



TEACHING SKILLS AND TECHNIQUES

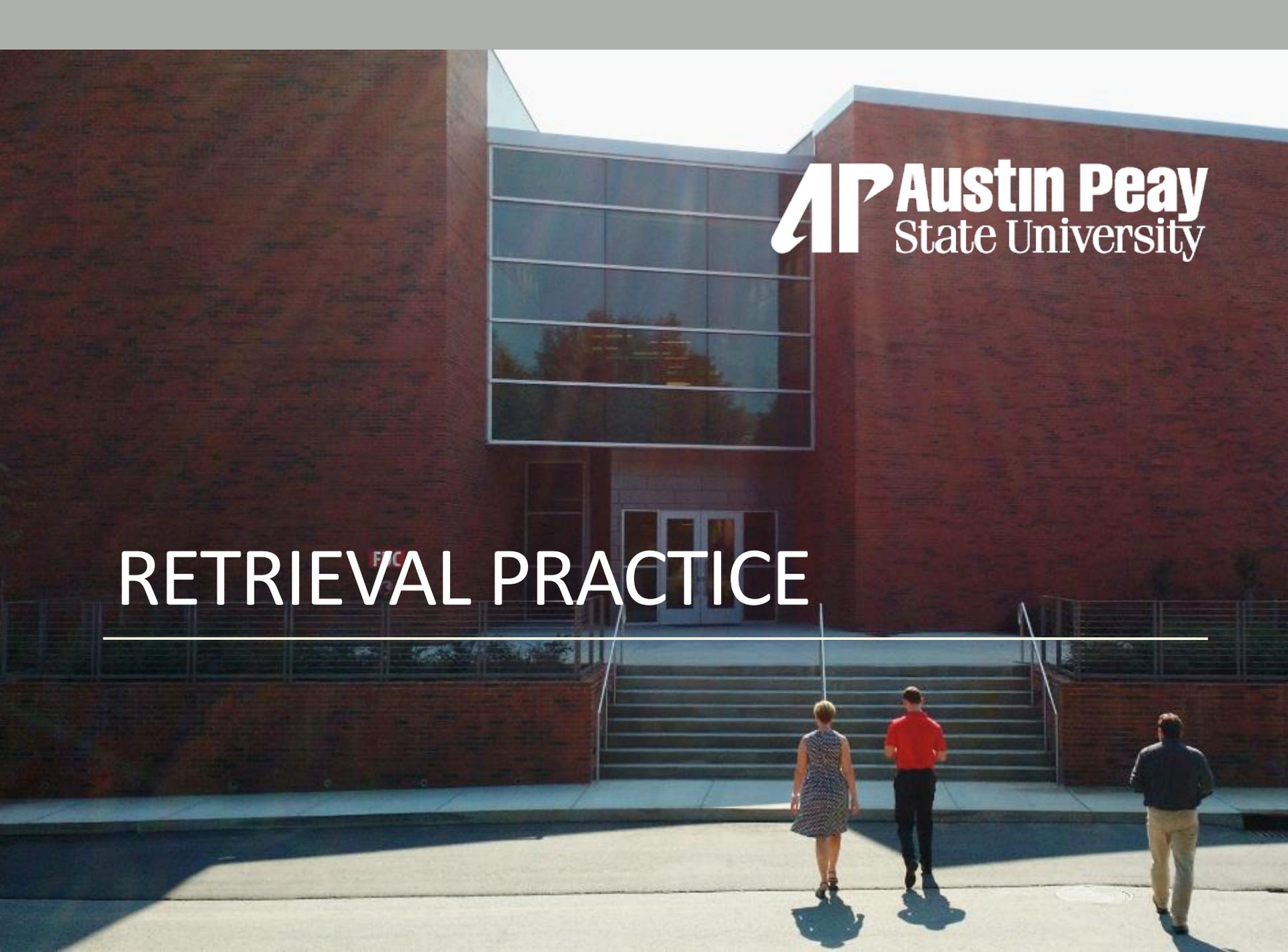
Dr. Sherri K. Prosser (prossers@apsu.edu)

AP Academy Professional Development Series

February 23, 2021

POLLS

1. Years teaching higher ed?
2. College/dept affiliation?
3. Typical mode of teaching?
4. Biggest concern with online learning?

