# Building an Environment of Success

SARA PETERSEN: Identifying the challenges that students have for success, what's getting in their way of them being successful. And then, how do we select and implement diverse methods to support student learning. So the first part is identifying essential course components. And that's pretty basic. What are the skills our students need to know, what is the content, what are the learning goals, what do we want them to get out of our courses, and what do we expect them to be able to do by the time they finish our course, what are those end goals, and how do we know that they can demonstrate proficiency.

One way to rethink some of this is a lot of times we have in education we're all about goals and then assessing that. And so really thinking about moving beyond the basic skills of reading, writing, solving math problems, and rethinking what those look like in a way that is a little bit more focused on what we truly are wanting our students to know. Are we expecting them to read information or do we want them to take in information? Are we expecting them to write? Maybe they can express it in a different way. So what are the expectations?

Now if you're in a writing class, obviously you probably want them to write. But if you're not in a writing class, do they need to write, or can they express it in a different way? And so rethinking the goals of your course is important in the fact that we can help engage those students in different ways. And we can help them be successful despite what their different needs might be, whether they have an English language learner and writing in English might be a struggle for them. Maybe they can express it in a different way. Or do they have a learning disability or whatever their needs might be, if we can look at what is it we truly want them to be able to do, that's how maybe we might want to write our student outcomes.

The second step is examining your learning environment. What are your curriculum expectations? What social expectations do you have in the classroom? Do you expect them to be quiet, do you want them interactive? To me, I feel like if students are quiet they're not learning. So my expectations are very different than somebody else's. What technologies do you use? Are they accessible to all students? Assessment strategies, what does your classroom look like, is it a large lecture classroom, is it a small class with round tables in it? Whether I teach in our big auditorium here or a small classroom with round tables, it affects how I teach. And so understanding that learning environment makes a big difference.

And then with that in mind, thinking about the challenges that the students might face. Based on this diverse group of students that we have, how is the content or the academic language, what challenges might they have? And one way you can think about it is it as barriers to learning. What is it about your content, your learning environment, your instructional methods, what might get in the way of their learning? If they have a need for English language learning supports or something like that, maybe they can access the content in a way that it's being read to them, or they can read it in a native language. So what kinds of things can we do to make sure that we, kind of, break through those barriers to their learning process.

And then lastly is selecting and implementing diverse instructional methods. And this is where a universal design comes in, is the idea that universal design methods are based on, as Joy said, research. We want to make sure that they are research backed instructional practices, but we want to use a variety of different methods to make sure that we are providing students access in engaging activities.

So the way universal design for learning frames it is through these three main concepts of representation or what they're learning. What is the content that they're taking in? Action and expression, which is how are they expressing what they know?

So it's kind of that concept of assessment. How are they able to demonstrate that they have learned what you want them to learn? And then engagement. How are they working with the materials to help make learning or develop their own meaning?

And so we kind of-- they've taken it further to break each of these three content or concepts into different principles. And so when we think about representation or what is it that they're learning, we think perception, visual and auditory information. Can we provide-- present it in different ways? Can we let them see things differently, hear things differently, read it in a different language, things like that.

How do we allow them to take in language and symbols? How are we helping them learn the vocabulary? Maybe it's pre-teaching the vocabulary, helping them with language prompts and things like that, and using multiple medias to help with that. And then comprehension.

We want to make sure when they're taking in content that they were comprehending it. So maybe supporting them by laying out when we're doing our lectures or our activities, giving them some kind of pattern or pointing them towards the big ideas that are most important so that we can help them develop those relationships.

And then activating their background knowledge. And so I wanted to give you some examples of how-- and I'm thinking of this in, say, a higher ed setting, obviously. Sometimes I do this differently if I'm teaching my elementary ed students here, is if you're talking history, maybe-- this is actually a documentary on the Declaration of Independence. So you could have them watch videos to take in the information versus reading it out of a textbook or listening to podcasts. A lot of times there's podcasts out there that have great information they can participate in.

Reading it online from a blog, or a news outlet, or some kind of obviously legitimate, appropriate source. But there's a lot of content online, and students are digital, are so digital savvy that they can find great information out there. Or another way to pick up information is through Twitter chats.

Our kiddos these days are very-- the social media is huge in their lives, and they use Twitter a lot, they use Snapchat, and Instagram. And why not tap into these social media outlets that

they can use for learning process? So those are just a few examples of different ways that we can represent information or help them learn content in addition to our traditional textbook type of activity.

And then engagement. I'm not going to really talk about this too much, because Julia did an awesome job without talking about engagement. But one thing I would like to add is the concept of self-regulation. And the idea is that maybe students will be more engaged if they have the ability to self reflect or set their own goals within the learning process. So helping students by providing opportunities to do this.

But here are just some examples for engagement. This is actually from our-- we had a College of Education summit last weekend. And Jonah Firestone and I did a presentation on Media Lab technology. And so he had-- he's got a great virtual reality or augmented reality lab. And so our attendees were looking at space using augmented reality. So this is just one way they can engage. They can learn through this more high technology.

But also, helping them engage by structuring their learning using graphic organizers of some. Kind they don't have to be worksheets. They can be anything you can think of, but giving them some kind of structure to help them organize their learning. Questioning strategies such as cost, just levels of questioning or Bloom's taxonomy, helping them to think deeper and further. But they may need prompts such as word stems or language. Here's examples of vocabulary at the different levels of questioning to really help them think through more difficult concepts.

I teach special education law, and we use a lot of case studies to learn about the law. And so case studies are a great way to talk about real life situations. Another way to keep students engaged are office hours and how we utilize our office hours, not just my door is open, but how can we get students to come by our office and talk to us, and maybe use those times for promoting discussion, and thinking about the content that they're learning.

And I have I have a freshman up in Pullman up there with you guys. And she's in History 105. and they have-- her professor has office hours in her dorm. And so she spends a lot of time going up there and meeting with him because he's accessible, and he's away from his office, and it's less intimidating for the students.

Another way of engaging are having Twitter chats. They use Twitter chats all the time for different things. And so utilizing technology they already know.

