



← **Draw**

← **Sticky note**

↑
**DON'T
CLICK
CLEAR
FRAME!**

↑
**Advance to next
frame/question here**

Advance to next frame to
post your sticky note to the
first question

**Tools
to edit**

You can draw, write on sticky notes, add
images or write text!

For this presentation, you'll just use
the sticky notes.

As you advance the frames to the right,
watch for the stop sign in the corner.

If you go past that you'll keep adding
blank frames indefinitely!

Quick Jamboard Tutorial

What color best describes how you feel about how the last year of teaching went for you?

[Instructions: Create a sticky note with a greeting in color of how it went.]

Good

**Neutral,
ok**

**Not so
well**

Good

Good

**Neutral,
ok**

**It was
alright**

**Neutral,
OK**

Switched institutions,
and only taught in
spring semester, so
had lots of trouble
getting adjusted. It
could have been
worse, but I know I
could have done
better too.

Good

good, but time
consuming, and
there are some
things I missed
about "normal"
teaching

**Better than
expected...**

BUT a bit of Not so
well. I miss the
blackboard to write
on. Writing Tablet
long learning curve
for me

**Neutral,
ok**

Good given
the
circumstances

Neutral, ok
Some are
better some
are not so
well.

What is one aspect of teaching that you had to abruptly change during pandemic teaching?

[Instructions: Create a sticky note of your answer in color of how it went, 171 characters or less.]

Good

**Neutral,
ok**

**Not so
well**

Trying to be overly flexible in scheduling time for students to do group-work -- instead, most students didn't log in and work.

**Method of
sharing
materials**

There are some live data collection exercises in my DOE class that I had to completely reimagine for remote learning. That was surprisingly difficult.

Assessment approach has to be changed, designing problem sets more complicated, allow flexibility but had to be more conceptual or uniquely made

Students don't interact with instructor as fluently in large group setting when online.

Taught Hybrid.
In-class students and Remote Students. Teaching both types of students was difficult. Remote students tended to have many familial issues.

I had to convert some slide based lecture material to narrative lecture format, adding pictures, hyperlinks, etc. For data analytics projects we scheduled office hrs for discussion.

Had to rethink content delivery and how we spent time during lectures. Moved to a more "flipped" classroom with lecture videos and hands-on work when we met

Sabbatical during Spring 2020 was a blessing!

I also essentially had sabbatical in Fall 2020 -- part of the other adjustments I was making! (I was the not so well before)

**Teaching Data
Science Labs
with Remote
and In-class
students was
challenging**

It
definitely
was.

How did you foster student engagement?

[Instructions: Create a sticky note of your answer in color of how it went, 171 characters or less.]

Good

**Neutral,
OK**

**Not so
good**

Evening online office hours (recorded for students who could not attend).

classes) For the live workshops in Teams, I limited the number of people allowed to sign up. I told them in advance to expect to have to talk (wear a headset, be in a quiet room). I told them to close any application or screen they were

In Blackboard's whiteboard you can put up a graphic and allow students to draw/type on it w/o affecting the underlying document.

flexible deadlines mean sporadic engagement and attention is spread out through the different private channels in slack for every student

This is what I felt like failed the most during online teaching.

Students are much more hesitant to speak up when doing virtual "lectures" than when I "lecture" in person.

Surprised to see how well randomized groups worked. I shuffled groups every 3-5 class periods.

Used a "Gather.town" virtual classroom -- so when students did engage, it seemed to work nicely.

I suggested students use the private chat in Zoom. Students spoke up more when I did that.

Teams channels for group work with progress logging (X when completed; ? for questions) in Google sheet. Good: students on task and productive; Bad: harder to monitor all the groups, have mini full-class discussions, etc.

Allowing introverts to communicate without talking. Chat and more anonymous posting in padlet (a blackboard like app that allows completely anonymous posting)

Did I fail here? Remote versus In-class made this difficult.

For a data analytics class individual "thought experiment" assignment, used some class time to pair students (in Blackboard) so they could learn from each other.

What is one thing you will continue to use/do in the “new normal”?

[Instructions: Create a green sticky note of you answer, 171 characters or less.]

Use this
color
sticky



This is the
last frame

gradescope

virtual (evening)
office hours
(student help
sessions) -- still
deciding about this
one.

Speakers are a lot
easier to get & present
online. I plan to have
all students, in person
& virtual, to continue
to log in to
Blackboard to interact
with speakers and
each other.

Evening
slack/discord
office hours

Short videos
for review
material to at
least
somewhat flip
my classroom.

