

Teaching Times

BALDWIN CENTER FOR LEARNING & TEACHING

<https://www.bowdoin.edu/baldwin-center>



OCTOBER 22, 2020

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Consider:

“But this idea of balancing rest and movement doesn’t just support healthier bodies. It can also help students and educators maintain mental focus and attention in the classroom—especially virtual ones. Short intervals of a complex work or learning task followed by periodic breaks ensure that when we re-engage, we are cognitively ready to give our best effort to our work.”

5 Steps to Re-Energize Your Virtual Classes

<https://hbsp.harvard.edu/inspiring-minds/5-steps-to-stay-focused-when-teaching-online>
Adapted from “[5 Steps to Stay Focused When Teaching Online](#)” by Rae Ringel, faculty member at Georgetown University Institute for Transformational Leadership; Brian Tarallo, managing director at [Lizard Brain](#); and Lauren Green, executive director at [Dancing with Markers](#)

As many fitness gurus and studies will attest, [high-intensity interval training](#)—or HIIT, a technique that balances short bursts of challenging activity with periods of rest or lower-intensity exercise—maximizes health outcomes, including improved cardiovascular and metabolic health, reduced body fat, and improved mental health.

But this idea of balancing rest and movement doesn’t just support healthier bodies. It can also help students and educators maintain mental focus and attention in the classroom—especially virtual ones. Short intervals of a complex work or learning task followed by periodic breaks ensure that when we re-engage, we are cognitively ready to give our best effort to our work.

Use this five-step process to apply the benefits of HIIT to your online, synchronous sessions.

Step 1: Get into the right mental zone

For your students, you need to be a supportive coach. A positive outlook has a long-term impact on achieving learning goals. Reward students with a [virtual high-five](#). Invite classmates to [offer each other appreciative feedback](#).

For yourself, [adjust your mindset](#) about how much you can do in a virtual class session. Cut your expected outcomes and productivity goals in a way that retains the most critical learnings and activities. This will ensure you have the leanest, most essential program.

Step 2: Hold concise, purposeful class sessions

You would never spend a whole workout watching your coach demonstrate the exercises, so avoid one-way delivery methods such as presentations and lectures in your synchronous classes. Remember, participation [is the most important part of a class session](#). Reserve class time for participatory work that requires collaborative discussion.

For long lectures, consider sending out a prerecorded video or podcast. This enables students to engage with the content when they are ready to listen attentively. Then, when you do get together online, you can use your time discussing or working through the material.

You might also consider [creating a reverse classroom](#), where each small group learns a different part of the lesson and teaches it back to the entire class. If you teach large classes, think of them as several small-group modules, and give students as much time as possible to familiarize themselves with the content.

Step 3: Regulate activity in short-burst intervals

Approach the design of your class session the same way you would design a HIIT program, in short-burst intervals like the ones shown in the figure below. Avoid presentations that run longer than 10 or 15 minutes before you have students engage in some way. Even a light activity, such as asking questions in the chat function or taking a quick poll, is enough to hold focus.



Source: [Harvard Business Publishing Education](https://www.harvard.edu/publishing-education/), accessed August 28, 2020.

Favor [small-group work](#) and [experiential learning](#) whenever possible. If you have an hour of class time, think of ways to break it up into intervals of presentation, participation, reflection, and individual silent work and study, and be on hand to answer any questions that arise.

Vary the activities you use to deliver content. Avoid too much frontal teaching or “talking heads.” Mix it up with [engaging videos](#) and [breakout groups](#). Experiment with using an online shared workspace, such as a Google document or a MURAL board.

Step 4: Set the group up for success

No one wants to do a workout they dread. Design your sessions to be [sessions people want to attend](#). Just as it takes time to transition from one workout circuit to the next, build in extra time for students to connect before diving into the next activity. Especially right now, people crave social connection. Build in this time to socialize, if you can.

And just as there is no one-size-fits-all workout, there is no one class activity to provide for the needs, attention spans, and energy for each student in an online class. Small-group breakouts give extroverts the space to talk through their ideas; time for individual reflection gives introverts the space to think through theirs.

Step 5: Safety first—warm up, cool down, and transition

To work out without injury, we must warm up, know our equipment, cool down, and stretch. To lead a virtual class without “injury,” we must also take a few steps to ensure the well-being of the class. This could mean [setting agreements or ground rules up front to provide a safe space for collaboration](#).