Now moving into our last thing. Oops, I'm running out of time. Is this is what-- ah, wah!

SPEAKER: That's a good one.

SARA PETERSEN: I know. This is one of our favorite, my favorite cartoons, is how do we make this accessible? How do we know what each person can do when they all have different needs?

And so that's where action and expression comes in. And do we have-- how are we allowing them to express what they know? Physical action.

How we-- letting them do, build something, or use media for communicating what they know, giving them different tools. If they're writing a paper, maybe letting them-- giving the prompts or speech-to-text software, things like that. So maybe in engineering, letting them design a model instead of a different way.

Or I use this a lot in my class, in one of my classes where they have to learn about different disabilities. And then I bring in teachers from the community, and they do a poster presentation session. Doing a timeline, or creating their own website about information, or writing a blog.

I have some different examples from different-- and because I'm out of time, what I can do is I'm just going to post my PowerPoint and give you a link. Should I do that, Valerie?

VALERIE: Yeah, let's do that.

JOY EGBERT: Or should I just kind of go through?

VALERIE: You can kind of just push through really quickly. And then I'll post the PowerPoint online later.

JOY EGBERT: OK, sounds good. I just have some examples here from different higher ed areas like construction management and gives examples about how they looked at challenges in the classroom. I also have an education, music, and then criminal justice.

So what I'll do is, I have a link already for a Google Drive or a Google folder that I'm trying to put this and a couple other things about personal design for learning in. So if you want to look at it more, you can do that.

But this is probably another one of my favorite quotes, is really getting kiddos involved and making their own meaning in their learning is the key to student success. So anyway, if you can see, there's the link to the drive of stuff I was going to-- for putting stuff in. And then you can kind of access.

I have a blueprint that is based on kind of a lesson plan or a blueprint that you can utilize to help kind of promote thinking about these things. That'll be in that folder as well. So thank you.

[APPLAUDING]

TOM TRIPP: Hey. Go ahead and share this from my PC.

Hi. I'm Tom Tripp. And one of the things I'd like to do when I have a little bit more time and interview other professors, is ask them to think of an undergraduate course that they took

where they were most motivated and most engaged or least motivated and least engaged. And typically the type of answers that I'll get back is the topic looked really interesting or the topic was really boring.

It was a skill knowledge, skill or knowledge they know that they were going to need for a later course, or for a career, or somewhere in life, or they knew that they would never use it again or believed that they would never used it again. Class was fun, class was tedious. It was clear that hard work was required to pass a class versus it wasn't. It was clear what they had to do. And then there's an issue about whether they had sufficient skills.

And so what I want to do is talk about two theories from management which is my area that have been fairly well tested and supported that tend to find-- that tend to get employees to be motivated and engaged, and then apply that to the classroom setting, which in my teaching, I've been applying for a long time, and give some suggestions for there. And one of the theories in particular actually backs up a lot of what Sarah and Joy were saying as well. So you'll see some redundancy there.

One other sort of quick thing is one of the best proxy measures I've ever found for how engaged students are, and maybe you found the same, but when I watch other people teach, I always sit in the very back of class. And what I do is I look at and I see, are students phones out? And what are they looking at? Or if their laptops are open, what are they looking at?

And in the least engaged classes, I'll see a third of the students on a material that has nothing to do with class. My favorite or at least favorite example was I watching a class and a student sitting in the front row had a hockey game on his laptop. Very distracting.

Anyway, so I want to talk about sort of two theories. I want to talk about a extrinsic motivation and a theory of intrinsic motivation. So just to review, extrinsic motivation is if you're extrinsically motivated, you're engaged, you're working hard, you're doing it because you anticipate getting some sort of reward, or you're trying to avoid a punishment, or something unpleasant.

And intrinsic motivation is you do it because it's somehow fun or meaningful to you. Part of what I want to argue is in a well-designed and well-run course, you want both extrinsic and intrinsic motivation. I know we all would love our students to be nothing but intrinsically motivated, but some won't be. And so the extrinsic really helps. And even then if you aspire to inspire your students with intrinsic motivation, you always want to make sure that at least the extrinsic motivators or demotivators are not working at cross purposes with what you're trying to do intrinsically.

So the first theory is the one of the extrinsic motivation. I'll sort of lay out the whole theory for you and explain what all this means, and then start applying it to classroom setting. So this is called expectancy theory. It's well known in management.

SPEAKER: Hey John?

TOM TRIPP: Yeah?

SPEAKER: Hey, can you can you kind of change your-- we can see your present view, and it's really hard to see the screen on our side. Can you flip?

TOM TRIPP: I don't understand what you're saying.

SARA PETERSEN: You need to go to full screen on the slides.

TOM TRIPP: They are.

SARA PETERSEN: Go back to Share Screen. Go back to Share Screen and choose the full screen version of your PowerPoint by clicking on it.

SPEAKER: We can see the Presenter view. It has all of the slides and what the next slide.

TOM TRIPP: OK, then do that in the test. All right, I don't want you to see that. Hold on a second.

SPEAKER: Sorry.

TOM TRIPP: So let me get back into Zoom. Why is Zoom not coming up?

SPEAKER 2: It's always fun with a Mac.

SPEAKER: It's because it's probably at the very top. You'll have to scroll all the way to the top. It probably hid itself. Hover over the top. Maybe it'll drop down.

TOM TRIPP: Yeah, it's not doing that. Completely frozen.

SPEAKER: Oh, nice.

TOM TRIPP: This is aggravating.

SPEAKER 3: No.

SPEAKER 4: Hey.

SPEAKER 3: There were go.

SPEAKER 4: Hey, hey, we could do that.

TOM TRIPP: OK, so you can see that?

SPEAKER 3: Now you got it. Yep, you got it now.

TOM TRIPP: Better?

ALL: Yes.

TOM TRIPP: Excellent.

SPEAKER 4: Thank you.

TOM TRIPP: All right. So this is a theory of expectations. So what are the expectations that employees-- and then we'll talk about students-- have with regards to things they care about in the class which are in in terms of extrinsic outcomes. And there's really sort of three sets of expectations that they have or beliefs that they have. And it's kind of a badly label theory.

