

# \* Working with Students Individually

Student Success Discussion Forum Part 3

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\* **Note:**

- \* Opinions in this presentation are my own and not meant to refute or replace AIPOD policy.
- \* If you have questions about practices described in this presentation, please contact your OPD or AOPD.

\* **Working with Students  
Individually**

# \* Encouraging Success with Beginning Learners

- \* Providing Flexible Feedback
- \* Working with New College Learners
- \* Revision Policies

- \* Students learn differently (Felder & Brent, 2005)
- \* Giving feedback to students in their preferred learning method = better learning, happier students, higher retention 😊
- \* More efficient and effective teaching

## \* Why Flexible Feedback?

- \* “When mismatches exist between learning styles of most students in a class and the teaching style of the professor, the students may become bored and inattentive in class, do poorly on tests, get discouraged about the courses, the curriculum, and themselves, and **in some cases change to other curricula or drop out of school**”.

## \* Why Flexible Feedback?

[http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning\\_Styles.html](http://www4.ncsu.edu/unity/lockers/users/f/felder/public/Learning_Styles.html)

- \* R.M. Felder and R. Brent, "[Understanding Student Differences.](#)" *J. Engr. Education*, 94(1), 57-72 (2005).

\* Two Approaches to Learning Styles

\* “The [David A. Kolb](#) styles model is based on the Experiential Learning Theory, The ELT model outlines two related approaches toward grasping experience: **Concrete Experience** and **Abstract Conceptualization**, as well as two related approaches toward transforming experience: **Reflective Observation** and **Active Experimentation**-

\* **(beyond the scope of this discussion)**

\* **Why Flexible Feedback?**

\* **The Seven Learning Styles**

- \* **Visual (spatial)**: You prefer using pictures, images, and spatial understanding.
- \* **Aural (auditory-musical)**: You prefer using sound and music.
- \* **Verbal (linguistic)**: You prefer using words, both in speech and writing.
- \* **Physical (kinesthetic)**: You prefer using your body, hands and sense of touch.
- \* **Logical (mathematical)**: You prefer using logic, reasoning and systems.
- \* **Social (interpersonal)**: You prefer to learn in groups or with other people.
- \* **Solitary (intrapersonal)**: You prefer to work alone and use self-study.
- \* <http://www.learning-styles-online.com/overview/>

\* **Why Flexible Feedback?**

We assume most of our students are visual learners.

However, most people use more than one learning style, or combine learning styles.

\* **Visual (spatial)**: You prefer using pictures, images, and spatial understanding. + **Verbal (linguistic)**: You prefer using words, both in speech and writing.

\* **Visual (spatial)**: You prefer using pictures, images, and spatial understanding + **Aural (auditory-musical)**: You prefer using sound and music.

\*

**Visual (spatial)**: You prefer using pictures, images, and spatial understanding + **Social (interpersonal)**: You prefer to learn in groups or with other people.

\* **Why Flexible Feedback?**



- \* Text: **visual+ verbal** Some students prefer text they can refer back to, or print out. Others do classwork where it is inconvenient to view videos.
- \* Video: **visual + audio**
- \* Skype: **visual + audio or verbal**
- \* Synchronous Conference (Class Live Pro, Join.Me, etc). **Visual + social + text and/or audio**
- \* Mark-ups: **visual + verbal**
- \* Step by Step: **visual + verbal or audio**

## \* **Flexible Feedback**

## \* My Announcement:

“I can give you feedback in the form of text, or as a video, or as both. If you prefer video feedback, please state that in your assignment post. I'll post a few videos in response to your Week 1 A4 assignments, so that you can get an idea of what they are like.

Video and text feedback is always available to the entire class, and you are encouraged to read or view my feedback to your classmates.

If you want private feedback from me, please send me an email. We can set up a time to meet in Join.Me or by Skype, or I can create a private video available only to you.”

# \* Flexible Feedback Methods

I post this in the threads for each week's major assignment (A4 in wk 1, A3 in most weeks):

"I will provide video feedback on request for assignments posted by the due date. If you do not ask for video feedback, I will provide text feedback."

20% ask for video, 10% ask for text. The rest say "either" or they don't respond. A few contact me by Skype IM or come to Join.Me office hours for feedback.

