,650

Or it could be that they don't see the value of a particular component of an assignment that you have for them.

40

00:03:57,010 --> 00:04:04,170

Maybe the goal for your course is to teach them the whole process, and, there's one part of the process that they don't think is important.

41

00:04:04,180 --> 00:04:12,490

They think they can skip it, and then their final product suffers because they don't understand why that particular step is important.

42

00:04:13,450 --> 00:04:14,920

So these are just some examples.

43

00:04:18,480 --> 00:04:27,300

And as we're thinking about engagement in the course, I think it's—in your course, it's important to pause and sort of ask yourself:

44

00:04:28,370 --> 00:04:33,920

Are you thinking about the course and the content that you're presenting to them from your students' perspective?

45

00:04:34,760 --> 00:04:38,720

I know that sometimes when I'm putting together a program or a course,

46

00:04:38,930 --> 00:04:46,580

my first instinct or impulse is to set up a course in a way that's logical to me, to the way that I think or process information or learn.

47

00:04:47,900 --> 00:04:54,920

And that might be different than the way my students do, because I've spent years studying whatever it is that I'm presenting on or talking about.

48

00:04:55,880 --> 00:05:00,110

So even though things might be really clear to you as the expert on a topic,

49

00:05:00,980 --> 00:05:06,740

you need to step back and think, "What can I do to convey to my students why this is important,

50

00:05:06,830 --> 00:05:11,840

why they should care about it, why they should learn—why they should spend time learning it,

51

00:05:12,110 --> 00:05:15,110

and why it will ultimately be important to them in the future."

52

00:05:15,500 --> 00:05:21,649

The best learning experiences, in my perspective are transformational. And transformative

53

00:05:21,650 --> 00:05:28,430

learning is really hard work. So students need a good reason, good motivation, to partake in that work.

54

00:05:30,480 --> 00:05:36,360

Something else we're going to talk about today is the concept of "plus one" or a "plus one mentality."

55

00:05:37,020 --> 00:05:42,629

And all this means, all this is referring to is that, as you're going through the resources

56

00:05:42,630 --> 00:05:46,440

that we're going to share with you today or you're looking at examples from other courses,

57

00:05:46,800 --> 00:05:51,240

you might realize that you have a whole list of things that you'd like to change about your course,

58

00:05:51,240 --> 00:05:54,150

a whole list of problems that you're suddenly realizing.

59

00:05:54,390 --> 00:06:00,390

Or maybe you inherited a course from someone else, and they have set it up in a way that you think might not be the best one.

60

00:06:00,450 --> 00:06:06,600

You don't like the resources that they've chosen or the way they've set up their grading on the assign—in, in the course.

61

00:06:08,140 --> 00:06:11,830

The plus one mentality says, "you don't have to do everything all at once."

62

00:06:12,130 --> 00:06:15,970

You can choose one item or one issue in your course.

63

00:06:16,390 --> 00:06:23,170

Spend some time thinking about how to improve that aspect of your course and see how it goes

64

00:06:23,180 --> 00:06:28,690

this iteration. And then moving forward, pick another element of your course that you could improve on.

65

00:06:29,290 --> 00:06:38,110

It would be impossible to totally revamp your course every time you learned about a new strategy or something new or a different way to do things.

66

00:06:38,620 --> 00:06:43,480

So as you're looking at the resources today, just keep that in mind. You don't have to do everything all at once.

67

00:06:46,730 --> 00:06:54,530

So now what we're going to do is take a little time for you to reflect on student engagement in general.

68

00:06:55,550 --> 00:07:03,350

We're going to do an activity called the KWL, and the K stands for Know: what do you already know about student engagement?

69

00:07:03,740 --> 00:07:07,700

The W stands for What do you want to know about student engagement?

70

00:07:08,120 --> 00:07:13,910

And later in the session, we'll come back to the L: what you hopefully will have learned by the end of the session.

71

00:07:14,660 --> 00:07:22,850

So, pause right now, and take a few minutes to jot down what you already know and what you want to know about student engagement.

72

00:07:27,200 --> 00:07:36,560

[Veronica:] And once you've done that, um—we'll leave that space in the learned category for after the session.

73

00:07:38,390 --> 00:07:42,170

And we can visit the concept of ROI: Return On Investment.