The image shows a large, modern brick building with a prominent glass facade. The Austin Peay State University logo is overlaid in the upper right. The text 'Austin Peay State University' is in a white serif font, with a stylized 'AP' monogram to its left. The background is a photograph of the building's exterior, featuring a set of stairs leading to a glass entrance. Three people are walking away from the camera on a paved area in the foreground. The scene is brightly lit, suggesting a sunny day.

AP Austin Peay
State University

RETRIEVAL PRACTICE



Retrieval Practice

Retrieval practice boosts learning by pulling information out of students' heads, rather than cramming information into students heads.



Spacing

Spaced practice boosts learning by spreading lessons and retrieval opportunities out over time so learning is not crammed all at once.



Interleaving

Interleaving boosts learning by mixing up closely related topics, encouraging discrimination between similarities and differences.



Feedback-Driven Metacognition

Feedback-driven metacognition boosts learning by providing the opportunity for students to know what they know and know what they don't know.

Retrieval Practice

- Powerful strategy that boosts learning by pulling information **out of students' heads** (e.g., quizzes, clickers and flashcards), rather than cramming information **into** students' heads (e.g., lectures).
- No-stakes learning opportunity that is flexible and quick, with a huge impact on long-term student achievement.
 - <https://www.retrievalpractice.org/retrievalpractice>

Spacing, Interleaving, and Feedback-Driven Metacognition

- **Spacing** - Retrieve previous content
 - Forgetting is a good thing
- **Interleaving** - Mix up content
 - Improves discrimination
 - Particularly effective for mathematics
- **Feedback-Driven Metacognition**
 - Errors are a good thing (*you can't learn what you think you already know*)
 - Students need to reflect on their learning

Brain Dump activity directions (5 min. or less)

1. Pause your lesson, lecture, or activity.
 2. Ask students to write down everything they can remember.
 3. Continue your lesson, lecture, or activity.
- Students write responses **individually**.
 - Do **not** grade; it's a learning strategy, **not** an assessment strategy.
 - **Be specific** with your prompt. Set a brief time limit *or* ask for 1-3 things they can remember about a broad topic without a time limit.
 - **If possible, include spacing and feedback**
 - To quickly add spacing, ask students to write down what they can remember from *yesterday*.
 - To quickly add feedback, have students discuss their similarities and differences with each other ("turn and talk") for only a minute or two before moving on.

Retrieval Tic Tac Toe activity directions

A no-stakes, no-tech, no-anxiety activity created by students in a college psychology class with [cognitive scientist Janell Blunt](#) from Anderson University.

- Write a tic tac toe grid on the board or project a grid on a screen
- Split your class into two teams
- Each team writes 5 questions for retrieval practice
- One team asks a question. The other team *collaborates* on an answer.

Quick tips:

- Students can create questions about [previously learned content to incorporate spacing](#) in Retrieval Tic Tac Toe
- Questions can be [short answer or multiple-choice](#)
- You can create a few smaller teams (e.g., 3-4 students each) and have multiple games going at once
- Play Retrieval Tic Tac Toe at the beginning, middle, or end of class
- No prep or grading required!

Retrieval Practice Online Library

<https://www.retrievalpractice.org/library>

- Retrieval practice
- Interleaving
- Spacing
- Metacognition
- Transfer

- Subscribe to [Weekly Teaching Tips](#)



