

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.