74

00:07:42,620 --> 00:07:53,230

So this concept is very similar to when you've heard it before, in other aspects of your life. Just thinking about designing your course,

75

00:07:53,240 --> 00:07:57,050

and you probably have a million pinch points, a lot of things you want to address.

76

00:07:58,040 --> 00:08:02,510

Which one is gonna give you the biggest return for the energy that you put in?

77

00:08:03,680 --> 00:08:07,190

You're probably very busy, and have a lot going on.

78

00:08:07,520 --> 00:08:12,979

So how much energy do you have, to be able to devote to something in your course? And then,

79

00:08:12,980 --> 00:08:16,220

trying to choose something that's gonna give you the biggest bang for your buck.

80

00:08:16,640 --> 00:08:21,110

So as you put effort and energy in, what's it gonna give you out?

81

00:08:21,110 --> 00:08:32,670

And just having that mentality to be able to, envision the changes that you can make—that can help you decide what is most important to do first.

82

00:08:33,660 --> 00:08:41,020

So this could be a big payoff. Maybe you have some time off right now and you're thinking, okay, what can I do

83

00:08:41,040 --> 00:08:50,770

that would be a big payoff for me? But it could also be a small thing that you can do tomorrow, and,

84

00:08:51,000 --> 00:08:54,840

Oh! There we go. The slides are not advancing.

85

00:08:56,220 --> 00:09:04,650

There we go. It could also be a small payoff with just a little bit of time before your next class.

86

00:09:06,660 --> 00:09:08,580

There we go. Okay. I'll click over here.

87

00:09:12,390 --> 00:09:21,750

So, this session is really about giving you access to this resource list, and you'll find the resource list linked in our, our documents.

88

00:09:22,110 --> 00:09:26,040

But this resource list is extensive.

89

00:09:26,100 --> 00:09:30,900

And I'll tell you one of the resources you've already experienced, and that was the KWL activity.

90

00:09:31,230 --> 00:09:39,240

So this resource list is organized so that you can find things that are relevant to your particular problems in your course.

91

00:09:39,720 --> 00:09:43,050

The way that it's organized is based on UDL principles.

92

00:09:43,560 --> 00:09:47,550

So there's types of engagement, that we'll go through, these different categories.

93

00:09:47,880 --> 00:09:50,730

And then even within the categories, we have subcategories.

94

00:09:51,060 --> 00:09:59,910

So if you're able to take your pinch point, and match it to one of the categories and subcategories of how UDL defines engagement,

95

00:10:00,630 --> 00:10:05,970

you'll be able to find the resources that are relevant to the problem that you are experiencing.

96

00:10:07,020 --> 00:10:17,669

So that KW activity, that can... that might be used in a situation where you're asking students

97

00:10:17,670 --> 00:10:22,950

to reflect on what they've learned, and to really connect with the material in a deeper way.

98

00:10:23,400 --> 00:10:31,350

And so you'll find that on the resource list under the appropriate category for the UDL defined way of engagement.

99

00:10:32,040 --> 00:10:35,880

So let's talk about the types of engagement that UDL defines.

100

00:10:37,710 --> 00:10:43,530

There's three categories. Those broad categories are: 1. Recruiting and capturing interest.

101

00:10:44,310 --> 00:10:52,230

And this is about bringing students in, welcoming everyone to the course, and introducing them to the subject that you're teaching.

102

00:10:54,370 --> 00:10:59,230

2. Fostering self-regulation, through check-ins and reflections. So self-regulation,

103

00:10:59,560 --> 00:11:04,260

getting students to reflect on their own learning.

104

00:11:04,270 --> 00:11:11,680

Little bit of that metacognition that we're looking for. And then the last category is about sustaining effort and persistence.

105

00:11:12,220 --> 00:11:17,890

As you have their interest, how do you keep it going for the entire course, and how do you keep it going,

106

00:11:17,890 --> 00:11:24,220

particularly when it gets difficult to do so, after a difficult exam or other experience in the class?

107

00:11:27,190 --> 00:11:31,950

So our strategy here, is to...

108

00:11:32,760 --> 00:11:36,600

There we go. Our strategy here is to think about your pinch points.

109

00:11:36,930 --> 00:11:41,190

That list of all of the sticky parts of the class.

110

00:11:41,610 --> 00:11:49,770

And think about where each of these pinch points falls into one of these categories.

