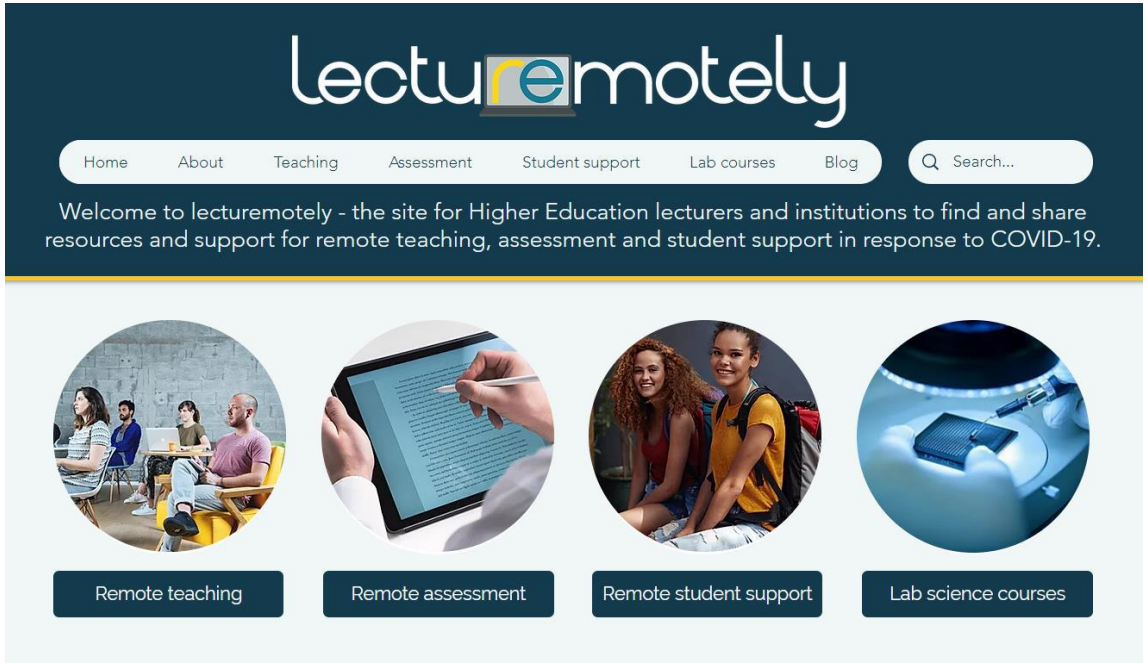
DE MONTFORT UNIVERSITY LEICESTER

Teaching, learning and personal tutoring: A virtual mini-conference

11 September 2020

CENTRE FOR ACADEMIC INNOVATION



Lecturing, learning and labs online

Dr Beth Rogoyski, Dr TJ Moore and Dr Jo Rushworth

www.lecturemotely.com @lecturemotely

Session overview

1. **The lecturemotely story:**
   from webinars to website www.lecturemotely.com

2. **Semi-flipped classroom**

3. **Engaging activities for remote, live classes**

4. **Google-proofing MCQs**

5. **A tour of the lab resources online**

The beginning: rapid, rough and ready staff support

Monday 16th March	HLS meeting to consider lockdown
Tuesday 17th March	Sent round "how to" videos to for BbCU
	Built a remote teaching toolkit
Wednesday 18th March	First webinar for our School
Thursday 19th March	Started teaching in BbCU

…with amazing support from Rob Weale and Ian Pettit (CELT)

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DMU-wide and national webinars

Remote teaching and assessment webinar:

Teaching in a **virtual classroom** using Blackboard Collaborate Ultra

Thursday 9 April 11am-12pm

The webinar will include:

- ✓ Quick-start intro to Collaborate
- ✓ How to set up sessions
- ✓ Common problems and fixes for new users
- ✓ Applications available within Collaborate
- ✓ The opportunity to ask any questions

To attend: simply add the date and time to your diary and follow the **link below** on the day.

Facilitator:
Dr TJ Moore
tj.moore@dmu.ac.uk

Remote teaching and assessment webinar:

Creating applied "Google-proof" **MCQs** for remote, open-book tests

Wednesday 8 April 1pm – 2pm

The webinar will include:

- ✓ Using Bloom's Taxonomy to create more applied MCQs
- ✓ Creating scenario-based questions
- ✓ Getting creative with MCQs
- ✓ The chance to ask any questions

To attend: simply add the date and time to your diary and follow the **link below** on the day.

Facilitator:
Dr Beth Rogoyski
Bethan.Rogoyski@dmu.ac.uk

Remote teaching and assessment webinar

Try remote learning for yourself: experience a lecture as a student

The live lecture is on June 12th … don't forget your 15 min pre-work!

You'll get to experience and try out…

- ✓ A short pre-sessional 15 min learning video (as per **semi-flipped classroom**)
- ✓ A **student workbook** to make your notes
- ✓ Some **group work** in Blackboard collaborate
- ✓ **Turning Point** in session

With time to evaluate and reflect on this experience, from student & lecturer perspectives. There'll also be time after the session for questions, chat and tips

Facilitator:
~~Dr Jo Rushworth~~
Dr Fei-Fan Tang

Remote teaching and assessment webinar:

Group Work in Blackboard Collaborate Ultra

Thursday 7 May 10am – 11am

The webinar will include:

- ✓ Using Breakout Groups
- ✓ How to set up your groups
- ✓ Do's and don'ts for group work
- ✓ Thinking about group assessments
- ✓ The opportunity to ask any questions

To attend: simply add the date and time to your diary and follow the **link** on the day.

Facilitator:
Dr N Turner
nicholas.turner@dmu.ac.uk

Remote teaching and assessment webinar:

Remote student workbooks: a learning scaffold for making and compiling online lecture notes

Friday 5 June 10am – 11am

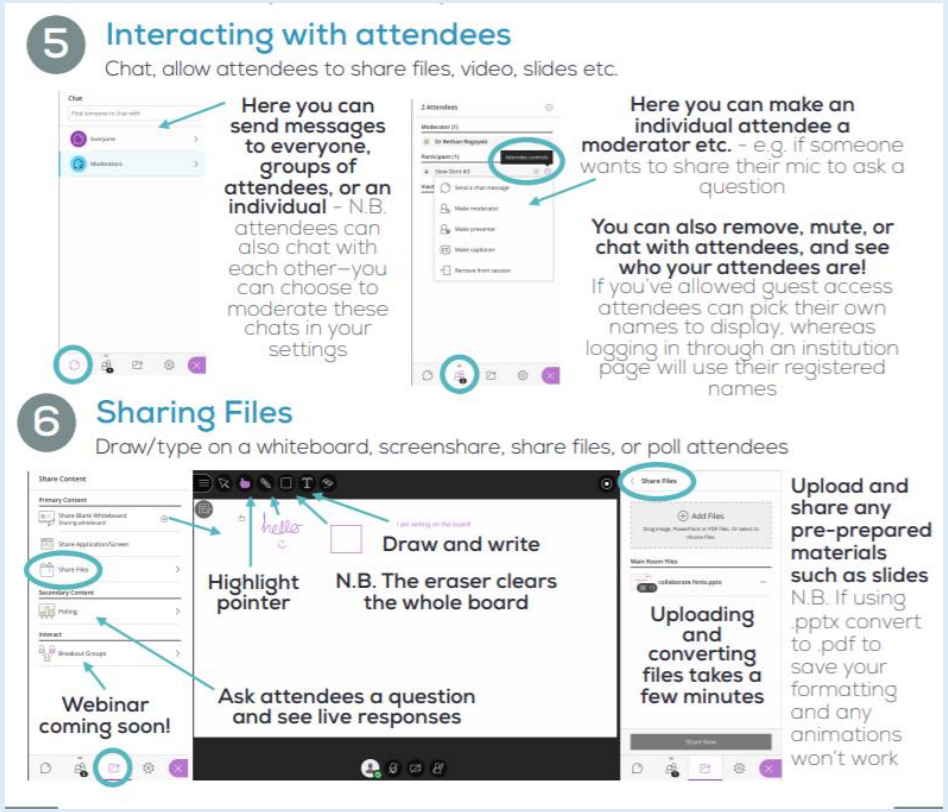
The webinar will include:

- ✓ How to construct a workbook
- ✓ Getting students to complete it each week
- ✓ How this feeds into flipped classroom
- ✓ Using it as summative/formative assessment
- ✓ The opportunity to ask any questions

