



First Day of Classes and Motivational Strategies

**Presented by
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Introduction

- The shift towards online teaching and learning brings challenges associated with engaging students in an online setting
- Lack of motivation, technical issues, feeling isolated, time management and lack of social interactions are among some of the challenges faced by students
- Instructors have also faced challenges in keeping students engaged while teaching online
- Inability to ensure students' comprehension, difficulties in motivating students, limits on body language and facial expressions, inability to monitor students' presence, loss of bond between student and teacher, and no face to face interactions were among instructors' concerns



Introduction

This presentation is based on research of best practices in the below universities:

- Peking University of China,
- University of Florida,
- Harvard University,
- Stanford University, and
- University of IOWA



First Day of Class

- Unit Guide
- Introduce yourself
- Introduce your unit
- Online etiquette
- Assessments
- Attendance Policy
- Academic Integrity

First Day of Class

- Create a good impression
- We all know first impressions matter !!!
- Post your bio and ask students to do the same. This will allow you and your students to get to know each others



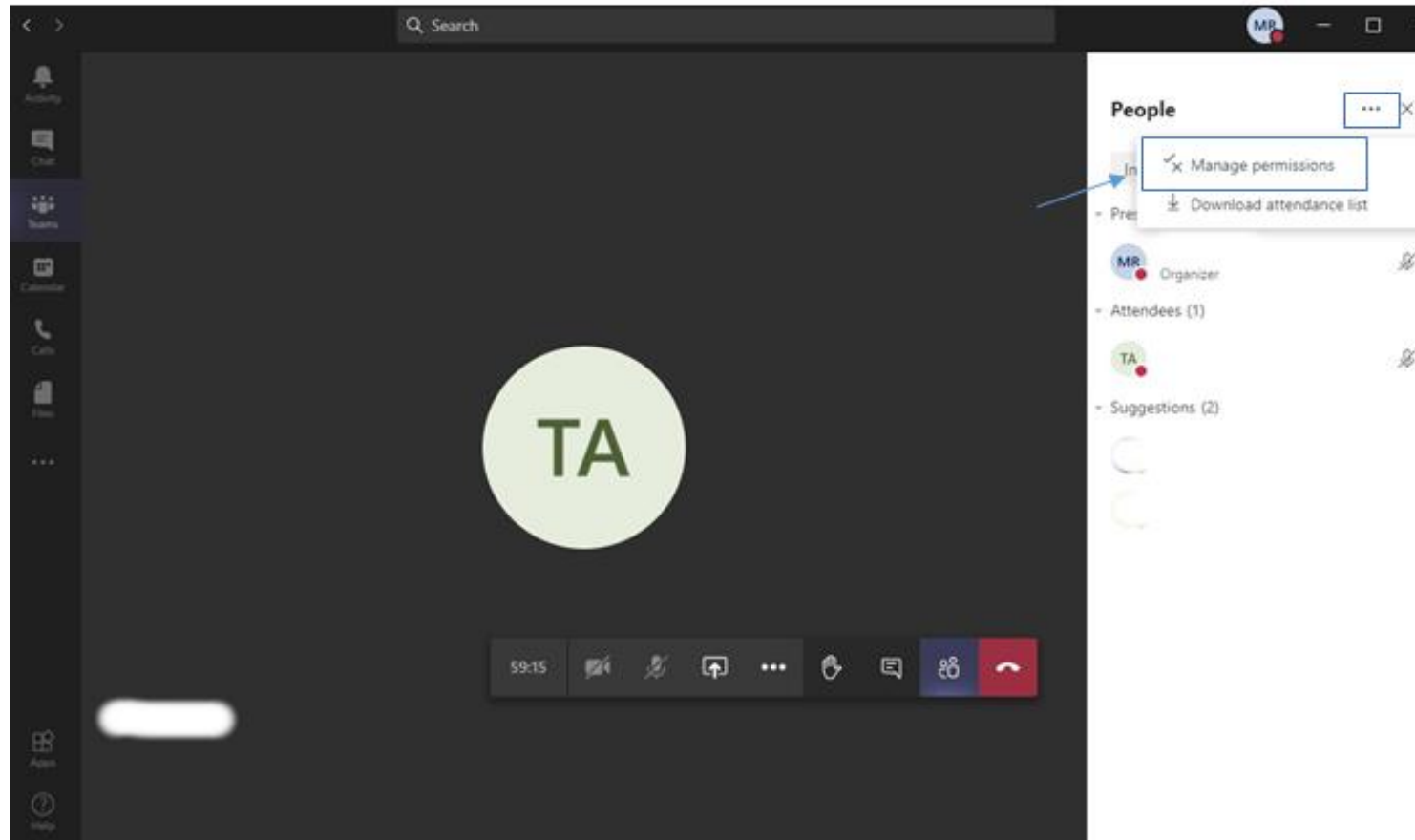
First Day of Class

Online Netiquette



- Inform Students of new policy of opening cameras
- On the first day of class, enable “waiting room” on Teams, and as students enter, greet them with a smile and welcome them by name
- Once students are all in, guide them to select “gallery view” on their Teams so everyone can see each other
- Do couple of minutes introduction, asking students to share something about themselves, or maybe ask them to describe themselves in 3 words

“Waiting Room”



“Waiting Room”

Who can bypass the lobby?	People in my organization ▾
Always let callers bypass the lobby	No <input type="radio"/>
Announce when callers join or leave	Yes <input checked="" type="checkbox"/>
Who can present?	Only me ▾
Allow attendees to unmute	Yes <input checked="" type="checkbox"/>
