



**What now?**

*Beyond the Pandemic*

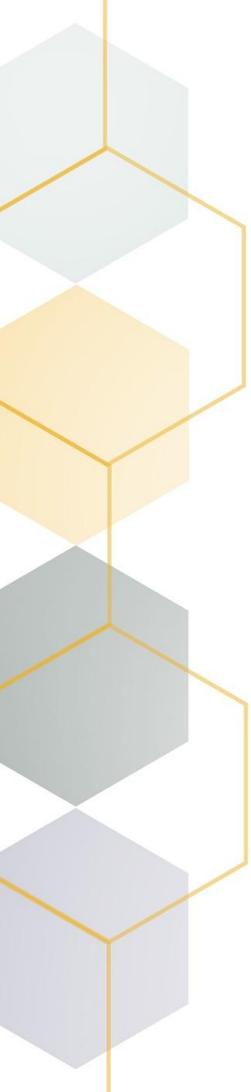
TLT Engagement Series



# Engagement Beyond Covid

Heather Macdonald, Chancellor Professor, Geology  
Abi Gutleben (W&M '23)  
Pablo Yañez, STLI



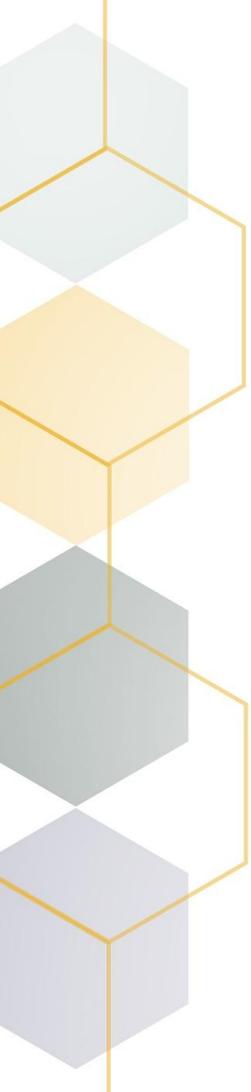


# Teaching & Learning Talk Series: Engagement

*The Instructor's Perspective* - February 18

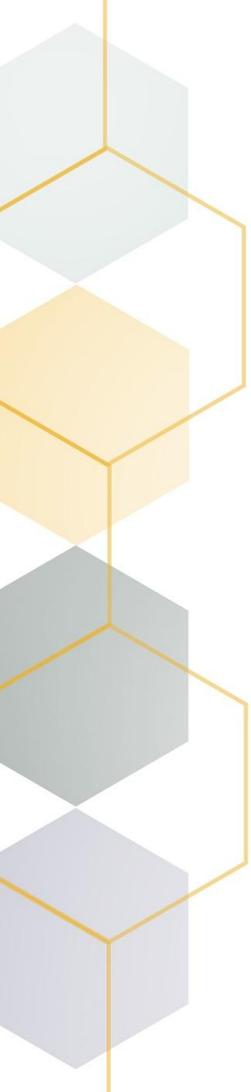
*The Student Perspective* - March 17

*Engagement Beyond COVID* - April 14th



# On the menu today

- Heather Macdonald (Geology): Pandemic Teaching & Learning: Lessons for the Future
- Abi Gutleben (W&M '23 ): Nurturing Motivation and Enhancing Accessibility
- Q&A for Heather and Abi
- Choose your adventure: breakout room discussions
- Gather and share



# *Pandemic Teaching & Learning: Lessons for the Future*

Heather Macdonald

# Teaching & Student Engagement

Before

During

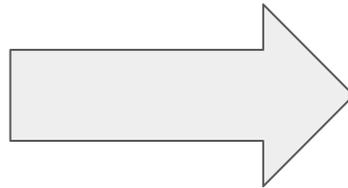
After

**In-person, face-to-face**

Lectures and labs  
Small group activities  
Student presentations  
Papers  
Exams

*Mid-semester feedback +*

**Remote Zooms w/  
breakout groups**



# During the Pandemic and Beyond

1. Student feedback & reflections
2. Students-as-teachers activities
3. Guest speakers & alumni panels

Geo core course w/lab (41) ★

GEOL 100 (28) ★

Three other team-taught  
courses

★ *courses with Abi*

# Student Feedback & Reflections

## Feedback on The Sedimentary Record

Quick, anonymous form to provide feedback on what's working and what's not for GEO 322 in Fall 2020.

