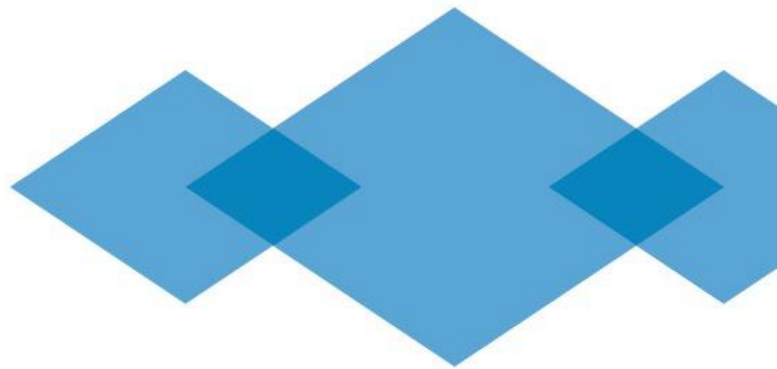


Faculty Showcase on Teaching | April 23, 2021

Future Directions for Teaching Large Courses



STAFF FACILITATOR: DOUG JAMES, CENTER FOR FACULTY EXCELLENCE

Faculty Facilitators

MARTHA KING

TEACHING ASSISTANT PROFESSOR, ANTHROPOLOGY

LAURA OTT

TEACHING ASSISTANT PROFESSOR, BIOLOGY



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

TECHNICAL SUPPORT SPECIALIST

Rob Noel

OASIS

Available through Zoom chat (private or public chat)



THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL

FUTURE OF TEACHING LARGE COURSES

Ground Rules

- Please mute your mic when you are not speaking.
- In the interest of building community, consider updating your Zoom name with additional information (e.g. your department, pronouns). In Zoom, see Participants -> More -> Rename.
- Live captioning is available. You can enable or disable this feature by clicking on the CC button in your Zoom meeting controls.
- This session is being recorded, will be available only to UNC-affiliated users through the Showcase website.
- Comments and questions are welcome through Zoom chat. Please share you own ideas and experiences!

Agenda

- Introductions -- Martha King and Laura Ott
- Audience poll
- Breakout room 1: challenges teaching large-enrollment courses (pre-pandemic and during pandemic)
- Report out
- Lessons learned during the pandemic -- Martha and Laura
- Breakout room 2: lessons learned during the COVID-19 pandemic that will shape our future large-enrollment teaching
- Report out
- Questions / concerns for large-enrollment teaching in the future at UNC

Introductions

Martha King and Laura Ott

Martha King

Teaching Assistant Professor, Department of Anthropology

Large/Lecture courses taught:

ANTH 101 (General Anthropology)

ANTH 147 (Comparative Healing Systems)

ANTH 270 (Living Medicine)

ANTH 340 (Southern Styles, Southern Cultures)

ANTH 470 (Medicine & Anthropology)



COLLEGE OF ARTS AND SCIENCES

Anthropology

Laura Ott

Teaching Assistant Professor, Department of Biology

Joined UNC in July, 2020

Courses taught:

BIOL 101 (300 students)

BIOL 202 (250 students)

BIOL 252 (250 students)

Audience Polls

On Teaching Large Courses

Breakout Room 1

In breakout rooms, use Google Sheet link in the chat to identify challenges to teaching large-enrollment courses. Identify if they were challenges pre-pandemic, during the pandemic, or both.

Each team will use a separate tab (use tab that corresponds to the number of your breakout room. Example: breakout room 3 will use tab 3).

Report Out

Each team will briefly report out on their conversation. Please identify major challenges the group has faced teaching large-enrollment courses.

Lessons Learned During the COVID-19 Pandemic

Martha: Issues / Lessons Learned

- Student engagement issues:
 - Eliminating / adapting active learning techniques
 - Feedback on faculty engagement strategies (F20)
 - Students gaming the systems
- Student engagement lessons:
 - Students dealing with pandemic a huge factor -- not just about virtual / online learning
 - Push to eliminate large lecture classes as we know them?
- Teaching Assistant issues:
 - TAs are the lifeline between the students and our class material, department, and discipline
 - Best student feedback in large lectures included good TA experiences
- Teaching Assistant lessons:
 - Importance of training our graduate students as teachers; being a pedagogical mentor beyond “watch me”

“The only students who really enjoy the extra enthusiasm of STEM professors trying to make lecture exciting would have liked the class anyway. The rest of us are just trying to get by online in a pandemic.”

“My professors doing all these extra groups or online gatherings or using rando software in lecture classes are just making everything harder.”

“Did professors in big classes get paid over the summer to learn stuff for moving old classes online? Because it does not seem like it.”

“I could have been watching lecture videos for the big class material for cheaper elsewhere and not had to deal with professors trying to invent a bunch of online learning nonsense in real time.”

“Some of my professors don’t seem to remember that we’re all living through a pandemic. Keep it simple, please.”