	Save



“Waiting Room”

Who can bypass the lobby?	What happens	Recommended when...
→ Only you	As the meeting organizer, only you can get into your meeting directly. Everyone else will wait in the lobby.	You want everyone else to wait in the lobby until you're ready to admit them.
People in my organization	Only people in your org, including colleagues and guests who have different email domains than you do, can get into your meetings directly.	You want all external guests to wait in the lobby so you can approve them one by one.
People in my organization and trusted organizations	Only people in your Teams org and external guests from trusted organizations can get into your meetings directly.	You want some external guests to wait in the lobby so you can approve them one by one.
Everyone	Anyone who has access to the meeting link gets into the meeting directly, including people who call in.	You don't want anyone to wait in the lobby. You want everyone to be able to join your meetings without specific approval.

First Day of Class

Introduce Yourself

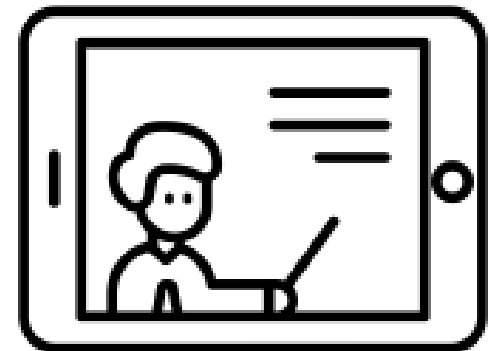
- Share some information that will personalize you – your teaching experience
- The reason you entered your discipline, an anecdote from your undergraduate learning days



First Day of Class

Introduce the Course and Assessments

- Instead of using the syllabus to lead the course overview, create a visual aid to highlight the course structure, design, and assignments, this can have a positive effect on a student's experience in online learning
- Assessments : number of assessments, structure, weight and reason





First Day of Class Attendance Policy

Table 1: Attendance¹ Requirement for all students:

	Number of sessions per week	Contact Hours per Session	Total Number of Sessions	Max. Absence of sessions (without excuse) per semester	Max. Absence of hours (without excuse) per semester
Lecture	3	1	42	9	9
Lecture	2	2	28	6	12
Lecture	2	1.5	28	6	9
Lecture/Workshop	1	3	14	3	9
PBL	3	2	42	9	18
Lecture/Lab	4	Lecture-1 Lab- 2	56	12	15
Lecture/Lab	3	Lecture- 1.5 Lab- 2	42	9	15
Projects	1	2	14	3	6
Seminars	1	3	14	3	9

What is the aim of Attendance Policy?

