

ENGAGING AND SUPPORTING ALL STUDENTS IN LARGE CLASSES

LFS Lunch and Learn series – Feb 2021

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THE FUNDAMENTAL CHALLENGE

How to identify and support students who are struggling and / or not engaged in a course.

THE CURRENT CIRCUMSTANCES

Have made this task significantly more difficult.

1. WEEKLY TARGETS



note @45 stop following **366 views**

Weekly targets: end of week 1 and into week 2

So, we have made it to the end of week 1. That's 12 or so to go (depends if you count the exam period or not..... but let's not talk about exams right now...)

Each week on Friday, we will post a checklist of things that you need to do to get ready for classes the following week. (We will try and have them up by the time we have class on a Friday.)

You should make a point of checking for this message at the end of each week. It will be tagged with 'targets' so you can search for it easily once Piazza starts getting busier!

End of week 1

Make sure you have accessed and completed the items on the 'Things to do in week 1 of the course' we mentioned at the first class this week (also available online on Canvas). There's a math diagnostic test to take online through Canvas (RQ0). Some people have reported issues with Safari with some of the images in the questions not displaying - that's a *feature* we can't fix, so we recommend Firefox or Chrome as a browser.

We asked you to review Chapters 1 and 2 (Tools and vectors). In chapter 2, we won't be using polar coordinates. Also, the textbook does a lot of vector addition geometrically (ie drawing vectors) - we won't be using that method.

There are a couple of videos in the Module week 1 folder that give you a bit more background on why the course is designed the way it is and how to do well in it. Please take a few minutes to watch. They were done for a time when the course was on-campus, in person but nearly all still applies.

Preparing for Week 2

The pre-reading chapter for next week is Chapter 3: velocity and acceleration and 1D motion. You will have seen much of this material more than once before, so hopefully it is not 'new'. We'll do a little on relative motion in 1D next week and more the following.

2. INDIVIDUAL FEEDBACK ON ASSESSMENTS (SORT OF....)



	Lecture	Final Ex... ANUAL	SD Final Exam Out of 48 MANUAL
	101		
	101		43.4%
	101		
	101		
	101		
	101		
	101		
	101		
	101		
	101		
	101		
	101		

Message Students for PHYS 117 Final Exam

Message students who...

for PHYS 117 Final Exam

- Haven't submitted yet
- Haven't been graded
- Scored less than
- Scored more than

Subject:

No grade for PHYS 117 Final Exam

Message:

3. MEMO TO STUDENTS

MEMO TO STUDENTS WHO ARE DISAPPOINTED WITH THEIR LAST TEST GRADE

Richard M. Felder
North Carolina State University

Dear student,

Many of you have told your instructor that you understood the course material much better than your last test grade showed, and some of you asked what you should do to keep the same thing from happening on the next test.

Let me ask you some questions about how you prepared for the test. Answer them as honestly as you can. If you answer "No" to many of them, your disappointing test grade should not be too surprising. If there are still a lot of "No"s after the next test, your disappointing grade on that test should be even less surprising. If your answer to most of these questions is "Yes" and you still got a poor grade, something else must be going on. It might be a good idea for you to meet with your instructor or a counselor to see if you can figure out what it is.

You'll notice that several of the questions presume that you're working with classmates on the homework--either comparing solutions you first obtained individually or actually getting together to work out the solutions. Either approach is fine. In fact, if you've been working entirely by yourself and your test grades are unsatisfactory, I would strongly encourage you to find one or two homework and study partners to work with before the next test. (Be careful about the second approach, however; if what you're doing is mainly watching others work out solutions you're probably doing yourself more harm than good.)

The question "How should I prepare for the test" becomes easy once you've filled out the checklist. The answer is...

Do whatever it takes to be able to answer "Yes" to most of the questions.

Good luck,
Richard Felder



Test Preparation Checklist

Answer "Yes" only if you *usually* did the things described (as opposed to occasionally or never).

Homework

- Yes No 1. Did you make a serious effort to understand the text? (Just hunting for relevant worked-out examples doesn't count.)
- Yes No 2. Did you work with classmates on homework problems, or at least check your solutions with others?
- Yes No 3. Did you attempt to outline every homework problem solution before working with classmates?
- Yes No 4. Did you participate actively in homework group discussions (contributing ideas, asking questions)?
- Yes No 5. Did you consult with the instructor or teaching assistants when you were having trouble with something?
- Yes No 6. Did you understand ALL of your homework problem solutions when they were handed in?
- Yes No 7. Did you ask in class for explanations of homework problem solutions that weren't clear to you?