But actually we start over here at the right, this is what's called valence. And as you know, do they value the work outcomes? Do they value the consequences? Are they big consequences like a big pay raise? Or are they trivial consequences like a trinket?

Then there's this notion of what's called instrumentality, and that is just performance instrumental to achieving these outcomes. So what work outcomes will they get as a result of the performance or simply, is their performance actually tied to these outcomes? Will they receive, for example, higher pay if they work harder and better? Sometimes yes, sometimes no in many organizations.

And then the third expectation is called expectancy, which is the same name as the whole theory. It's confusing. But it's whether they believe that they can even hit the performance targets that are required to get the rewards. So they might be reasons that they believe it or that they don't believe it.

So variations on this is actually, I think in the middle in terms of instrumentality, the expectation and phrases is a question. Are there consequences for doing as I'm told? Are there consequences for meeting the standards that have been set out for me? No, I've seen is if I succeed, will I be rewarded? If I fail, well, punishment is kind of a strong word, but will it be unpleasant? And it is probabilities. It's not just either/or.

The second expectation is do I even care about the consequences? So yeah, there might be a consequence tied to my performance, but do I care? Is it a big deal to me? Is it big raise? Or again, or a trinket? Is a slap on the wrist or a more substantial punishment?

And then back over here in terms-- and so variations, well, to back up her expectancy, it's am capable of doing as I'm told? So variations on this question are do I understand what my boss or professor wants? If I don't understand, then I don't believe I'm capable of doing what I'm told.

The realistic. Do I have the skills? Do I have the time and resources? Do I have control over my circumstances? So these are the way that students might think about it.

Now let's apply this theory to students. So if a student would ask in terms of instrumentality are there consequences for doing as I'm asked? In other words, students may ask, if I succeed, will I be rewarded? So for example, if a score good, good category on the rubrics, will my grade be higher? Does everyone get As? Or does everyone get Cs?

If I speak up in class or even go to class, will my grade be higher? If I attend class, will lecture material be on the exam or need it to write a paper? If I read the readings, the text, will that be on the exam or needed to write a paper?

If I don't read the text, well I'm not be able to follow lecture? If I put in the extra effort to write well on the assignment, well the prof notice it, grate it, or even provide any feedback? Is there added value for going to class? Or is class redundant with the readings? That's a key one. I'll come back to that.

Another question I might ask is if I fail or somehow misbehave, will I be punished or will unpleasant things happen? For example, if nobody answers the professor's question when the question-- when the prof puts a prompt out to the class, will we all sit there in uncomfortable silence until one of us breaks? Or will the professor answer his or her own question?

[LAUGHING]

You recognize that one. If I cheat, will I get caught? If I'm caught, will the professor actually grade me down or report me? They ask these kinds of questions. If I don't show up to group meetings, will my group grade really be any different than it would have otherwise? And obviously you want those preferred answers to these questions in terms of students being more extrinsically motivated.

Now one other thing according to that is-- so one of the things I try and convince when we talk about-- you design courses so that they answer these questions the right way. First is that not everybody should get As or not everybody should get Cs, and you need-- and it's helpful to persuade students of that.

So the way I persuade students is in the very first day of class, I show them this graph. So my Management 401 course, I show all the grades I've given out in the last 10, 11 years. And what I'm trying to draw their eye to there, and I make explicit when I show this, is that there's a variance. There's a wide distribution.

It's not impossible. The average grade's a B or so, which is par for the course at WSU where the average GPA 3.2. But the point is that there's variance. And so if they can-- if they work really hard, they can get As. If they don't work really hard, they can end up with a grade perhaps less than whatever it is that they want. So that would be one design feature.

Another thing I'd recommend if you've got a cheating problem, you've got to catch and report the cheaters. Another thing that might help is making sure that both class and reading concepts are not redundant. In fact, one of the things I've seen in the College of Business and when I've talked to grad students in other programs outside the College of Business who were looking for advice, a very sort of common situation is hey, half my students don't show up to class, and the half who do don't do the readings.

Well, why is that? We'll explore a little bit. And what we get to it, I take a little of my time getting there, and I say it a little bit more nicely, but I'll be concise here. The reason is is. Because they lecture from the textbook the lecture is completely redundant with the readings, and so students have figured out they can do one or other, but there's no reason to do both.

So another thing that I'd recommend is when you're grading homework, spend a lot of time as, much as you can afford, marking it up so that students know that you're actually reading it. Particularly I find it's really helpful for papers. They know that you're paying attention.

So students' valiance questions. Do I care about the outcomes or consequences? How big is reward? How harsh is-- and again, we don't punish students, but it is an unpleasant outcome.

Well, is the assignment or activity that you're asking me to do, is it a significant portion of the great? Does my prof seem to care if I do it or not? And our favorite, do I need to know this for the exam or the paper?

[LAUGHING]

Will I need to know this in subsequent courses? Is the subject something I can use in my life?

So they ask these kinds of questions. And so what you want to do then is design courses so that they realize that they care. So if there's something you really want them to do, like, I really want students to speak up in my class. Then I make sure that there's a significant grade component on it, so I grade for participation.

I want them engaged in exercises. I award participation in exercises. I believe in rewarding the behavior I want, which is, because that's what this theory says you should do. If there's a topic, I will try and sell it to them. Here's why you need to know this.

And in business, it's easy. I tell horror stories. If only this character in this case knew what you just learned, they would have avoided running their company into the ground, and having to get rid of employees, or making a major career mistake, or something like that. But I think it's important to constantly sell to students if they don't understand how it's a subject they might be able to use in their life.

See how we're doing on time here. I got just a couple more things here. In terms of students expectancy questions, if I try will I succeed? Is it clear what the prof is asking for? Is it realistic? Do I have the skills? Do I have the time, well, is there going to be enough time to do this task?

Do I have control over my circumstances? For example, over my teammates. This is a big issue with group projects. The students often feel that they can't control what their teammates do. It can lead to a lot of group conflict.

