Facilitating Synchronous Student Interaction during Remote Instruction

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July 16 2020
Introductions

- Emily Boehm, CFE
- Bob Henshaw, ITS Teaching & Learning liaison to CFE
- Marla Sullivan, ITS Teaching & Learning

- Share your questions and comments in the chat
- Use the hand raise button if you’d like to ask a question to the group
Today’s Objectives

After today’s workshop, you will be ready to:

1. Try new kinds of activities in your remote courses
2. Develop strategies for building community and engaging all students
3. Identify appropriate prompts and activities for your course content
Outline

1. Group formation
2. Group roles
3. Activity types
4. Reporting out
5. Prompts
6. Station Rotation
Group Formation

• Self-selected groups
  – Tricky to do in Zoom
  – Pedagogical drawbacks

• Intentional assignment
  – Outperform self-selected groups
  – Strengths-based groups (try [https://high5test.com/](https://high5test.com/))
  – Interest/affinity surveys
  – Best for longer-term, higher-stakes work
  – Create breakout rooms ahead

Felder & Brent, 2001
Group Formation

• Random assignment
  – Sidesteps implicit bias
  – Can create unbalanced groups
  – Best for short-term, low-stakes activities
  – Easy to do in Zoom
Group Roles

• Zoom Poll

• Benefits of using roles
  – Individual accountability
  – Increased engagement
  – Highlights diverse skills
  – Clarifies responsibilities & expectations
Group Roles

• Sample roles
  – Facilitator: Make sure all voices are heard
    • Timekeeper
  – Scribe: Explore shared whiteboard tool
  – Reporter: Name your group members
  – Questioner/Devil’s advocate
  – Others? Enter in the chat
Group Roles

• Tips
  – Assign roles randomly
  – Post role descriptions somewhere accessible
  – Rotate roles
  – Ask for student feedback!
Think-Pair-Share

- Provide an open-ended question or problem
- Ask students to think or write independently for a few minutes
- Students compare and discuss their answers in pairs, using breakout rooms in Zoom
- Depending on class size, some or all pairs share key points from their conversation with the class
Think-Pair-Share: Tips

- Highlight the “think”
- Make sure students know how much time they have
- Visit the pairs and tap a few to share with the group
Try it: Think-Pair-Share

• Think: What’s one concern or uncertainty you still have about facilitating small group interactions in remote courses? 2 minutes.
• Pair: Spend 3 minutes comparing your responses with a partner
  – Look for the “Ask for Help” button if you need a hand!
• Share: Respond at pollev.com/emilyboehm475
What's one concern or uncertainty you still have about facilitating small group interactions in remote courses?
Reporting Out

• Clarify expectations—and tech settings
  – Utilize student roles
  – Keep track of groups
    • Ask the reporter to list groupmates
    • Screenshot the breakout rooms window
  – Enable student screen sharing when appropriate
  – Hand-raise function
  – PollEverywhere
Prompt Types

• Some examples:
  – Student-generated questions
    • For further discussion
    • For exams or exam review
    • Muddiest point, etc.
  – Interview
    • Students discuss their own or assumed perspectives
  – Concept mapping
    • Lots of online resources!
Station Rotation

• Generate a series of prompts or questions around a central theme
  – Great for complex or multi-faceted problems
• In breakout groups, students work through questions in sequence, each with a different starting point
• Make use of shared documents
  – Microsoft Teams
  – Google docs
Questions?

• Contact us:
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