111

00:11:50,070 --> 00:11:56,040

Is it about bringing students in, welcoming them to the classroom, getting them interested in your subject?

112

00:11:56,340 --> 00:12:03,510

Or maybe it's about having them reflect on their own work, and connect to the work in a personal way.

113

00:12:04,560 --> 00:12:08,670

Or maybe it's about keeping their interest going as the course goes on.

114

00:12:09,780 --> 00:12:16,320

So we can look at some examples of how these might match up.

115

00:12:16,710 --> 00:12:27,500

So some of the, problems that we've seen, that Anna was mentioning before, we can actually match those to these UDL categories of engagement.

116

00:12:27,800 --> 00:12:31,520

So this one, recruiting and capturing interest here.

117

00:12:32,270 --> 00:12:37,490

This person was thinking about students not seeing the value in a certain assignment.

118

00:12:38,450 --> 00:12:48,559

They might skip that foundational step as they practice the skill, and inviting students in, recruiting,

119

00:12:48,560 --> 00:12:53,360

and helping them see the relevance of something—that falls into this first UDL category.

120

00:12:54,170 --> 00:12:59,540

The second example that we have here is students—

121

00:12:59,990 --> 00:13:08,120

So often I experience this one, too. Students just trusting what the calculator says and not taking a step back to think,

122

00:13:08,120 --> 00:13:10,660

okay, does this answer make sense? Right.

123

00:13:10,670 --> 00:13:19,940

If they were to, able to—if they were able to metacognate and think about their answer in the context of the larger problem,

124

00:13:20,180 --> 00:13:23,510

they might be able to spot some errors before they make them.

125

00:13:23,960 --> 00:13:27,110

So that falls into this self-regulation category.

126

00:13:28,320 --> 00:13:33,780

And the last category, the last example we have here is that impatience with errors and debugging.

127

00:13:34,860 --> 00:13:44,310

Students giving up a little bit too early and not embracing that struggle as they, as they're editing their work, something like that.

128

00:13:44,730 --> 00:13:51,000

So take a second and match your categories for your pinch points to the UDL categories.

129

00:13:52,380 --> 00:13:56,130

And I'll go into more detail about each of these UDL categories now.

130

00:13:56,610 --> 00:14:01,620

So in Recruiting and Capturing Interest, the subcategories beneath that one.

131

00:14:02,460 --> 00:14:06,030

The first one is Individual Choice and Autonomy.

132

00:14:06,450 --> 00:14:14,820

So one way that I like to do this in my course is to give students a choice of what final assignment that they submit.

133

00:14:15,300 --> 00:14:22,890

My seminar course is about communicating in scientific, in scientific ways,

134

00:14:22,890 --> 00:14:30,210

both the traditional ways like journal articles, but also alternative methods like podcasts and comic books.

135

00:14:30,600 --> 00:14:40,260

So I actually offer my students a choice on their final exam, to either write a traditional paper or submit a comic book that they've drawn,

136

00:14:40,470 --> 00:14:45,210

or record a podcast that, of, on a topic that they're interested in, in science.

137

00:14:45,870 --> 00:14:54,149

So giving them a choice of what type of assignment to submit is one way to bring them in and to give them

138

00:14:54,150 --> 00:14:58,640

a little bit more interest in the course because they get to actually shape what they're doing themselves.

139

00:15:00,070 --> 00:15:06,410

The second subcategory here is Optimizing the Relevance, and the, the Authenticity of the class.

140

00:15:06,430 --> 00:15:10,870

So even simple surveys can fall under this category.

141

00:15:11,410 --> 00:15:19,810

Ways that you connect with your students and their own interests so that you can make decisions about how to structure the course.

142

00:15:19,840 --> 00:15:25,690

Sometimes I see people doing this by, maybe they have a lot of pre-med students in

143

00:15:25,690 --> 00:15:30,790

the room, and they start using more examples that are relevant to the medical field.

144

00:15:32,290 --> 00:15:38,199

One way that I've done this is I have a class that has a week at the end where it's, you know,

145

00:15:38,200 --> 00:15:43,330

maybe we have some extra time at the end of the class, and I don't know what to put there,

146

00:15:43,360 --> 00:15:48,340

so I surveyed my students and I said, "What do you want to learn about for the last week of class?"

147

00:15:48,700 --> 00:15:54,280

That's one way to draw them in and make sure the class is relevant to their interests.

