

Slido Questions and Responses—Cultivating Student Learning: Integrating Transparency and Growth Mindset, August 21, 2024

Question 1:

1. What have you or another instructor said that may have produced low expectancies?

2. What have you or another instructor said that may have produced high expectancies?

Anonymous

1. Emphasizing that students have multiple chances to get a good grade may have made it seem like I was underconfident in them 2. Reminding students that we're all writers and all part of the team, and even telling them about how I've struggled as a writer

Anonymous

Yes Yes

Anonymous

1) This assignment is really difficult and most of you will not get it right. 2) This assignment is a difficult one but remember to break it down into its 3 parts then it becomes really apparent to you. (Remind the students what the three parts are and why they are important to this assignment)

Anonymous

1. I heard a teacher say that teaching doesn't save lives. I do it to pay my taxes. It affected me GREATLY. 2. I have told students that the only expectation I have for them is to try.

Anonymous

1. A lot of students have trouble with this concept... 2.

Anonymous

1. If you don't improve in this area by xxx, you will not be able to pass this course. (not me, of course). 2. Is this your first day and are you nervous? That's natural. Remember, thousands of people have done this before you and have been successful. Of course, you can be successful, too.

Anonymous

My slides are not updating, am I required to reply to all questions to see the next one?

Anonymous

Closed questions, no guided practice

Anonymous

N/A

Anonymous

Low: ? High: I have to go through all of steps too.

Anonymous

Instructor assumes class are low achievers and it can be a self fulfilling prophecy

Anonymous

Low: By emphasizing that the standards and difficulty level of college-level work are significantly higher than in high school, this could scare some students.

Anonymous

1. Reminding students a lot that I accept late work 2. Helping students think about their goals (using SMART goal setting) and strategies to help them reach them

Anonymous

1. "If you all missed an assignment you may turn them in Monday" 2. "Students have 6 hrs to pass a weld test"

Anonymous

Low - 'typically, most students don't like this class'

Anonymous

1. No one get an A in the course 2. I know that you can do this

Anonymous

Bcbcn

Anonymous

1. Practice problems are for practice and don't expect everyone to work on it. As a result few students worked on it.

Anonymous

1. Allowing for simple assignments to produce 20% of the grade----all fluff! 2. Making sure students apply learning to assessments.

Anonymous

not sure

Anonymous

1. Not clear directions 2. Positive feedback and encouragement

Anonymous

1) Lack of details in rubrics.

Anonymous

1. Prior negative learning experience, internal 'scripts', lack of resources to complete assignments 2. A scaffolded approach with feedback between steps, yet-based feedback "I don't see this yet"

Anonymous

2. You have contributed to the discussion and made the weeks discussion better.

Anonymous

Show an example of a high scoring assignment to establish expectations.

Anonymous

1) using words like "obviously", "this is easy" 2) using words like "you aren't there YET", "you have figured out this part, now let's build on it"

Anonymous

Students in the previous course found this really helpful in understanding this concept

Anonymous

1. "They won't make it through." 2. "You can do this!" "Many before you have passed and so can you."

Anonymous

2. Flexible due dates without late penalties.

Anonymous

1. You can do this activity if you want to. 2. Completing this activity will help you through the certification exams

Anonymous

Growth mindset rubrics. In place of a letter grade the categories are "absolute perfection", "almost there" "made some mistakes but never will again."

Anonymous

"This is going to be a hard, time consuming assignment" "This will be fun and you will enjoy doing this"

Anonymous

Giving an example of what is expected

Anonymous

1. Less time of competency practice 2. Have enough competency practice

Anonymous

Not raiding the bar by being clear

Anonymous

1. This is hard and you are going to have to study in order to complete assignments.

Anonymous

This is really hard, but do your best

Anonymous

The power of "yet" --- it praises effort without minimizing expectations. So important for students to understand the difference but also to FEEL the difference.

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Question 2:

Efficiency-- "framing and explaining" well saves students and instructors time in the long run.

What do you always have to re-explain to students? Describe some common questions, repeat comments on assignments, gaps in understanding you regularly encounter...

Anonymous

Effective "framing and explaining" takes time in the beginning because, as the instructor, you have to imagine what questions the assignment will have when it is presented. When the assignment is presented, it must have examples, rubrics, a visual presentation to dispel or mitigate most of those inquiries. In addition, there should be an opportunity for students to ask those questions, either in writing, or in person.

Anonymous

Directions

Anonymous

Technology setup and adjustments. I know that I repeat these instructions for the first three classes and after week 2/3 I reflect on the efficiency and improvement once the class is able to move forward as a group and work independently.

