

Feeling Connected 1

Tony Chapman-Wilson, Nuala Davis, Sue Gill, Suzanne Hardy

Learning and Teaching Development Service (LTDS)

Joe Barton NUSU

Alison Graham, School of Biology

And all of the people we talked to

9 May 2017

Feeling Connected: a series of 3 linked workshops

- 1. Creating connections: Managing large groups inside the lecture theatre**
- 2. Staying connected: Facilitating large groups outside the lecture theatre (19 September 2017)**
- 3. Connecting everyone** (date tbc – timetabling dependent)



Photo: CC-BY 2.0 Alan Levine

<https://www.flickr.com/photos/cogdog/14279306964>

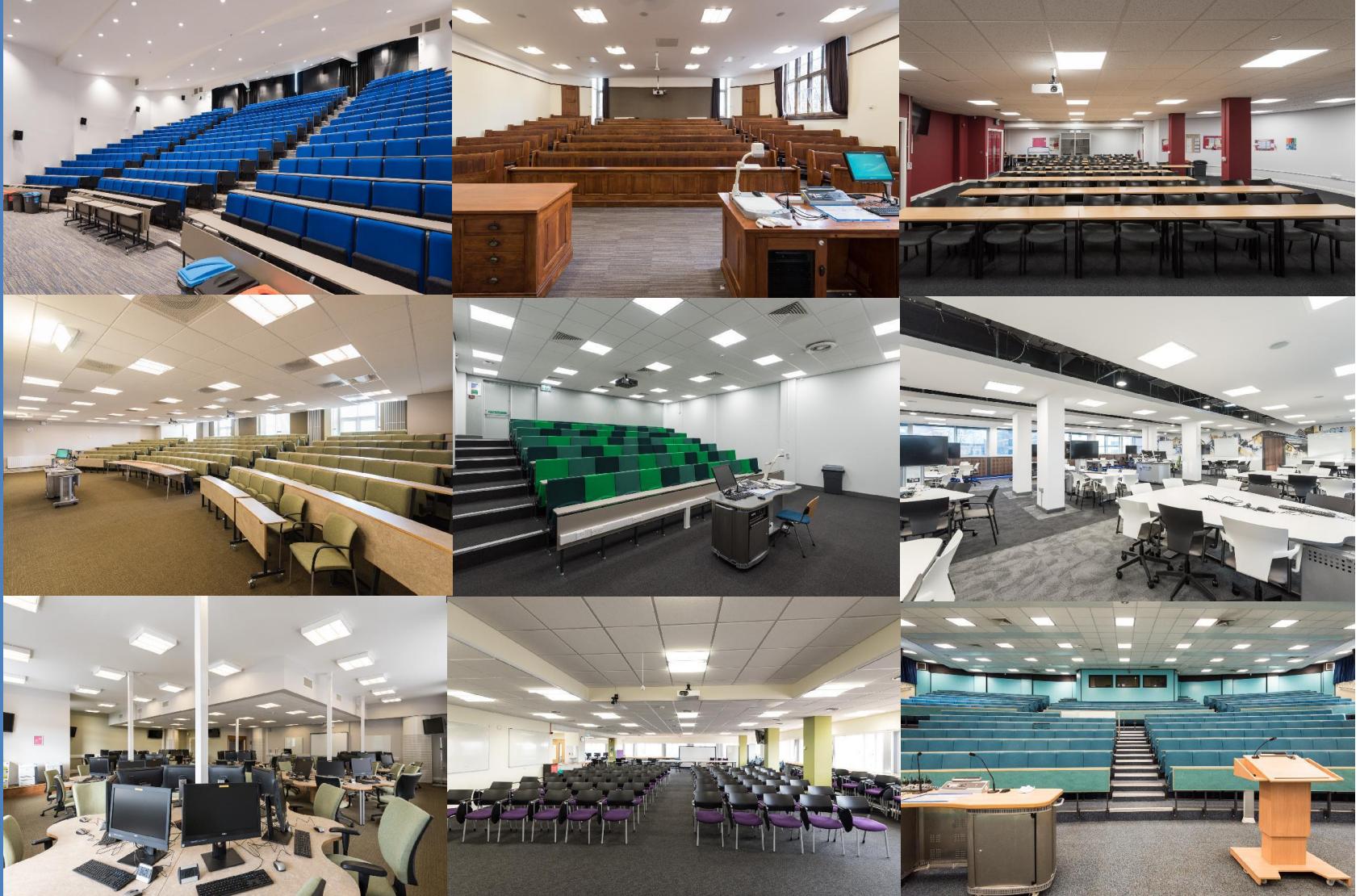
The plan

- Warm up – using your voice well, and how not to go hoarse
- Top tips from academic colleagues
- Using PowerPoint effectively
- What do students appreciate?
- Using student response systems – OMBEA
- The technology in the room – why and how



©jonny goldstein - 2012-11-06 08:59:45
www.flickr.com/85952969@N00/8161552460/

What does 'big' or
'large' mean to you?





Looking after your voice

Tony Chapman-Wilson, LTDS



Teaching large groups



- How do you approach planning a session?
- How do make connections/be confident?
- What advice would you give
- How do you maintain attention/keep students involved?
- What do your students appreciate? (we'll come back to this question in a bit)



- Sarah Jayne Boulton, Teaching Fellow, Biomedical Sciences
- Keith Brewster, Senior Lecturer in Latin American History
- Sylvia De Mars, Lecturer in Law
- Alison Graham, Lecturer in Biology
- Julian Knight, Senior Lecturer in Chemistry
- Gareth Longstaff, Lecturer in Media and Cultural Studies & Head of Teaching and Learning, Media, Culture, Heritage



How do you approach planning
a session?



How do you make
connections/be confident?





How do you maintain
attention/keep students
involved?



The (Mis)use of Powerpoint

SUE GILL, LTDS

Life After Death by PowerPoint 2012 by Don McMillan

<https://www.youtube.com/watch?v=MjcO2ExtHso>

Do you really need to use it?

- ▶ Why are you using it?
- ▶ What would happen if you stopped?
- ▶ Really, are you sure?

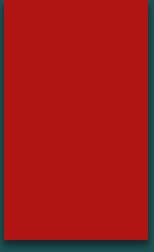
PowerPoint is a visual aid

As a friend of mine says – the clue is in the name

It's an **AID**



One idea per slide



Size – most important point
- largest font



Contrast – make your point stand out



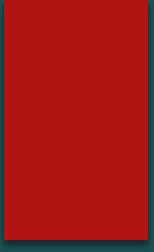
Contrast – make your point **stand out**

	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Data 1	36.52	38.03	42.17	41.96	46.32	51.98
Data 2	35.47	37.94	40.98	43.06	46.92	52.03
Data 3	36.92	38.23	41.68	42.86	45.36	51.47
Data 4	37.06	38.71	43.03	43.27	45.18	50.69
Data 5	36.43	38.96	42.57	41.68	45.27	51.24
Data 6	36.05	38.16	41.07	42.91	44.69	52.34



	Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Data 1	36.52	38.03	42.17	41.96	46.32	51.98
Data 2	35.47	37.94	40.98	43.06	46.92	52.03
Data 3	36.92	38.23	41.68	42.86	45.36	51.47
Data 4	37.06	38.71	43.03	43.27	45.18	50.69
Data 5	36.43	38.96	42.57	41.68	45.27	51.24
Data 6	36.05	38.16	41.07	42.91	44.69	52.34

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Data 4	37.06	38.71	43.03	43.27	45.18	50.69
Data 5	36.43	38.96	42.57	41.68	45.27	51.24
Data 6	36.05	38.16	41.07	42.91	44.69	52.34



Bullet points – maximum of six



What do students appreciate?

