

NOTE: Check out “Stream” in myapps

Ten Active Learning Strategies [9:44]

Notes from the video	Connections w/f2f activities I’ve used
<ol style="list-style-type: none"> 1. Reciprocal Teaching – questioning, clarifying, summarizing, visualizing (general thinking skills) worksheetizations (modeling) + reflections 2. Book clubs 3. Socratic Circles – six question types – https://www.unl.edu/gradstudies/connections/socratic-questioning <ul style="list-style-type: none"> • clarify concepts; • probe assumptions; • probe rationale reasons, evidence; • questioning viewpoints/probe perspectives; • probing implications and consequences questioning the questions. 4. Jigsaw Groups / Gallery Walks 5. Four Corners 6. Gallery Walk 7. Question Orbits 8. Think, Pair, Share 9. Fishbowl 10. Hot Seat 	<p>I have used Fishbowl and Think, Pair, Share with undergraduate classes. Both seemed to work fine but they had a forced quality to them. The students went along but I didn’t feel they were engaged.</p> <p>What I have used in at both the K12 and undergrad levels that seemed to really engage the students were close to Socratic questioning and makerspaces. At the middle school level I found both worked particularly well.</p> <p>A couple of examples: I set up experimental stations around the room with materials and instructions. Students moved among stations at their choice, worked alone or together, until all stations had been visited. Station reports were then written and submitted.</p> <p>To study China we came at it from an art perspective. Students found images of artifacts they wanted to reproduce in 3D, researched about them, drew up supplies lists, created plans w/calculations, set schedules, and planned a capstone exhibit.</p>

25 Better Practices from Cognitive Science [10:28]

Notes from the video	Connections w/f2f activities I’ve used
<ol style="list-style-type: none"> 1. Keep it Simple Smarty (simple design drives learning) 2. Active Learning (people need to talk) 	<p>I always think I’m trying to keep it simple (e.g. setting up Blackboard), but sometimes when I step back and look, it’s not. I did so much better when we had the Unix server on campus and I had total control of layout and</p>

<ol style="list-style-type: none"> 3. Targeted Feedback (Claim, Connect, Action) 4. Build Mental Models 5. Build a Safe Space 6. Be Interesting 7. Build in Cognitive Pauses 8. Minimize Cognitive Load (one-topic lectures) 9. Multimodal Repetition 10. Tips Structure Knowledge 11. Stories Matter 12. Give Multiple Examples 13. Bring in Emotion 14. Space Out the Practice 15. Build on Prior Content 16. Build in Self-Regulated Learning 17. Frequent Low Stakes Assessment 18. Comprehensive Assessment (final) 19. More Than Multiple Choice (generative) 20. Challenging Tasks 21. Question Mental Models 22. Higher Level Questioning 23. Chance for Revisions 24. Timely Feedback 25. Paper Matters 	<p>navigation. You just don't have that in Blackboard.</p> <p>When possible (then I was teaching more theory courses), I tried to come up with a physical model as a metaphor for the abstract concept. It was something I liked doing and if I could make it a pop-up, so much the better. Haven't done this in a while.</p> <p>Emotion? Not certain I get this one. But once when I was explaining/illustrating on a chalkboard one of the students started laughing and said 'I get it, you're a comedian.' I'm not good at humor and what I was explaining was quite serious...but it was likely rather fantastic to the student ... she just never got the point that it was real.</p> <p>More recently, to make a point about different kinds of literacy/communication, I give students a square of 100% cotton paper (holds creases better) and written directions for folding into a Turkish Map fold. Then I give them a second sheet and have them watch a video (only music in the background) of someone doing the folding. The we compare the two results in terms of words and images.</p>
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14 Teaching Tips for Online Learning [8:20] (I only caught 13)

See The Online Teaching Survival Guide by Boettcher & Conrad

Notes from the video	Connections w/f2f activities I've used
<p>Four different segments of the course: beginning; early middle; late middle; end of course</p> <ol style="list-style-type: none"> 1. Be Present / how simple, navigable course is 2. Build a Supportive Online Community 	<p>I use a Stop-Start-Continue survey around mid-term then bring the results back to the class with changes being made as a result of the responses. Rarely am I surprised at the results as I've already made the observations myself.</p>

<ol style="list-style-type: none"> 3. Have Explicit Policies (more define learning experience better for everyone) 4. Use Synchronous and Asynchronous Meetings 5. Collect Feedback Early and often (+, -, delta) 6. Use active discussions, questions, reflections, debates, etc. 7. Find High Quality Content 8. Align Choice to Content (need to give students choice) 9. Use Cognitive Wrappers (at end of module) [have students produce product on what was learned in the class] 10. Assess the Process of Learning (not just the product) [shorter more frequent assessment drive instruction] 11. Outcomes Drive Content [generic structure – like four boxes] 12. Use a Content Frame (to build class) 13. Scaffold Student Learning 	<p>The one spectacular idea failure was for a class that met late afternoon when students seem to be tired. So I implemented a 3-minute stand-up discussion at the beginning of each class based on a very short reading or video on a subculture (such as hoopers/hooping - see https://youtu.be/F2asW7WqHss https://youtu.be/c9ZBYruSNVk)</p> <p>Students just wanted to come in and sink down into a chair and stay put. The few that engaged quickly dwindled to match the majority.</p>
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7 Tips to Successful Screencasting

Notes from the video	Comments
<ol style="list-style-type: none"> 1. Activate Prior Knowledge 2. Teach One Thing 3. Define all your key terms 4. Model Something 5. Keep it Short 6. Use Call Outs to Reinforce Learning 7. Require Student To Do Something w/Video 	<p>Useful points as I'm hoping to make at least four videos in the next week.</p>