1st day of class  
syllabus - some  
options

Their goals &  
strengths they  
bring to class

What's going  
well, concerns,  
suggestions?

*Students like having choices*

# Student Feedback & Reflections

## End-of-class reflections

- What was the most important take-away for you from class today?
- What is one way you will apply what you learned today?
- What is a question on your mind following from class today?



I was very surprised by how easily a website can deceive its readers.

I definitely need to check my sources more in the future.

# Class Activities: Students as Teachers

## Group presentations, Breakout jigsaws

Climate change datasets, Marine environmental issues

- Individual readings, research
- Post notes/handout on Blackboard
- Breakouts with others on same topic
- Teach peers via (1) group presentation and (2) Jigsaw in a second breakout
- Report-outs + reflection



# Student comments

The jigsaw activity was valuable in **helping me understand the different aspects of climate change**. Seeing how each topic corresponded to the others was fascinating, and it helped create a full picture of the different sources and results of climate change.

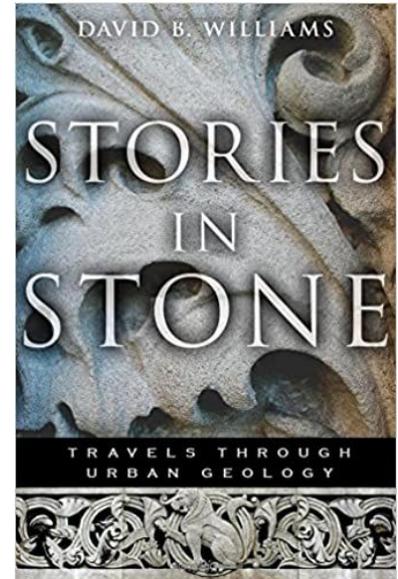
It was interesting to see how **groups tackled the same issue in different ways**, whether in their information gathering or presentation styles.

# Class activities: Students as Teachers

## Asynchronous Slides: View and Discuss

Chapters in book or report, Review of documentary or lecture

- Report on topic in 2-4 Google slides
- 1-5 students per topic
- Students view other slides, add comments, questions, suggestions
- Authors respond
- Reflection: What did you learn?



*Thanks to Swem*

# Asynchronous Slides: View & Discuss

## Some logistical details

- Google folder
- Sign up for topic of choice (google sheet)
- Students add their Google slides
- Sign up for slides to review (some assigned, some chosen)
- “Add comment” is helpful feature
- Time frame for comment & response
- Reflections - variations on theme



**ANOTE'S ARK**  
2018, Documentary, 1h 17m

★★★★★

Anote's Ark, directed by Matthieu Rytz, focuses on the isolated Pacific island nation of Kiribati. As sea levels rise, Kiribati faces unprecedented challenges. The nation's former president, Anote Tong, explains that climate change is no longer a political or economic issue. It's one of survival.

One of the most powerful moments in the film was when an Indigenous woman showed footage of flooding in her house after a major hurricane on the island. Islands along the equator such as Kiribati have never experienced extreme weather like this and are entirely unprepared.

One of President Tong's aides commented that people have nowhere further inland to move, because eventually they will just reach the other coast of the island.

**“The Plastic Problem”**  
PBS Newshour feature/documentary film  
(November 27, 2019)

**How much plastic there is:**  
*350 million tons produced per year*  
*40% of all plastic is the single use packaging type*

**Purpose:** expose very clearly the issue of plastic pollution, with its environmental, internationally political, and social consequences

**Audience:** the general American public (a US public network) - mostly adults, but accessible to younger people as well

★★★★★



<https://www.pbs.org/newshour/tag/the-plastic-problem>

Slides used by permission of authors

# Student Quotes

since I can't watch all of the various documentaries, I was glad to be able to **learn through what my classmates are teaching** with their slides.

I loved the **discussion** that my classmates and I had in the comments on our google slides! ...everyone put thought into their questions, compliments, and criticism.... a great way to **synthesize and compare information!**

I enjoy this asynchronous format of class a lot -- it's **helpful to spend time reflecting on people's presentations** without trying to absorb all the information in a couple minutes.