So what should happen instead is that you should design courses so that the performance requirements are crystal clear, setting goals effectively using SMART goal setting, providing, and the others have talked about prompt feedback, as fast as you can so they can learn through iteration, and to use team projects probably more sparingly than we do.

The last thing, and I've got, what? Just a couple of minutes left here?

SPEAKER 3: You're doing good. You got about four minutes.

TOM TRIPP: OK. And this is going to back up what Joy and Sara were saying anyway. So now let's switch to intrinsic motivation. And it's this well-known model called the Job Characteristics Model. And it's how would you design a job at work so that employees would love to do what they want to do? So employees can say, I can't believe you pay me to do this job. I'd do it for free, right? Can I apply that to classrooms?

So what the model-- and it's received a bit of research support-- is, it's trying to predict well, one, motivation. But also, workplace satisfaction and how effectively people do the job. So things that we're very concerned with in students or classes.

What tends to lead to those outcomes is what's called a critical psychological state, is that they experience the work is meaningful. They have a sense of responsibility that it's their job, not somebody else's, and they have knowledge of results. So they need to know how well they're doing.

And so the features that you would design into a job, the core job characteristics that create these critical psychological states, are these. To experience meaningful work. It should require skill variety. I'll give you some more student examples in a second, but we also-- Sara had a lot of good examples of that as well.

They should identify with the task. They should identify it as their own. The task should be significant in some way, somehow meaningful to them. There needs to be a sense of autonomy, to experience responsibility. They have to believe that they're making the calls. And of course, you have to have feedback from the task.

So in terms of skill variety then, how do you increase it? You do a lot of different things. I would add to the list that Sara and Joy have given so far. It's go beyond lectures and multiple choice

exams, exercises, role playing, cases, discussion, designs, videos, essays. Projects, et cetera to increase task significance. What you need to do, again, to sell the topic, we talked about that. And if you can't have them apply the topic to their own life, maybe a personal case analysis.

In terms of increasing task identity and autonomy, I would recommend let students pick topics for assignments where that's feasible. And avoid or don't use group projects probably as much as we tend to because that tends to reduce both of those. It has other advantages. And finally, and again, provide feedback. Turn around with the grader work as quickly as you can, at least before the next similar assignment, quiz, or exam is due is what I always recommend.

And market paper significantly, which we talked about. And so that is pretty much what I wanted to talk about. So thank you for your time.

[APPLAUDING]

SPEAKER: Thank you. As a wrap up, because I know it's 1:00, there is a survey if you're here in Pullman. There is a blue piece of paper, the top paper of your handout. If you're on Zoom, Amena's going to post it in the chat. And then if you're in Tri-Cities and still don't have that chat feature, you can see that in your all's follow up email.

If you are in Pullman, can you make sure that you sign into the sheet before you head out? And then Sara, I think maybe we'll reach out to you to get all of those names from Tri-Cities to make sure that everybody gets their name on that attendance.

TOM TRIPP: Sure.

SPEAKER: If that's OK. Great, thank you.

SARA PETERSEN: Absolutely.

SPEAKER: Awesome. And the same thing with handouts. So if you were in Zoom, Not the Tri-Cities folks but actually on Zoom in your computer, there are some chats in there, but the materials will be shared later. Thank you guys for coming in. And very-- thank you much. Thank you very much for all of our presenters. We'll give another hand.

[APPLAUDING]

Just another 30 minutes for open lab. So if you have to head out, don't feel bad. Also here in Pullman, pizza.

SPEAKER 5: Can anybody? What was the name of the training?

SPEAKER: The name of this training?

SPEAKER 5: Yeah.

VALERIE: Building and environment.

SPEAKER: If you just do FLW, that's our chief for faculty led workshop. And then it's Building an Environment for Success.

SPEAKER 5: OK.

SPEAKER: I would definitely mark at least FLW in there somewhere, because the one in two weeks has the same name. It's just the Create and Apply portion.

SPEAKER 5: Got you.

SPEAKER: Thank you. And if y'all want to just put them on the back of this table, or hand them to me, or Valerie, or wherever, or even just leave them there.

VALERIE: Sorry.

SPEAKER: Yeah?

JOY EGBERT: Can I make a couple followup comments?

SPEAKER: Absolutely.

JOY EGBERT: A couple of things, then. Because my area is ELL, so I have all the-- not all, but a lot of international students. And some of them, these plans don't work for. For example, certainly not all my students are digital savvy, absolutely, especially with things that are not available there. Something YouTube, no. It's not available because in their home countries, they might not know how to use them, et cetera.

They use WeChat instead of Twitter. They might not know. Even undergraduates don't know educational technologies. They know social media. Completely different animal. So if you're going to introduce something new that's an educational technology, they may not know how to use it. You might need to model for them.

Also, not all students are comfortable participating depending on their backgrounds and their cultures, right? So I give my students-- I say there's 100 points in this class for participation, but you can do it in these ways. If you prefer not to participate in a whole group class, you can put something-- share a resource on the website in this way. You can ask questions of me and I'll ask. I'll explain to the whole class if you can email me and I'll explain to the whole class.

So I provide them lots of different ways to participate, because it's just not equitable in other ways. And then they learn slowly over time how to participate in the whole group.

The other thing is that Tom was talking about fewer team projects. And in the College of Ed, we focus in a lot of ways to make those teams work. So we're really into kind of getting roles, setting sport roles. These are what the roles do. Decide on your team which person is going to do which role so there's nobody that can just opt out, those kind of things that are kind of concepts in collaborative and cooperative learning.

So, and so there are a lot of ways to make this work, but you have to really explore those and make sure you implement them in useful ways to make the teams. And does it mean that still that all teams are going to work. But it means that more teams will probably work than otherwise. That's all I want to add about that.

VALERIE: Does anybody have any questions or comments? Go ahead and chime in.

SPEAKER 8: Oh, will all these presentations be available for us to review, because there is a lot?

[INDISTINCT CHATTER]

VALERIE: We were recording today's session, so--

SPEAKER: Where's everyone? Starting from 12:28.

[LAUGHING]

SPEAKER 5: Perfect, it's perfect.

