

Creating Effective Learning Environments – Dr. Kirstin Parkin

- Use QR code so students can get slides before class without you having to upload them somewhere else
- Walk around the classroom
- Recording? Kirstin uses zoom
- Also QR code so students can share something with her during her intro slide
 - Introduce yourself genuinely. Take time to do it.
 - Suggestions for introduction surveys. Include students thinking about what might be the most difficult part of the course based on the syllabus. Relevant recent coursework/have they taken this course before
 - Class playlist with suggestions taken in through intro survey
- Coaching analogy
 - Being on the same team doesn't mean everyone performs the same.
- Be relatable!
- Reflect: what about my previous learning experiences made it positive for me?
 - I have had good experiences with low stakes practicing things
 - Junior year with DG Brown
 - Common themes: building confidence in students, change assessment format iff things aren't working,
- To help engagement, provide students with a clear vision of what they are working towards
 - What does being successful at ____ look like?
 - Provide examples of "final products" from faculty and students at your institution as learning materials
 - Find an example in your discipline and show it to your group; what do they have questions about? Is there anything they already recognize/relate to? What background information is needed?
 - Something you can design a whole unit around
 - Probably something genetics related? Find a mendelian trait that has like expression levels for different phenotypes or something
 - I used the exam 2 epistasis question that I developed for IBIO 341
 - Find the thing you are excited about – maybe data from your dissertation or maybe not
 - What is curious about it to you
 - What skills are the students gaining from your course
- Prep work for class should have low cognitive load
 - 5-10 minute videos (Kirstin says at the most 20 minutes total)
 - Focused reading assignment
 - Preclass worksheet to provide guidance and give students confidence coming to class
 - Tables to organize concepts
 - Important figures
 - 1-2 pages
 - Make it relevant to what is happening in class that day (think BS161 preclass that was needed to start the in class activities)

- Can use google docs – easy to collaborate, use link to add to d2l, live document, provides practice with tools they will use in class
- “maybe it is hand holding but that is okay”
- Levi had a great idea of building skills through the preclass materials and then near the end of the semester, have the students design a preclass activity for something they have already learned.
- Class time is for higher cognitive load activities
 - Applying new knowledge is hard! Activities are hard! You can do hard things, and I am here to help you.
 - Create activities that are linked to the final product
 - Link pre-class to in-class activities (to help get buy in)
- Big emphasis on that student’s should know what the end is (like the exam) to prepare
- Groups. Groupwork is great. The grade should represent what the student can do, not the group. Groupwork is a good way to get feedback while practicing. Group grade is a big no no in equitable grading practices!
- Be cautious with technology:
 - Kirstin likes: ipad pro. Crowdmark, iclicker, D2L intelligent agents, D2L checklists