Teaching Excellence Awards.



NUSU
NEWCASTLE UNIVERSITY
STUDENTS' UNION

Clarity of
presentation

They convey complex issues in a clear and easy manner which makes them understandable

Teaching
Excellence
Awards.



NUSU
NEWCASTLE UNIVERSITY
STUDENTS' UNION

Lectures as a
“conversation”

Teaching
Excellence
Awards.



Sharing anecdotes and photos from their experiences... maintaining an informal, relaxed and approachable attitude

They provide us with valuable insights from industry experts... not only helping with our assignments but also preparing us for life after University

NUSU
NEWCASTLE UNIVERSITY
STUDENTS' UNION

Encourage open discussion

Teaching Excellence Awards.



Encouraging discussions... helped me feel like I was, along with other students, participating in the learning process

Students are more confident to speak in their seminars than in others because of their informal, peer-like teaching style

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STUDENTS' UNION

Student response systems - OMBEA

Alison Graham, School of Biology

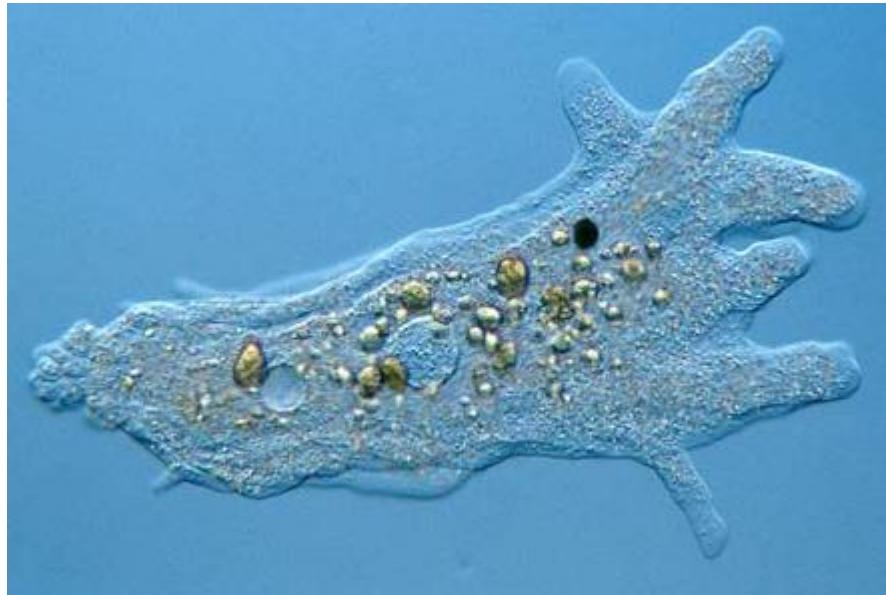


Enter Session ID here

Join



Alison Graham
School of Biology

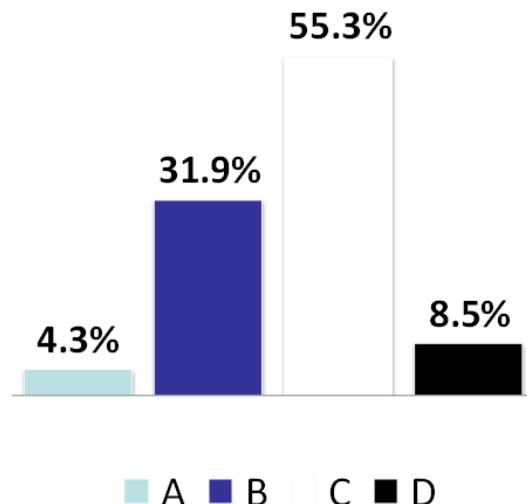


Gauging prior knowledge, understanding, skills or experience

- Useful for lecturer to know where to pitch
- Useful for students to know they are not alone (or they are!)

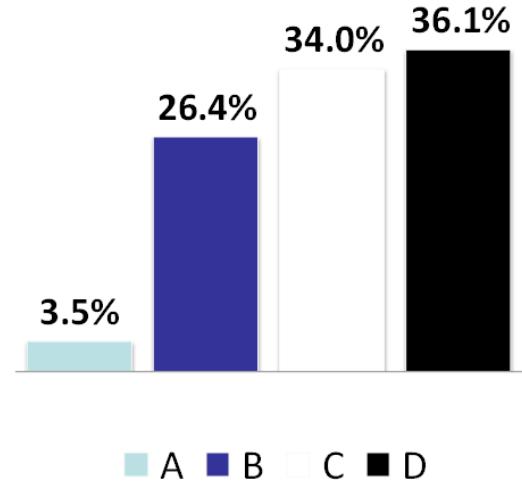
I studied microbiology at school or college.

- A) Yes, a lot
- B) Yes, we did quite a bit
- C) We only covered it briefly
- D) We didn't cover it at all



I have done practical experiments in microbiology.

- A) Yes, a lot
- B) Yes, a few
- C) Only 1
- D) None

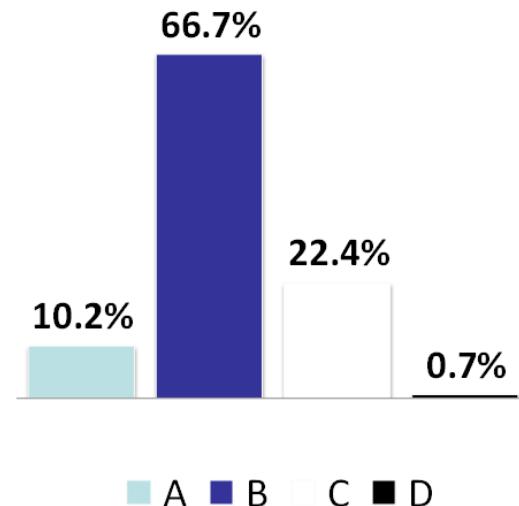


Gauging confidence

Start of first lecture

I feel confident about the microbiology module.

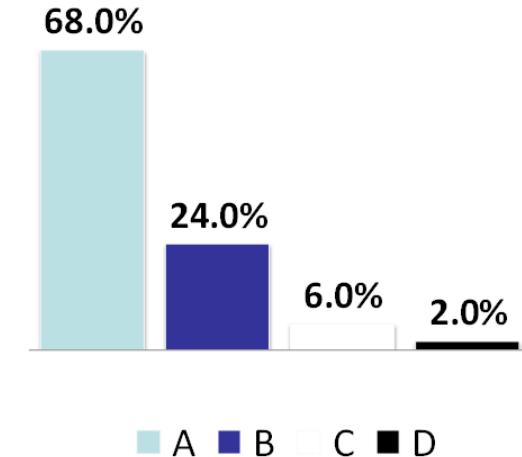
- A) Yes
- B) Probably but I'll need to know more about the content
- C) Not really
- D) Not at all



End of first lecture

I feel confident about the microbiology module.