SPEAKER 8: Sorry. But we'll get that--

SPEAKER: Apparently it was an automatic. I know that the PowerPoint--

VALERIE: It's a PowerPoint.

SPEAKER 7: Yeah, that's right.

VALERIE: The PowerPoint is available.

SPEAKER: Sorry about that.

VALERIE: Yes. We'll put those PowerPoints online. And the handouts, you do have those. I'll also send them to you.

SPEAKER 8: What's that?

[INDISTINCT CHATTER]

SPEAKER: Feel free to join smaller conversations. Don't feel like it has to be like a big-- or go straight Joy or Sara.

SPEAKER 2: I have noted that in a number of presentations that come out that talk about diversity, nobody ever explicitly says language. And that just is an issue, and we should we should just acknowledge instead of skipping around it.

I mean, when I have students in class where English is not their heart language, and I have to be-- I try to be really careful about not using idioms and really confusing them. I mean, that is an issue and we need to address it more forthrightly.

SPEAKER 9 : Yeah. Just so you guys know, don't make Star Trek references. I have no clue what it is.

[LAUGHING]

I have gotta stop doing that, because I'm dating myself. And I don't feel like I'm that old, just for the record.

[LAUGHING]

SPEAKER 2: Imagine how old mine are.

SPEAKER 9 : And they remade the Star Treks too, so that doesn't make any sense. They're contemporary. Don't mention the Borg, because it fits the psychology in a lot of places, and--

SPEAKER 2: Yeah, or what wearing a red shirt means.

SPEAKER 9 : Yeah. Yeah.

VALERIE: And also, there is a front and a back to the blue sheet, sorry.

SPEAKER 2: Oh yeah, it just does that.

SPEAKER: There should be an arrow or something.

VALERIE: Did anybody on film have any questions?

SPEAKER 7: I got to have one now. Sorry.

VALERIE: Any chat questions?

SPEAKER 10: I'm studying. Everyone's studying sort of the same thing--

[INDISTINCT CHATTER]

SPEAKER 6: Hey, Tom?

TOM TRIPP: Yeah?

SPEAKER 9: I actually had that issue where-- I don't want to say lecture from the textbook. The problem was, I, wrote the textbook for a class. So last fall, I was-- the attendance was 50%. So when you said that, it was like, it resonated, but it felt like a dagger because I had an issue. No bad way. I mean that this semester, this fall, I'm teaching the same class again. I went to a completely flipped design, all application based to get around that issue. So yeah, I couldn't understand why.

Now here's the deal. I couldn't see why my rates were so low, because the classes kind of popular. And then I was looking at all the work they were turning in for their big project, and they were doing it well. They were obviously reading, so they had to make that decision to read the book. The class was the same.

And I did it that way-- I know better than that, just for the record, but I just wrote the book. I wanted to make sure it worked, what I wrote flowed. So I wrote my PowerPoints directly from it. In retrospect, that was probably stupid. But I was able to fix some issues I saw by doing it.

But yeah, it didn't work. And students were saying they loved the class. I thought my ratings were going to be horrible. I had some of my best ratings in the class, but I had had that exact issue, so I adjusted this semester, and it's working really well with--

TOM TRIPP: Yeah. I'm really glad to hear that. Yeah, I've never been brave enough to write my own textbook. I would fear they would wonder what I would do in class as well.

SPEAKER 6: Yeah, yeah. I always wonder what I was doing in class.

TOM TRIPP: I want to come back and talk a little bit about participation. And I want to quibble with--

SPEAKER: Does anyone here need to sign in?

SPEAKER 4: Do you guys know the other comment on team projects? Is it? It's essentially to--

TOM TRIPP: Right. I don't know if you can hear me.

SPEAKER 4: Our culture because--

VALERIE: We can hear you!

SPEAKER 4: Because one of the staff that--

SPEAKER 8: So--

SPEAKER 4: Recruiters look for is the ability to work with people you may or may not like.

TOM TRIPP: And also, I was thinking about that cartoon in terms in terms of what's equitable--

SPEAKER: You know, what I find with groups, same thing with rubrics of certain things.

TOM TRIPP: So it's been a dilemma for me. Can I ask if you could step away from the mic?

SPEAKER 4: It doesn't really matter. It's the implementation-- [AUDIO OUT]

TOM TRIPP: Oh, well now it's totally muted. That's not what I meant, either. And somebody just muted me, OK. I can't hear you at all anymore. Now I can hear you.

SPEAKER 4: You can put something on top of that one.

SPEAKER 3: Yeah, that's totally fine. I think I have to ask you to use--

TOM TRIPP: No. Yeah, so anyway, I was just asking if you can move the table mic a little away if they're having their own conversation, because it's louder than the rest of you. And now I can't hear you at all.

SPEAKER 3: OK. Everybody just quiet down.

SPEAKER 4: I'm so sorry. OK. You can turn the volume of that up, too.

SPEAKER 5: I'll be able to take it--

TOM TRIPP: Anyway--

SPEAKER 4: OK. Here we go.

TOM TRIPP: Thanks. So, the thing about graded participation, and I mean open class participation.

SPEAKER 3: So now I'm doing a lot, and they're--

TOM TRIPP: And I tried some of the things that Joyce suggested, and I've always found a trade-off between students-- When I would need students to speak in class, my class relies very much on a back and forth, and what happens is, they'll go to these other means, and I'll never hear from them in class.

And it's always been a bit of a dilemma for me, realizing that some people are more adept than others, and there are parts, international differences in that. And the resolution I found is

making the grade component big enough that it grabs their attention, but not so big that if they don't do it, it trashes their grade.

For me, that's about 10% of their grade. And there are other things that they do, working in small groups as well, where they have no issues whatsoever, counts towards the 10%. And I find that to be pretty effective at getting everybody to talk.

SPEAKER 3: Thank you for coming.

VALERIE:  Yeah. Thanks. That is important, especially for the feeling of inclusion, and just having been a student myself not too long ago, and in many math classes where the math classes are quite diverse, it's very important to make sure that the students know that you see them.

And I do the same thing to the students in my current math class. They know that I see them, and they know that I care about them, and that just helps in regards to me just being able to relay information to them. You know? So that's very important.