Table 2:

For the English Program, the attendance requirements will be stricter in accordance with the nature of the offering as following:

	Contact Hours per week	Total Contact Hours	Max. Absence (without excuse) per semester: Contact Hours
English	18	252	40
English Intensive	25	350	40

First Day of Class

Academic Integrity



- Explain why adhering to the principles of academic integrity are important in your field/discipline
- Introduce students to (or remind them of) the skills they need as a graduate
- Make expectations clear to students on all assessments, assignments and projects and provide guidelines on how tests should be taken and assignments completed
- Personalize it

First Day of Class Last Impression

- Like first impressions, endings also matter
- One way to conclude is to showcase projects from former students who've taken the same class you're teaching now
- This strategy not only highlights the value of your assignments but also helps generate curiosity early on
- Make sure to invite students to comment and ask questions
- End by showing your full cooperation emphasizing your flexibility and partnership in their Learning process



The Boomerang Principle

- Lee Caraher, the author of the book “The Boomerang Principle” which implies what one gives, one gets in return
- 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
- There has to be mutual trust, mutual admiration, and mutual motivation
- A positive flow of energy from the teacher is definitely going to be caught on by the students





The Boomerang Principle

Allowing for Bonus:

- Enablement of extra credit for going beyond : 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
- **Allow students to feel they are cared for (culture of care)**
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



The Boomerang Principle

- **Create Value**

Allow students to understand how concepts learned are applied in real life

<https://news.tcc.edu/david-wright-physics-astronomy/>



Some Motivating Techniques

- **Opening Question/Reflection**
- Present questions/reflections on PowerPoint or visual means before starting new lesson
- Think about students response
- Ask few students about others response
- The strategy is helpful to
 - Get students attention
 - Provides instructor with useful feedback on what students know and don't know





Cold Call

- Cold call is designed to send an implicit expectation – everyone is expected to participate and actively engage with the lesson content
- Instructors randomly calls any student to answer a question or make a comment
- This technique communicates 3 keys:
 - Students should pay attention
 - Students should participate
 - Instructors will check for understanding as the lesson or lecture is being taught

Course Content

- To break down the content of the traditional setting lectures into several small modules where each can be delivered in a reasonable period of time
- Benefits:
 - Enables faculty to focus on one topic while engaging students with different examples, details and elaborations
 - It is more likely to ensure students' comprehension in learning





Flipped Classroom

❖ Four Main Pillars:

The four pillars provide a framework for organizing a flipped learning environment that allows for a variety of learning modes

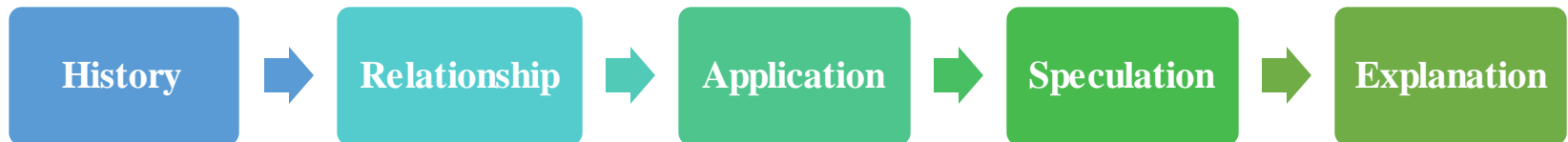


Benefits:

Enhances the cognitive skill of students, increases discussions and participations, and leads to deep learning

HRASE

- HRASE is an acronym for five sequential stages that frame the instructors questions.





History

Questions that relate to students experience:

What did you do ?

When?

What happened ?



Relationships

Questions that engage students in comparing ideas, activities, data, Etc.:

How does this compare to ?

What else does this relate to?

What all these procedures do?



Application

Questions that require students to use knowledge in new contexts:

How could this idea be used to design?

What recognized safety issues could this solution solve?

What evidence do we have that supports?



Speculation

Questions that require thinking beyond given information:

What would happen if you change?

What might be the next appropriate step?

What potential problems may result?



Explanation

Questions that get at underlying reasons, processes, and mechanisms:

How does that work ?

How can we account for ?

What justification could be provided?



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Q & A

Thank You!