- A) Yes
- B) Probably but I'll need to know more about the content
- C) Not really
- D) Not at all



Gauging knowledge on a specific example part way through a lecture

- Again shows students others don't know this concept, but some do

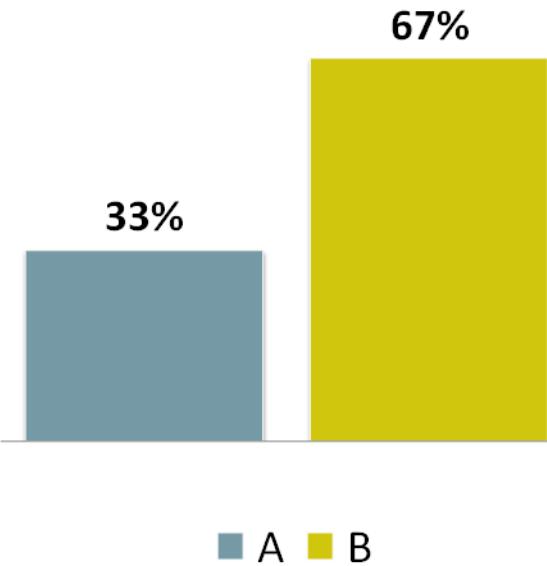
Student
feedback –
countdown
timer

I know what primary and secondary
metabolites are.

A) Yes

B) No

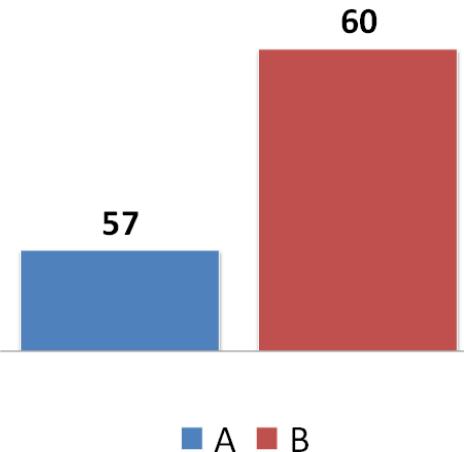
0



Ask something controversial, gauge opinions

Is it ever OK to deliberately cause an organism to become extinct?

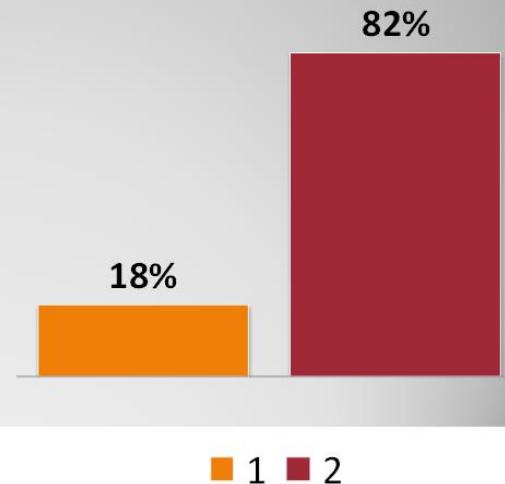
- A) Yes
- B) No



Can use counts or percent

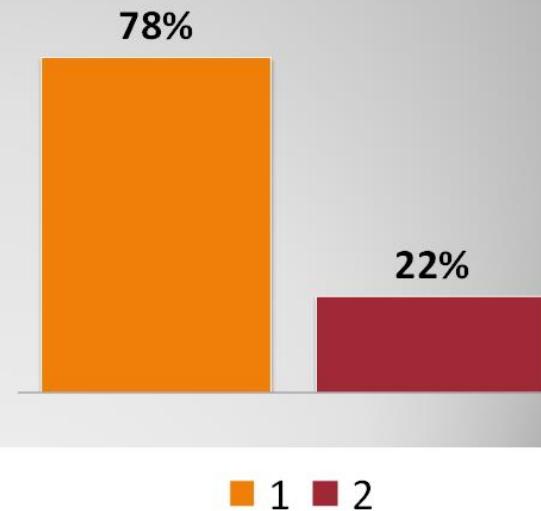
Are viruses alive?

1. Yes
2. No



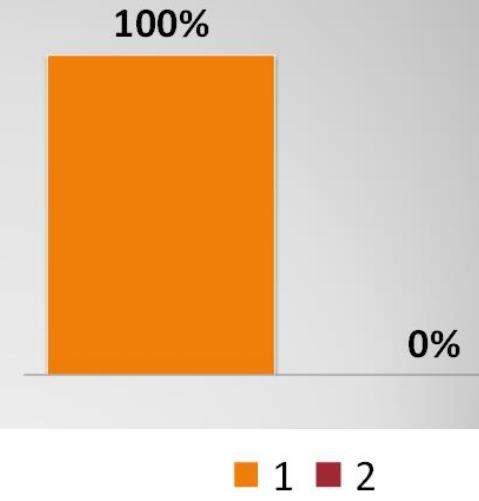
Would you eat food treated with phage?

1. Yes
2. No



Would you accept phage therapy, for you or a family member, to treat a resistant infection?