“TEACHING PRESENCE” IN ONLINE SPACES

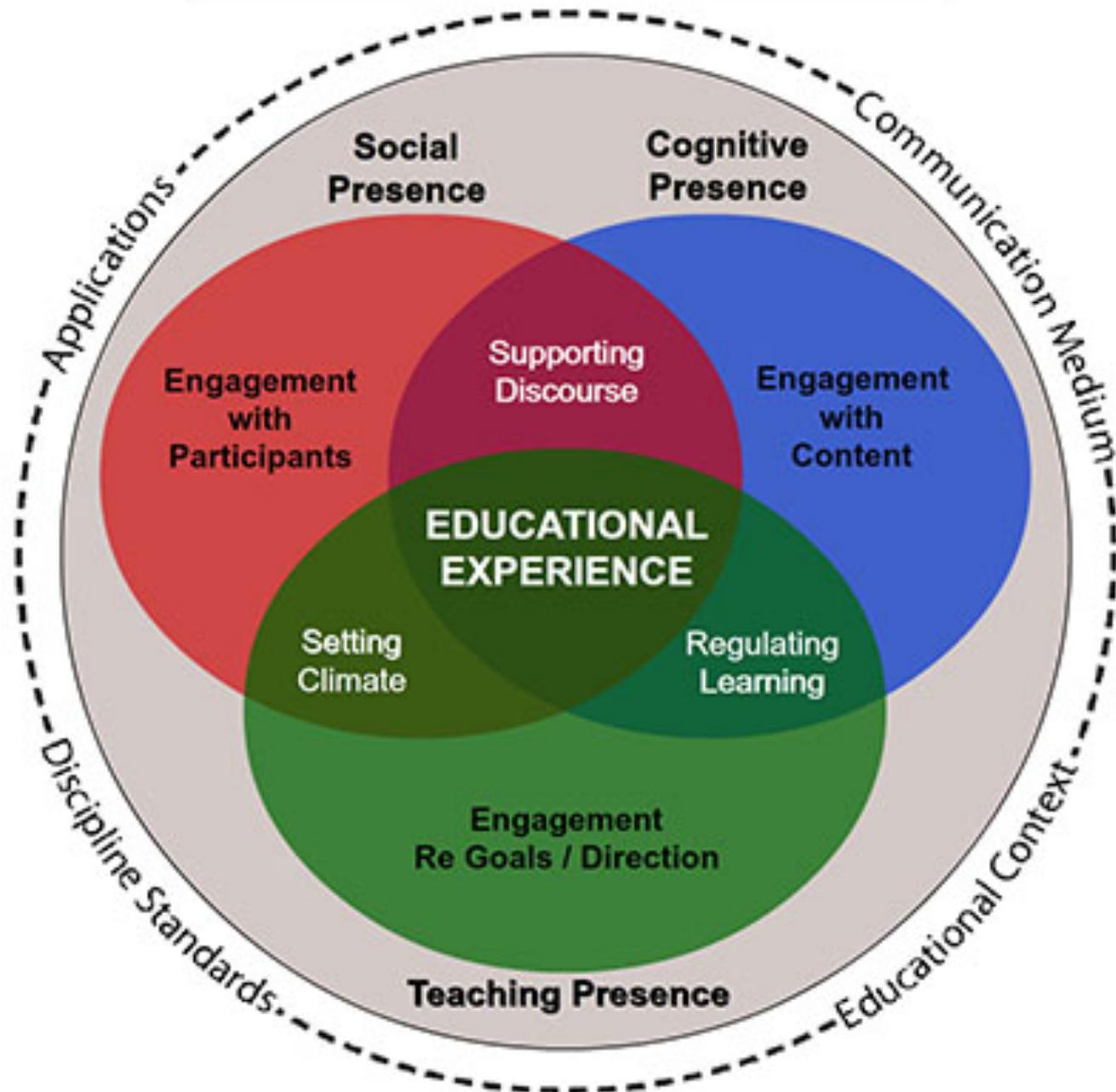
Community of Inquiry Framework (Garrison et al.)



Creating an Educational Experience

Community of Inquiry Framework

Garrison, D. R., Anderson, T., & Archer, W. (2000). [Critical inquiry in a text-based environment: Computer conferencing in higher education model](#). *The Internet and Higher Education*, 2(2-3), 87-105.



Community of Inquiry

(Garrison et al., 2000...through present)

- **Social Presence:** ability of participants to project themselves socially and emotionally, as well as the degree to which they feel socially and emotionally connected to others
- **Cognitive Presence:** extent to which learners are able to construct and confirm meaning through sustained reflection and discourse in a critical community of inquiry
- **Teaching Presence:** design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes

Choose the response that best describes how you're feeling (this is anonymous).

**Use
Zoom
Polls!**

- Hanging in there! 😊
- "Are we there yet?" :/
- (Still) Hanging on by a thread 😞

- **How do you feel about online classes?**
 - I am comfortable learning in online formats.
 - I love the convenience of online courses but not much else.
 - I loathe every aspect of online classes.

Choose the response that best matches your understanding of theoretical frameworks (anonymous).

- I feel comfortable selecting one for my topic now. 😊
- I understand more, but I'm not there yet. :/
- No offense, but you made it worse. 😞

BREAKOUT SESSION

Review Components of Teaching Presence

Breakout Session directions (5 min.)