While the term “ice breaker” is often accompanied by eye rolls, think of an ice breaker as a warm-up—something that you do to help a group get ready for the hard work. You don’t lift weights without stretching first. A virtual ice breaker not only gets the group connected and ready to work, but also gives everyone a chance to play with the technology before beginning a session. Build in energizers before each large content piece as a way of warming up and maintaining a steady burn.

Cooling down is just as important as warming up. In working with students online, this means three things: summarizing the learning objectives, clarifying any remaining questions, and announcing the next topic and any upcoming assignments or examinations.

With the world in a constant state of uncertainty, it’s hard to find things we can control. How we spend and share time in class is something that can be shaped. Applying the HIIT formula to virtual classes is one way of finding our balance, focusing, and performing at our best with the tools and resources we have.

Student Motivation During the Pandemic

[Shruti Nagpal, PhD](#)

October 19, 2020

<https://www.facultyfocus.com/articles/effective-teaching-strategies/raising-student-motivation-during-the-pandemic>

In spring 2020, faculty across the country stood up to the challenging task of not only transitioning and adapting to online modes of instruction but also multi-tasking through learning new technology, advising, having online office hours, attending official meetings, responding to students who would request Zoom meetings outside of office hours, and much more. Everyone came together with one underlying motive—students' benefit. Now, as we look forward, we need to make decisions based on a long-term perspective. Faculty need to walk a tightrope of keeping students motivated while not letting their own morale down. Student motivation will be a major concern, irrespective of which study model is adopted: online, blended, hybrid, or a myriad variation. For simplicity, I have clubbed all variants of remote/online learning modes and termed them as *Pandemic learning modes*. This article delves into approaches for constructive student engagement that can help raise student motivation.

The Boomerang Principle

I believe teaching is based on the “Boomerang principle,” which implies what one gives, one gets in return. One may also ideologically relate it to Newton’s scientific law in which every action has an equal and opposite reaction. But the point to be made here is that the more effort that is spent to motivate students to keep students constructively engaged, the better the chances are for students to reciprocate, to get involved, and to progress. And this does not end here. Continuous student involvement and engagement adds fuel to teacher motivation, which completes the circle. In order to live and practice this Boomerang principle, there has to be mutual trust, mutual admiration, and mutual motivation.

In the current pandemic scenario where teachers must deal with pandemic learning modes, student motivation is of paramount importance. I would like to borrow from Maryellen Weimer’s [3] synthesis of Paul Pintrich’s [2] meta-analysis on motivation and how these

principles can be further adapted in various pandemic learning modes to raise student motivation.

1. Adaptive self-efficacy and competence perceptions motivate students.

Weimer's simple translation: "If students believe they can do it, they are motivated to try. The first implication for teachers involves the feedback they provide students. It needs to be accurate... If students are trying, any progress, even very small amounts of it should be noted." "A second implication for teachers involves the difficulty of the task. It needs to be challenging but something that can be accomplished."

Designing tasks that are challenging for accomplished students while not overwhelming other students is already a tightrope to walk under regular circumstances, and even more so with pandemic learning modes. Teachers not only have to select tasks judiciously while designing tasks but also need to be aware of the middle-path threshold. Designing anything below this will serve as a demotivating factor for students who are above grade level.

Designing anything above this will be too challenging and again serve as a demotivating factor for students who are below or near average grade level. This is where technology and visual tools come into play. Bundling up tasks with online technology aids will help students below the grade level to keep them motivated. Providing an option to obtain extra credit on performing additional challenging tasks will keep students above the grade level motivated. Enablement of extra credit for going beyond the ask, bundled with precise feedback, will also work in a two-thronged way as it will also address the first implication. Extra credit will act as a motivator for students above the grade level to accept challenging tasks, whereas students below the grade level will be motivated to complete the task or follow feedback for improvement.

2. Adaptive attributions and control beliefs motivate students.

Weimer's simple translation: "...If the student doesn't think effort makes a difference, they won't expend any. One important implication for teachers: there's a need to talk about how learning works, the importance of effort and the control students do have over what and how they study. Another implication: students' motivation increases when they are given the chance to make choices and exercise some control over learning..."

Students get motivated when they know their voices are being heard and there is a process for student feedback, not just after the course is over but also during the course. This will

become crucial with pandemic learning modes when student voices and feedback will have to be incorporated into the course design. Flexibility will be of key importance. Student feedback on various topics like the progress of course, course content, associated tasks, online aids used, etc., should be considered at regular intervals, and their suggestions, if feasible, should be incorporated. This will keep students motivated and involved in the course.