Laura's Lessons Learned

● Building community!

- Had robust team of undergraduate peer instructors who held weekly (synchronous) review sessions.
- Held LIVE review sessions, where I would go over exam-style practice questions synchronously
- Weekly email!

● Equitably managing students needs!

- Drop at least 10% of structured (HW) assignments.
- Drop or re-weight lowest mid-semester exam.
- Flexibility for earning participation points
- CARE referral with ODS

Hi BICL 252 students,

Welcome to our first weekly email of the semester. It's hard to believe that the fall semester is already upon us. I hope you had some time for rest and relaxation this summer and are recharged for the semester ahead.

I have reviewed the pre-semester questionnaire and have identified some structures that I intend to put in place based on the feedback that you provided (thank you). These structures include a weekly email, which you're reading the first of for the semester. This weekly email will go out on Friday each week and will consist of the four sections in bold below. I share other information that I learned from the pre-semester questionnaire in this video. Please check this out, as it also orients you to the Sakai site that I've set up.

Brief recap: Big shout out to the 208 students (that's almost 100%) who completed the pre-semester questionnaire for BICL 252. The information you shared is very valuable to me as we approach the start of the semester. It was also wonderful to learn a little about each of you! We have a diverse community of artists, athletes, travelers, pet-owners, chefs/bakers, music-lovers, movie critics, and more. I look forward to getting to know you all more throughout the semester!

Major changes to the course: There are no major changes to the course this week. That said, based on the feedback shared in the pre-semester questionnaire, I will be implementing the following:

- Weekly emails that will be sent on Fridays (just like this one here)
- Synchronous review sessions on Mondays and Wednesdays (12-1 PM) via Zoom (links posted on front page of Sakai)
- Structured due dates
 - Pre-lesson assignments (GROs and Mastering) due Wednesdays and Sundays
 - Lesson (Learning Catalytics) and post-lesson assignments due Tuesdays and Fridays
- Multiple modes of communication – Piazza, email, and individual Zoom meetings (check Sakai Sign-up tool for the last one – I've updated them to include Zoom links for these meetings)
- Assigned peer support – keep a look out for your email group assignment on or before August 14th.

Reminders for the week: I encourage you to watch this [video](#) on how to engage with the Sakai site for this course. This will be useful as you plan your strategy for the first two lessons this first week:

1. Lesson 1: Introduction to AAP
2. Lesson 2: Cells of the nervous system

Be sure to check out the detailed course schedule for the due dates for the pre-lesson, lesson, and post-lesson assignments.

Other things to keep track of this week:

1. Syllabus extra credit quiz, where you can earn up to 2 points on unit 1 exam – 08/12
2. Make sure you obtain an eBook and set up your Mastering Account. See the "Textbook & Other Required Materials" section of the syllabus for details. You will access Learning Catalytics through your Mastering account.

Things on the horizon:

1. Your first PeerWise assignment is due on 08/25. Check out this [link](#) for a video on how to submit a PeerWise question.
2. Unit 1 exam is August 28, 2020. The exam will be available from 10-2 pm and you'll have 90 minutes to complete the exam in a single setting. Please be sure to reserve this time on your calendar now.
3. Feel free to leave me feedback via the [anonymous feedback form](#) which will remain open all semester.

Dr. Ott's Corner: I went a little overboard buying avocados at Costco last week, so I made a big batch of my favorite guacamole recipe to eat throughout the week. I've put it on toast with a fried egg on top for breakfast or I've been snacking with carrots, peppers or my favorite, salty tortilla chips. The recipe is below, which I [adapted](#) from Ina Garten's (Barefoot Contessa) recipe. If you have a fun guacamole recipe (or make this one), let me know!

4 ripe avocados, smashed (I love this [gadget](#) for dicing and mashing my avocados)

2 cloves garlic, minced

½ red onion, diced

Juice of 2 limes

2T chopped cilantro

1 medium tomato, diced

Salt and pepper to taste

Mix in a large bowl, taste, and add more salt, pepper, or lime juice, if needed. Chill and enjoy!

Until next week, I hope you stay healthy and safe!

Cheers!
Dr. Ott

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Salt and pepper to taste

Mix in a large bowl, taste, and add more salt, pepper, or lime juice, if needed. Chill and enjoy!

Until next week, I hope you stay healthy and safe!

Cheers!
Dr. Ott

Breakout Room 2

In breakout rooms, use new Google Sheet link in the chat to identify lessons learned from teaching during the pandemic and how it will shape your future teaching of large-enrollment courses. Denote any specific changes you plan to implement.

Each team will use a separate tab (use tab that corresponds to the number of your breakout room. Example: breakout room 3 will use tab 3).

Report Out

Each team will briefly report out on their conversation.
Please identify lessons learned and/or discuss changes you plan to implement in the future.

What questions (or concerns) do you
still have about teaching
large-enrollment courses in the future?

Enter your questions / concerns in the chat box. We will share with
CFE and others as we continue to plan for the fall semester.