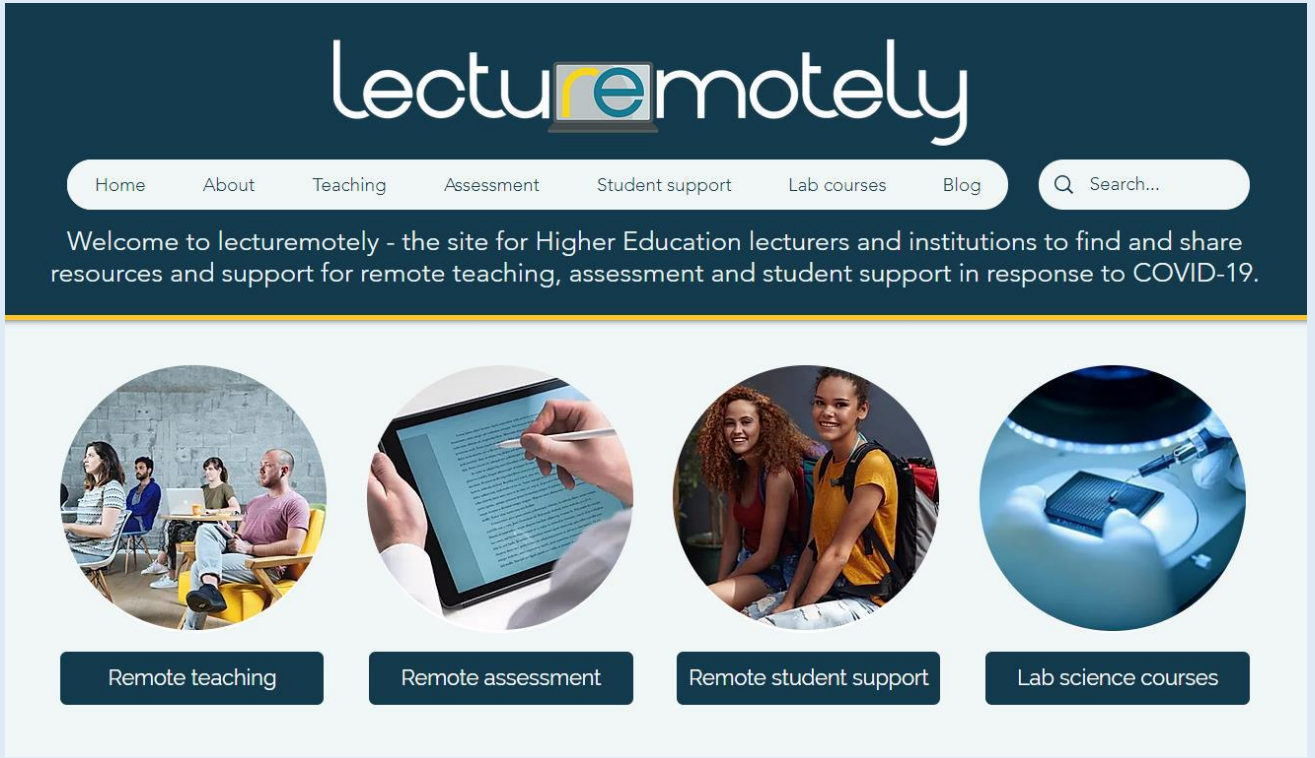
To attend: simply add the date and time to your diary and follow the **link** on the day.

Facilitator:
Roger Saunders
Roger.saunders@dmu.ac.uk

How-to guides



Lecturemotely: a website for staff development and resource sharing



@wonkhe
@NTF_chat

0 0 1 0 2 8 3

International impact

lecturemotely

>20
universities our listeners come from

>200
regular subscribers

>1000
total hours of webinar watched live

95
average percent of attendees who found these webinars useful

>10 000
new visitors to lecturemotely.com

"Best bit of CPD I've had in the summer"– Prof. Simon Lancaster

"Great idea & great site. Thank you Jo, TJ & Beth for setting it up"- Dr David Lewis

"Learnt more in 6 months than last six years from @lecturemotely [sic]" - Prof. Ian Turner

"Thank you so much, this was one of the best training sessions I've ever attended"

"Thank you very much TJ, Beth and Jo for the very informative webinars re: teaching and learning online." Idalina Rodrigues

100s
positive messages, feedback, and comments

18
online website contributors from…

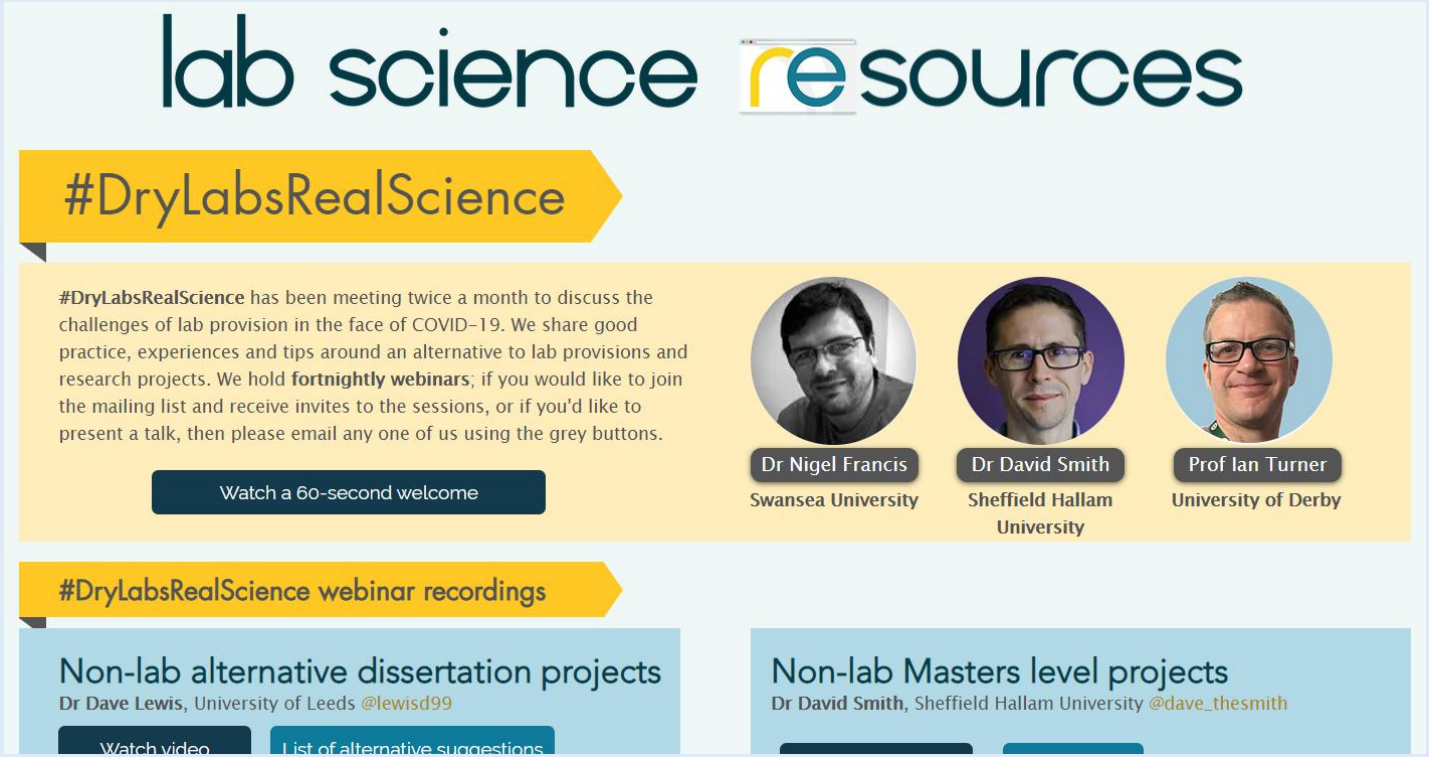
12
different universities

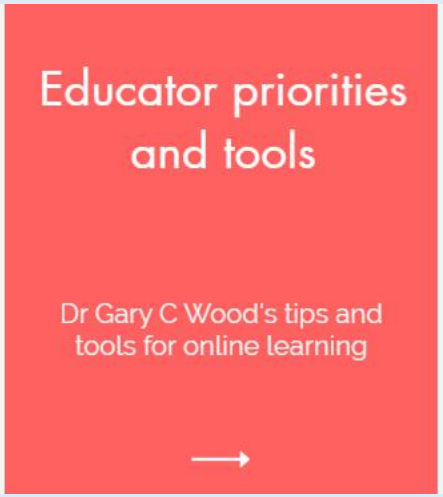
53
countries we've been visited from, across…