3. Higher levels of interest and intrinsic motivation motivate students.

Weimer's simple translation: "Research makes a distinction between personal and situational interest. Personal interest represents the attraction a student feels for a content area—what's motivating the decision to major in a particular field. Situational interest refers to positive feelings generated by the learning tasks or activities themselves...Students can catch motivation from a teacher who is obviously, unabashedly in love with the content and teaching."

In short, motivation is infectious. Motivation begets motivation. A positive flow of energy from the teacher is definitely going to be caught on by the students and vice versa. During these challenging times, it becomes even more necessary to diligently select online, in-person, or hybrid tasks that are out of the box and motivate students.

4. Higher levels of value motivate students.

Weimer's simple translation: "The motivational issue here is straightforward. Do students see the relevance, the importance of what they're being asked to learn and do?...Teachers should, at multiple times and in multiple ways, make clear the importance, usefulness, and relevance of the content and associated activities."

Students should understand the value attached with what they are learning and where it will be applied in their future lives to keep them motivated. Instead of teachers telling students the importance of each underlying topic, it would be beneficial if students are directed to find out through directed readings and experiential learning the relevance and future application of each topic. During these challenging times when unemployment is on the rise, students should be asked to list and find out more about their 'dream employers.' Following this, instructors could ask students to discuss how these 'dream employers' utilize or apply the current course topics in the workplace, and how the current course topics might be part of their future employment interview process.

5. Goals motivate and direct students.

Weimer's simple translation: "And students aren't motivated solely by academic goals, like those related to mastery (comprehension of content) and performance (grades)...For teachers, one implication involves greater use of cooperative and collaborative group work designed so that it includes opportunities to attain both social and academic goals."

The importance of collaborative learning can never be over-emphasized. In the case of pandemic learning modes, these are akin to the wooden pole in the hands of the tightrope walker. Pandemic learning modes need to be accentuated with online collaborative tools. Google offers various tools for online collaboration. For those in the computer science field, there are online tools available that allow team or pair collaborative programming [4]. Online games, when coupled with learning, provide a wonderful study aid to reinforce course information [5].

In pandemic learning modes, teachers will have to adorn a special hat of a motivator, akin to a cement-mixer! A motivator who facilitates the right mix of tasks and flexible grading schemes, and couples them up with the right mix of online collaborative technology to churn out positive energy and a great learning experience for students. But what will keep this motivator rolling? It will depend on the students' motivational energy fed back to the teacher via their constructive progress, response, and enthusiasm. Any breach in the motivational cycle will be deconstructive to all.

Dr. Shruti Nagpal is an assistant professor in the computer science department of Worcester State University, Massachusetts. Previously, Dr. Nagpal has worked in Amity University, India and Tata Consultancy Services, India. Dr. Nagpal is an experienced academician with a presence in academia for the last 12 years; with a prior demonstrated history of working in the IT industry for five years. Her teaching pedagogies include active learning techniques like the flipped classroom and Process Oriented Guided Inquiry Learning (POGIL). She is a strong research-oriented professional with presentations and publications in International Journals and Conferences.

References

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Announcement:

Ladd Fund for Community-Engaged Learning (McKeen Center)

<https://www.bowdoin.edu/mckeen-center/academic-connections/ladd-fund/index.html>

The Ladd Fund supports students who will partner with community or government-related organizations in engaged scholarship through independent studies, honors projects or other academic-base experiences. Students can apply for up to \$500 in funding for travel and other per diem expenses, supplies, small honorariums to participating organizations, etc.

Upcoming Faculty Development Opportunities

iPad Basics, Workflows & Creating Media Sessions

Tuesday, Oct 27 8am-4:30pm

Tim Hart, thart@apple.com, Apple Professional Learning Specialist, will offer another set of super helpful iPad sessions. These sessions will NOT be recorded, so be sure to attend the sessions you need to optimize your iPad! Zoom links coming soon from BOLT!

Morning:

8:00-9:00 Basics
9:30-10:30 Workflows
11:00-12:00 Creating Media (video)

Afternoon:

1:00-2:00 Basics (will actually end @ ~1:50 to match time block)
2:00-3:00 Workflows
3:30-4:30 Creating Media

New England Faculty Development Consortium Fall Virtual Conference 2020 Relationship Rich Experiences in Person and Online

October 30, 2020

9:45am- 2:00pm

6 days left to register! (Bowdoin is an institutional member)

<https://nefdc.org/conferences/>

A Fabulous Keynote Speaker

We are excited to host Dr. Peter Felten, who will deliver his keynote address "Relationships Matter: Moving relationship-rich experiences to the center of teaching and learning." For more about Dr. Felten and the conference, check out our [conference page](#)!