148

00:15:55,650 --> 00:15:59,790

And then Minimizing Threats and Distractions. We all hope,

149

00:15:59,790 --> 00:16:07,470

I think, that our classrooms are welcoming environments, because learning is inherently a vulnerable process,

150

00:16:07,560 --> 00:16:10,770

you know. We have to be a little bit vulnerable to learn something new,

151

00:16:11,100 --> 00:16:18,750

and if you're uncomfortable in a classroom from the very beginning, it's going to be a huge barrier to learning something new in the end.

152

00:16:19,290 --> 00:16:27,390

So one thing I like to do in all of my classes is to offer a nickname survey at the very beginning of class.

153

00:16:27,900 --> 00:16:32,190

And this is just a simple survey. I'll have—show you a copy of it here.

154

00:16:33,450 --> 00:16:38,190

The first question is what? What do you want Professor Burns to call you, in class?

155

00:16:38,220 --> 00:16:48,540

That's a way for students to feel seen, and to feel welcomed, for whoever they are, asking them their pronouns in the same survey.

156

00:16:48,990 --> 00:16:52,600

And then in the survey, I can also find other ways of connecting with them.

157

00:16:52,620 --> 00:16:59,250

In this particular one, I have a question about what topics they're most interested in covering in that last week.

158

00:16:59,550 --> 00:17:05,280

But you could envision adding other questions to this welcome survey that helps connect you to

159

00:17:05,280 --> 00:17:10,140

your students and let them know that you care about who they are when they come in the door.

160

00:17:10,590 --> 00:17:16,710

So that's a really welcoming way to minimize the threats to students in your classroom.

161

00:17:19,480 --> 00:17:24,910

The next bigger category is Self-Regulation. So this is that metacognition thing that I was talking about.

162

00:17:25,450 --> 00:17:34,030

The subcategories under this one are (1) Promoting Expectations and Beliefs that Optimize Motivation.

163

00:17:34,360 --> 00:17:44,290

So these are activities that allow students to reflect on the goals of their course and how their goals align with those of, of the course.

164

00:17:45,550 --> 00:17:53,260

So for this, I like to actually give students some class time to write about what they have learned,

165

00:17:53,260 --> 00:18:02,140

to write about what they potentially want to be learning, and how it all connects together.

166

00:18:02,920 --> 00:18:12,969

I like to do this in my freshman seminar. Again, when students are just starting out in college, they might not see the relevance of certain things,

167

00:18:12,970 --> 00:18:22,000

but giving them that moment to, to—and prompting them to reflect on their own goals and how they are working towards achieving them,

168

00:18:22,330 --> 00:18:29,530

that can make them really see the value in some of those intro level courses that they're kind of forced to take.

169

00:18:29,530 --> 00:18:36,070

Right? And give them a little bit more motivation, in, putting time into those intro courses.

170

00:18:37,500 --> 00:18:43,200

(2) Personal Coping Skills. Again, I ta—I teach a lot of freshmen first year students.

171

00:18:43,530 --> 00:18:48,180

And so I'm not just teaching them chemistry in my classes.

172

00:18:48,450 --> 00:18:57,870

I'm also teaching them how to be students. So even if they don't remember any of the chemistry that I teach them, I will feel like I've succeeded

173

00:18:57,870 --> 00:19:05,490

if they take some skills from my classes and apply them to the future courses that they take as college students.

174

00:19:05,970 --> 00:19:21,960

So personal coping skills are things like study strategies, or, ways of navigating having so many, so many responsibilities, as a student.

175

00:19:23,100 --> 00:19:33,330

These might feel like things that we shouldn't have to teach students, or that it's, you know, not necessarily our responsibility.

176

00:19:33,600 --> 00:19:39,569

But, I kind of find that it doesn't hurt to make some statements on these things,

177

00:19:39,570 --> 00:19:45,270

and certainly to define what we mean when we start talking about study skills.

178

00:19:45,750 --> 00:19:50,880

When I say, "Hey, students, read the textbook, read chapter 12 of the textbook,"

179

00:19:51,900 --> 00:19:57,960

I like to know that they know what I'm talking about, because I'm not just talking about "run your eyes over the paper."

180

00:19:58,410 --> 00:20:05,309

I have a more expert level depth to what I mean by "read the textbook."

181

00:20:05,310 --> 00:20:11,910

I really mean: read and take notes and engage with the material and do the practice problems, right?