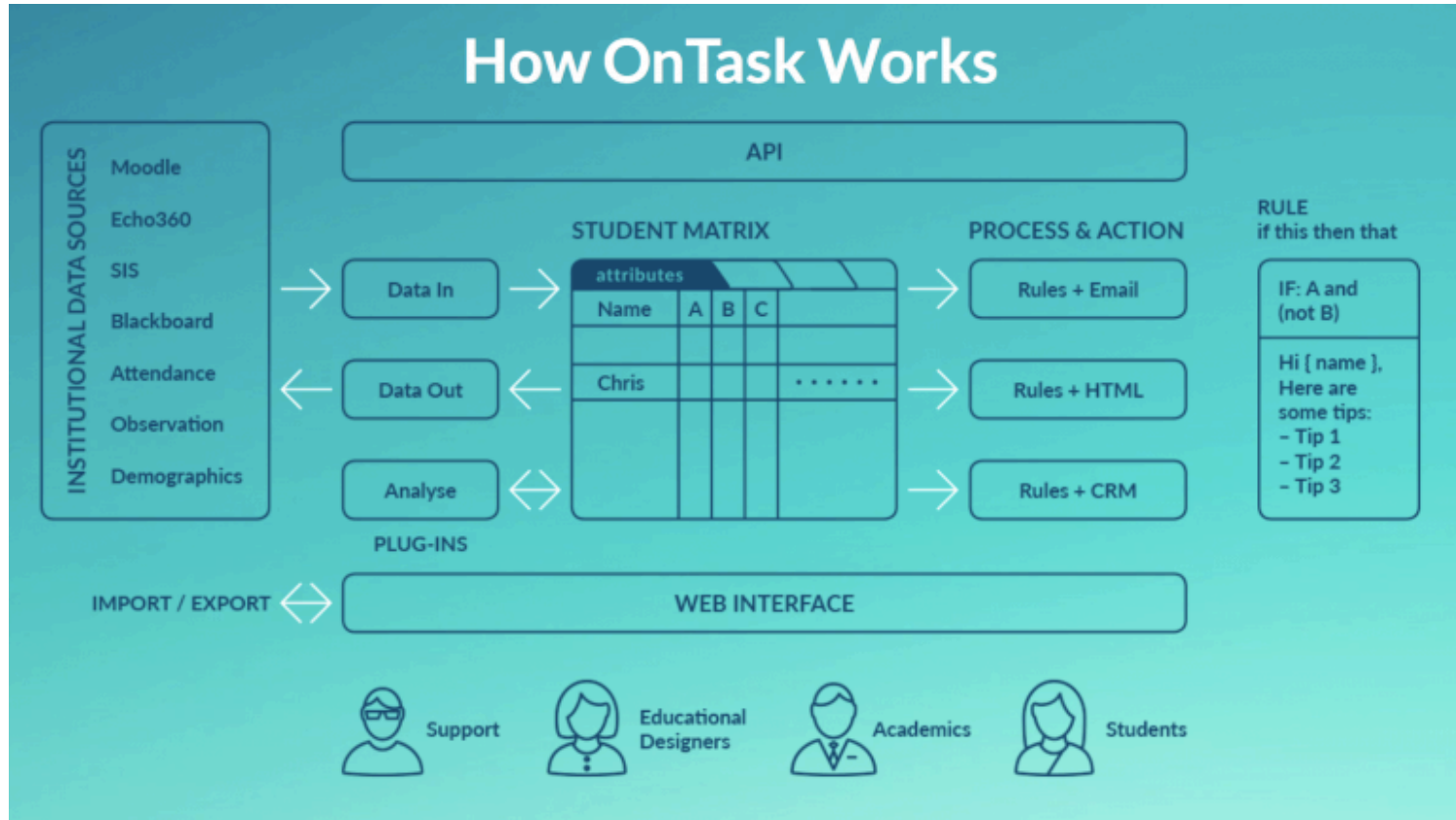
3A. VARIANT: REFLECTIVE SURVEY



4. UNDERGRAD TAS AS TARGETTED PEER SUPPORT



5. ON TASK: INDIVIDUALIZED STUDENT FEEDBACK



Dear {{ Preferred Name }} {{ Surname }}

This is an extra 117 email, specifically about the class (and your!) performance on the first midterm.

{% if MT1good %}Your mark on the individual component was above the average, but there are some things that you'll need to put right. That is exactly the purpose of the Learning Log assessment, which you will meet (maybe already have) in tutorials this week. In addition, to assist you with your studying, there are 2 more resource videos for you: these are in the week 7 Canvas folder and they cover some advice from me about how to get the most out of studying, and what you can change if you were disappointed with your MT grade. {% endif %}

{% if MT1fail %}There's no formal 'pass mark' for the MT exams, but overall to pass the course you need an average of 50% or higher on the course AND 50% or higher on the final. So there is work for you to do here. The first thing to say, this performance doesn't necessarily mean your final grade is affected: our policy for weighting the MT exams is 5%/5% or 0%/10%, whichever of these works better for the individual student. So do better than this in the second MT and the slate is wiped clean.

QUESTIONS AND DISCUSSION