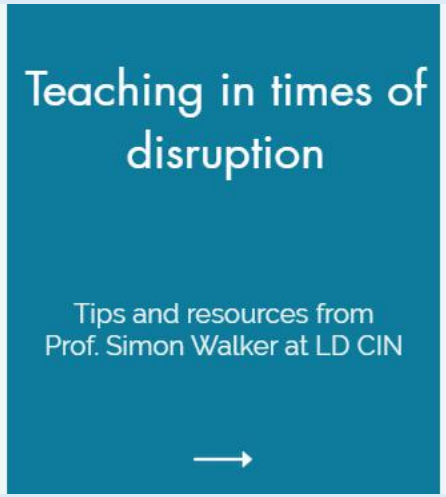
6
different continents

Brought to you by Dr Jo Rushworth, Dr TJ Moore, and Dr Beth Rogoyski

Lecturemotely: a website for staff development and resource sharing



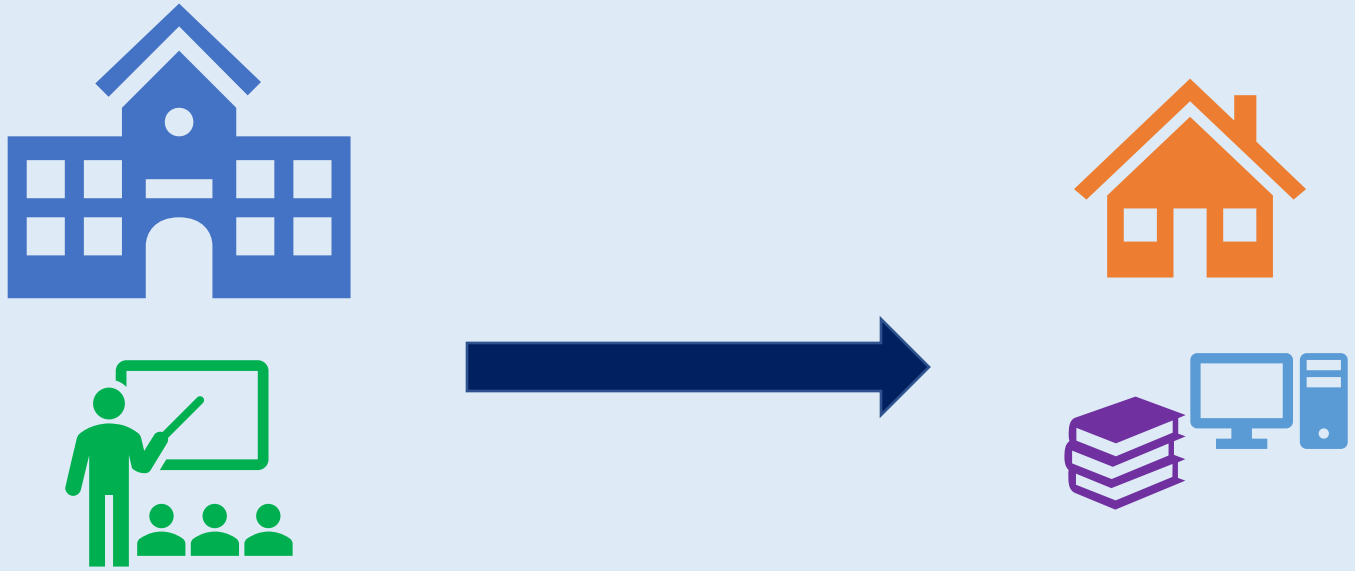




The Semi-Flipped Classroom

1

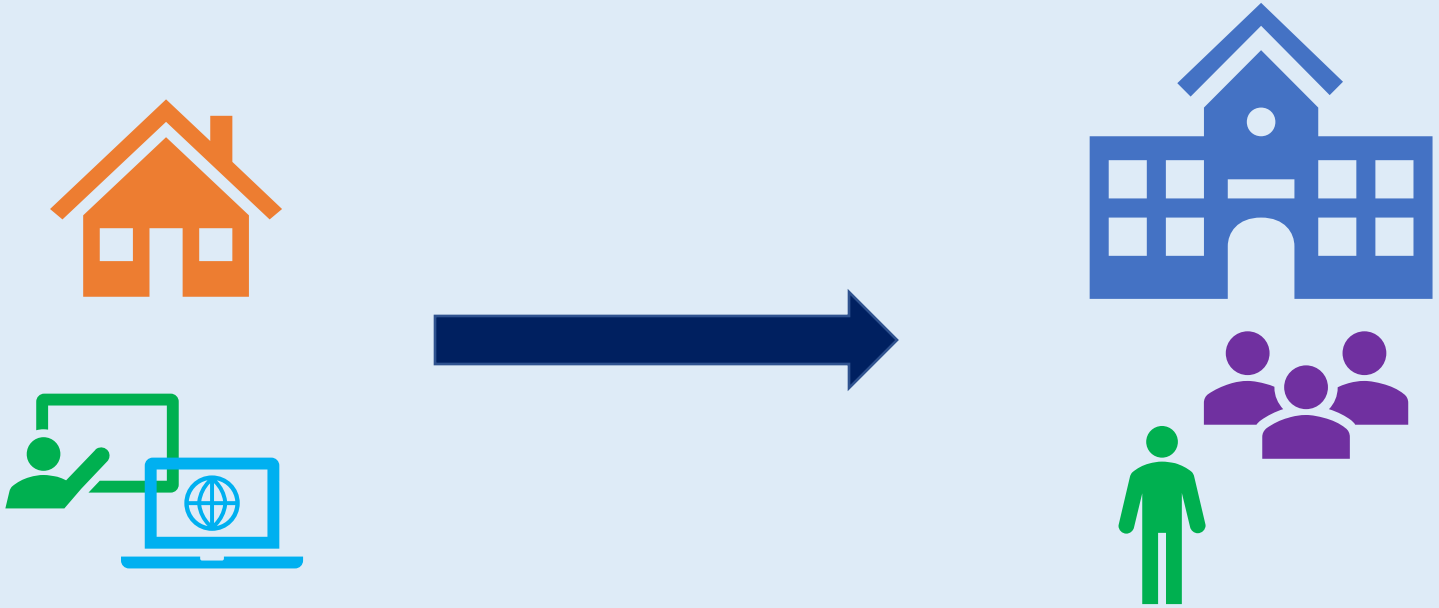
Traditional Lecture scenario



The Semi-Flipped Classroom

2

Standard Flipped Classroom



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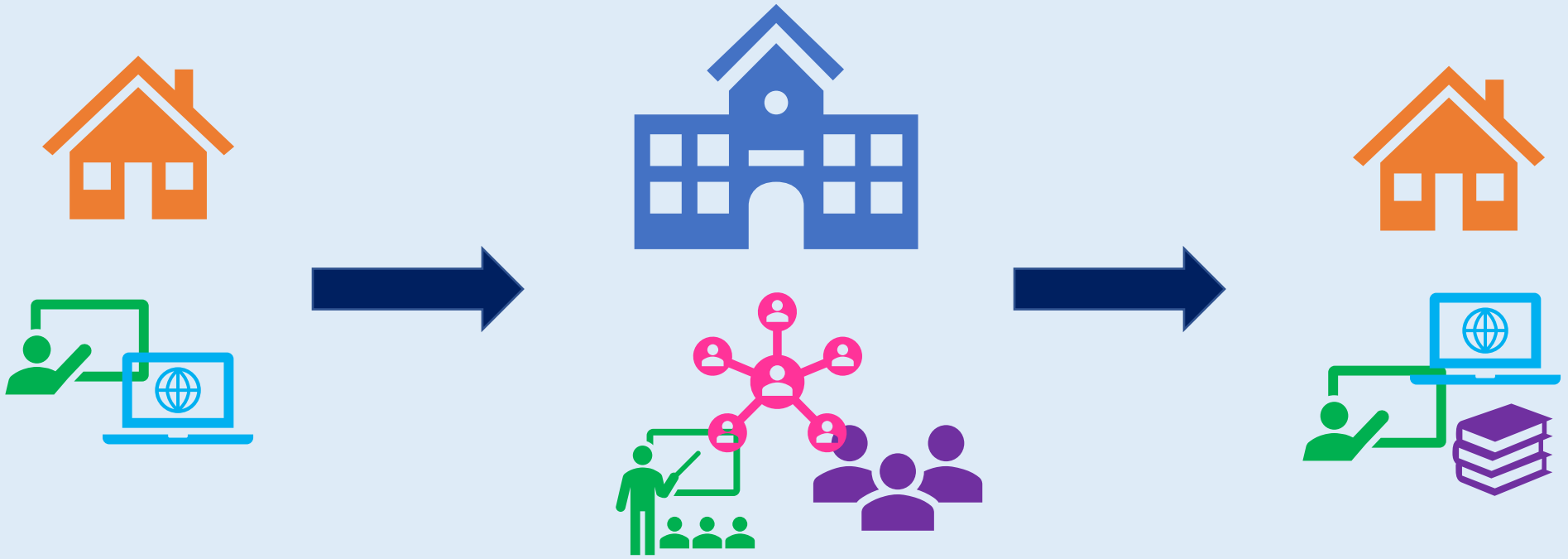
The Semi-Flipped Classroom

3

The Semi-Flipped Classroom



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The Semi-Flipped Classroom

1. **Pre-sessional work**, e.g. Previously recorded sessions*, YouTube Vids, BoB (Box of Broadcasts), Journal/news articles...
2. **Sessional work**, e.g. short, focussed synchronous session (1 or 2 aspects of pre-sessional work aligned with LO's), polling questionnaires, PBL, case studies, …
3. **Post-sessional work**, e.g. worksheet, mock exam question, …

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The Semi-Flipped Classroom

Pt: 35 yr ♂ university lecturer

- Travels from UK to China to teach
- After 2 weeks in China, reports to GP
- Lack of sleep, fatigued, irritable, constipated, heartburn. History of snoring.
- Meds: Decongestant nasal spray
- Vitals: Slightly raised BP

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The Semi-Flipped Classroom

What would be your initial diagnosis?

a) Insomnia
b) Jet lag
c) Sleep Apnoea

How would you determine this?

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The Semi-Flipped Classroom

Pt: 35 yr ♂ university lecturer
Travels from UK to China to teach
Upon further investigation, pt reports never having this issue before.

Has your initial diagnosis changed?
Why?

What should the GP advise/prescribe?

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The Semi-Flipped Classroom – Lessons Learned

1. Semi-flipped or flipped classroom is most effective – Why?

2. It's still about good teaching, not just about technology (UDL, active learning, formative assessment, workbooks…)

3. Students enjoy engagement – involve them in class (polls/MCQs), as well as co-creators, student module leaders, student lecturers…(peer mentors)

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Top three tips for effective Semi-Flipped Classes

1. Preparation and clarity
2. Make all activities size appropriate - biteables
3. Be Flexible and Adapt

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The Semi-Flipped Classroom

Happy Flipping!!