182

00:20:12,180 --> 00:20:20,520

All of that is just wrapped into the word read, and sometimes defining those terms overtly can help bring students into the room,

183

00:20:20,520 --> 00:20:24,240

and it can help them engage with the course on the level that I'm expecting.

184

00:20:24,900 --> 00:20:36,120

So what I like to do for this category is to create a glossary of all of these skills that I expect students to have.

185

00:20:36,120 --> 00:20:40,439

I call them Skill Spotlights. So, they can be things—

186

00:20:40,440 --> 00:20:45,330

I have a list of them here. This first one is how to read the textbook.

187

00:20:46,140 --> 00:20:54,210

That's a skill that I sort of expect students to, to have, but I'm going to define it for them.

188

00:20:54,480 --> 00:20:57,630

I'm not going to make them guess what it means to read the textbook.

189

00:20:58,470 --> 00:21:02,580

How to Approach Solving a Problem or Review Notes for a Quiz.

190

00:21:02,820 --> 00:21:08,070

Attend Office Hours. That's a big one. Many students don't know what we mean when we say office hours,

191

00:21:08,370 --> 00:21:14,729

so having somewhere on your course that defines these things, you don't even need to spend class time on it.

192

00:21:14,730 --> 00:21:23,610

Just having a place where students can look up these skills if they decide that they need them, sometime during the course.

193

00:21:23,610 --> 00:21:32,700

That can be a really nice way to do it. It also makes it not scary to confess that you don't know what office hours are.

194

00:21:32,910 --> 00:21:39,000

That's a really intimidating scenario to put a student in to say, "Oh, have you come to office hours?"

195

00:21:39,660 --> 00:21:47,460

And if they don't know what that means, this is a low-pressure way to provide those definitions for them so that they don't have to ask.

196

00:21:51,610 --> 00:21:57,760

The last category in Self-Regulation is about Developing Self-Assessment and Reflection.

197

00:21:58,030 --> 00:22:04,690

So how do we allow students to develop that skill? As experts in our fields,

198

00:22:04,720 --> 00:22:11,830

we all have some sort of way of looking at our own progress and our own skill sets

199

00:22:11,830 --> 00:22:18,340

and knowing where we need to grow and where we would like to, to focus our efforts.

200

00:22:18,700 --> 00:22:23,740

But students are still working on that skill of being able to identify and self-reflect.

201

00:22:24,100 --> 00:22:31,330

So giving them opportunities in your course to do that is a great way to get them to practice and develop that skill on their own.

202

00:22:32,050 --> 00:22:36,660

So in general chemistry, we provide a grade tracker for students.

203

00:22:36,670 --> 00:22:38,950

You'll be able to see it in a little bit,

204

00:22:38,950 --> 00:22:46,660

but, this grade tracker allows students to track their progress in different skill sets and actually visualize,

205

00:22:46,690 --> 00:22:50,440

okay, I'm, I'm improving here, and over here

206

00:22:50,440 --> 00:22:52,299

I think I need to spend a little bit of effort.

207

00:22:52,300 --> 00:23:00,540

So giving them ways of structuring the feedback that you provide, so that they can track their own skills.

208

00:23:00,550 --> 00:23:08,290

That's a way to foster the self-assessment that we're looking for here. And that could be potentially a solution for your course.

209

00:23:11,270 --> 00:23:14,450

This last broad category is Sustaining Effort.

210

00:23:14,460 --> 00:23:22,640

So this is about keeping them going during the, the quarter or the term, and sustaining their interest as they go.

211

00:23:23,450 --> 00:23:31,250

The first subcategory here is the Salience of Goals and Heightening the Salience of Goals and Objectives. In General Chemistry,

212

00:23:31,550 --> 00:23:37,760

in the labs particularly, we have students design their own procedures and then they have to enact them.

213

00:23:37,760 --> 00:23:47,870

And so they're doing so many activities in the lab all at once. It can sometimes be confusing, or they can lose sight of the overall objective.

214

00:23:47,870 --> 00:23:51,410

What question where we asking them to to answer with their experiment?

215

00:23:51,920 --> 00:24:00,020

So what we do is we take the, the lab manual and we have a big box that has the objective of

216

00:24:00,020 --> 00:24:06,140

the experiment, so that they can refer back to it in, in the course of what they're doing.