# Guest Speakers & Alumni Panels

**Guest speakers: Teach a class or lab**

**Alumni panels: Their work & career path**

Micro-presentations, breakout groups, closing comments

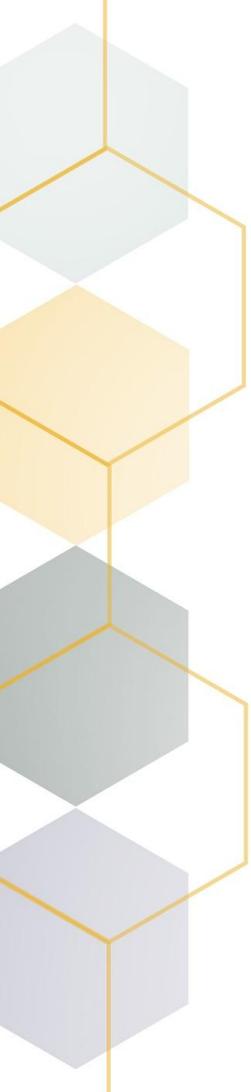


*Great for students and department, great for the last week of class*

# Pandemic Teaching: My Lessons for the Future

1. Continue **end-of-class reflections** on Blackboard & more student feedback
2. Add **asynchronous slide review assignments** & continue variety of students-as-teachers class activities
3. Offer **virtual career panels** in last week of class & add guest speakers
4. And Google products, Blackboard structure, value of short presentations, comments as well as questions, offering options, arc of the semester, listening skills, moments of peace and calm, ...

*Thanks to students & colleagues for sharing their insights, challenges, strategies, examples, ....*

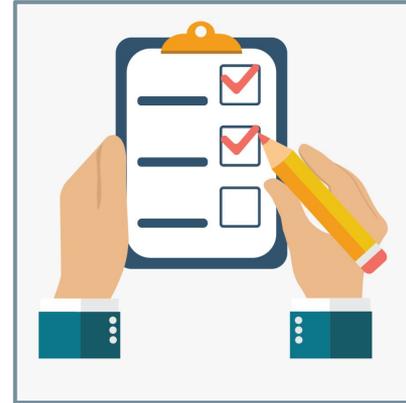
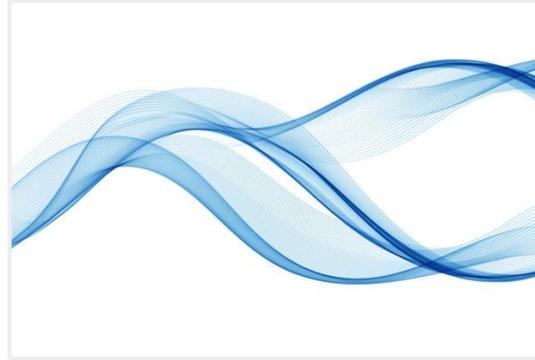


# *Nurturing motivation and enhancing accessibility*

Abi Gutleben

# Nurturing Motivation-- *insight as a student partner*

- Dynamic, fluid course structure
  - Variation in class activities, assignment formats, etc.
- Adaptive
  - Student insight **MATTERS!**
- Self-guided learning
  - Brockett and Hiemstra (1991)



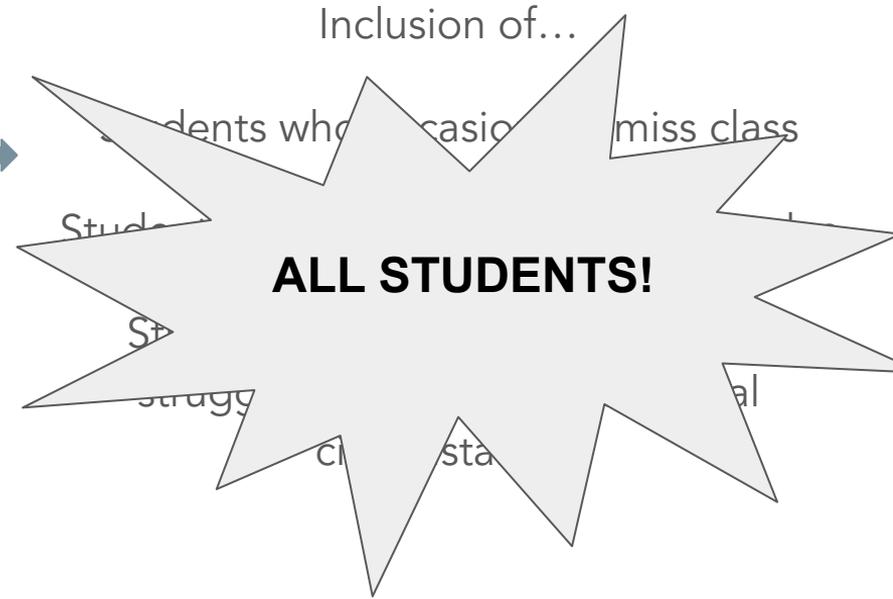
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Self-direction is not a panacea for all problems associated with adult learning. However, if being able to assume *greater control for one's destiny* is a desirable goal of adult education (and we believe it is!), then a role for educators of adults is to *help learners become increasingly able to assume personal responsibility for their own learning.*