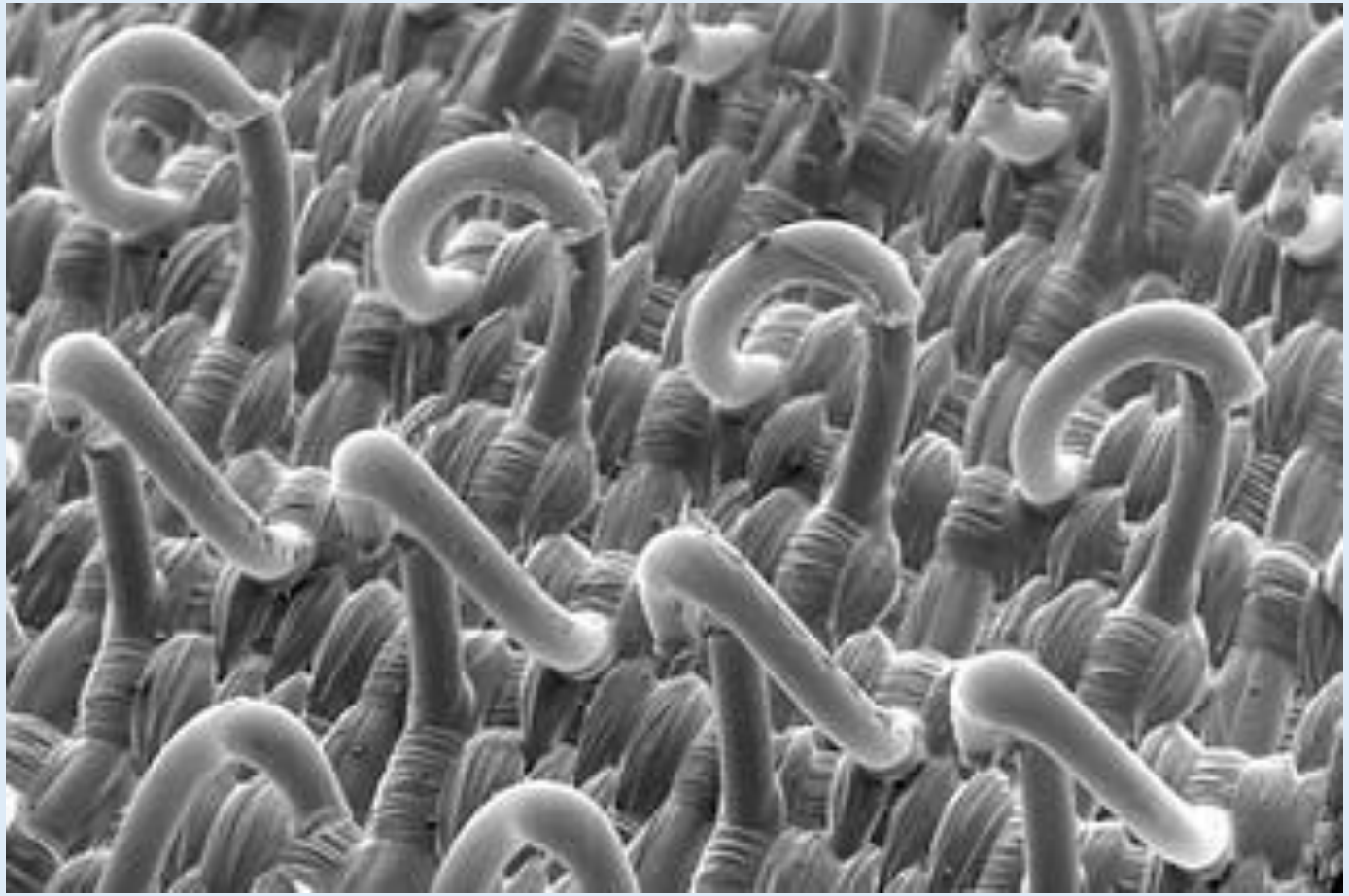
And remember to find amazing resources on
www.lecturemotely.com

Starters

What’s wrong with this picture?

What’s wrong with this picture?

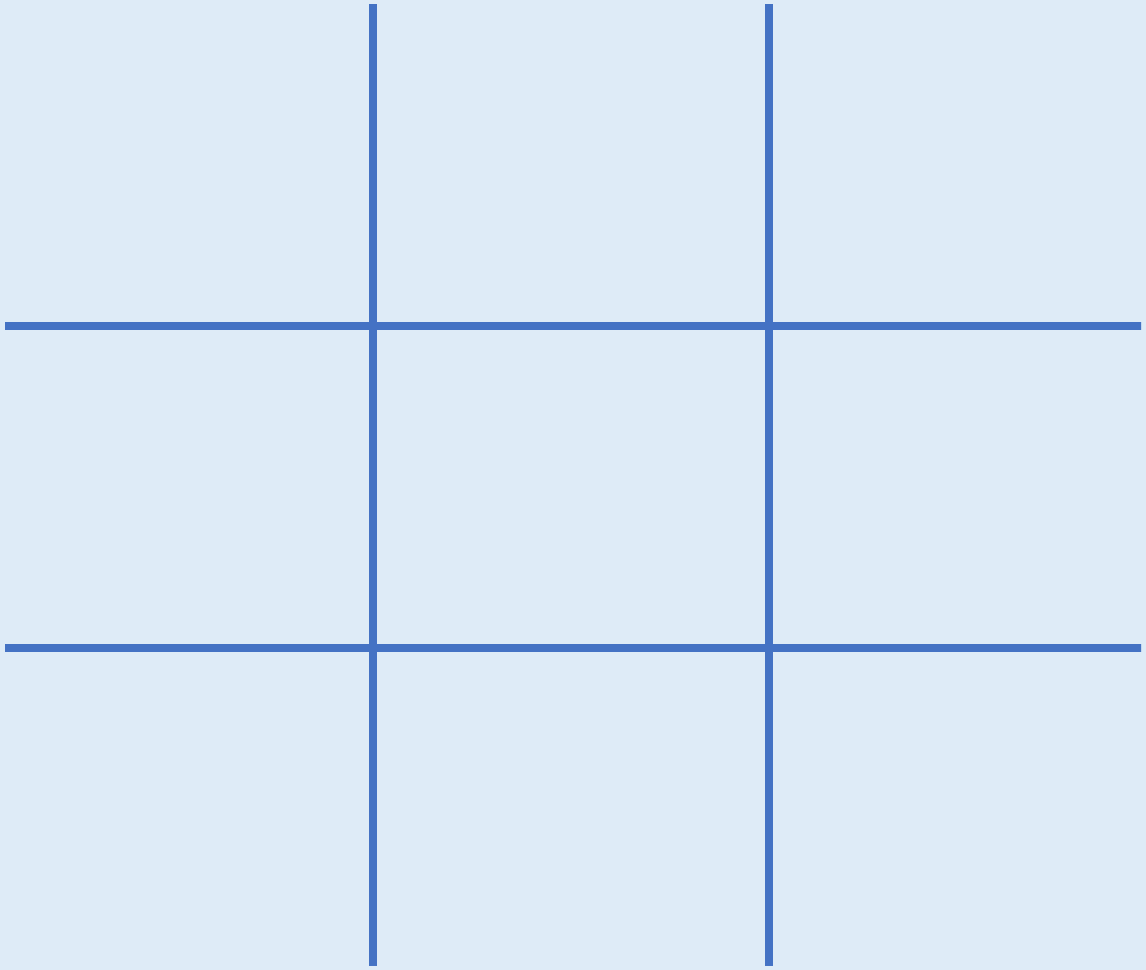
Can you guess what it is yet?