217

00:24:06,350 --> 00:24:14,170

And it's highlighted in purple so that they're able to, to find it when they need it and remind themselves of what the goal of this experiment is.

218

00:24:15,610 --> 00:24:20,800

The second category is about Varying the Resources or the Demands to Optimize Challenge.

219

00:24:21,040 --> 00:24:28,960

So just providing a little bit of variety in your class. How can you vary the types of resources that you give your students?

220

00:24:29,770 --> 00:24:33,520

For me, I like cartoons a lot. I like comic books.

221

00:24:33,790 --> 00:24:40,000

And so occasionally I will throw a comic book into general chemistry.

222

00:24:40,630 --> 00:24:45,190

We have a couple of different difficult topics that students always struggle with learning.

223

00:24:45,490 --> 00:24:53,830

And so I've written a comic book that explains methods of, of describing bonding in chemistry.

224

00:24:54,250 --> 00:24:57,670

And students use it as a supplement to their textbook.

225

00:24:57,670 --> 00:25:02,640

They'll read the textbook, but, the comic explains the same things in different words.

226

00:25:02,650 --> 00:25:10,840

And they say that having things as two different formats allows them to engage in different ways, and it sustains their interest.

227

00:25:11,680 --> 00:25:17,589

So as an example here, I have a diagram of our our lab manual.

228

00:25:17,590 --> 00:25:23,290

This is an actual cut out of our lab manual. You can see at the top we have a, um,

229

00:25:25,070 --> 00:25:29,090

a highlighted box of what the goal of the different assignments are.

230

00:25:29,420 --> 00:25:31,790

Students can refer back to that at any time.

231

00:25:32,330 --> 00:25:39,830

And then I also have—you know, sometimes we'll offer them a procedure that's written out or steps to follow.

232

00:25:40,190 --> 00:25:44,060

But here I've just drawn the procedure into a cartoon.

233

00:25:44,300 --> 00:25:50,240

So just a fun way to get them engaged, and a slightly different way of interpreting

234

00:25:50,240 --> 00:25:54,380

what we want them to do, by having some diagrams and pictures available.

235

00:25:58,540 --> 00:26:03,850

The next category within sustaining effort is to foster collaboration and community.

236

00:26:04,060 --> 00:26:11,110

And I can speak volumes about students working together and the importance of group work in classes,

237

00:26:11,620 --> 00:26:18,550

but I also think that students sometimes get anxious about group work because they don't know

238

00:26:18,730 --> 00:26:26,530

where the line is that crosses into academic integrity violations, or cheating and plagiarism.

239

00:26:27,160 --> 00:26:36,820

So that can be a barrier to them actually benefiting from the collaboration that we want them to to undergo.

240

00:26:37,870 --> 00:26:42,850

In my classes, and particularly in lab classes where students have a lab partner,

241

00:26:43,180 --> 00:26:51,280

they don't always know what activities are allowed to be collaborative with their lab partner and what activities must be separated.

242

00:26:52,270 --> 00:26:59,410

So I like to offer an academic integrity quiz that is done before the first day of classes.

243

00:26:59,470 --> 00:27:07,990

They have to get 100% before the first class, and each of the questions on the quiz puts out a different scenario,

244

00:27:08,260 --> 00:27:11,980

a very plausible scenario that may or may not have happened before.

245

00:27:13,060 --> 00:27:21,970

But it's a way of getting them to think critically about what academic integrity looks like in, in my particular classroom.

246

00:27:22,750 --> 00:27:27,040

So having that quiz really defines, this is allowed,

247

00:27:27,370 --> 00:27:38,739

this is not allowed. And that allows them to feel comfortable in the forms of collaboration that they are allowed to engage in, and that I encourage.

248

00:27:38,740 --> 00:27:40,750

It's great to have them collaborate,

249

00:27:41,050 --> 00:27:48,850

but I want them to feel free and comfortable to do so because, they're doing it in a way that that complies with academic integrity.

250

00:27:49,210 --> 00:27:56,170

I always find that students want to follow the rules. They really care about upholding academic integrity.

251

00:27:56,410 --> 00:28:00,610

And often when they step over that line, it's because they didn't know where the line was.

252

00:28:00,910 --> 00:28:06,250

So making sure and putting out those definitions from the very beginning is really key. The

253

00:28:06,250 --> 00:28:12,130

final subcategory in Sustaining Effort here is to Increase the Mastery-Oriented Feedback.