1. Go to our [Google Drive folder](#)
2. Choose “COI tip sheets” folder
3. Choose “*COI Teaching Presence tip sheet”
4. In small groups,
 - Review the Teaching Presence document and discuss:
 - One strategy you could implement this semester
 - One strategy you would like to implement next semester

Two Things (with feedback)

1. Write down two things about teaching presence that you want to remember/incorporate next semester.
2. Then,
 - a. Each person should type one of your (or your group's) items into the chatbox so we can see similarities and differences across groups
 - (alternate option: put in breakout rooms to discuss for 1-2 minutes)
 - (in person option 1: pass your paper to a peer/"shoulder buddy" and have them add one new item to your list)
 - (in person option 2: think-pair-share...have students pair off and discuss)

The image shows a large, modern brick building with a prominent glass-walled section. The Austin Peay State University logo is overlaid on the right side of the building. The logo consists of a stylized 'AP' monogram followed by the text 'Austin Peay State University'.

AP Austin Peay
State University

COMMUNICATING WITH STUDENTS



HOW TO EMAIL A TEACHER

1 SUBJECT LINE

2-5 word summary of the email

- Missing Grade
- Homework Question
- Late Work

2 BEGIN WITH A GREETING

- Good Morning
- Hello
- Good Afternoon

This is in the body
of the email



3 BODY OF THE EMAIL

- I am writing because.....
- I need help help.....
- I am confused by.....

4 CLOSING

- Thank you
- Have a nice day!



5 SIGN YOUR NAME!

General Tips:

- Be sure to use proper capitalization & punctuation.
- Always use proper grammar.
- Plz spell out ur words.
 - Please spell out your words.

Classwide Communication

- Pre-load announcement for each week/module
 - Overview, reminders, due dates, related resources (news, blog post)
 - Short, authentic videos (with transcript)
- Use announcements in lieu of classwide emails...teach students to engage with course regularly
- Don't Spam Your Students and Other Practical Communication Tips
 - Create student-friendly (and consistent) assignment schedule
 - Have a “Start Here!” or “Getting Started” page and/or include a video tour of the online course

“Course Q&A” forum

- **Subscribe to forum**

Course Q&A ▾

Topic	Threads	Posts
<p>Course Q&A ▾</p> <p>Use this forum to ask questions about the course resources, readings, and assignments. I am "subscribed" to this forum and will be emailed automatically when you post. Feel free to respond to each other's questions if you know the answer!</p>	8	30

“Student Lounge” forum

- **Subscribe to forum**

Student Lounge ▾

Think of this space as our "virtual lounge"--a place to post questions, comments, resources, and ideas that are not necessarily related to the this course. The **Student Lounge** forum is a place to get to know your colleagues and develop important professional relationships. Similar to a face-to-face faculty lounge, our virtual lounge will only be as useful as we make it!

Topic	Threads	Posts
Student Lounge ▾	5	8

Chat Box “Discussion” (~5 min)

- Type your response to the following question in the chat box.
 - *What is your biggest frustration or wondering related to providing instruction in synchronous or asynchronous discuss?*
- Read your peers’ posts and provide feedback or suggestions.
 - Use the “@” symbol to address someone in particular
 - (e.g., @Sherri, my brain is full!)

“When you’re willing to learn from, and with, students, you model a sense of humility, a desire to improve, a willingness to change your mind.” (Darby, 2020 para. 20)

MODEL SEEKING FEEDBACK

Mid-semester Course Feedback

(EDUC 5700)

A few of you have shared via email or D2L parts of the course content that you found particularly helpful. This course will be offered Spring II in future years and will undergo some revisions to include a summative "capstone" paper for the entire program. Re-organization of content and elimination of some items is, therefore, inevitable. I have created a one-question (anonymous) Google Forms to gather your input:

<https://forms.gle/S8naFuh6BjwpuptB8>

Please list or describe suggested changes to the course content. Examples include: re-organization of topics, Leadership Tools to keep or eliminate, readings or reflection topics you found most useful...but you're definitely not limited to these. :)

I will send this again at the end of the course but feel free to share now while some of the earlier weeks are fresh in your minds.