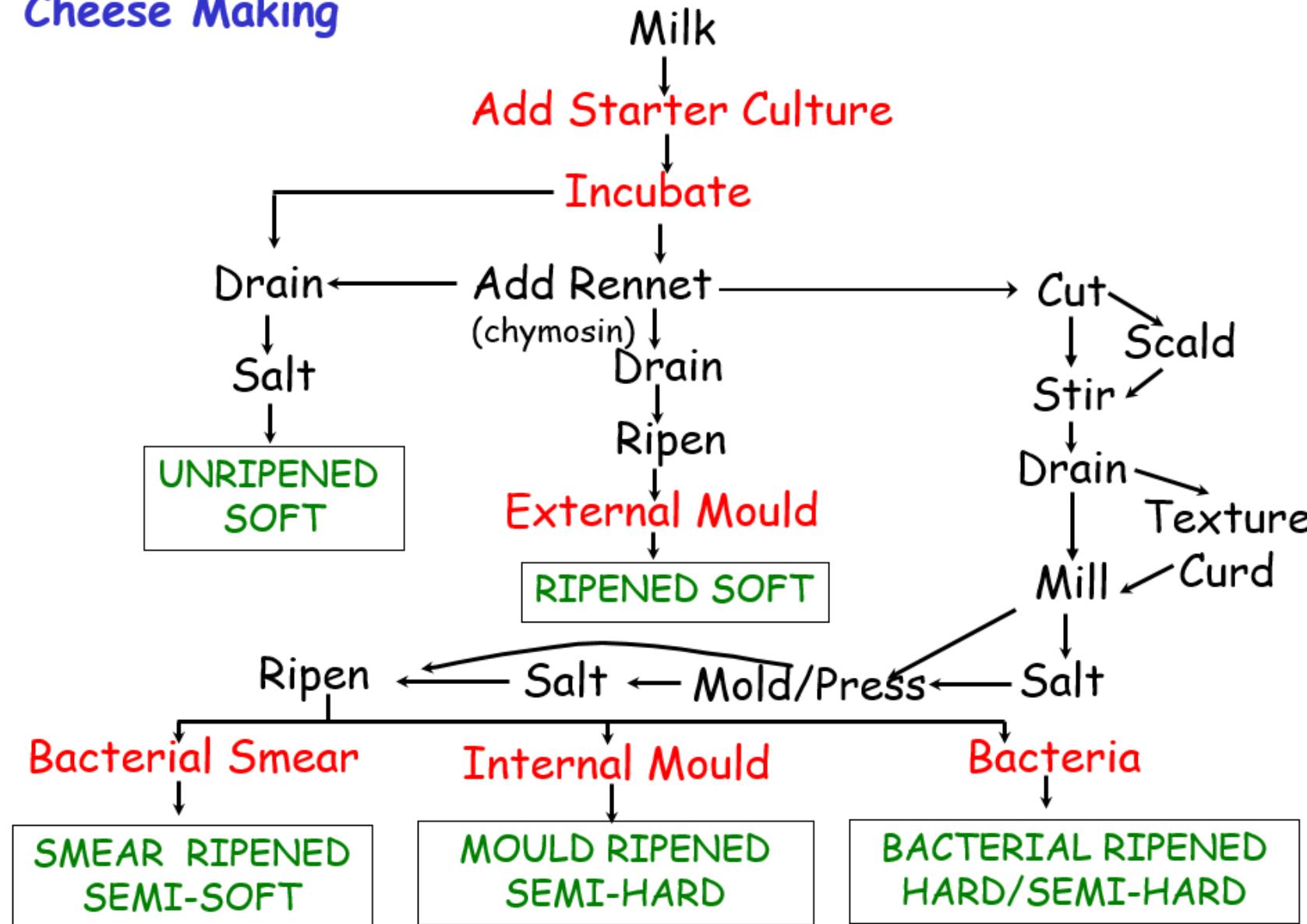
1. Yes
2. No



Phage = virus that infects bacteria; can be used to kill bacteria causing infection or food poisoning

Liven up a rather dry topic

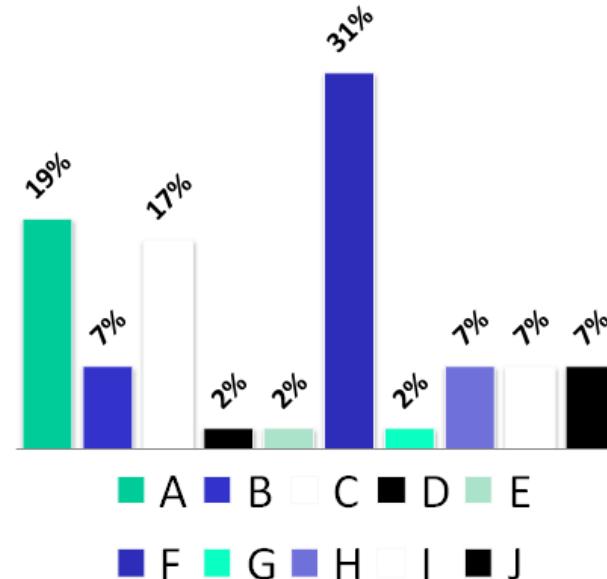
Cheese Making



Liven up a rather dry topic

What is your favourite cheese?

- A) Cheddar
- B) Wensleydale
- C) Brie
- D) Camembert
- E) Edam
- F) Mozzarella
- G) Cottage
- H) Parmesan
- I) Stilton
- J) Urrgh, none

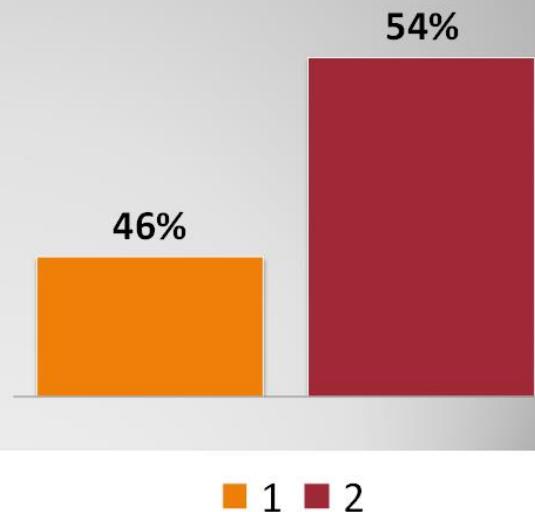


Use the same question at the end of one lecture and the start of another or in an in-course lecture and again in a revision lecture at the end of the module

End of one lecture

Which way do flagella bunch to move a bacterial cell forward?

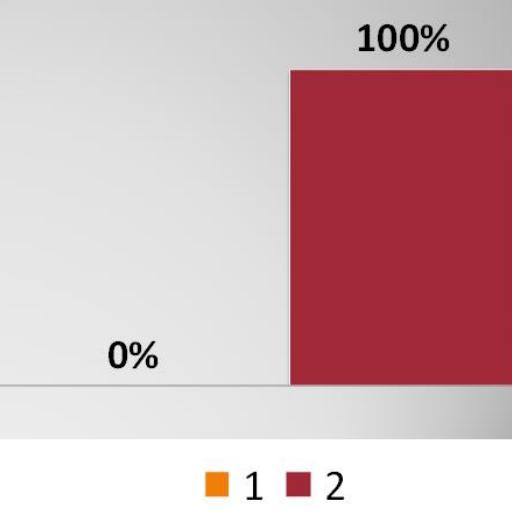
1. Clockwise
2. Counter-clockwise



Start of next lecture

Which way do flagella bunch to move a bacterial cell forward?

1. Clockwise
2. Counter-clockwise

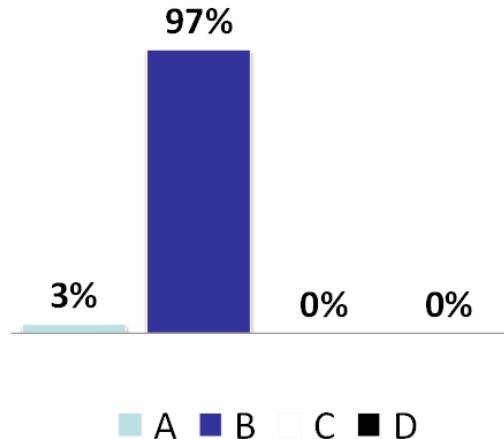


Use the same question at the end of one lecture and the start of another or in an mid-course lecture and again in a revision lecture at the end of the module

Mid-course lecture

What is the water activity of pure water?