An Interactive Workshop

We will end with an interactive workshop led by Dr. Felten called "Relationship Rich Experiences in the Online Environment."

If you register for the conference you will receive the link to join the conference on Wednesday, October 28th.

Announcing The Fusion Course Fall & Winter Sessions with Waived Registration for New England Faculty

Maine Campus Compact, in partnership with Campus Compact for New Hampshire and Campus Compact for Southern New England, will lead a New England-wide initiative offering enhanced online teaching support as part of the [Fusion Course](#) program. **The course and additional support will be offered free of charge for many faculty members in New England, based on availability.**

<https://events.compact.org/fusion-fall20>

Elements of the New England Fusion Project include:

- A 2-3 week Fusion curriculum/course that trains faculty in incorporating community-engaged education into online courses with a special introductory welcome session .
- A series of 5 thematic workshop webinars (1.5 hours each) focused on topics such as engaging students in online settings and how to integrate community partnerships into online classes.
- Virtual drop-in office hours for faculty who need added support with engaged online teaching.
- A cross campus peer-to-peer resource hub for New England campuses and faculty.

Courses include a hybrid of live sessions and outside coursework. We have three different course sessions coming up (check out [our website](#) for specifics on live sessions):

- Option 1: October 27 - November 13, 2020
- Option 2: December 1 - December 18, 2020
- Option 3: January 4 - January 15, 2021

[Introducing Teaching-as Research: A Systematic Approach to Improving Your Teaching](#)

Friday, October 30

2-3PM AT / 1:00AM-2:00PM ET / 12:00-1:00AM CT / 11:00-12:00AM MT / 10:00-11:00AM PT

<https://www.cirtl.net/events/929>

Hear Teaching-as-Research (TAR) Leaders from around the Network describe Teaching-as-Research, a mentored experience that applies the process of inquiry to teaching and learning. By translating skills that you already have as researchers, you can investigate, reflect on, and improve your teaching. Leaders will describe TAR programs at their own institutions, and issues such as developing a strong project, finding the right question, doing TAR during COVID, and the professional benefits of doing a TAR project. Come to this informative introductory session and find out if a TAR project is right for you.

Fostering Student Success Through Equity-Minded Peer Tutoring (AAC&U) Nov 2, 2-3pm

Register: https://secure.aacu.org/iMIS/AACUR/Events/Event_Display.aspx?EventKey=WEB201102

Do peer tutoring and other educationally purposeful peer interactions, or EPPIs, (a term coined by George Kuh) have the same benefits for students as more widely recognized high-impact practices? This webinar will introduce the EPPI concept, and panelists will discuss ongoing research on the potential of EPPIs to promote equity and student success, especially in a virtual world.

There will be time for Q&A during the webinar. Please send all webinar inquires

to webinars@aacu.org. The webinar will be recorded, and the recording will be available online.

Blackboard Digital Symposium

November 5, 2020, 12-6pm

<https://go.blackboard.com/digital-teaching-symposium>

Following the spring's emergency shift to remote instruction, we noticed faculty remediating their courses using digital tools like never before. With this next generation of online courses now well underway, let's come together to share lessons learned and best practices. Faculty across the country will take the virtual stage, highlighting what's working—and what's not—in their digital teaching practice. Tune in to hear their stories, ask questions and network. This virtual event is free. Come together to network, collaborate and learn from other instructors at the Digital Teaching Symposium.

Writer as Reader Virtual Workshop (Bard College)

November 6, 2020

Standard Online Tuition: \$475

<http://writingandthinking.org/programs/november/>

FMI: Meredith McCarroll (mccarro@bowdoin.edu)

Bard College IWT's annual Writer as Reader Workshops are planned with the texts faculty regularly teach in mind, and with the overarching goal of modeling collaborative strategies that foster student engagement (both online and in person). Each workshop focuses on a specific text (novels, poetry, nonfiction, historical documents, STEM texts, and other media), inviting participants to read closely and critically, find unexpected connections to other texts, and discover new ways to use writing in classrooms across disciplines.

G.U.I.D.E. (Growth, Understanding, Inclusion, Diversity and Equity) Conference

Rowan Cabbarus Community College

November 6, 9am-4pm

<https://www.rccc.edu/hr/diversity-inclusion/>

The conference aims to advance the Diversity, Equity and Inclusion (D.E.I.) Issues in Higher Ed, K-12 schools, communities, and workplace industries by building community and competency among all levels of employees and will cover the D.E.I. subjects such as:

- Implicit Bias
- Norms/Discomfort in D.E.I. conversations
- Strategies and Potential trends with African American males in Higher Ed
- Breaking down present day barriers
- Gender Identity; equity and engagement; L.B.G.T.Q.I.A. and more.

