

CENTER FOR TEACHING EXCELLENCE AND INNOVATION

News

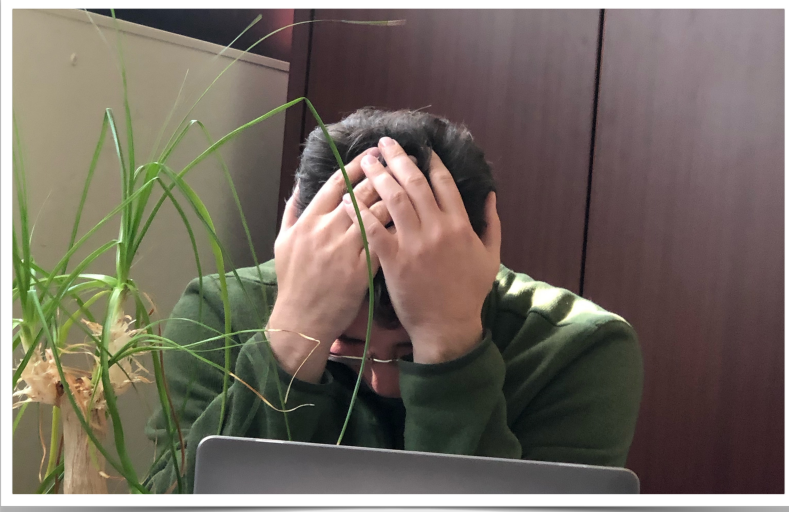
New Resources on CTEI Site

Helpful new **guide on teaching online** from Harvard Ed publishing. [Click here to access!](#) Ideas to consider for counting "participation", group work, and ideas you may wish to consider for your next course! Check it out!

Looking for ways to **assess and suggestions for minimizing cheating online**? Check out this article. [Click here to access.](#)

Talk Teaching at Your Time (TTYT)!

We know you are busy! That's why we created a **CTEI Team space**. Discuss teaching asynchronously, when it works for you. To join the Team only a couple minutes. Once you join, in a couple clicks, you can chat about teaching with others, at your convenience! [Click here to learn how!](#)



Teaching Tip in Ten

Feeling frustrated trying to **manage remote students** during synchronous class meetings? You are not alone. This new mode of instruction seems to be requiring more **explicit work on norms and etiquette while participating** in virtual settings. We have all heard the jokes about people attending Zoom meetings without pants, but, is it ok to remote in, camera on, while lying in bed? Seems time to revisit meeting norms! It is perfectly fine to recalibrate mid or even late-semester! Time spent co-constructing norms for synchronous meetings is valuable; it's an inclusive approach. Discuss and decide with students what makes for respectful and reasonable behavior in YOUR class meetings. Some virtual meeting aspects to consider when co-constructing:

Cameras on or off? If on, then when/how long, what are some expectations for that time? (This is a complex issue if we dig a little deeper. There may be very good reasons for a remote student to not want their camera on during an entire class meeting, and the instructor may wish to understand what these issues might be.)

Private chats? Reserved for instructor/student only?

CTEI Q&A Drop In

Don't forget. If you have questions or an idea to share with others or just want to connect around teaching and learning, consider joining a drop-in session with CTEI!

We meet via Zoom! Links below!



Mondays 12:45-2:00 pm,

Click <https://zoom.us/j/97965158351> on Mondays at 12:45 to join.

Wednesdays 6:30 pm,

Click <https://zoom.us/j/95745550875> on Wednesdays at 6:30 to join.

Resource Links at Your Fingertips

[Teaching Ideas for Communicating with Students](#)

[Technology Supporting Communication with Students](#)

[Teaching Ideas for Active Learning & Student-to-Student Communication](#)

[Technology Supporting Active Learning & Student to Student Communication](#)

Breakout group expectations?

Polling expectations?

Participation expectations? What counts as in-class participation?

Our new modes of course delivery have also forced me to rethink participation in general. First, we might now consider placing a higher weight on in-class participation in our grading schemes. If we decide to do that, then we will need to be more explicit with students about what our in-class participation point scheme is based upon. It is surely more than simply showing up! A benefit of remote meetings is they provide students additional options for communicating with one another and the instructor. Consider counting participation across them.