254

00:28:13,600 --> 00:28:20,409

So one way that I've done this—this is all about connecting your feedback that you provide to the goals of the

255

00:28:20,410 --> 00:28:26,380

overall course and making it really actionable and detailed as much as you can.

256

00:28:27,190 --> 00:28:34,030

One way that we've done this in General Chemistry labs is we've switched to a specifications grading method.

257

00:28:34,030 --> 00:28:41,560

This is a form of ungrading, which there are other sessions on that topic later that you can dig into.

258

00:28:42,250 --> 00:28:54,850

And the, this specifications grading method provides student feedback in different categories of what goals we have for them.

259

00:28:55,060 --> 00:29:01,209

So let's take a look at the particular categories that we offer students.

260

00:29:01,210 --> 00:29:09,970

So here we can see students will keep their feedback that they receive really organized, and they'll see, okay, for this experiment,

261

00:29:10,990 --> 00:29:14,140

here's how I did in all the different categories of mastery,

262

00:29:14,590 --> 00:29:24,520

and they track that throughout the term. So they can track their progress, but they're also tracking their skills as they move on.

263

00:29:24,820 --> 00:29:28,840

So we see, okay, lab citizen, that's like, behavior in the lab.

264

00:29:29,500 --> 00:29:36,310

They would be able to see their grades improve or maybe not improve, depending on what's happening.

265

00:29:37,090 --> 00:29:43,690

They would also be able to see, okay, for notebook, ah, I need to focus my energy on improving the notebook.

266

00:29:43,690 --> 00:29:50,980

I know how to behave in lab. That's good. But the notebook, that's where I need to go into office hours and ask my questions.

267

00:29:51,280 --> 00:29:59,319

So it allows this way of providing them feedback, allows them to target the skills that they need to improve,

268

00:29:59,320 --> 00:30:02,770

and it improves the conversations that I have with students.

269

00:30:03,100 --> 00:30:07,659

They're able to ask better questions because the feedback that we're giving

270

00:30:07,660 --> 00:30:13,060

them is so closely tied to the goals that we have for them in the first place.

271

00:30:15,760 --> 00:30:23,560

So those are my experiences of ways to increase engagement in my courses.

272

00:30:24,220 --> 00:30:28,920

The resource list is again organized in these different categories,

273

00:30:28,930 --> 00:30:34,660

So if you're able to identify the category that you'd like to address or bring into your classroom,

274

00:30:35,470 --> 00:30:42,430

you can head to the resource list and look for the particular heading that you're interested in connecting with.

275

00:30:43,180 --> 00:30:49,569

So we have our resource list linked here. And take a few moments to look through.

276

00:30:49,570 --> 00:30:56,830

It's a lot of resources, right? But if you're able to kind of narrow it down to the subcategory that you're looking for,

277

00:30:56,980 --> 00:31:01,510

it can be a lot less overwhelming than looking at the entire list all at once.

278

00:31:03,340 --> 00:31:08,380

The resource list looks like this and you'll see on the side here we have kind of a,

279

00:31:08,410 --> 00:31:12,940

a table of contents, and you can click to the categories that you're interested in.

280

00:31:16,080 --> 00:31:20,150

And now we've hit activity one, Anna. [Anna:] Yes.

281

00:31:20,250 --> 00:31:26,970

So for your first activity, we'd like you to do just what Veronica was talking about.

282

00:31:27,300 --> 00:31:35,430

Think about your pinch points and try to categorize them as related to this framework, this UDL framework.

283

00:31:36,120 --> 00:31:43,200

And then, using the resource list, try to identify some potentially useful resources for yourself.

284

00:31:43,470 --> 00:31:51,090

And there is a graphic organizer that we provided you with this session that you can—

285

00:31:51,330 --> 00:31:54,540

maybe you've got three pinch points, maybe you've got one you're working on today,

286

00:31:54,690 --> 00:31:59,640

but this is just the, the framework that we are using.

287

00:32:00,360 --> 00:32:02,130

So identify your pitch point.

288

00:32:02,550 --> 00:32:09,750

Categorize it as related to the UDL framework, and then try to find on that resource list some, some things that might help you.

289

00:32:10,260 --> 00:32:14,070

So this activity could take you a couple minutes.