\* Note - I actually give most students both text and video feedback-more on that in a minute 😊

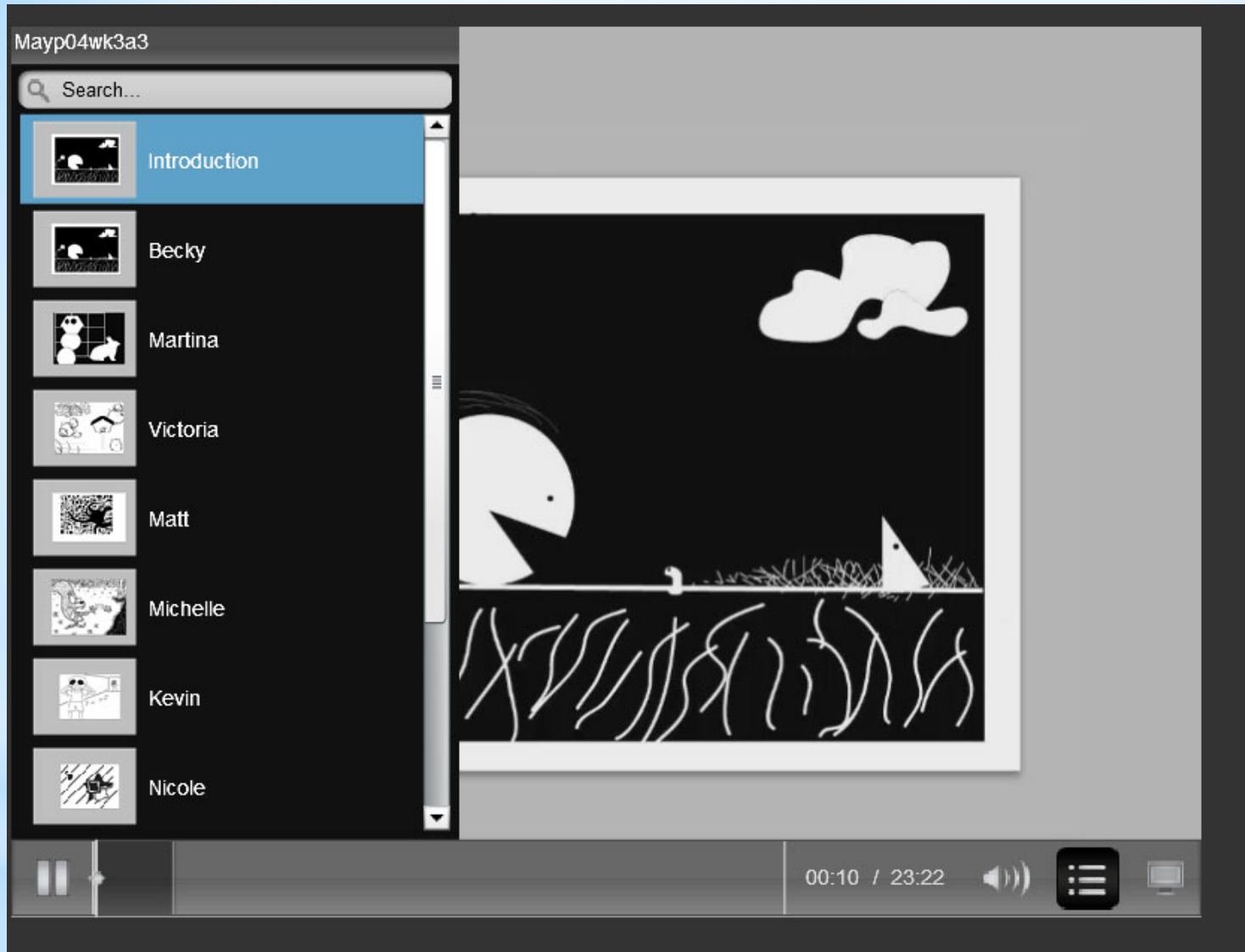
 **Flexible Feedback**

- \* Text
  - \* Speech to text- Dictation (mac- free!), Speech Recognition (Windows 7 & 8- free!) DragonSpeak (\$99)
  - \* Text expanders – Texter, Text-expander, Breezy
- \* Video-
  - \* Screencast.com (9.99 monthly for Pro); Screencast- O-Matic (\$15/yr for unlimited Pro); YouTube (auto speech to text captions!); Camtasia-Snagit-Jing Voicethread
- \* Skype- Video or IM
- \* Synchronous Conference (Class Live Pro, Join.Me, etc)
- \* Mark-ups in thread
- \* Step by Step , Screencast-O-Matic Steps recorder; Snagit-Jing, Windows 8 Steps Recorder

# \* Flexible Feedback Methods

- \* Video- I use Screencast-O-Matic
- \* <http://screencast-o-matic.com/myscreencasts>
- \* Synchronous Meetings- I hold one office hour each week in Join.Me (\$99/yr) for multiple classes. Recordings, screenshare, IM, Video, VOIP or call in.
- \* Weekly critiques of major design assignment posted in classroom.