Mid-semester Course Feedback

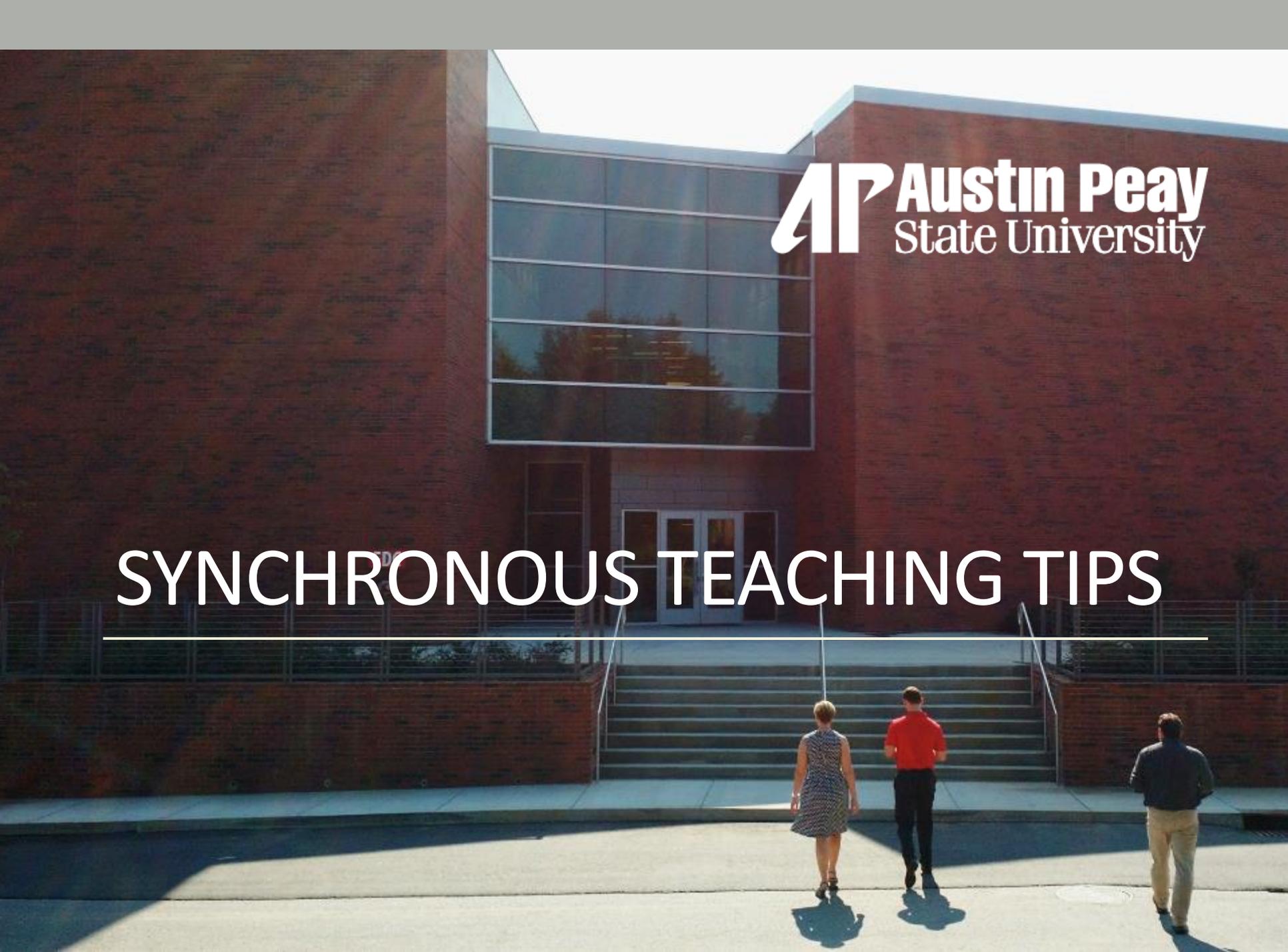
(EDUC 7016)

1. By Sunday of Week 1, create a new thread and write a substantive initial post of approximately 250 words specific to the context you chose for your Equity Audit assignment.
 - a. Select either the Higher Education or Organizations or the K12 Schools thread within the discussion forum.
 - b. Respond to the questions within your chosen thread
 - c. note how the Week 3 readings and presentations have changed your thinking about your mess and/or Equity Audit tasks

For items like this, would you rather see:

1. the whole list of questions within the module document (only)?
2. the whole list of questions within the discussion board (only)?
3. the whole list of questions in both places?

Thank you for your input,
Sherri

The image shows a large, modern brick building with a prominent glass facade. The Austin Peay State University logo is overlaid on the right side of the building. The logo consists of a stylized 'AP' monogram followed by the text 'Austin Peay State University'.

