

# Adjunct Get Together

August 9, 2017

## Open Discussion Summary

### ▪ **Class Management: Diversity**

- *Students tend to segregate by friends, program, culture when choosing seating in lecture*
  - May: force assigned seating | place students at specific tables/area (also helps to learn names)
- *When allowed to pick own teams/group members, students also may segregate themselves or choose friends/housemates*
  - May: assign groups randomly | assign groups to increase diversity: mix gender, culture, experience, backgrounds, strengths (do a class survey early on to get that information) | if students push back, want to choose own groups: remind students of group work in real world, ex. not getting to choose teams, differing schedules
- *Balancing comfort with diversity*
  - May: Let students pick seating initially, form groups later in the semester, gives new international students time to adjust to new environment | if mixture of 1<sup>st</sup> and 2<sup>nd</sup> year international students (grad), have 2<sup>nd</sup> years share stories so 1<sup>st</sup> years feel less alone | “Café” style discussions: have students count off and form randomized discussion groups based on number, encourages students to mix across the room and out of their established groups ( especially good to use when you have clear divides in programs of study/level)
  - Noted problem: does pairing "stronger" students with "weaker" students always work? Some instructors felt there was little knowledge transition when students felt a time crunch, shared responsibility for grades, stronger students end up doing majority of work; some instructors pointed out studies that show these pairings should work well.

### ▪ **Group work and managing teams**

- *General group work management*
  - May: use 6 checkpoints - establish 6 points/stages in project progress where group is required to meet with instructor or send updates to instructor
- *Encouraging better sharing of responsibilities in the group*
  - May: use peer assessment - within each group, each member reviews the other members (percentages of work completed) | instructor may use peer assessment when determining individual grades | use evaluation form mid project and end of project | use a group work contract before project begins
    - Example contract and peer assessment documents can be found at <http://facultycenter.ischool.syr.edu/blog/2017/05/22/icebox-talk-group-learning-techniques-featuring-bei-yu/>

- **Lab work**
  - Noted problem: students having difficulty understanding technical terms/ wording of problems during labs
  - *Individual vs collaborative student work*
    - May: have students performing paired programming (2 students, 1 doing coding the other looking over the shoulder)
      - Noted problem: Creates two students turning in same assignment, keep track of which students are doing paired vs. individual to avoid integrity issues
      - Noted problem: Teaching multiple lab sections back to back, students from first lab are sharing answers with the next lab, would like solutions other than creating many iterations of the same lab (time intensive for creating/grading)
- **Plagiarism management**
  - *Exam management*
    - May: uniquely number the test and answer sheet so you know you're getting them all back | randomize exam questions through Blackboard (also can randomize answers) | create pool of questions in Blackboard to pick from for each class's exam | closed book exam - actively monitor the exam room, student can have only one tab open at a time | open book exam - can say "use everything except for Google and your friend" | if language barriers/difficulties high, may allow students to translate exam concepts on devices during exam
  - *Managing multiple lab sections to avoid plagiarism*
    - May: reduce point value for parts of assignments easily copied, make exams worth more instead, reduces incentive to copy\* \*keep in mind, may have to alter problems/homework scenarios for each semester/section accordingly
- **Device policy- you need to set expectations and state your policy on the first day of class**
  - *No electronics policy*
    - May: if you have a no electronics policy, put gentle reminder at beginning of every presentation each week | if people don't follow policy, can have everybody else go up to do an extra credit point | no problem taking phone away if visible
  - *Electronics allowed policy*
    - May: re-connect device use to course content (1) When you get deer in headlights look (no one answer), tell them to google it, go do some research (2) use Kahoot or other low effort tech so students get their device fix, then back to class focus | use penalty of losing participation points if caught using devices for personal activity
    - Noted problem: students use devices for personal activity, get distracted
      - May: give students warning, after that lose ability to use device in class | say "hands up", students take hands off devices and instructor walks around to look at screens; if Facebook or similar is up, lose device privilege (announce in beginning of semester)
- Noted problem in synchronous online sessions: seeing students do private chat sessions, not paying attention, and can't prevent them opening side tabs.