Brockett and Hiemstra (1991)

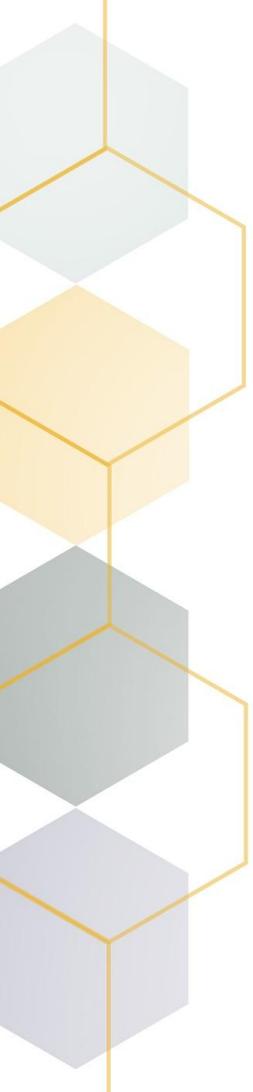
# Enhancing accessibility-- *insight as a student*

- Recording lectures
- Expanding office hours
- Varied course delivery methods



Why should learning in higher education be one-size-fits-all?

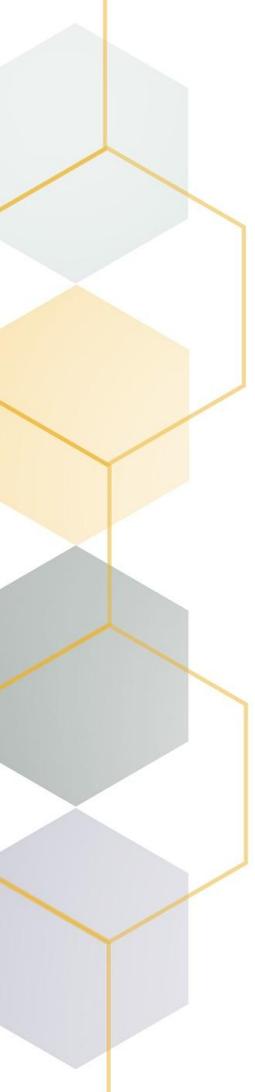
Ask Away!

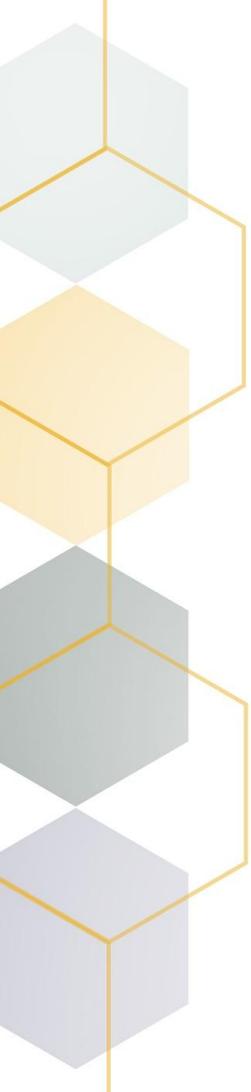


# Choose your adventure... in a breakout room

1. Students-as-Teachers Activities
2. Gathering & Acting on Student Feedback
3. Outside Speakers in your Classroom
4. Self-Guided Learning
5. Enhancing Accessibility
6. Something Else

# Gather and Share





# Wrapping up

- Want to continue the discussion?
  - We'll be here for the next ½ hour
  - Email us at [stli@wm.edu](mailto:stli@wm.edu)

# References

Tanner, K.D. (2017). [Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity](#), *CBE Life Sciences Education* 12(3), 322-331.

Ertmer, Peggy A., & Timothy J. Newby. "Behaviorism, cognitivism, constructivism: Comparing critical features from an instructional design perspective." *Performance improvement quarterly* 6.4 (1993): 50-72.

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