TOM TRIPP: Yeah, I think it's really important that you know, that they know that you know who they are. I agree with that 100%.

VALERIE: I love that bullet point, though. And make me think of yesterday, in my math class, one of the gentlemen, he likes to act. And so I have several students who have families, and so if I can figure out how to tie math to what is going on in their life, they're more keen to kind of plug in, you know?

And I did have a student that came to me and told me that it's hard for him to pay attention in my class, because he doesn't care about math. And he's having a hard time seeing how this is going to help him. And so I tried to explain, just the ability to think logically, if anything, math sharpens your skill to problem solve, you know?

Even with children, math can be used to problem solve. In relationships, you know, math can be used to problem solve. So it's very good, I love that point you made about just knowing who your students are beyond the classroom, that's important.

TOM TRIPP: And a simple tip for that, that some of you may have tried, is I always take pictures the first day of class With, when they have their name tags out. And then I go and I memorize all the faces and names, and I can walk in to the second class and know who they all are. And then that lets them know that I know who they are.

JOY EGBERT: And they're surprised, when you come the second or third day and you know all their, you're calling on them by name. It's like, oh. She remembered me.

VALERIE: She remembers me. Yeah, those little things, that's important.

SPEAKER 5: Tom, does the business school still have-- When my ex was the dean, you guys had a mandatory grade curve. You were there then, right?

TOM TRIPP: Yeah, and it wasn't-- I don't know who your ex is, actually.

JOY EGBERT: Len Jessup.

TOM TRIPP: Ah, OK. So, yeah. So OK, so that was 20 years ago, almost, right? And we did have in some departments, there was a mandatory grade curve. But it wasn't an all departments, and I don't believe any department has that now.

SPEAKER 5: OK.

SPEAKER: I have a random question. One of the things that we always talk about is authenticity, making it make sense to your kids, right? So as an instructional designer, I get to help a bunch of different courses. If I'm talking to a UCORE course versus in the major course, that conversation looks very different.

So if I'm in my major, in this 300, 400 level, for me it's very easy. I teach pre-service teachers about teaching math. So boom, I mean, it's nothing but authentic, right? But what are the kind of challenges that you all have, and how do you overcome them for things like, OK, my students are in U-core, or they're an English major in my biology class, or a biology major in my English class.

And you know, the things where they, and especially math, you'll see that a lot, where they don't-- it's not an easy connection for how they're going to use it. So I kind of want to see if you all have experienced that.

JOY EGBERT: In my class, in all my teacher education classes, I teach my students, no matter what they're going to be teaching, to make connections. So I give them a random set of topics from all the disciplines, and I say, you need to connect this to your students' real lives. And it's an exercise that they go through, so that they can do it no matter what it is.

And I would encourage faculty to kind of think about, no matter who my students are, right, why do they need to know this thing? What's the most common denominator, least common denominator? See, I'm not a math person, obviously. But most common denominator?

VALERIE: Greatest common denominator?

JOY EGBERT: Greatest common denominator, right? So they go through-- well, for example, if they have to study geography, and they don't care about it, well, you know, what is it about something? And then, what about maps? Well, maybe they don't need maps, but place, they all have a place.

Right? And so, then I can work that back to understanding other places. So it's that common, yes. It would be fun to have an exercise like that with a group of faculty from different disciplines.

SPEAKER: I would love some more people to do cross-disciplinary stuff.

SPEAKER 4: You'd do that specifically to your course, skills or outcomes from your course to just life things? Or do you mean you do all university courses to--

JOY EGBERT: Whatever the discipline is, yeah. I want them to be able to think about, for themselves and for their future students, yeah. How does it relate? Because, and there, we have the hardest time, math people, to figure out why the fourth graders needed to learn rounding. I asked our math, I asked Molly, I asked a whole bunch of different people. And finally, we figured out, because they need to be able to estimate all kinds of things, even if they're in fourth grade.

But it took some really hard thinking to figure out, rounding, why do they need to round? It's, mom, can I have 20 bucks? This thing I want costs, you know, 18 something, and there will be tax. Right? You don't say, mom, can I have $18.47? So those kinds of things.

TOM TRIPP: I would add to that. I think one of the ways to really apply Joyce's advice in the UCORE course, is remember that each UCORE course is supposed to advance university learning goals.

So if you take biology, for example, it's not so much that every student needs to know biology, it's that every student needs to be scientifically literate and engage in scientific thinking. And that's the reason why those courses are required, and with the seven university learning goals, you have scientific literacy.

So I think one of the things that you can sell everybody on, and I think it's the greatest common denominator is the notion of scientific literacy and convince them why they need that. You know, one of the arguments I give to my students is because without it, they can be too easily fooled.

JOY EGBERT: Well, and give them specific examples, even from your own personal experience, and that really, yes. I agree.

VALERIE: Transparency is important, I think. I mean, not too much, but just, especially to know that, hey, I used to be a student too. I used to struggle. Maybe some you didn't struggle, but in school, I struggled. And so just to be relatable, you know, I don't want to appear like I'm some floating being in front of the classroom, you know? So, yeah.

SPEAKER 9: Yeah. In our online research methods course, and one of our other courses online, we've had group work in the class, and the group work has failed miserably. We just converted this semester to roles. Smaller groups, it has a role, so they can't social loaf.

JOY EGBERT: There you go.

SPEAKER 9: Yeah, we just did recently. I looked up, and there's something we can be doing right now.

JOY EGBERT: Well, I always-- there's a sheet that they do, there's-- it's not anonymous, but it's unseen by team members about how each team member performed. They just check off, my team member did this, did this, did this. Or they, no, they didn't do this. They didn't do this. Two minutes, boom.

SPEAKER 9: And then to kind of make them personalize what we're doing in the classes right now, I was just telling Tom. We've flipped to, went to a flipped design on my Psych 328 class. At the beginning of class, I'm using another design also, concurrently, where we do pair and shares in the beginning.

So it was a quick reading check, since everything is flipped now, they're, the onus is on them to read. Which it always has been, but really it needs to be with the flip design. And then do a quick pair and share in beginning, with one other student, or two other students, because there's an odd number in the class.

