Blended Learning Initiative: Participant Panel on Practical Pedagogies @ TLT Symposium 2013

Jeff Loats, Ph.D., Physics
John Carter, Ph.D., Math
Ting Jiang, Ph.D., Sociology
Courtney Rocheleau, Ph.D., Psychology
Dave Ruch, Ph.D., Math
Arlene Sgoutas, Ph.D., Women’s Studies
Blended Teaching Techniques

Active engagement with classroom response systems

Just-in-Time Teaching

Flipped Teaching
Planned Topics

We will each:

• Share data
• Share stories
• Share surprises
• Share time traveling advice
Data

John, Abstract Algebra:
Always more views (unique IPs) than students.
At least one “command performance” per week.

Ting, Intro. to Sociology:

![Graph showing number of participants for JiTT respondents Week 1-10 for L1 to L13.](attachment://graph.png)
Data

Courtney, Intro. to Psychology:
71% response rate, with warm-ups worth 10%

Dave, College Algebra:
77% average participation on Reading Quizzes, 100% on in-class clicker questions.

Arlene, Intro. to Women’s Studies:
25 students, 10 warm-ups. ~52% of students have completed 5 or more of them. 20% have asked for off-line warm-ups.
Stories

John, Abstract Algebra: Repeated views and out-of-class engagement

Ting, Intro. to Sociology: Student reflections: Ethnocentrism, socialization & achieved vs. ascribed status

Courtney, Intro. to Psychology: The effects of sharing concepts in student’s own words.
Stories

Dave, College Algebra:  
Student comments and follow-ups

Arlene, Intro. to Women’s Studies:  
Accountability and connections
Surprises

John, Abstract Algebra:
Class time is best used on mechanics, videos lectures work best with concepts

Ting, Intro. to Sociology:
Student acceptance of warm-up work

Courtney, Intro. to Psychology:
Negative: Student resistance to warm-ups
Positive: Quality (and origin) of responses
Surprises

Dave, College Algebra:
Student asked for more clicker questions

Arlene, Intro. to Women’s Studies:
Better preparation doesn’t remove hesitation to share with the larger group.
Time Traveling Advice

John, Abstract Algebra:
Motivation: It is enjoyable
Advice: Prepare better and shift focus

Ting, Intro. to Sociology:
Advice: Be sure warm-up assignments are available as promised

Courtney, Intro. to Psychology:
Motivation: It isn’t all-or-nothing and it does help with tough concepts.
Advice: Change the kinds of warm-up questions
Time Traveling Advice

Dave, College Algebra:
Motivation: This will help students be able pinpoint what they don’t understand.

Arlene, Intro. to Women’s Studies:
Motivation: JiTT will help you prepare.
Advice: Lower weight placed on warm-ups. Do an orientation day early on with computers. Ask students to bring responses to class.
Other Questions?
Your Summary

For yourself... or to share?

What was the most important idea you heard during this discussion?

What part of our discussion remains the fuzziest?

Contact Jeff: Jeff.Loats@gmail.com
Slides: www.slideshare.net/JeffLoats