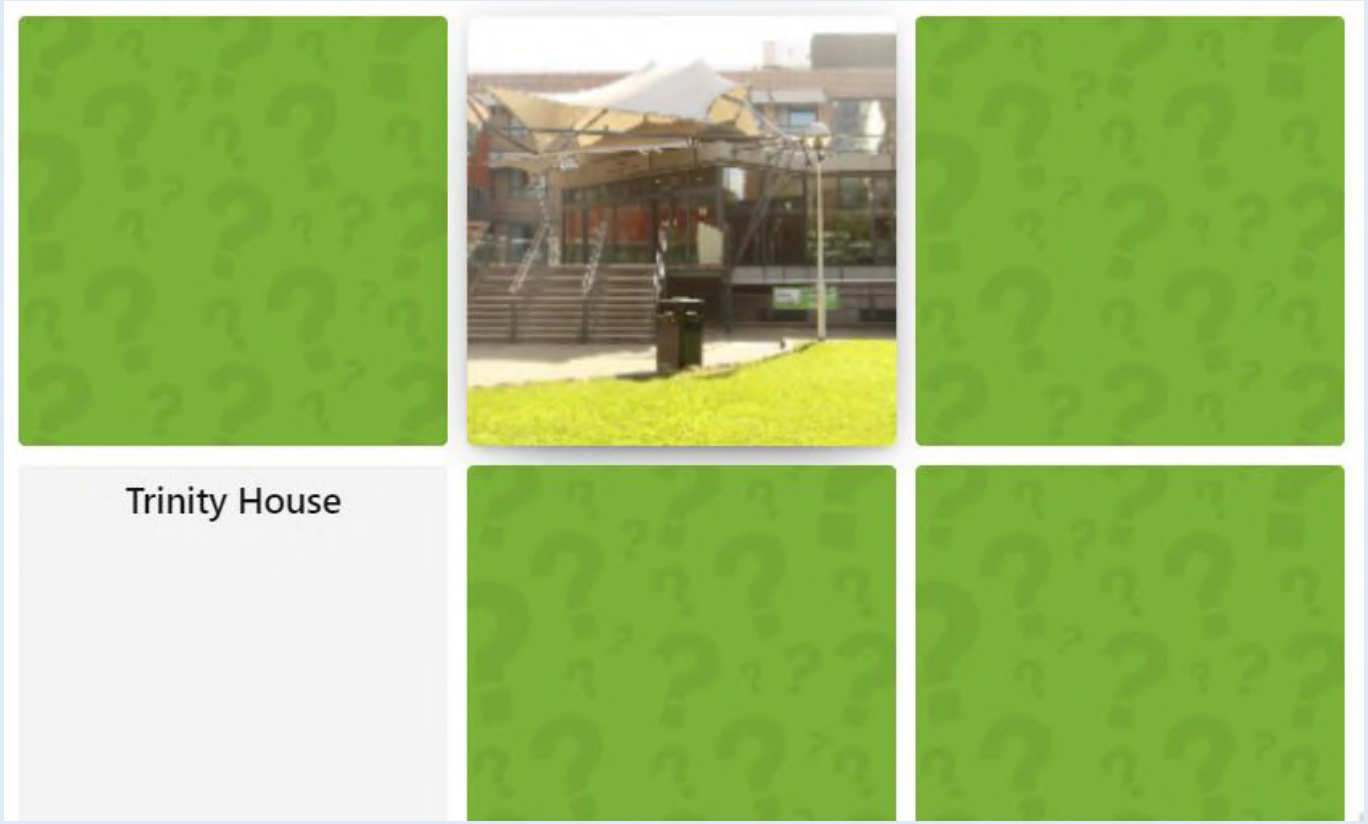
Recap

Fastest finger first

Noughts and crosses

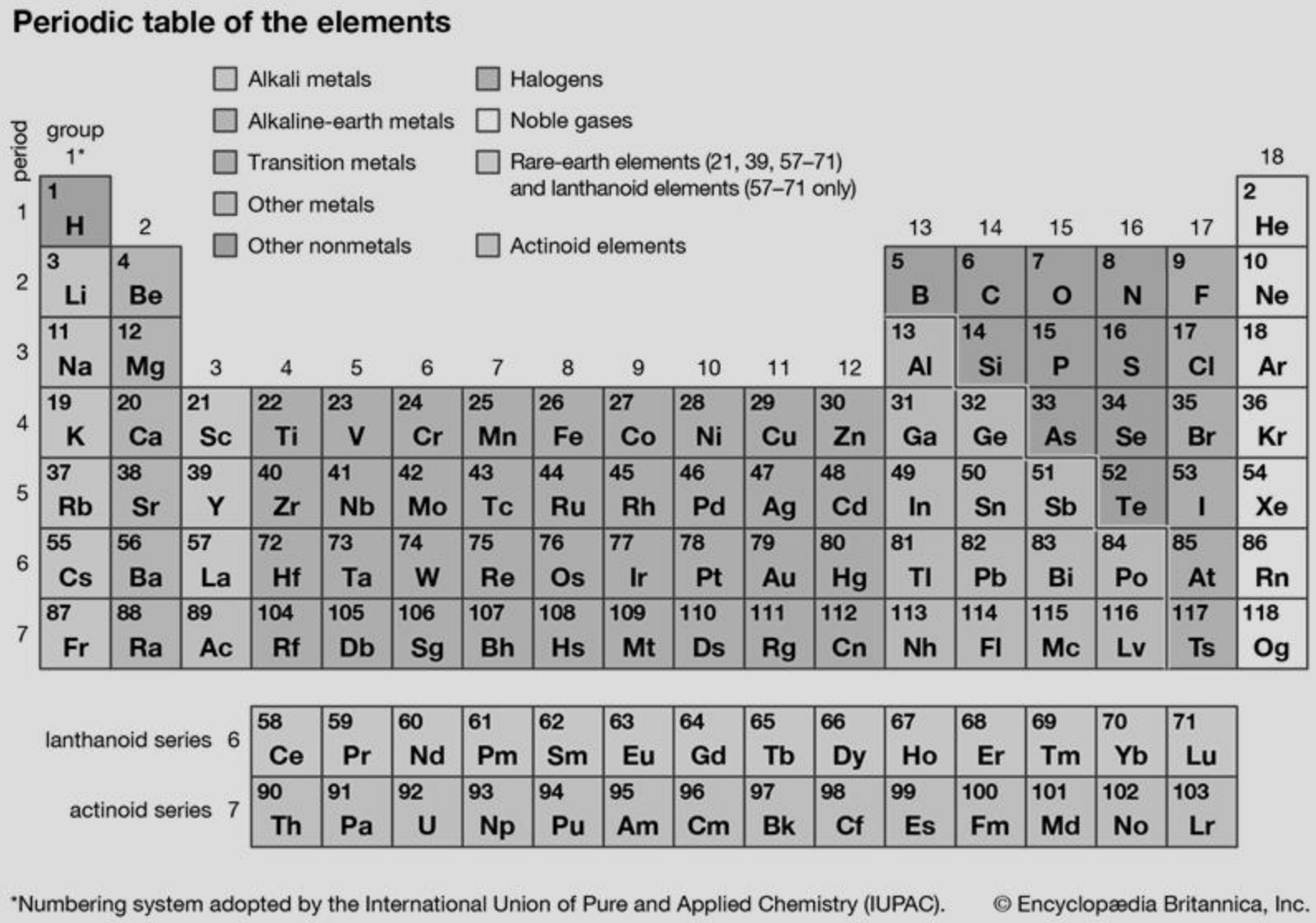


Matching pairs



https://www.educaplay.com/learning-resources/6860509-dmu_abbreviations.html

WhatsUpp?


Periodic table of the elements
Alkali metals
Alkaline-earth metals
Transition metals
Other metals
Other nonmetals
Halogens
Noble gases
Rare-earth elements (21, 39, 57–71) and lanthanoid elements (57–71 only)
Actinoid elements
period
group 1*
18
1 H
2 He
3 Li
4 Be
5 B
6 C
7 O
8 N
9 F
10 Ne
11 Na
12 Mg
13 Al
14 Si
15 P
16 S
17 Cl
18 Ar
19 K
20 Ca
21 Sc
22 Ti
23 V
24 Cr
25 Mn
26 Fe
27 Co
28 Ni
29 Cu
30 Zn
31 Ga
32 Ge
33 As
34 Se
35 Br
36 Kr
37 Rb
38 Sr
39 Y
40 Zr
41 Nb
42 Mo
43 Tc
44 Ru
45 Rh
46 Pd
47 Ag
48 Cd
49 In
50 Sn
51 Sb
52 Te
53 I
54 Xe
55 Cs
56 Ba
57 La
72 Hf
73 Ta
74 W
75 Re
76 Os
77 Ir
78 Pt
79 Au
80 Hg
81 Tl
82 Pb
83 Bi
84 Po
85 At
86 Rn
87 Fr
88 Ra
89 Ac
104 Rf
105 Db
106 Sg
107 Bh
108 Hs
109 Mt
110 Ds
111 Rg
112 Cn
113 Nh
114 Fl
115 Mc
116 Lv
117 Ts
118 Og
lanthanoid series 6
58 Ce
59 Pr
60 Nd
61 Pm
62 Sm
63 Eu
64 Gd
65 Tb
66 Dy
67 Ho
68 Er
69 Tm
70 Yb
71 Lu
actinoid series 7
90 Th
91 Pa
92 U
93 Np
94 Pu
95 Am
96 Cm
97 Bk
98 Cf
99 Es
100 Fm
101 Md
102 No
103 Lr
*Numbering system adopted by the International Union of Pure and Applied Chemistry (IUPAC).
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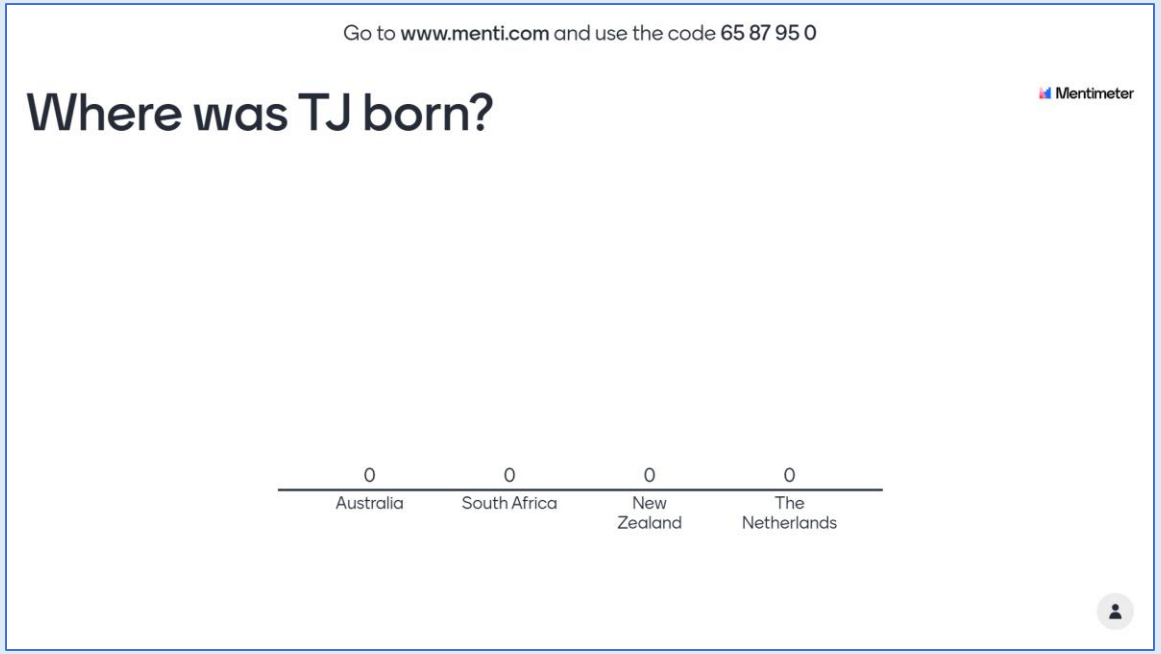
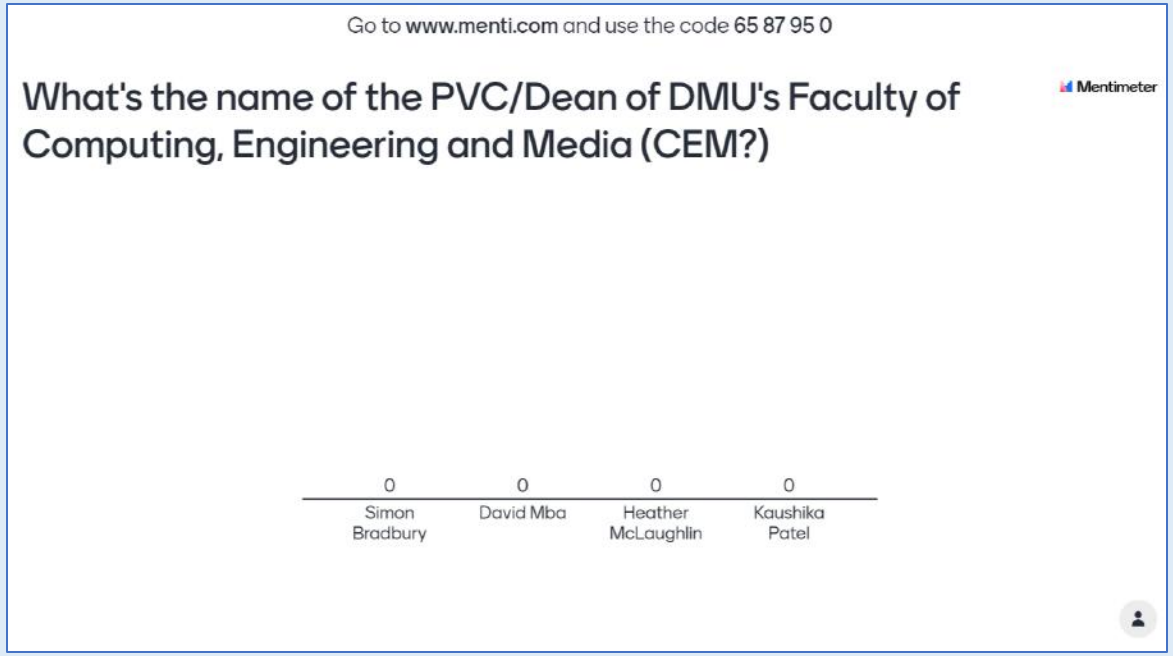
Tests

Team-Based Learning… sort of…





Go to **www.menti.com** and use the code **65 87 95 0**

Application tasks

Ice breaker first!