The chat box, breakout groups and polls provide additional ways to participate beyond the more traditional raise your hand and speak. For the shy student, the chat box or small group contributions may be more comfortable than the whole group unmute and talk. Consider polling students at random times during class meetings. Collaborate/WebEx/Zoom and Poll Everywhere are options for deploying polls. Students in face to face class meetings can quickly join a remote session on their phones and participate in polls just as easily. Polling can be also be done simply by posing a question verbally or written on a slide and having students choose participant buttons in the meeting software to respond. Below is an example of a ppt slide where students choose options in their "participant" panel in Zoom to

? Given our analyses of Crystal's reading data, which of the following is the most important first step for her reading instruction?

- Gather more data on her fluency.
yes
- Provide demonstration and practice for cross-checking while reading.
no
- Provide literal comprehension support.
go slower
- Provide inferential comprehension support.
go faster

Resource Links at Your Fingertips

[Ideas and Resources for Digitizing and Sharing Course Content](#)

[Technology to Support Digitizing or Sharing Course Content](#)

[Teaching Ideas for Assessing and Evaluating Student Learning](#)

[Technology to Support Assessing and Evaluating Student Learning](#)

answer the question. This example provides one type of content question that might be posed after a whole or small group review of a case or data. The icons in Zoom are repurposed and instead of yes/no/go slower...they now simply identify a particular answer choice.

Students click the “icon” associated with the correct answer. Instructors need no additional Zoom know-how for this. A quick scan down the participants list gives you a sense of which students understand the content.

For more information on polls/polling during class, join Kori Stewart and Lisa Z. for a Learn@Lunch on “Polling,” Nov. 9 at 12:45-1:45, November 9, 2020.

Do you have some polling ideas to share? Please [email me](#). I would love to include you and your ideas in the next newsletter!

Learn@Lunch Sessions

(New session added. See below.)

Recordings of all 2020-2021 Learn@Lunch sessions will be available on the [CTEI Sharepoint site, click here](#). If asked, log in with your UH email credentials and choose videos from list on right (or below if your window isn't expanded or your access is via a small device). PowerPoints and other resources for the recordings are accessible by clicking the “i” at the top or right side of the opened, video window. If attachments exist, they can be found there. See just below:



Please complete the [RSVP here](#) to reserve a spot at one or more of these events!

Zoom/WebEx links and any previewing materials will be sent prior to the sessions. Using Polls to Assess, Engage, and Increase Student Participation During Class

Kori Stewart, ENHP & Lisa Zawilinski, CTEI

November 9th, 12:45p- 1:45p via [Zoom](#)

Looking for an idea to engage students and assess their understanding of content in real time during instruction? Come explore some polling options with us to get students thinking. Participants will gain insight into and explore a variety of different polling options available in WebEx/Zoom/Bb Collaborate and Poll Everywhere. There is no better way to implement a new technology than to “see one, do one, teach one”. We will be asking participants to respond to polls, create a poll and share with peers during mini-breakout sessions. This will be a flipped session. **Two, 10-15 minute videos will be shared to be viewed before this session.** This will give us more time to actively explore and discuss during our hour together!

Unconscious Bias and Its Impact on Our Teaching (Two Parts)

Karen DeMeola, University of Connecticut

November 20th, 12:45p-1:45p (Part 1 of 2) via Zoom

Everyone has cognitive biases which influence their decision making, relationships, memory, learning preferences, leadership, and service. The unconscious patterns, or schemas, aid us in interpreting situations, performance, and decision making. They can also have negative effects that impact our teaching and learning environment. Part 1 explores unconscious bias. [Brief pre-work will be sent in advance.](#)

December 11th, 12:45p-1:45p (Part 2 of 2) via Zoom

Part 2 builds on what we discover/uncover and offers ideas to interpret and make decisions more intentionally.

NEW ADDITION:

Preceptors Supporting Hybrid Instruction

Ken Goldstein, Barney & Celia Lofink, Barney

December 9, 12:45-1:45 via Zoom

Are you teaching a hybrid course next semester? Wondering how you will manage remote students and synchronous class meetings? Join us as we share our experiences partnering with Preceptors to support hybrid instruction.