Registration closes October 23rd so register soon!

**OLC Accelerate Virtual Conference
November 9-16**

If interested contact Stephen Houser (houser@bowdoin.edu)
<https://onlinelearningconsortium.org/attend-2020/accelerate/>

Collectively one of the largest and most impactful gatherings of the online learning community (425 sessions), the OLC Accelerate (virtual) conference emphasizes the most innovative and impactful research and effective practices in the field of online, blended, and digital learning. Supporting administrators, designers, and educators alike, this conference offers thousands of attendees a comprehensive list of sessions and activities tailored to addressing the challenges and goals of our entire community.

Reflective Teaching Opportunities (see attached for more details)

- A. Blackboard Course Feedback Questionnaire (available until October 30)
 - a. 5 question survey for students

- B. Course calibrations: Mediated Student Feedback with Katie Byrnes
 - a. Katie meets with your class for 15-20 minutes and presents their course feedback confidentially to the instructor.

- C. Teaching Triangle
 - a. http://bit.ly/TeachingTriangle_F20
 - b. The three teachers in a triangle agree to visit one class session of each participant over the course of a semester and meet to discuss what they learn from their visits about their own teaching. The goal is to create a respectful, reciprocal, reflective dialogue on teaching and learning.

- D. Teaching Mirror
 - a. Faculty, at any time, can request a colleague to serve as a mirror for their teaching practices. The observer simply objectively reflects back what is observed without judgment.

The Baldwin Center for Learning and Teaching

The Baldwin Center promotes *intentional, equitable, and effective* learning and teaching environments. We are committed to inclusive excellence and to helping all students, faculty, and staff grow as learners and teachers. The programs housed in Kanbar 102 serve as a location for discussions, tutoring, mentoring, and advising. Tutoring, mentoring and writing assistance occur Sunday-Thursday nights 6-10pm and other day hours. Students may schedule appointments at: www.bowdoin.edu/baldwin-center, drop in for peer-to-peer support or make an appointment directly with Baldwin CLT Staff listed below. Faculty may make an appointment for a consultation directly with staff.

ACADEMIC MENTORING & COACHING (AMC)

Tina Chong, Assistant Director, 102F Kanbar, 207-721-4274 cchong2@bowdoin.edu

Tina consults individually with students to strategize plans and schedules, develop techniques for acquiring new knowledge and skills, and manage their workload while maintaining health and well-being. [Make an appointment here!](#)

ACADEMIC COMMUNICATON FOR MULTILINGUAL SPEAKERS (ACMS)

Lisa Flanagan, Associate Director, 102B Kanbar 207-725-3056 lflanagan@bowdoin.edu

Students, faculty, and staff who are multi-lingual or who have parents who are non-native speakers of English may work with EMS Advisor Lisa Flanagan. They may seek help with understanding assignments and reading strategies, grammar, outlining, revising, editing, and the conventions of scholarly writing.

QUANTITATIVE REASONING (QR)

Eric Gaze, Director, 301 Kanbar 207-725-3135 egaze@bowdoin.edu

Provides support to students in understanding and using numerical information. Peer tutors lead study groups and individual tutorials for students in quantitative courses. Supports faculty in the design and analysis of quantitative material in coursework.

WRITING AND RHETORIC (WR)

Meredith McCarroll, Director, 102E Kanbar 207-721-5056 mmccarro@bowdoin.edu

Students in any discipline may work one-on-one with a trained, peer writing assistant to improve their writing process and strengthen their writing. Writing assistants work with students in selected courses, semester partnerships, and drop-in workshops. Directs the First Year Seminar program and supports faculty incorporating writing and oral presentations in their classrooms.

FACULTY DEVELOPMENT-TEACHING

Kathryn Byrnes, Director, 102D Kanbar 207-725-5035 kbyrnes@bowdoin.edu

Provides support to faculty on course design, learning goals, syllabi, assignments, assessment, mid-course feedback, Bowdoin Course Questionnaires, challenges with students, and other

aspects of teaching and student learning. Supports Baldwin Faculty Fellows program and Teaching Triangles reflection program. Organizes August, January, and May Institutes on teaching and learning. Fall 2020 Open Office hours Mondays 11am-12pm and Fridays 2-3pm. Email for Zoom link or to make an appointment.

Administrative Contacts

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