I’m about to put you into breakout groups.

When you get into your group, put yourself into birthday order.

Start by telling everyone where you’re from, what department you work in and two of your hobbies. When you’ve been around the circle, your task is to find something that you all have in common (NOT teaching or working at DMU!). When you’ve done it, come back here to tell me!

Leicester treasure hunt

The UK's smallest historic county and local rival university on three hills come together, between their hands and shoulders.

Why not pick up a map and take a trip there?

Look around… what's the name of the house opposite?

That's the password to the next clue:

_ _ _ _ _ _ _ _ _ _

Jigsaw case study

A first year student, Eden Ajala (they/their), has been feeling unwell.
You have 20 minutes to solve this case study and work out what's wrong.
First, divide your team up and gather the relevant information. Then return to the group and present this. By integrating all of the information and working as a team, you should be able to complete the MCQ on Blackboard to diagnose Eden.

Person A	Person B	Person C	Person D
Open the file called Blood Tests and interpret the data	Open the file called Social Media and pick out important information	Go online and find the reference range for protein in urine	Open the file called Personal Tutor Email from Eden

Any additional people can buddy up and form pairs

Unexemplar

A Poem about the DMU Assessment and Feedback Policy 2020-21's Key Principles

Assessments should be well defined
Then the students wouldn't mind
This poem is very rhymly
Because the feedback must be timely
And it's usually the norm
To give feedback in hand-written form
Let's try and make it flexible as well
In line with the principles of UDL

Fail	3rd	2.2	2.1	First
Many points missing	Some points covered	Most points covered	All points covered	All points covered
Too many errors	Several errors	Small errors	Only typos	No mistakes
Poor rhyme	Rhyme is ok	Good rhyme	Very good rhyme	Excellent rhyme

Go to **www.menti.com** and use the code **81 16 71 3**

General tactics

Randomised question banks

Timed

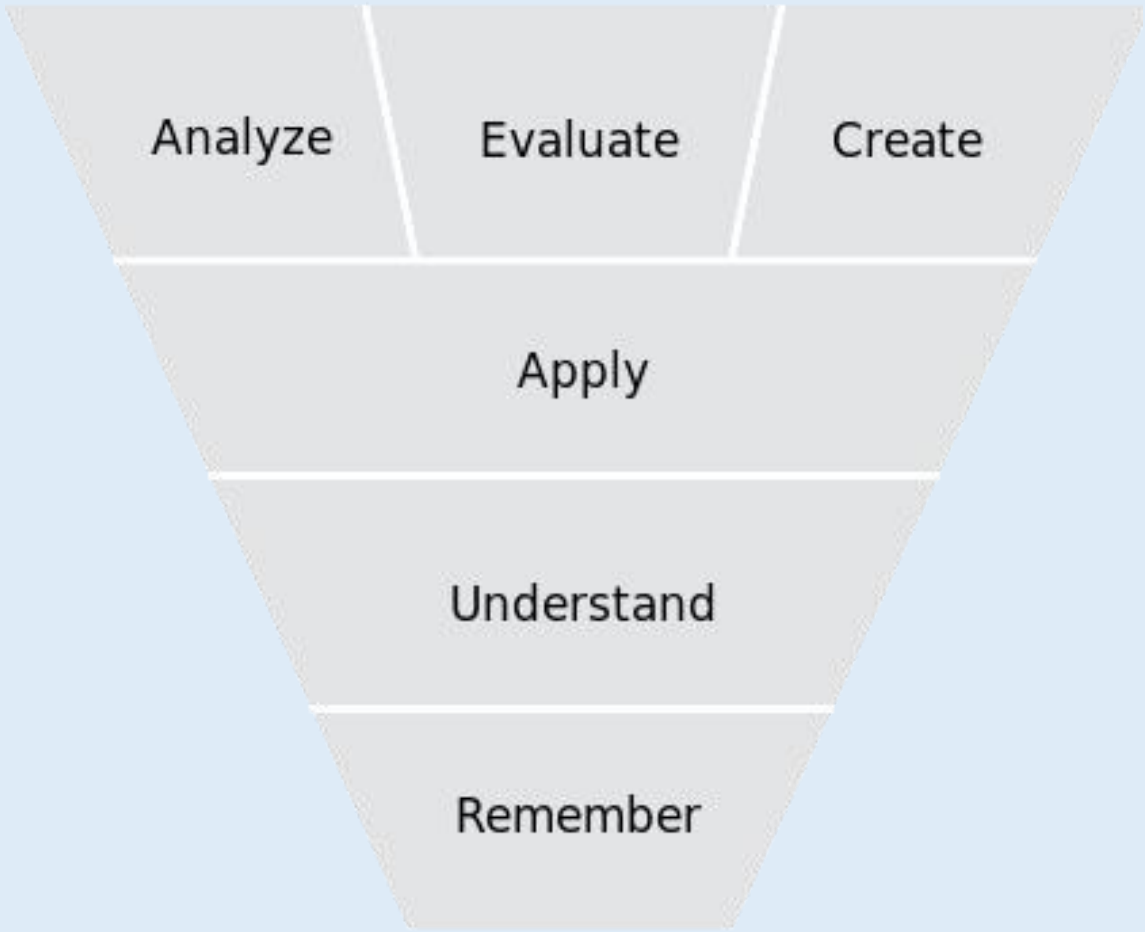
One attempt

No feedback

Tell the students you know they will have access to other materials

Bloom's Taxonomy of exam questions

- Remember: "What is X?"
- Understand: "Which of the following explains X?"
- Apply: "How would you use X compared to Y?"
- Analyse: "What can you infer from X?"
- Evaluate: "Critique X and Y."
- Create: "How could you improve X?"



Moving up the pyramid

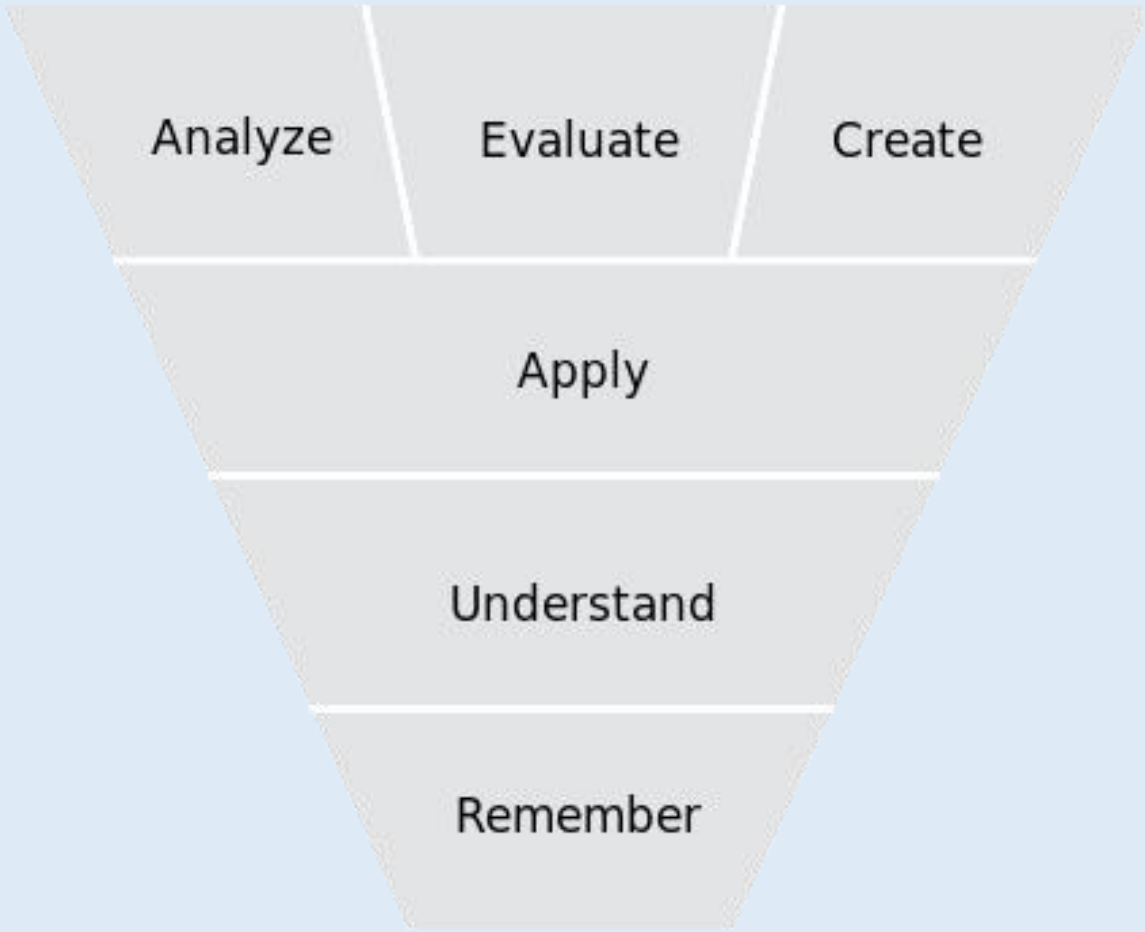
Too much information

Too little information

Fermi questions

Multimedia

Data interpretation



Too little information

Be less helpful
Allow student to formulate the question

- Q: Which of the following has the highest alcohol content v/v?
  A. Vodka
  B. Beer
  C. Wine
  D. Juice

C&P into google and finding the answer took 15 seconds.