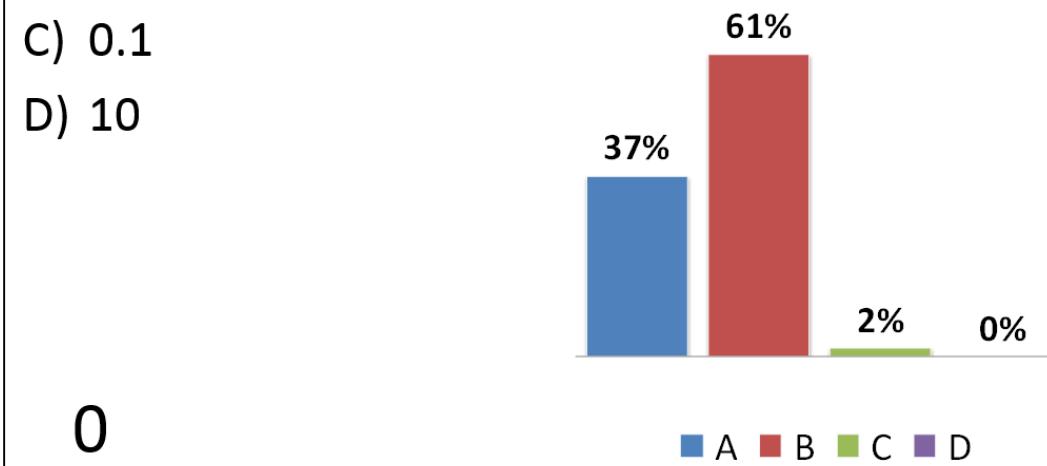
- A) 0
- B) 1
- C) 0.1
- D) 10



Revision lecture

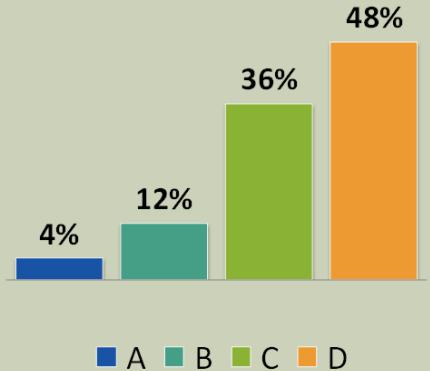
What is the water activity of pure water?

- A) 0
- B) 1
- C) 0.1
- D) 10



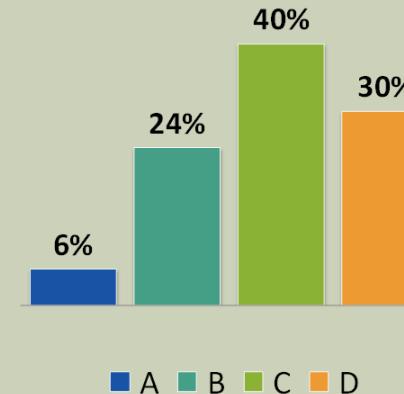
WHAT ARE MARKING CRITERIA?

1. I have no idea what you're talking about.
2. I think I know what they are, but I've never used them before.
3. I've seen them before when I've had work returned.
4. I've used them before to prepare for an assignment.



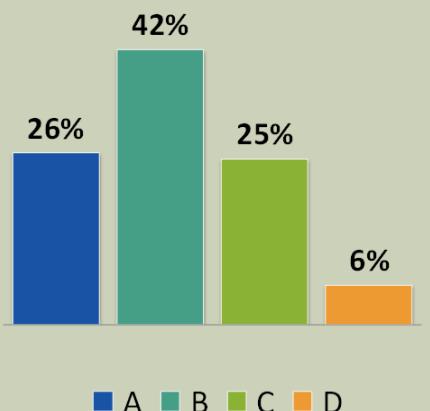
HAVE YOU EVER WRITTEN A LAB REPORT?

1. Yes, multiple times.
2. Yes, but only once or twice.
3. No.
4. I'm not sure if what I've written would count as a lab report.



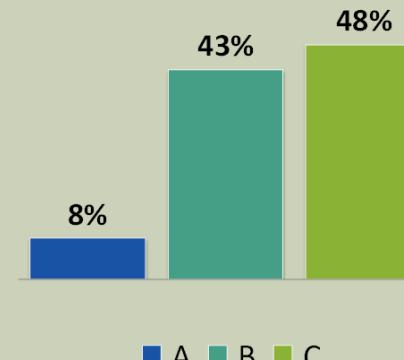
Have you ever read a research paper published in a peer-reviewed journal?

1. Yes.
2. I've read some but found them difficult to understand.
3. No.
4. I'm not sure what you mean by a peer-reviewed journal.



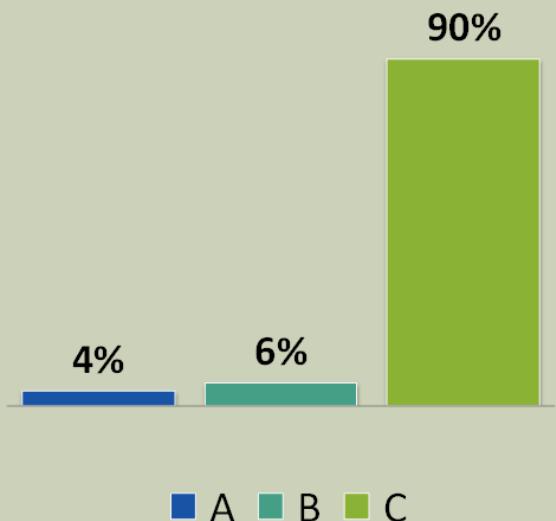
Write your report "in the format of a scientific paper" – do you know what this means?

1. Yes.
2. No.
3. To some extent.



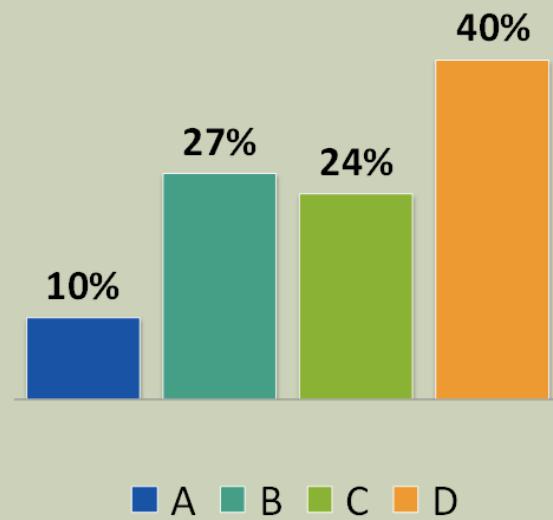
WHICH TITLE SCORED THE HIGHEST IN CRITERION #1?

1. Example #1
2. Example #2
3. Example #3



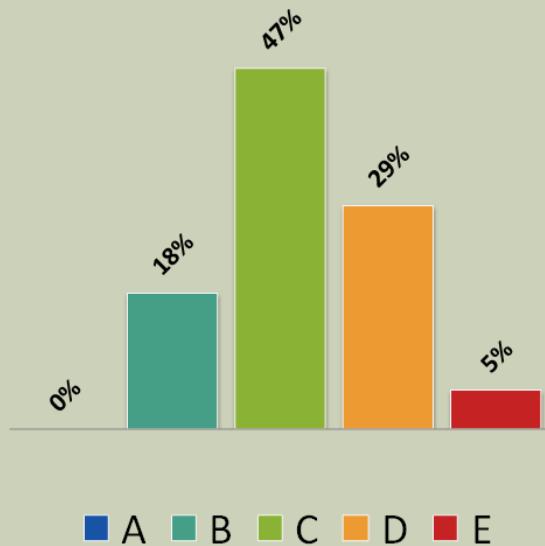
WHAT IS FLAWED ABOUT THE TWO INTRODUCTION EXAMPLES?

