

Teaching Hour – 11th June

Teaching Maths Online Chat

Judy Robertson

10:58

If you want to continue the discussion after then session, we can use the Piazza forum which Paul kindly set up: Signup here: piazza.com/ed.ac.uk/summer2020/td101 Use the access code: EH89AB
Please use your university address (so that intruders are obvious)

11:00

hello petros

Kobi Gal #2

11:01

Judy can you make me a moderator again please?

Judy Robertson

11:02

done

11:04

Here is the link for the event which Pawel is talking about
events.ed.ac.uk/index.cfm?event=book&scheduleID=40550

11:05

recording now

11:05

yes

Mary Cryan

11:09

In IADS we plan to give 10% for contributions (about 4) to lecture-discussions, tutorials, piazza throughout the year.

Judy Robertson

11:09

@Kobi it would be great to see the scheme for allocating participation marks, given Sharons email about assessment changes

David Sterratt

11:10

Interesting @Mary: it could be good to synchronise with FDS

Mary Cryan

11:11

Sure @David, we can chat

Heather Yorston

11:12

sadly NB/Perusal won't work with our Cengage textbooks

Ross Ward

11:12

Annotation tools being reviewed by LTs (AlexB) at the moment include Hypothesis

Judy Robertson

11:12

@Ross If I wanted my students to discuss a book chapter from the library online collection, is there an annotation tool which we could use, similar to what Kobi just showed?

Mary Cryan

11:12

Looking forward to hearing what Cengage is!

Heather Yorston

11:13

a publisher of many of our maths textbooks

Mary Cryan

11:13

(ok)

Heather Yorston

11:13

maths are looking at Perusal

David Sterratt

11:13

One idea from a discussion between this & next session's IAML was that for tutorials, we could get students to work in groups of 3 or 4, and get one student each to submit agreed tutorial solutions/questions to the tutor before each tutorial - not a million miles from what Sharon suggested in her email later in the day.

Mary Cryan

11:15

@David, we were thinking this too, but to sure of how to data-gather (data gathering on Media Hopper lectures is good, and likely Piazza too)

Ross Ward

11:15

@Judy - not yet using a Uni/School supported tool - however Hypothesis is being looked at. Tools such as Perusal have been flagged too, but I dont know where the review is at right now

Judy Robertson

11:16



Ross Ward

11:19

Does Engagement vs understanding need to be acknowledged when planning any marking schemas for contribution/engagement marks for your course? Will be interesting to hear how people have done this in the past with their courses

Judy Robertson

11:19

That was very interesting, Kobi, thank you

Mary Cryan

11:20

@Ross, for IADS we would get the students to write up a reflective report with details of their contributions (and would have done data gathering from Piazza, Media Hopper to verify against).

Chris Williams

11:20

Kobi's ref to Iain is Iain Murray I think

Judy Robertson

11:20

@MAry the reflective report seems like a good approach

David Sterratt

11:21

Kobi's talk reminds of this quote I saw recently "Good teaching is getting most students to use the level of cognitive processes needed to achieve the intended outcomes that the more academic students use spontaneously." (Briggs and Tang, 2011)

Pavlos Andreadis

11:23

For exams, I take testing "understanding" to mean questions that can not be answered without understanding the material. No memorisation or problem solving that can be done via pattern matching with previous exercises. I test that by seeing if I would be happy to have the exam open book.

Judy Robertson

11:26

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Ross Ward

11:29

ILTS team can help you plan how best to structure your courses. In the Learn Foundations template the majority of the content will sit in the "Course Materials" folder - this can be setup as a Weekly format, topic-based, or labs/tutorials, etc. Weekly is great for the point of need teaching, and other structures are useful for revision - in Learn with a bit of tinkering you can have the best of both approaches without being too confusing. Imagine yourself as a student in Week 0, Week 7, and before exams about how you might find content that you need

11:30



for the signposting of time required, what is essential activities or "add-on"



for a weekly announcement to set the agenda/tone for the week

11:35

probably the "Learn Journal" - at first glance there

Judy Robertson

11:36

Good metacognition/ self directed learning there

Ross Ward

11:37

OneNote is also good for the diary/notes (personal/private) as this is easier to take with you outside of the course Although OneNote would need to be explicitly shared to a tutor for any support/feedback

Judy Robertson

11:39

It's good you can have hybrid voting - it will be useful for when campus starts to eventually open up for larger classes but some students might still have to be at home

Ross Ward

11:40

In tophat you can assign elements as Homework which can be done outside of the lecture. By default you choose what you Present to the class, but you can also set date/times for content to be available as "homework". LT Support can offer advice if you have ideas on using TopHat

Alex Lascarides

11:42

@Ross: can the TopHat questions be linked from Learn within Course Materials, and in particular linked somehow to the relevant lecture?

Kobi Gal #2

11:43

The developer of Stack is our very own Prof Chris Sangwin, from School of Mathematics,

Judy Robertson

11:44



Ross Ward

11:44

@Alex - not really, TopHat has a "class environment", and you choose which elements are visible. So you only ever have a single URL to a TopHat class so you cannot link in learn to a specific element. You can choose to either show the history of all activities that have taken place in TopHat, or choose to only show the relevant topics for the week/moment

Alex Lascarides

11:44

That was awesome



David Sterratt

11:44



Pavlos Andreadis

11:44

thanks



David Sterratt

11:47

Thanks

Judy Robertson

11:48

We need to think about how to do drop-ins for INformatics, and InfPAL sessions

Claudia Chirita

11:49

@Alex: for questions integrated with Learn, we can use in-video quizzes (these appear in the video, and the results can go in the students' gradebooks in Learn), or Test & Quizzes from Learn -- they have somewhat similar functionalities as the TopHat questions

Judy Robertson

11:50

Students might appreciate a "kit list" of recommended equipment

David Sterratt

11:50

Thanks @Claudia - interesting!

Alex Lascarides

11:50

@Judy: definitely!

Judy Robertson

11:50

And we need to think about providing for students who can't afford it/WP

11:52



to the LTs and ITO

Alex Lascarides

11:53

I've started practicing on one (on a mac). I plan to use it for online teaching.

Mary Cryan

11:53



David Sterratt

11:53

xournal++

Judy Robertson

11:54

I'd layer synchronous tutorial on top of a base of asynchronous

Ross Ward

11:55

And feedback summaries of anything interesting that arose to the whole cohort (rather than watching a long video - perhaps you cannot record a video)

11:55

*interesting

11:55

Maybe even get the students involved to write a summary for the community of students in the course

Pavlos Andreadis

11:56

I like that



11:58

We tried that in IAML-DL; worked well.

Alex Lascarides

11:58

Thanks everyone! Bye!

Pawel

12:00

@ross what's the best way for people like me, not based on CS to get updates about these events?

Pavlos Andreadis

12:01



Mary Cryan

12:01

Thanks!

David Sterratt

12:01

Thanks & bye!

Pavlos Andreadis

12:01

have a great day!

Claudia Chirita

12:01

Thank you!

Pawel

12:01

Thanks!

Ross Ward

12:01

What is CS? Most comes has come from the inf-teaching list

12:02

But also check the ILTS blog blogs.ed.ac.uk/ilts/blog

Judy Robertson

12:02

thanks Heather!

Pawel

12:04

@ross, CS as in Computer Science (i should have said informatics). I don;t think I can be on that list because I teach at Business School. Unless I could, which would be fantastic. How do I do that?