WHAT’S WORKING AND WHAT’S NOT WORKING?

- CONTENT DELIVERY
  - SYNCHRONOUS
    - Also difficult to everyone to engage
    - Breakout Zoom rooms are effective for collaborative work
  - ASYNCHRONOUS
    - Difficult to get everyone to engage
    - Advantage is that students could view on their own time.
    - Most do not use incentives for students to watch the videos.
  - Videos
    - Some use long videos, but some say shorter videos are more appropriate
    - KCC uses VidGrid which is a licensed cloud-based videos set up.
  - Guided notes
    - Note stacks available for purchase at beginning of semester.

- STUDENT ENGAGEMENT AND FORMATIVE ASSESSMENT
  - Discussion threads- Fill-in-the-blank problems and reflect on others. Self-reflection on study skills. Explanations of the math done in the class. Using “chat games” to input answers in a timed fashion.

- SUMMATIVE ASSESSMENTS
  - Using Online (My Math Lab/Aleks) assessing and use a time limit, scrambling of problems as well. Comment in syllabus saying that instructor can “ask student at any time to discuss their work”. Keep exams long and use low-stake assessments. MyOpenMath has capability to upload work with the test being used for stats and general math.

- OTHER AREAS?
- Final exams? Departmental exams are tough because they are consistent. Require students to come in-person for the final exam.
- BURN OUT- Online teachers burn-out faster than F2F teachers. Zoom meetings with colleagues can be helpful. AMATYC/IMACC conferences.