290

00:32:14,080 --> 00:32:19,680

It could take you a longer period of time. But pause now and complete this activity.

291

00:32:27,835 --> 00:32:34,154

[Veronica:] Welcome back, with your wonderful, graphically organized activity

292

00:32:34,155 --> 00:32:40,325

one, all filled out. We're going to build on that activity later.

293

00:32:40,335 --> 00:32:43,755

So really do please pause, and consider it.

294

00:32:45,525 --> 00:32:55,095

And the next activity is going to be based on this idea of now, then, and later. It's all about the return on investment.

295

00:32:55,605 --> 00:33:02,775

Right now, you probably don't have time to change over your entire course to a new grading scheme.

296

00:33:03,135 --> 00:33:12,015

Right? But, you can probably do some of the smaller things that you explored in activity one, maybe even before tomorrow's class.

297

00:33:12,375 --> 00:33:18,525

So, assess what sort of time you have for each of these activities.

298

00:33:20,055 --> 00:33:25,965

You're going to look through all of the ideas that you have, and categorize them into things that you want to do now—

299

00:33:26,265 --> 00:33:31,845

so, maybe that's tomorrow or next week, something in the short term.

300

00:33:32,865 --> 00:33:38,115

What can you do then? So in the middle range of thing, maybe it's before the end of the term.

301

00:33:39,255 --> 00:33:44,515

What could you change in a couple of weeks? And then, what do you want to change later?

302

00:33:44,535 --> 00:33:51,915

I like to refer to this one as the Summer Projects, because in the summer, I have more time to take on something big.

303

00:33:52,755 --> 00:34:02,445

What are the big ideas that you need a lot of time for, but are really going to get you some great benefits?

304

00:34:02,835 --> 00:34:10,365

So you're sort of doing a triage of categorizing what are things that are immediate, easy, low effort,

305

00:34:10,755 --> 00:34:14,474

I can do this right now. What can you do in the middle term?

306

00:34:14,475 --> 00:34:17,745

And then what's going to take a lot of focus, I need to do that later?

307

00:34:20,985 --> 00:34:26,325

Here's an example from people who have taken the practicum before:

308

00:34:26,685 --> 00:34:33,855

someone putting one activity in the now category that they felt that they could take on in the next week.

309

00:34:34,365 --> 00:34:43,065

The then: something in the medium term. And then a larger project that they wanted to tackle later.

310

00:34:43,455 --> 00:34:46,635

And so we have, for Activity Two:

311

00:34:47,535 --> 00:34:53,354

you're going to look through those pinch points, and, your ideas about potential ways

312

00:34:53,355 --> 00:34:58,755

to, to address them, and categorize them on the graphic organizer we've provided.

313

00:34:59,739 --> 00:35:06,879

So pause here. And of course, if you need a minute, you might need a little bit longer than that.

314

00:35:07,269 --> 00:35:12,849

But go ahead and rank your activities that you want to address in your course.

315

00:35:18,439 --> 00:35:30,589

[Anna:] And welcome back. Now that you have completed Activity One and Activity Two, we are going to revisit the KWL.

316

00:35:30,619 --> 00:35:36,019

And we're going to ask you to go back to that first graphic organizer that you looked at,

317

00:35:36,019 --> 00:35:42,318

at the beginning of the session, where you wrote what you know about student engagement,

318

00:35:42,319 --> 00:35:46,009

what you want to know—and now we're going to ask you to fill in that L column.

319

00:35:46,069 --> 00:35:52,339

What have you learned during today's session? What are some takeaways that you can apply to your work right away?

320

00:35:52,879 --> 00:36:06,039

So take just a minute to fill that out. And now that you have completed your KWL, let's think about next steps.

321

00:36:06,309 --> 00:36:11,139

Session Three—Core Session Three of the practicum will continue with this theme

322

00:36:12,639 --> 00:36:16,629

of the UDL framework with a discussion on multiple means of representation.

323

00:36:17,289 --> 00:36:20,829

And, if this session has been useful to you,

324

00:36:20,829 --> 00:36:27,218

you can take your pinch points, and the resources that you have identified, and share them with a colleague or

325

00:36:27,219 --> 00:36:32,469

a learning designer or a learning engineer at your university, to get help implementing them in your course.

326

00:36:32,886 --> 00:36:33,690

Thank you. [Veronica:] Thanks!