## \* Flexible Feedback Examples



## Class Critiques Example

<http://www.screencast.com/users/NancyJWood/folders/Camtasia%20Studio/media/96b777de-9e0d-4c93-a7c4-a1c077337efe>

A research study, tracked the educational choices of about 100 students at a college that isn't named. Students were interviewed about their original educational plans and why they either followed through on those plans or changed them, and they were tracked over their college careers and after graduation as well. This is what they found:

**“Undergraduates are significantly more likely to major in a field if they have an inspiring and caring faculty member in their introduction to the field. And they are equally likely to write off a field based on a single negative experience with a professor”.**

Our AFS classes are students' first experiences with AIO –we set the tone for the school.

**\* New College Learners-**

Takacs and . Chambliss (2013) *How College Works*, Harvard University Press.

Cited in Inside Higher Ed Read more: <http://www.insidehighered.com/news/2013/08/12/study-finds-choice-major-most-influenced-quality-intro-professor#ixzz2gaAb06lQ>

Inside Higher Ed

- \* Share your enthusiasm, your attitude, your willingness to help them. Look for “teachable” moments:
- \* Feedback in threads- be engaging, tell them when their work is really unique, original, creative, well crafted, etc.
- \* Grades are a teaching tool- show them where they could improve, use grades to teach, not punish. Point deductions mean “room for improvement”.
- \* Communications- Student Success emails- tell them if they are failing because they don’t write critiques, etc.
- \* Send a note if they misunderstood the assignment, let them revise.

## \* New College Learners



A 2006 study by the U.S. Dept. of Education found that:

“Non-traditional status is the second largest correlate to non-completion (after academic preparation) in community colleges and is significant in four year colleges with low entry standards”.

Most of our students are non-traditional students. They are over 18, have been out of school for years, and many have families and/or jobs.

\* Adelman, C. (2006). [The toolbox revisited: Paths to degree completion from high school through college.](#) Washington, D.C.: U.S. Department of Education.

**\* New College Learners-  
Our learners are at-risk  
learners!**

- \* Be understanding of students' circumstances- they have lives outside of school- and will sometimes be late with assignments because of circumstances beyond their control.
- \* I work with students who have “unofficial” circumstances- busy at work, kids sick, etc. (Note- habitually late students may need a reduced grade to help them learn the importance of deadlines!)

## \* New College Learners

**Criterion grading:** Students enter our classes with a wide range of backgrounds and skills- Assess them individually, not compared to their classmates

- \* A **criteria-referenced grade** is one that provides for translating performance scores into a statement about the behavior to be expected of a person with that score or their relationship to a specified subject matter. **The objective is simply to see whether the student has learned the material** (Weiss & Davison, 1981).
- \* **Students are compared to a standard that all can reach**, rather than artificially ranked into a bell curve where some students must be called failures, and only a few are allowed to *succeed*
- \* Measures which assess student achievement in terms of a **criteria** standard provide information as to the **degree of competence** attained by a particular student which is **independent of reference to the performance of others** (Glaser, 1963).

## \* **New College Learners**

- \* Glaser, R. (1963). Instructional technology and the measurement of learning outcomes: Some questions. *American Psychologist*, Vol 18(8), Aug 1963, 519-521. doi: [10.1037/h0049294](https://doi.org/10.1037/h0049294)
- \* Weiss, D.J.; Davison, M.L. (1981). "Test Theory and Methods". *Annual Review of Psychology* **32**: 1

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**Grading Rubric**

	Exceeds all criteria.	Exceeds some criteria.	Meets criteria.	Fails to meet some criteria.	Fails to meet most or all criteria.
<b>Comprehension</b>	10 points	9 points	8 points	7 points	0–6 points
<b>Composition/Design</b>	10 points	9 points	8 points	7 points	0–6 points
<b>Creativity</b>	10 points	9 points	8 points	7 points	0–6 points
<b>Presentation</b>		5 points		4 points	0–3 points
<b>Critical Analysis</b>	10 points	9 points	8 points	7 points	0–6 points
<b>Writing</b>		5 points		4 points	0–3 points

## \* Late Post Grade Reduction

I accept work that is posted within the week that it is due as *on time*.

Assignments posted after the end of the week that the assignment is due will be accepted until the end of the following week. It will be graded according to the grading criteria, however, the maximum grade points for each grading criteria will be Satisfactory, example 8/10. Exceptions are for cases where previous agreement was made with instructor.

Late assignments receive final feedback and are graded once. Revisions are not accepted for late work. Critiques and responses to other students will not be accepted or graded after the end of the week the assignment was due without instructor approval.

**No revisions for assignments will be accepted after the assignment has been graded and a grade posted in the grade book.** This does not include missing assignments or assignments which received a grade of "0".

## \* Revision Policies-

**We are here to teach--students learn more if they complete the assignment**

## \* Announcement

I give feedback on assignments within 48 hours of the assignment due date, but wait until the end of the week to post grades.

You may revise and resubmit design assignments as many times as you want to during the week- to improve your grade.

# \* Revision Policies

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Questions? Discussion?

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Thank  
You!