1. They're too short.
2. Grammar problems (including the non-italicised species name).
3. They don't include background information.
4. They don't adequately explain the objectives.



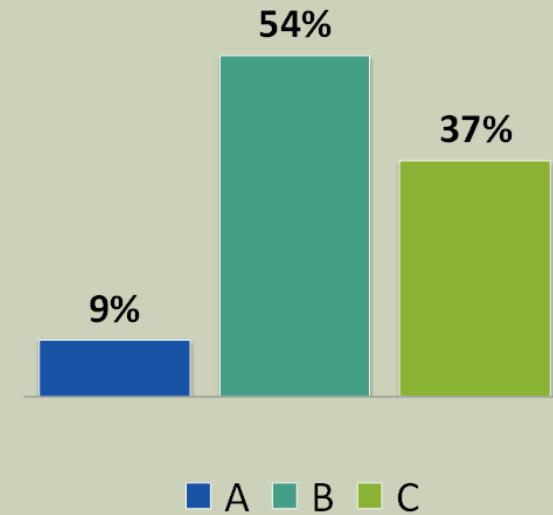
INTO WHAT GRADE BOUNDARY WOULD RESULTS EXAMPLE #1 FALL?

1. 0-39
2. 40-49
3. 50-59
4. 60-69
5. 70-100



DO YOU FEEL MORE COMFORTABLE USING THE MARKING CRITERIA AFTER THIS SESSION?

1. No, still confused.
2. Yes, to a certain extent.
3. Definitely!



Word cloud v most common responses

Word clouds are good if:

- lots of different responses, some more popular than others (and ideally easy to spell)
- not too difficult
- you don't mind what appears on the screen!

To grow as a biofilm, cells need moisture, a source of nutrients and...

Memes

O₂ to of attachment

Good

Time environment

little

love

grow

Temperature

Oxygen

Other on bit

Whitesquirrel

Space

dab

Help

mam

Ph

mam

Home

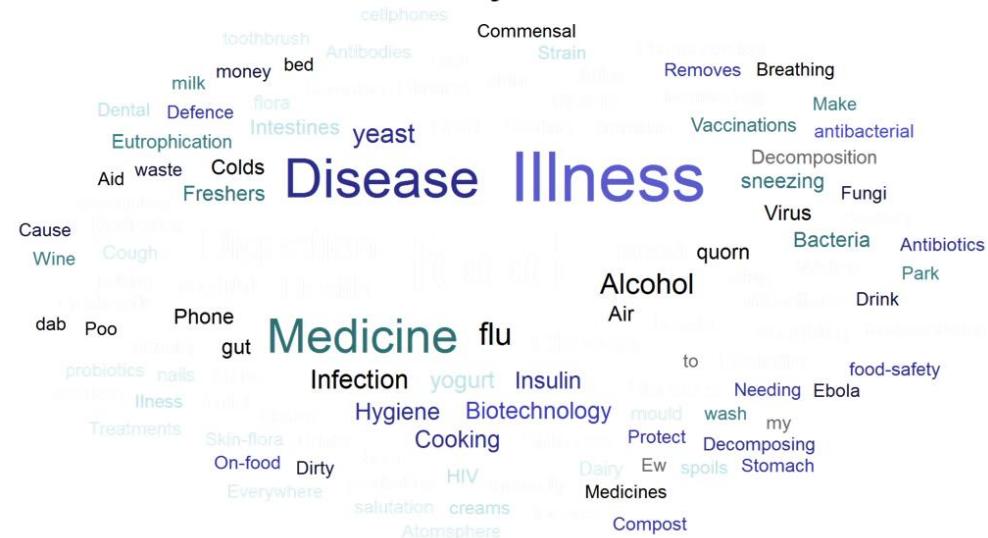
Justice

A-solid-surface

ya

Harambe

Write as many things that you can think of where micro-organisms affect your daily life



If there is one cell present at the start, how many cells are present after 4 doubling times?

2x2x2x2	64	32	squirrel
69			
Justice for			white
Clubs			

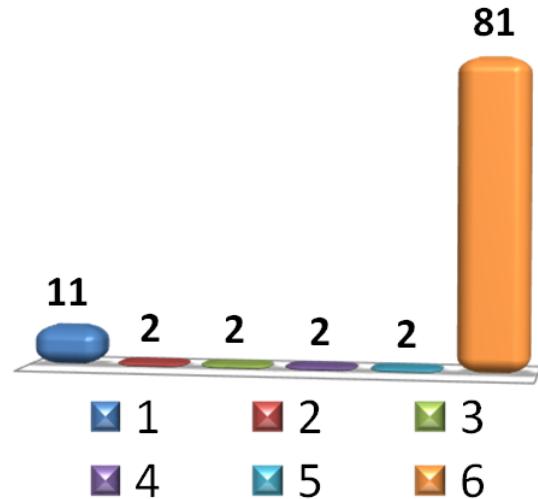
Word cloud v most common responses

Most common responses are good if:

- not many different answers or ways to phrase (and ideally easy to spell)
- not too difficult
- (you don't mind what appears on the screen!) – but less of an issue as might be drowned out by correct answers

What are the differences between prokaryotic and eukaryotic cells?

Responses	
1	NUCLEUS
2	?
3	EUKARYOTIC CELLS HAVE A NUCLEUS
4	HARAMBE
5	IDK
6	Other



Asking some Ombea questions initially makes it easier to get responses to open-ended questions

What are the main types of food spoilage that annoy you?

How do you know a food is “spoilt”?

How can food spoilage be reduced?

Welcome to the School of Biology

Dr Alison Graham, Admissions Tutor and Lecturer in Microbiology

If you have an internet-enabled device,
please log on to **ra.ombea.com** and
use the session ID **drgraham**
Guest Wi-Fi codes are available.

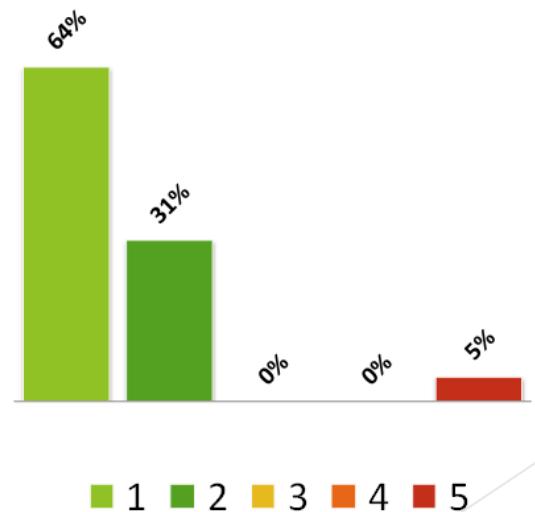


Who is in the room?