AP Austin Peay
State University

SYNCHRONOUS TEACHING TIPS



Save Time, Increase Engagement

- Fewer students per breakout room reduces the time needed for discussion
- Instead of whole-class share out after a breakout room, students:
 - record responses/thoughts/debrief in a collaborative space (e.g., Google Docs, Collaborative Board) or
 - record responses/thoughts/debrief in the chat box

Pre-Zoom Writing

- A few days before your synchronous class, have students respond to a prompt about this week's topic within a D2L forum.
 - Each student should post their response and at least one question for further discussion.
 - During the synchronous class, the instructor addresses some of these questions (or areas not addressed in the asynchronous forum).

Zoom Chat Box Discussion

- To gauge response to a topic or reading assignment, post a question and then allow students to post in the Zoom chat box for 5-10 minutes.
 - A quick examination of the chat transcript will reveal a multitude of opinions and directions for further discussion.
 - In online environments, many students can “talk” at once, with less chaotic and more productive results than in a face-to-face environment.

Encouraging Engagement During Sync Meetings

- Six scenarios with strategies and accountability ideas
 1. Student logs on but “checks out”
 2. You ask a question and get crickets
 3. You conduct a poll but 8 don’t vote
 4. Many students struggling..now you have 25 appointments in one week
 5. Several have multiple missing assignments, even though you remind and have increased class communication
 6. Attendance was great but drops off/stops at midterm

Ideas to Make Your Synchronous Online Classes More Fun

- This/That - *Do you like Broca's area/Wernicke's area? Why?*
- Two Truths and a Lie - *Intentional communication emerges around 8-9 months. Joint attention emerges around 6 – 10 months. Inflectional morphemes are mastered by age 3.*
- Circle of Questions - Similar to “popcorn” (students get tagged to participate)
- Tell Your Grandma/Teach Your Grandpa - Ask a question and pretend not to know anything about it
- Emoji Slides - Gauge readiness for exam based on student feedback
- Who Am I? (riddles)
- Role Play (e.g., case scenarios, speech pathology, counseling)
- Collaborative Worksheets
- 15-minute Ungraded Quizzes

Keeping Students Engaged: How to Rethink Your Assessments Amidst the Shift to Online Learning

- Introductory assessments or diagnostics
- During or after online content engagement
- Self-assessments
- Reflexivity (marked by an outcome or change in behavior) in assessments
- Writing or **oral assessments**
- Authentic assessments
- Selected-response assessments
- Group assessments
- Summarizing assessments

11 Alternative Assessments for Blended Synchronous Classes

1. Bucket of Fun (e.g., HHP, movement classes)
2. Three-minute message
3. Replace mid-terms with biweekly, low-stakes quizzes
4. Zine (i.e., self-published text-based product) and contemporary issues
5. Poster variation: Look book
6. Comprehensive factors list: Circle map
7. **Scaffolded peer review**
8. Single-blind peer review
9. Problem solving videos
10. Systems level drawings
11. Annotated timeline

Brain Dump activity (5 min. or less)

1. Write down what you remember about retrieval practice and spacing.
2. Write down everything you can remember about how to increase engagement in synchronous or asynchronous class sessions.
3. Or, use as “Two Things” to save time!

Lots and Lots More... see [Synchronous Teaching Tips folder](#) in Google Drive

- **Teaching Effectively During Times of Disruption**



- 20 pages of suggestions!
- Jenae Cohn, Academic Technology Specialist for PWR, jdcohn@stanford.edu

- **Student Engagement: Ways to Process Readings in Online Courses**

- Alternatives to traditional discussion boards
 - Many based on peer-reviewed research (see references)
- See also University of Illinois's [Online Teaching Activity Index](#)

Oh, and D2L Resources I can't help but share

- Basic Tasks – instructor table
- Basic Tasks – student table
- Quick How2s
- Semester Start Resource

Teaching in Higher Ed Resources

- [Faculty Focus: Higher Ed Teaching Strategies](#)
- [The Chronicle of Higher Ed: Community \(teaching advice\)](#)
- [The Cult of Pedagogy \(blog, podcast\)](#)
- [Teaching in Higher Ed \(blog, podcast\)](#)
- [The Learning Scientists; retrieval practice \(blog, podcast\)](#)
- [Professor-ing; National Center for Faculty Development & Diversity \(blog, podcast\)](#)
- [Course workload estimator based on reading, writing, exam requirements, divided by number of weeks \(Rice University\)](#)
- [The Professor Is In: Guidance for all things PhD \(graduate school, job market, and careers\)](#)