2022 EDITION!

TEACHING & LEARNING CONFERENCE TIPS

NDSU | OFFICE OF TEACHING AND LEARNING

The following tips you can incorporate into your class are taken from the sessions offered in the 2022 Teaching and Learning Conference. References and citations for any data or statistics listed here can be found in the videos posted on our YouTube channel at www.youtube.com/c/ndsuotl.

Videos in Classes
1. The four types of videos you can use in your course are: microvideos, tutorials, lectures, and screencasts.
2. Adding video to a course increases engagement and is 83% more effective for retaining information.
3. Pre-recorded videos allows students to rewatch or prewatch videos to learn in their own way and time.
4. Offering videos reduces cognitive overload for your students.

Mental Models or Systems Models
5. Mental models or systems models are the top student-ranked most helpful technique or strategy, even when the instructor isn't using it in their class.
6. Mental models help you evaluate the starting points of your students. If students can work backwards, forwards, and in all directions within a concept, then they have deep understanding.
7. Mental models work best over time and in groups. It is cognitively demanding to work alone.

Alternative Grading
8. Equitable grading strategies include: optional retakes, which can be split out by topic; flexible deadlines; limited grading of behaviors; equitable grading scales; and ungraded formative assessments.
9. Use homework and class time as opportunities for learning and feedback. Learning happens through mistakes.
10. Grades promote risk aversion and encourage performance over mastery. Grading everything equates to constant judging.

Adult Learners
11. In adult learning the instructor is the facilitator who helps students navigate their learning.
12. You can promote independent learning in your class by slowly removing any supports throughout the semester.
13. Connect adult student's learning with life experiences.
14. Adult learners tend to learn more from their peers.
15. Practice the See, Do & Teach method with adult learners because they learn better when they have to teach someone else a concept.

Language Diversity
16. Recognize there is language diversity in every class; it may be through different languages, different regional or cultural dialects, or even familial usage of the language.
17. If personal interactions are pleasant, people are more willing to take on the cognitive load of listening to an individual with an accent. Facilitate pleasant interactions with your students.
18. Students have a higher cognitive load when they are worried about grammar. Consider not grading based on language and grammar usage when the concepts are the most important thing to learn (ex. discussion boards).
19. Grammar is the first thing to breakdown when learning new concepts.
20. Be specific about grammar expectations in your assignment rubrics.

Helping Students Write Better
21. Provide students with many examples of good writing in your field.
22. Instruct students on the writing process, which is: planning, drafting, sharing, evaluating, revising, editing, and publishing. Many students do not know the process.
23. Hold group discussions to give good quality feedback and to discuss their struggles.
24. Peer editing helps students analyze both good work and their own work.

Student Wellness
25. On your syllabus include on-campus resources for wellness and a statement of wellness. Assign wellness-related tasks like writing a paper on their wellness plan or touring a wellness resource.
26. In class, use clickers to allow students to anonymously gauge how they are feeling today.
27. Be a wellness role model for your students.
28. Offer flexible homework submissions (ex. videos, creative writing, etc.), adjust your deadlines to promote better sleep for your students, and consider offering extra credit or make-up points for participating in wellness activities.

Racial Achievement Gap

29. If you can adjust a student's mindset you can help them have better outcomes.
30. Racial achievement gap was two times higher in classes with instructors who have fixed mindsets.
31. Instructors with a growth mindset tend to include why a student is learning a concept in their class.
32. Cognitive resources are split when a student is actively trying to avoid being stereotyped, which lowers their performance.
33. Active learning strategies have a disparately positive result for students of color.

Learning By Doing

34. Students need to see that you aren't perfect, and you deal with the same issues they do.
35. Give students many examples of why they need the skills you are teaching them.
36. Bring in concepts that fit with the data they are working with.
37. Teach your students to self teach. Google is your best friend.

High & Low Technology for Rapid Feedback

38. Some high-tech tools that are fast and provide quick formative assessments include: clickers, Google products, diagrams.net, free polling software, Zoom chat, and Zoom polls.
39. A useful, low-tech tool for formative assessment is a color-coded card that corresponds to the answer choices. Students then raise their cards with their answer.
40. Don't be afraid to improvise in your class.
41. Share the polls with your students and why you are doing them.
42. Let your students know it is okay to say, "I don't know."

Supporting Students in a Pandemic of Grief

43. Allow students space to share their story or speak about grief in class. Consider using a Blob Tree image to facilitate discussion.
44. Behaviors students might exhibit in class might reflect the stages of grief; be aware of the stages of grief.
45. Sometimes what we see as disengagement from our students is actually a grief response.
46. When a student is going through something big, they may tend to be more forgetful, have difficulty concentrating, and difficulty making decisions because our brains can only process so much.
47. Validate your student's losses.

Flipgrid

48. Flipgrid is a free educational platform.
49. You can use Flipgrid to: encourage effective learning strategies, provide personal and direct feedback, and foster a sense of community.
50. Ask your students to connect a concept to something in their life, have them post a video discussing it.

51. Use video to provide feedback to students so they can hear your voice, inflection, tone, and see your non-verbal cues. It is less formal and faster than written feedback.

Trauma Informed Practices (TIP)

52. If stress is detected in your learning environment, learning will be more difficult for those impacted by trauma. If you, as the instructor, project stress your students can pick that up.
53. Individuals who have endured trauma have a harder time switching out of fight or flight mode and back into a more productive way of thinking.
54. Some of these everyday learning experiences can activate a trauma response: lack of choice, team building, unclear rules, ambiguity, and forced sharing.
55. Conduct a trauma walk through on your classes. There are formal assessment tools available to help with this.
56. Assess your teaching through these six key principles: safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice, and choice; and recognizing cultural, historical, and gender issues.
57. You might see the following responses in a student impacted by trauma who is currently in a fight or flight mode: difficulty focusing, attending, retaining, or recalling information; absenteeism; fear of risks; trouble with emotional regulation; anxiety about deadlines or coursework; withdrawl or isolation; unhealthy relationships; or nothing at all. Trauma informed practices is based in equity, meaning you customize the tools for the individual's strengths. Don't assume that a person has had a trauma, but know it is a possibility.