And then they, I have holistic kind of questions on why the overall, what we're going to cover today is important to hopefully establish why this is important to me, why I need to care about it. So I'm actually doing a master's in-- she knows, in curriculum instruction at UI right now. I'm trying to supplement my PhD.

But when you guys were talking, I'm making notes in this book I'm reading. I'm actually sitting in this class today because I got, I had it as an assignment for one of our classes on it, but I would have came anyway.

So, and it's, I'm sitting here going, yeah, this is really cool. These are the topics we're actually talking about right now, and the autonomy and stuff like that.

So we're trying to integrate some of that into our classes. One of our big problems, and is working right now-- so what, I know you know about it a little bit. We're trying to take these large online courses with 80 students, that's-- when you're trying to run a discussion board with that many students, there's just too many.

So we're breaking them into smaller groups, and I've got three IRB approved research projects around this right now, just came through this week. And we're trying to break it down, groups of eight to ten students.

Depends on the class. And then have an instructor interaction there, and ironically, we had an email from a student in another class where they don't have this yet complaining about the fact he's not getting frequent enough feedback from instructor involvement.

And I just wrote back, I said, well, it's funny, because we're actually running this small group pilot. And then I've got a large group survey, a survey we're going to send out to the students in large group classes asking them, what would you think about being in a class like this?

Just to see, kind of set us up for next semester. But I'm going to start-- it looks like it's working really well, and I like it. It's a little more complicated on the faculty side of things, tracking stuff. But it's easy, we've gotten used to it.

But because, Christie, I had those instructional TAs, we've got student perspective. I have, in our psych 497s, we have instructional TAs, and they actually teach part of those classes. So they teach two weeks, and they get the same training my grad instructors get online, and my adjuncts.

So the ITAs, I have one of them who's literally, she's doing it in two classes, which is not something we normally do, but she is this semester, one small group, one large group. So she's, I brought her into the project to get feedback from a student instructor perspective, and you get the faculty instructor perspective, and then we're going to get student perspective and see if this really can work out.

But we've gotten good feedback so far. The smaller groups, they, again, it's minimizing that social loafing, like any group. There's only eight students, you can't just wait for somebody else. You look in, there's no posts and stuff. The biggest fear students have had is, are there going to be enough posts to actually respond to?

And there have been. And we've been kind of spacing our posting out, so we're not putting up too many posts in the beginning, and everybody responds us and gets their participation requirement achieved, and then they don't care the rest of the way. We're trying to spread it out.

But another research area, one was, what does it mean when students are participating late in the week, or too early, and they're not integrating, they're doing a spaced performance. And they're-- because they're missing out if they're doing everything early.

Yeah, they're trying to be ahead, they're trying to be-- I want to get everything done, I want to engage in the conversation, as opposed to ones that are late. They're missing so much, either too early or too late, so we're trying to-- That's another research project I have. I gotta run, but I'm trying to do that to see which is a better way. It's just hard to see students who can only participate this certain way.

JOY EGBERT: There's some really good research about that, that's come out in the last, even five years.

SPEAKER 9: I imagine it's going to grow more, because online has become so much bigger everywhere. But we're trying to see if we can get students a model, where we can have students pace their posts. But sometimes it's just getting them to do it, sometimes, is the important thing, and as long as they do it, that's good.

But you know, it can't be that they can go up on Sunday and make all their posts for the week, and just lose a point or two, or three points for being late on the discussion question post, and get their posts in. They haven't learned anything, they're just doing-- The same point I made to instructors, if you're going in there Sunday night making posts, you're just doing it to meet a requirement for me, because you're afraid I'm going to come and check as director and catch you doing it.

I mean, you can't, it has no value to the students. And the reason why students do that late is the same reason why an instructor would do it, so I try to mold the instructors' performance, so they're spacing out their performance, and I got it integrated into their behavioral contracts from the start, which works out kind of good. But yeah, I've done, I'm four classes in in this program right now, and the information that I'm taking in is like, whoa.

And I've done this stuff before. I do OER stuff, I'm big into OER stuff and writing. I'm trying to get the macro curriculum established. And people don't understand that we have the curriculum from OERs in individual classes, but if you look across all the textbooks we've written, and we've got seven now in psychology, we've got the most, I think, out there. And then other classes with it, we got about 15 covered, it's a macro curriculum feeding into everything.

And kind of getting students to realize that all of our courses link together, it's why the textbooks do this puzzle kind of being. It's all a puzzle, all these classes. But they never explain it beyond, and so, who cares? So getting students to actually see through the books, they are linked. In the publisher's defenses, they can't do that. They have separate authors writing books, and they're not involved. I'll shut up, I got to go to class anyway.

VALERIE: I got a question.

SPEAKER 9: Go ahead.

VALERIE: The group work, after the roles. And so you said that you give them the feedback form while they're right there, while they're in the group, and they fill it out right there?

JOY EGBERT: Well, when they're done with their work.

VALERIE: Are they still sort of sitting with each other while they're doing it?

JOY EGBERT: Not necessarily.

VALERIE: Oh, OK. OK. I'm curious.

JOY EGBERT: They can go online and fill it in.

VALERIE: Oh, I see. I see.

JOY EGBERT: I hand it out and say, you know, give this, put this on my door or something. It depends on what the group is.

SPEAKER 9: Our instructor has them do them like a journal, like it's journal entries, or how the group's performing. They have a mid-semester group member evaluation they do, and one at the end, to kind of keep them recording what's going on, tracking the group progress, and then kind of evaluating each other as they go along. And if you know that evaluation is coming, you'll be less likely to social loaf.

First semester doing it, we'll see how it goes. But it sounds like what we set up, and then here, what you just said, it kind of said we're on the right track at least. I think we are reintegrating a lot of new things into the classes, trying to diversify the online programs, but it sounds like we're on the right path, so that's good.

TOM TRIPP: That's come out now that actually does all that for you. There's [? CATME ?], which a lot of people have used, College of Business is trying out something from EduSourced that does that as well, that we're hoping to bake into.