If you have an internet-enabled device, please log on to **ra.ombea.com** and use the session ID **drgraham**

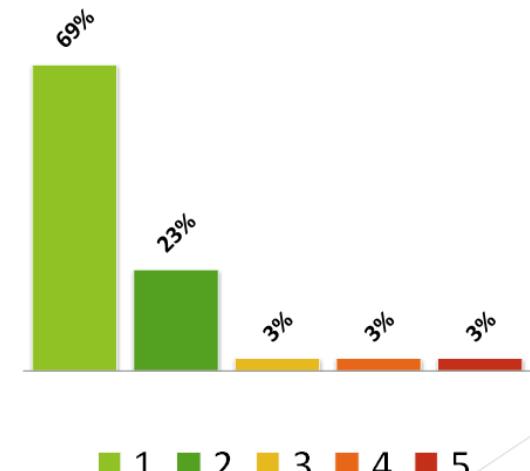
Which of these best describes you?

1. Applicant
2. Parent/guardian of applicant
3. Aunt/uncle/grandparent of applicant
4. Sibling/partner of applicant
5. Someone else



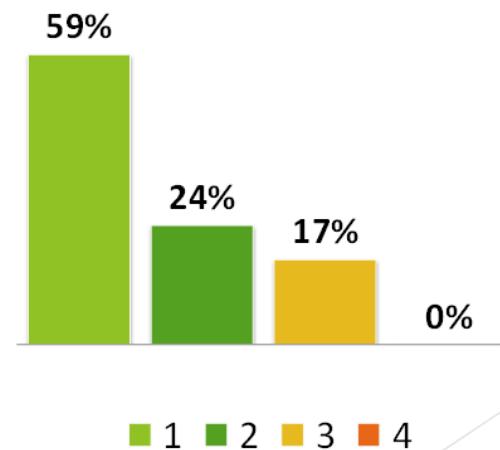
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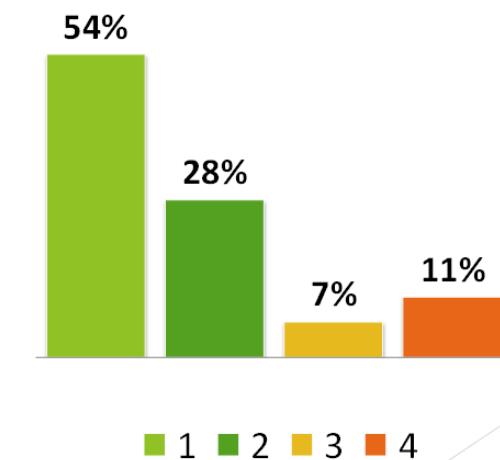
Applicants: which degree programme are you interested in?

1. Biology
2. Zoology
3. Cellular and Molecular Biology
4. Ecology and Conservation Biology



Applicants: which degree programme are you interested in?

1. Biology
2. Zoology
3. Cellular and Molecular Biology
4. Ecology and Conservation Biology



Where are you from?

upon Lincoln Cumbria

Kendal

Middlesbrough

Mars Bradford

Darlington

Avon

Whitley Carlisle

Peterborough

Sunderland

Gosforth

Newcastle

Burnley

Stratford

Harrogate

durham

Hull

London

York Derbyshire

Gateshead county

Sheffield

Liverpool

Worcester

Manchester

Derby Stanley

near

Managerless-Leicester
Keswick Peterborough
Bonnie-Scotland
Gateshead Derby Hartlepool Pontefract
Newcastle London Macclesfield
Durham Liverpool Coventry
Duffus Hull Shields Huddersfield
Bath South Darlington
Oxford

Map of the United Kingdom showing city names in various colors, representing different regions or administrative areas.

Major cities in large, bold, black text:

- London
- Manchester
- Leeds
- Birmingham
- Nottingham
- Sheffield
- Cardiff
- Glasgow

Cities in red text:

- Newcastle
- Doncaster
- Mid-Wales
- Heltwhistle
- Torquay
- Sunderland

Cities in green text:

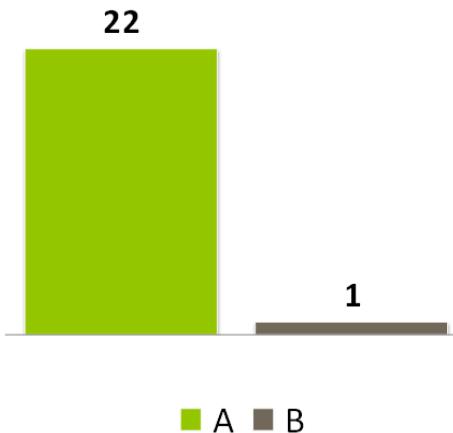
- Northampton
- Guildford
- Lincoln
- Lancaster
- Leicester
- Carlisle
- Liverpool
- Nottingham
- London
- Harrogate
- Buxton
- Middlesbrough
- Market-Harborough
- Berwick-upon-Tweed

Cities in orange text:

- Lincolnshire
- Darlington
- Norwich
- Wales
- Grantham
- Chester
- Huddersfield
- Blackburn
- Gateshead

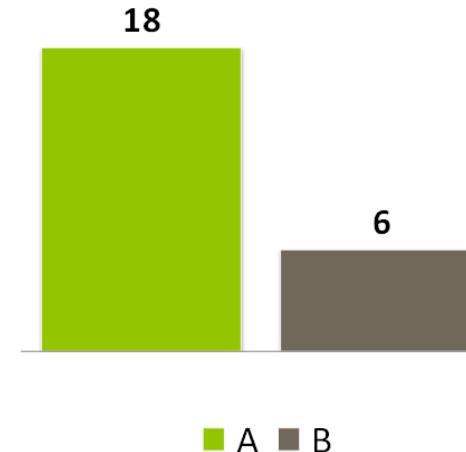
Did you contact your mentees to follow up the Welcome Letter?

- A) Yes
- B) No



Did any mentees respond to you or contact you first?

- A) Yes
- B) No



What did your mentees ask about?



Plan for next meeting?



“I liked the integration of Ombea questions into the slides, and how these were used to revise the previous lecture at the start of a new one.”