- Q: Four friends each drank 1.5 L of their favourite drink. Who probably ended up in hospital?
  A. Beth: Vodka
  B. Nick: Beer
  C. TJ: Wine
  D. Jo: Juice

C&P into google = Article in the Sun about binge drinking.
What's the question?
Same as above.

Fermi questions

Questions you can’t answer.
But you can estimate.

1. How long is a piece of string?
2. How many MPs does it take to change a lightbulb?
3. How much chocolate could I eat during a 12-week quarantine?

Unanswerable questions

So replace something taught with something made up

- Q: Eva uses an orange to describe kidney anatomy. Which statement is likely to be FALSE?

A. Orange segments look stripy so represent the renal pyramids.

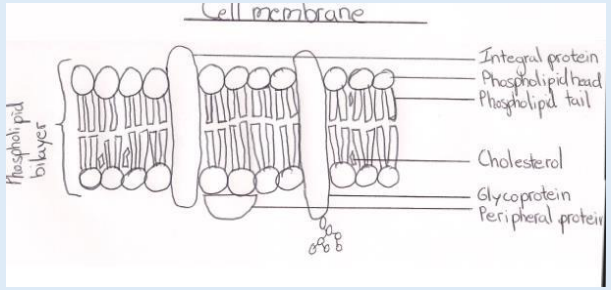
B. The region between the orange skin and segments would be the medulla.

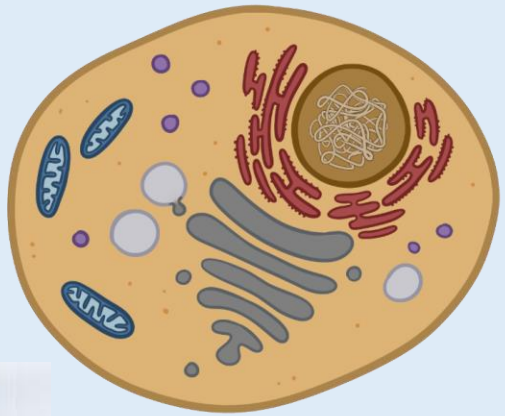
C. If oranges had nephrons they would probably sit between the layer of pith and the segments.

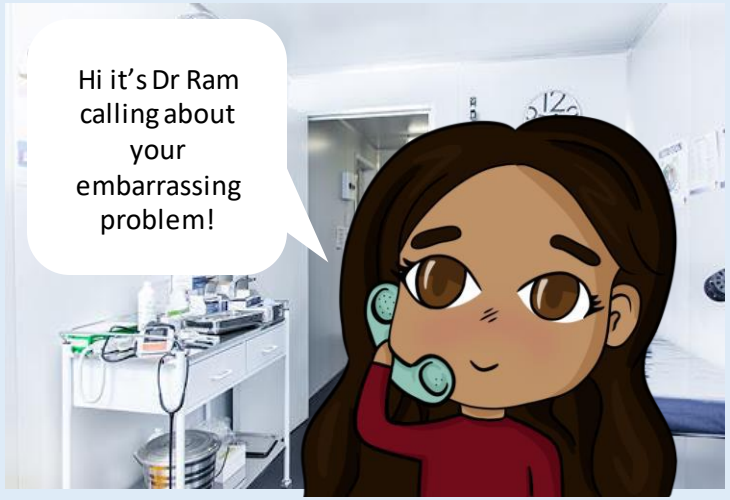
D. If oranges produced urine, it would be collected in the core.

Multimedia

- Diagrams
- “Examples”
- Photos
- Scenarios
- All harder to google than written questions… but not impossible



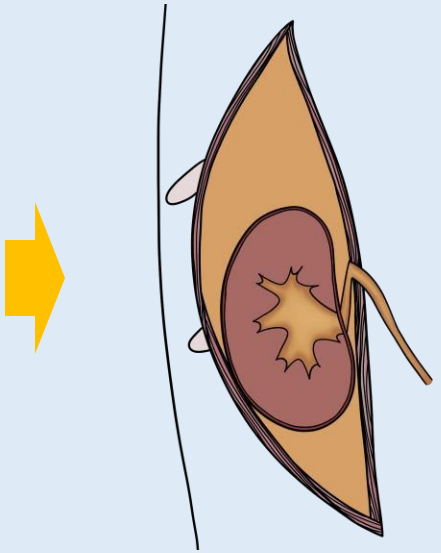




Using Diagrams

Not the first thing off google…

- Q: What pathology is shown?



A. Kidney stones
B. Nephroptosis
C. Ureteral obstruction
D. Utereral stones

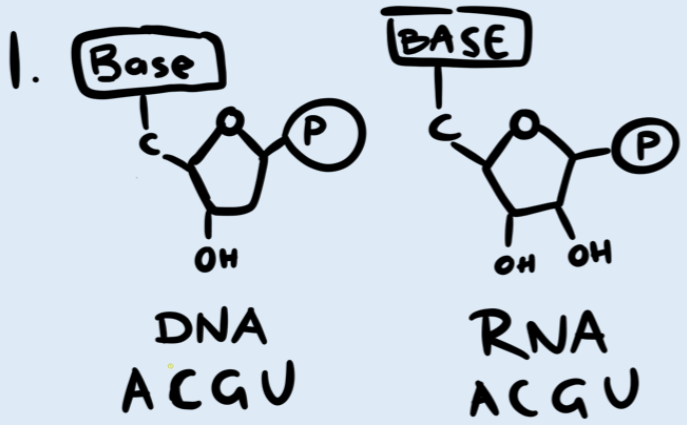
Reverse image search took 22 seconds

‘Student’ Diagrams

Correct the mistakes.
Which diagram is best?
What have they missed?
Which diagram shows which?

- Q: Which of these statements about DNA is true?

- Q: Jo draws a diagram of DNA and RNA. What mistakes has she made?



A. Base and phosphate the wrong way round. DNA should have T instead of U.

B. Base and phosphate the wrong way round. RNA should have T instead of U.

C. DNA should have T instead of U. RNA should not have OH on C2

D. DNA should have T instead of U. DNA should have OH on C2

Data interpretation

LOOK AT A GRAPH

CASE STUDY

READ THE INTERACTION

LOOK AT THE RESULTS OF AN EXPERIMENT

Q: Which organ is this?

Q: Which organ does this represent?

Q: Which of the following should you confirm before discussing personal information?

Q: What went wrong?

In general

Formulate

Let students formulate the question

- Is there a way you can ask the question without asking the question?

Unanswerable

Encourage student intuition

Information

Ask the shortest question

- Don't give the exact information they need – put some of the question in the answer

Exact

Be less helpful

Or ask something directly from lecture material

Multimedia

Use multimedia (carefully)

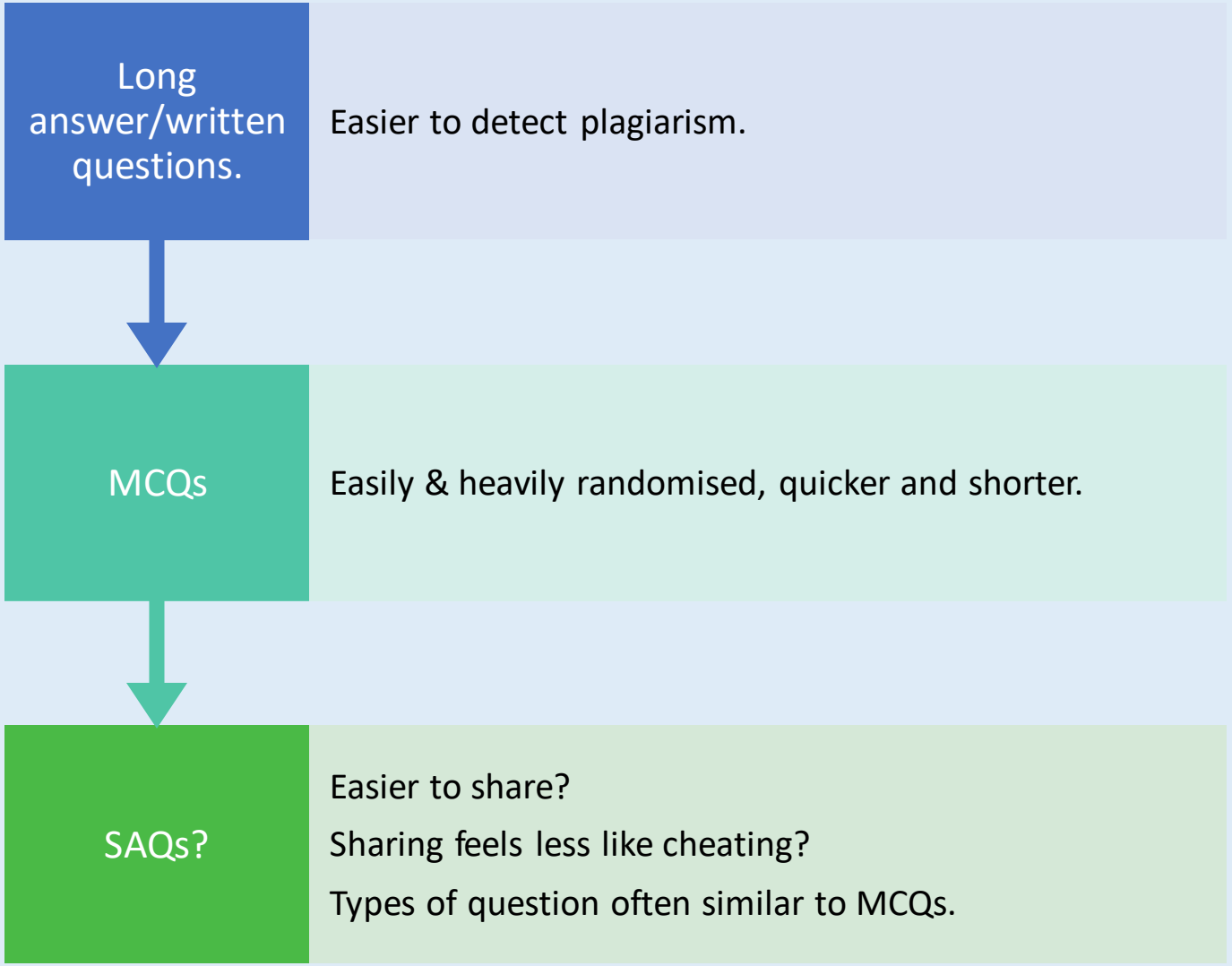
- Images are harder to Google
- Use interpretation of images/graphs/scenarios
- Or use different formats… fill in the blanks etc.

