Teaching at Tech

Joyce Weinsheimer, Director, Center for Teaching and Learning (CTL)

David Lawrence, Associate Director, CTL

Carol Subiño Sullivan, Assistant Director, Faculty Teaching & Learning Initiatives, CTL
Policies & Procedures that Pertain to Your Teaching

Carol Subiño Sullivan
Assistant Director, Faculty Teaching and Learning Initiatives
Academic Policies

Work with your neighbors to identify what’s wrong in each of your assigned scenarios.

Use your Faculty Teaching Guidebook to find the answers (turn to page 30 to get started).
Students With Disabilities (pp. 45-47)

- Take exam at scheduled time
- Official accommodations letter
- Office of Disability Services
Academic Misconduct (pp. 31-32)

- Office of Student Integrity
- Academic Misconduct policy in syllabus
Final Exams (pp. 43-44)

- Final Examination Schedule
- Process for requesting final exam time changes
  - 1 week notice to Chief Academic Officer
  - Unanimous approval by secret ballot
Family Educational Rights and Privacy Act (FERPA) (p. 35)

• Do not post grades using student identifying information

• Do not give public access to students’ graded work

• Guard confidentiality of student records
Institute Approved Absences (p. 42)

- Provide make-up opportunity
- Students must notify instructors ASAP
- Official letter by 2nd week for athletes
- Religious observances count
Diversity and Teaching (p. 50)

- Diversity, equity, and inclusion are central values at Tech
- No discrimination on the basis of sex
- No tolerance for any kind of gender-based discrimination
CIOS Response Rates (pp. 52-53)

- Incentives for whole class, not individuals
- In-class time for survey completion
- Email reminders
Discrimination, Harassment, and Sexual Violence (pp. 48-49)

• Don’t promise confidentiality

• Faculty are Responsible Reporters

• Report to Title IX officer
WISE WORDS: TEACHING AT GEORGIA TECH

Vincent Spezzo
Learning and Technology specialist

Carol Subiño Sullivan
Assistant Director, Faculty Teaching and Learning Initiatives
Agenda

• Words from the Wiser Panel discussion with Georgia Tech colleagues

• Tapping into the Power of Discussion Boards
Getting Off to a Good Start: Words from the Wise(r)

• **Joyelle Harris**  
  Academic Professional,  
  Electrical and Computer Engineering,  
  2019 Curriculum Innovation Award Winner

• **Tatiana Rudchenko**  
  Lecturer, Scheller College of Business,  
  2018 Teaching with Technology Partner,  
  2019 Lecturer of the Year in Core Business Courses winner

• **Emily Weigel**  
  Academic Professional, Biological Sciences,  
  2019 Undergraduate Educator Award and  
  2019 Outstanding Undergraduate Academic Advising Faculty Advisor  
  Winner
Tapping Into the power of Discussion Boards
When/Where to use it

- Online Courses
- Hybrid-Classrooms
- Flipped-Classrooms
- Supplement Face-to-Face Courses
Areas of Student Engagement

- Level of academic challenge
- Supportive campus environment
- National Survey of Student Engagement
- Active & collaborative learning (student-student)
- Student-faculty interaction
- Educational experiences

(Robinson and Hullinger, 2008)
Discussion Boards

Discussion has a long history in traditional learning & technologically easy to create

Allows construction of knowledge from own learning experiences which fosters a sense of ownership

Active nature is ideal for student-student interactions and building a learning community that promotes a sense of belonging

Students deepen their understanding by constructing knowledge themselves

(Hall, 2015; Kalelioğlu and Gülbahar, 2014)
**Student Survey**

**Student Perceptions of the Effects of Online Discussion on their Learning**

2016 Survey of 555 GaTech Students

- **46%**
  Joining the conversations and sharing my thoughts on Piazza enhanced my learning.

- **68%**
  Getting responses and feedback on Piazza was helpful to my learning.

- **73%**
  Reading postings on Piazza was very helpful to my learning.

- **72%**
  Overall, the online discussions on Piazza were valuable in helping me learn.
Top 5 things to make online discussions effective

- **Post**: question prompts for discussions
- **Acknowledge**: the use of online discussions in class
- **Bring**: online discussion to the classroom
- **Provide**: incentives to encourage participation
- **Participate**: more
What kinds of discussion board prompts/questions have you used?
Blooms based Discussion questions

Debate (Choosing sides)

Conditional phrasing (what might happen if)

Case decision-making (Assess → Diagnose → Act)

Analysis (interpret & evaluate or compare & contrast)

Reality-based Application

(Hall, 2015)
Tips for Writing Engaging Questions

Review the list of Tips for Writing Engaging Discussion Questions & Discuss at your table.
Interest Hooks
Activity

See instructions for the Activity in today’s handout
Activity

Comeback & Share
Top 5 things to make online discussions effective

- Post question prompts for discussions
- Acknowledge the use of online discussions in class
- Bring online discussion to the classroom
- Provide incentives to encourage participation
- Participate more
Keeping the Discussion Going

Have you moderated/participated in your class discussion boards?
Moderate/Participate for best results

- Model posts and responses that you want to see
- Guide the conversation when needed, but don’t give it away
- Ask questions to broaden or deepen the discussion
- Help students maintain collegial interactions
- Invite non-participating students to the discussion & help those who are struggling with the material by asking probing questions
- Maintain a positive tone (save individual feedback for the gradebook)

(Bates and Poole, 2013)
Wrapping up

Questions?
References and Further Reading