Anonymous

Answering the question asked

Anonymous

That they have to be strong in prior math facts to move forward with confidence. Can't forget multiplication tables or how to handle positives and negatives

Anonymous

Repeat the importance of due dates. This course is 7 weeks and there are 24 assignments (drawings) averaging about 6 hrs of student time. This course will bury them if they don't stay current.

Anonymous

Length?

Anonymous

How to use Canvas and access school email.

Anonymous

That their ideas throughout an essay should all connect with each other

Anonymous

No makeup tests and quizzes

Anonymous

Providing details in discussion posts.

Anonymous

Students seem to get confused about how to complete my discussion boards since I am looking for specific content. Maybe more examples of strong and weak discussion board responses would help.

Anonymous

Is this going to be on the test? I see it but I still don't understand

Anonymous

College policies and procedures. Unfortunately. I think this makes the teaching job much harder because instructors are stretched to do both. There may be clarifying questions from students on assignment modification options because it's a newer option for them.

Anonymous

"Do I need to know this for the test?"

Anonymous

I have to often remind students that watching videos of problems being solved is not the same as working through problems themselves.

Anonymous

APA Citations

Anonymous

Electricity. Voltage drop and its importance.

Anonymous

Remind them that they need to remember the early information they learned in Microbiology. All of the content builds on what came before in the course.

Anonymous

What is going to be on the test? When is this due? Do I have to do this?

Anonymous

No make-ups or extensions.

Anonymous

How their course grade is made up.

Anonymous

Unit conversions

Anonymous

Citation style, even after providing videos, templates, and examples.

Anonymous

How to do Peer Review process

Anonymous

Due dates, grading

Anonymous

What is a thesis and why proofreading is important.

Anonymous

the value of peer editing in writing classes

Anonymous

Simple instructions and grading!!!!

Anonymous

Is lab mandatory after telling them it is in syllabus, every meeting

Anonymous

What page is that on?

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Question 3:

- 1. How do you provide structure for making connections in your class across difference, including neurodivergence?**
- 2. How might you add transparency around the value, how to engage more effectively, what success looks like, and how students will grow through collaboration?**
- 3. How will students reflect on these experience to continue to build awareness and skills for effective collaboration?**

(please label your responses with the Q#)

Anonymous

In my Networking, Cybersecurity, and Programming courses, I foster an inclusive environment by using virtual labs and real-life scenarios to connect students across differences, and some visits. I emphasize the importance of collaboration by providing hands-on experiences and clear examples of successful teamwork.

Anonymous

1. I provide activities that approach different modalities that would reach out to the strengths of different neurodivergent learners. I also pair student's with accommodations whose areas of weaknesses would make them have difficulty participating with students who have strengths in those areas.

Anonymous

Creating a schedule Promote students values Help with change in behavior

Anonymous

1. Vary the groups, so it's not just "friends" working together 2. Explain the assignment is valuable content which will be on their test. Each student in the group will participate. 3. I have not included reflection, however, need to include.

Anonymous

3 What do you feel you can contribute to a group? What can you get from others

Anonymous

1. I encourage students to challenge themselves first by stepping outside of the box and being willing to participate and then identifying with each other their strengths and weaknesses. 2. I

share introverts and extroverts, what they mean, and the combination types. I give personal stories of myself or others to build commonality. 3. I ensure that once these are identified, the build upon it with each lesson and make the connections between the work and our current circumstances.

Anonymous

2 ask students why do you think we're doing this ? What benefit it might have? Rather than telling them which they skip over thinking that's taking time and energy from them getting assignment done

Anonymous

1. hands on training 2. team student participation in clinicals 3. collaboration with students reflecting their internship rotations

Anonymous

1. I provide discussion boards, lab groups and breakout rooms. 2. Provide breakout room rules.... this is what it looks like. 3.

Anonymous

1. Acknowledge my own neurodivergence and model my own strategies. 2. Embed "strategy shares" in every assignment and create space for further development. 3. Model empathy and create an inclusive learning environment w/diversified pedagogy.

Anonymous

Often naturally happens in lab; give students choice to participate in groups, actively monitor group dynamics

Anonymous

1. Case studies, real life examples 2. Talk about real life work 3. Exit tickets

Anonymous

I frequently have students work with partners or small groups, but I could explain more clearly the benefits of group work and the connection to learning.

Anonymous

1. Provide students with differentiated opportunities to learn and interact in the way that works best for them

Anonymous

I teach a lab class. Collaboration is a given. Not doing so isn't an option. Most students already know each other which makes this easier for them.

Anonymous

1) See the students who have accommodations and address them on how to work with them. Guide them through the course content to see if there is any issue.

Anonymous

1. by creating study sheets for groupwork, by always offering study guides before tests with sample text Qs

Anonymous

1. Class activities 2. Explanation 3. Application

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