Apply

Move up the pyramid!

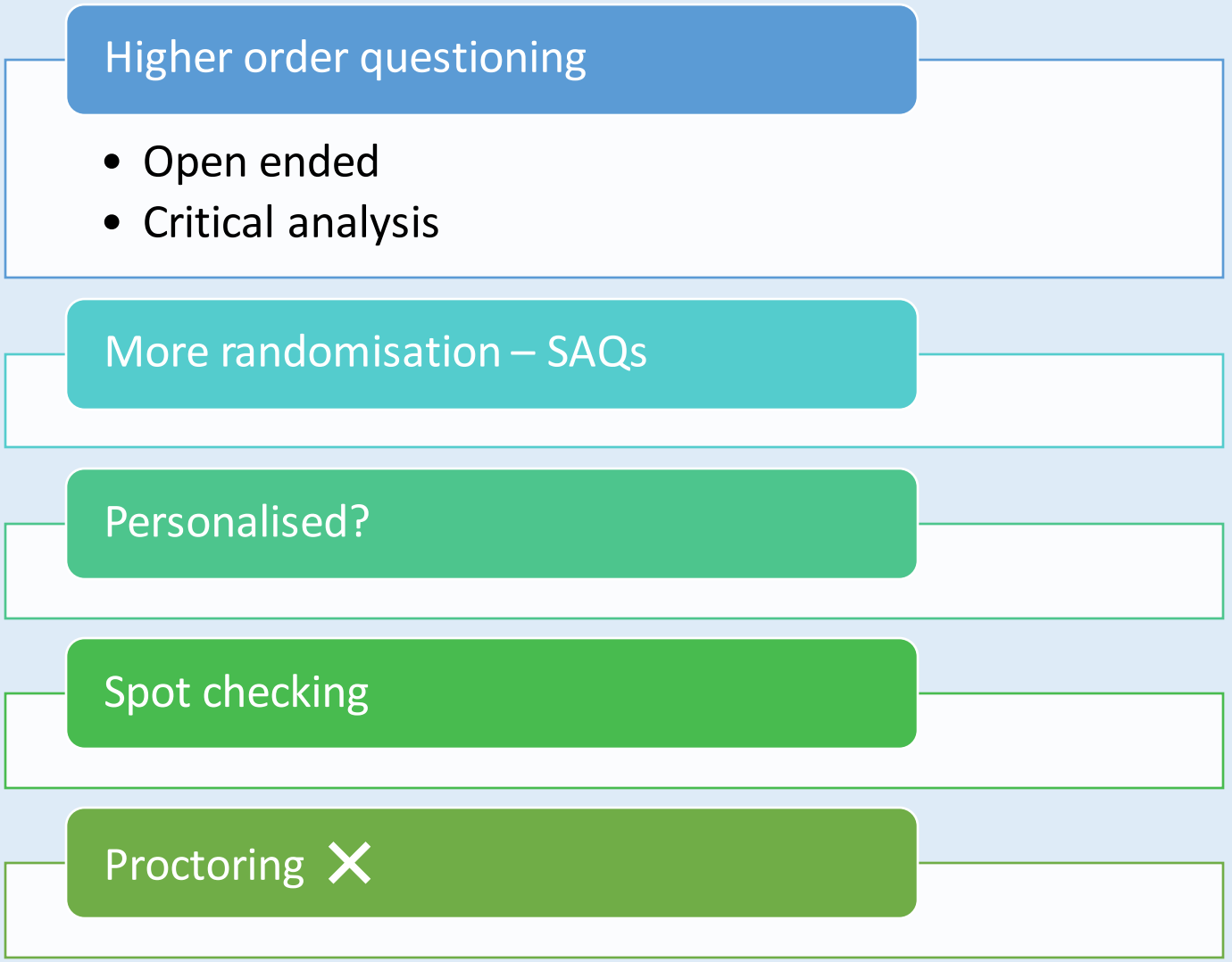
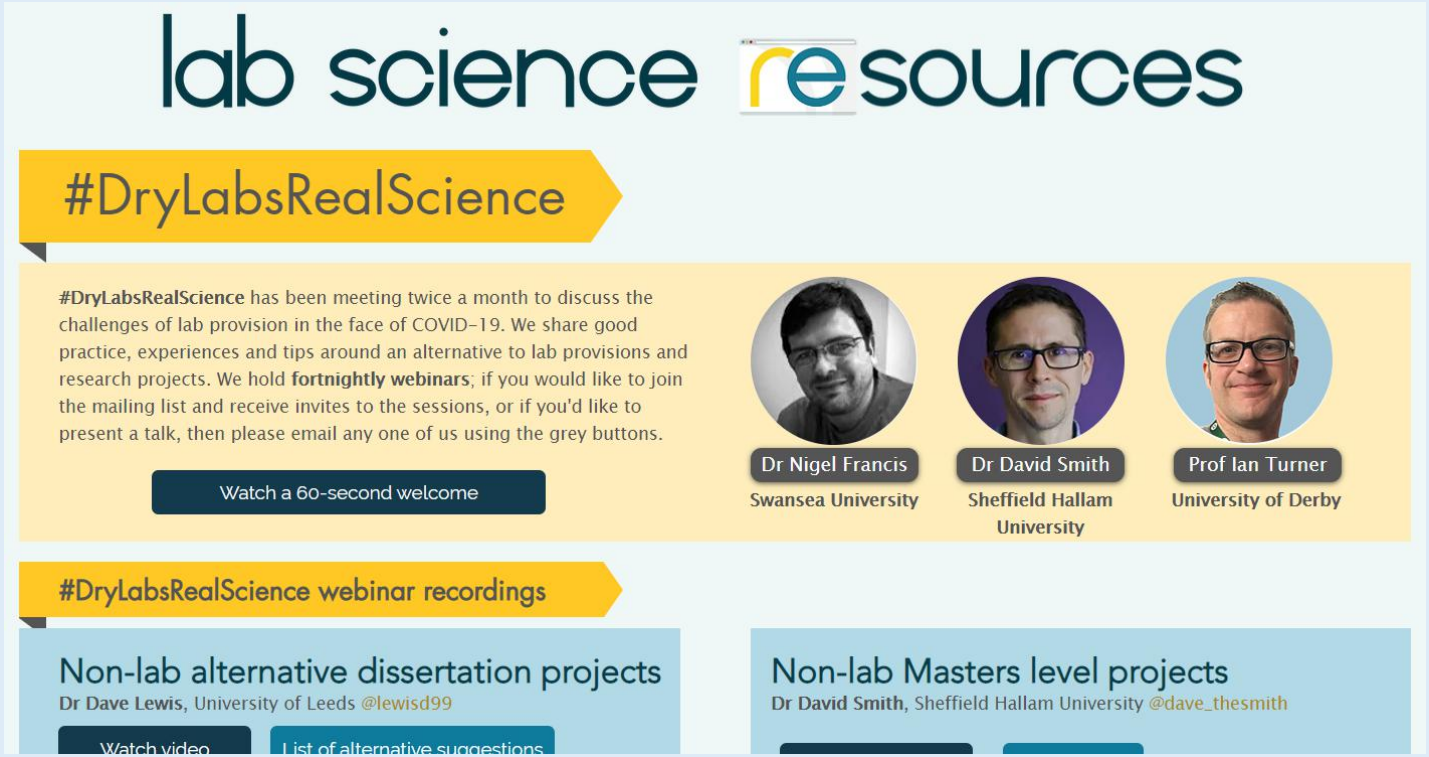
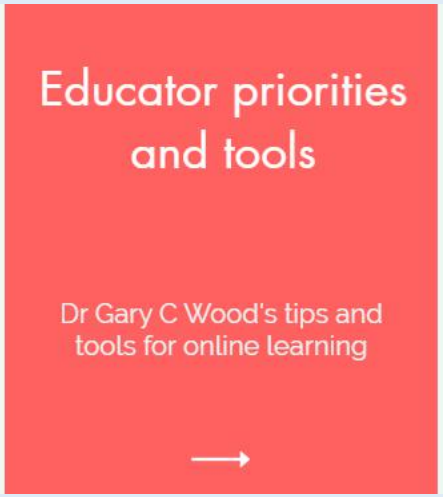
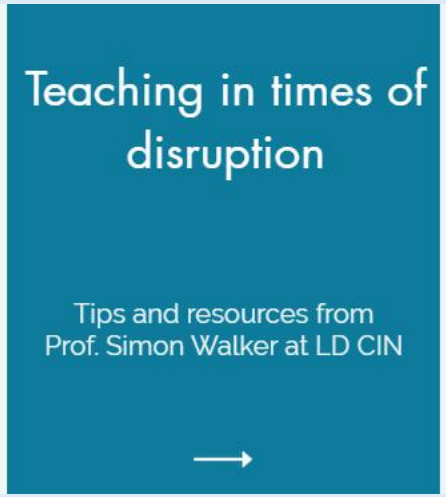
- More apply, less remember.

Applying it to SAQs



Making SAQs less shareable

Refer to: Dr Gary C Woods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