We're now going to have required teams course, to do kind of what you were talking about, Joy, which is make sure that students are trained in proper practices so that when they get in these later, they know what the roles are and know how to implement the roles so they don't have social loafing, excessive conflict, demotivation, et cetera.

VALERIE: And I do have a question for all the presenters. How would you define group work? Am I imposing group work on my students if at one point in my lecture I say, compare answers, or discuss answers? Is that considered group work?

JOY EGBERT: No.

VALERIE: OK.

JOY EGBERT: That's talking to your elbows partner.

VALERIE: Talking to your elbow partner, OK.

TOM TRIPP: I think pair shares is, it also sort of fits that. No, most people when they mean group work, it's outside of class time, where classmates have to get together and perform some activity that's graded.

VALERIE: OK.

JOY EGBERT: They have a mutual outcome.

VALERIE: OK.

JOY EGBERT: I try to give my students some time in class so I can watch the groups, how they develop, and kind of cut off any problems ahead of time. And really, they have in college ed, they have group work in every single class, every single semester. It's impossible to meet with five different groups, so there has to be a way for them to do the group, or they won't do it. So, yeah.

VALERIE: OK.

SPEAKER 3: I have a question about the video assignment that you were talking about. Is that when you do the green screen video, is that an in class thing, or is that over several classes, or a major project?

JOY EGBERT: Yes, yes, yes.

SPEAKER 3: Yes, OK. So is it something that is doable, to do in a 50 minute class?

JOY EGBERT: Yes.

VALERIE: Oh, yeah.

JOY EGBERT: Actually, we just went to a conference, and we had everybody in the conference make a video with two other people that didn't even know about, what was the-

SPEAKER 3: Just with their phones?

JOY EGBERT: They can use their phones, they can use laptop, whatever. We had tools that, we just took our sheet with us, put it up, and said here's the outline, here's the kind of steps, here's Open Shot. I hand out how to use it, boom. And they were not exceptionally tech savvy people, but they can also do it out of class.

I mean, I have taken the sheet and posted it in the hallway so that students didn't have to get into the classroom or whatever. And they come in they take their videos, and they pop it into Open Shop, because it's accessible to everyone, it's free. Yeah.

Oh, have you used Jing in your English classes?

SPEAKER 3: Yes.

JOY EGBERT: You don't like that?

SPEAKER 3: It's OK for some students.

JOY EGBERT: Right, exactly right.

SPEAKER 3: Yeah. I have some students who are-- typically my students with dyslexia or dysgraphia really like the auditory feedback, so they can see me looking at their paper and talking about it and clicking. Other students say, I need everything that you said

JOY EGBERT: Written down.

SPEAKER 3: Written down, yeah.

JOY EGBERT: Wow. So you're really differentiating, that's fabulous. I think English classes are the hardest if you're collecting essays and stuff, to do all those things.

SPEAKER 3: Yeah.

JOY EGBERT: That's wonderful.

SPEAKER 3: Yeah. Everybody's saying, get feedback quickly, that's--

JOY EGBERT: Yeah

SPEAKER 3: You know, we don't have TAs or graders or anything, so it's all the in-class activities, grading those. Plus our big projects, and we're portfolio classes, so it's--

VALERIE: You never have a TA?

SPEAKER 3: No.

VALERIE: Oh. Oh, my gosh.

VALERIE: Yeah. So that's always kind of our constant battle, is--

JOY EGBERT: So one of the things here is, when we do papers in the graduate classes, first part, introduction, let's look at that. So I, because I just, I can't look at 25 whole really badly written papers at once. So we do it piece by piece, and I mean, it's more often grading, but it's not as long and tedious grading. So I can get through it when we have to write in our class. That's the hardest.

SPEAKER 7: I have a question for Sara?

VALERIE: Oh, yeah. Sara. Sara, can you hear us?

SARA PETERSEN: I can hear you, sorry. We were having our own discussion here.

VALERIE: Oh, that's OK. We have a question for you.

SARA PETERSEN: OK.

SPEAKER 7: Hi, this is Haisha.

SARA PETERSEN: Hi.

SPEAKER 7: And I have a question. We have a-- hello. We have a class, university [? guide ?] for learning. And so I'm kind of confused, because we have mentioned a lot of time before when the UDL appeared, so there's engagement. And now it is the, one of the principal of UDL. So if means that engagement related with technology, we can consider it all belongs to UDL principal?

SARA PETERSEN: I mean, I think it's-- now, say that-- so let me see if I heard you right. So you said, you're asking if it's part of UDL, or if that's how you should be viewing it now? Is that what you said?

SPEAKER 7: Right. Yeah, I mean engagement, it maybe appeared long before the principal of UDL. Engagement is one of the principals of UDL. So I just wanted to know the relationship, because I sometimes confused when I see, oh, engagement. And engagement there is also talked, something related with technology. So can we consider that to be the principal of UDL?

SARA PETERSEN: I mean, yes. It's, a lot of times you'll see each of them in isolation just because they weren't necessarily, they don't come from UDL. They were things that UDL has brought, that the people that created UDL have brought in as being research based practices.

And they created the framework based on brain research, and so you can hear about-- a lot of times, you'll hear people just talking about brain engagement teaching strategies, and that's just teaching strategies that get people excited about learning, involved in their learning.

The key is, we want them making their own learning. Because the brain tells us, when we work with material, we develop our own learning, and we learn it better. So UDL has just included it as part of the framework because it fits nicely in-- you know, there's research behind why they chose engagement.

And the same with representation, is it, you can teach information in a variety of ways, and you don't necessarily have to think about it as UDL. It's more of a-- universal design for learning is

just a general framework that they plug pieces into based on how the brain understands information and takes it in. Does that answer your question?

SPEAKER 7: Yeah, yeah. Thank you so much, yeah.

SARA PETERSEN: All right.

VALERIE: Thank you all, we're getting kicked out of the room.

TOM TRIPP: All right. Thanks, everybody.

SARA PETERSEN: Thank you.

SPEAKER: Thank you all.

SPEAKER 2: Right. Let me tell you something.