“I like the use of ombea response app in lectures”

“Using the Ombea response app was fun for participating in lectures”

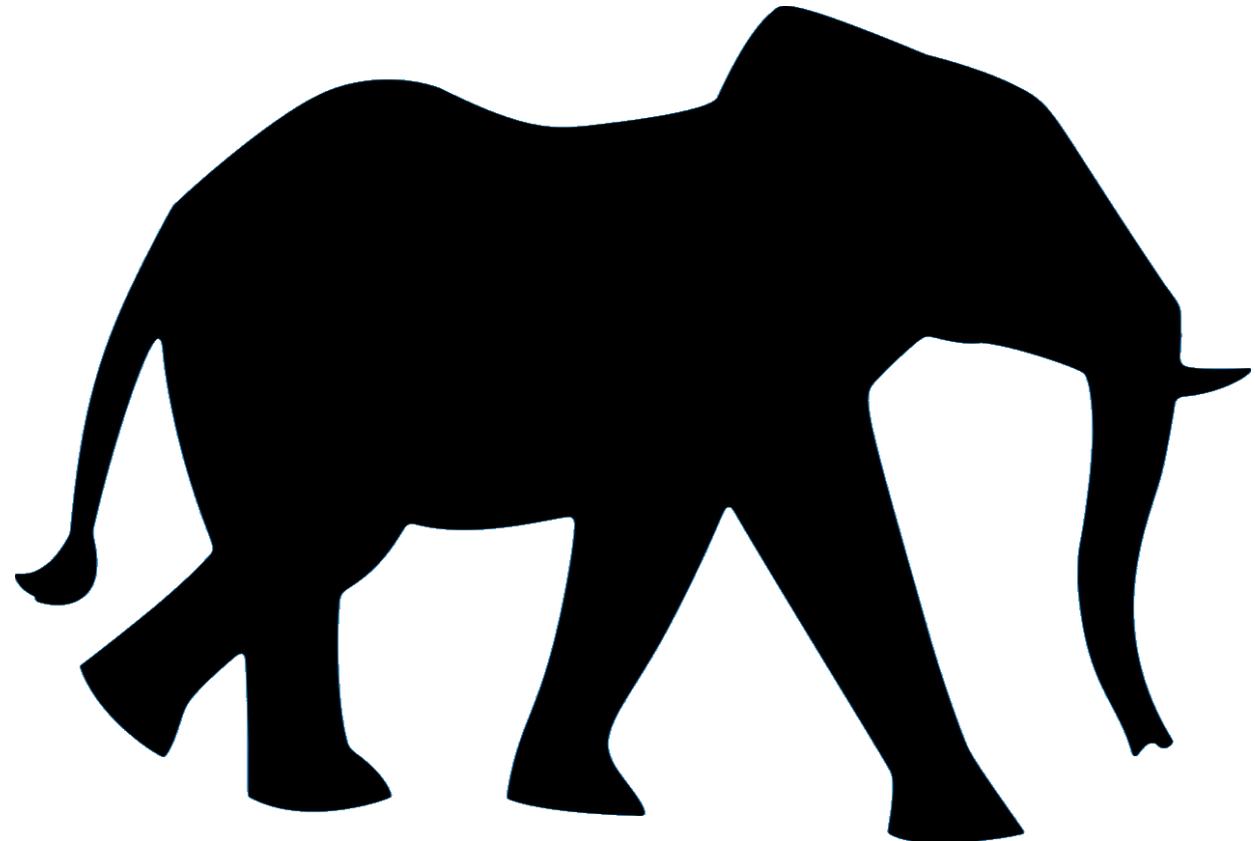
“What are the best features of this module?” – “Cheese lecture”

Things to consider:

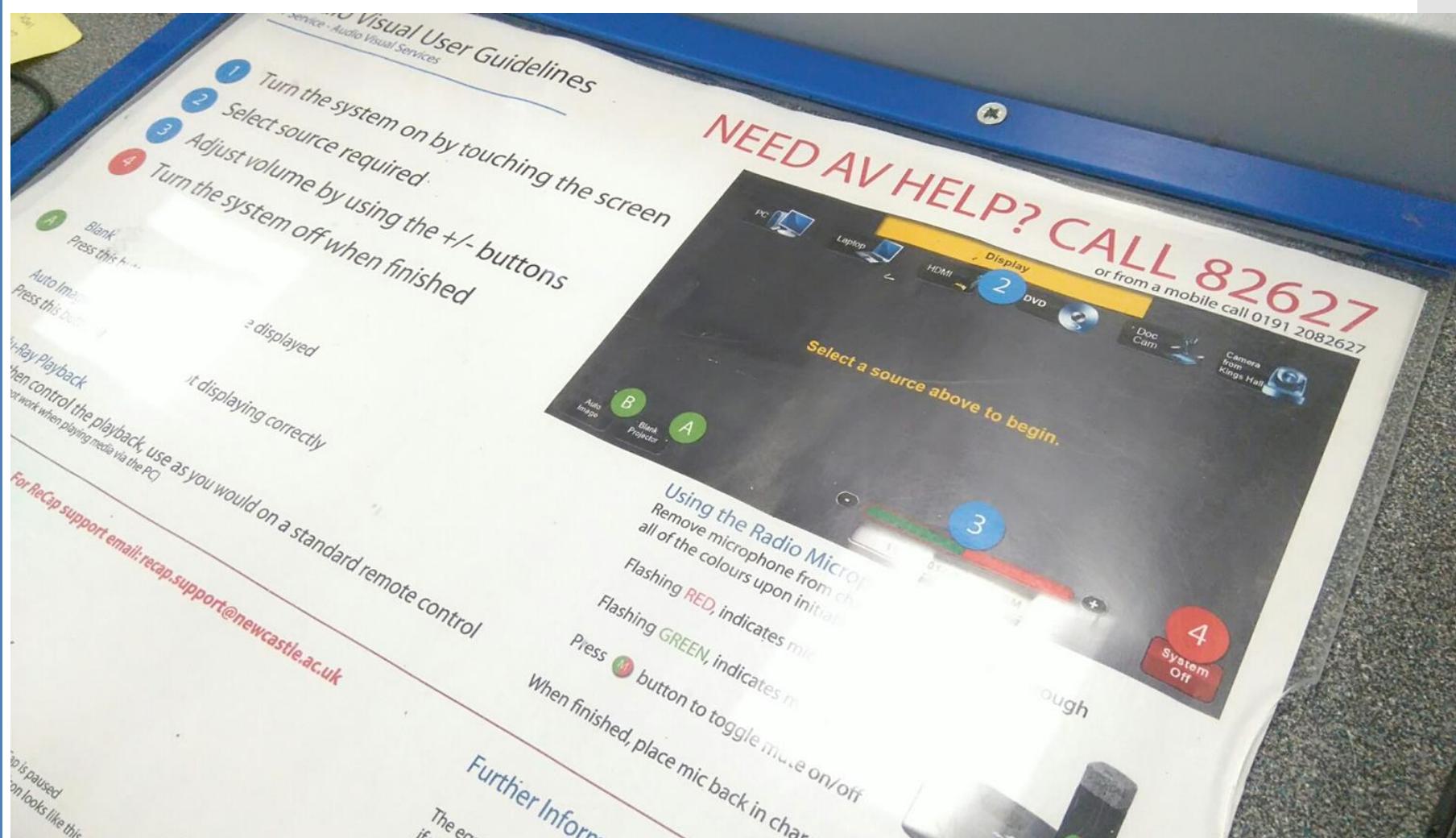


- **Need an account but once you have one, you have one session ID that follows you!!!**
- **Leave enough time to use questions properly.**
- **Conversion from Ombea to PowerPoint and accessibility for students (of slides and access to web-enabled devices)**
- **Other audience response systems are available e.g. Kahoot!**

Using the
technology in the
room



Basic info in each room



Doc Cam =
Visualiser



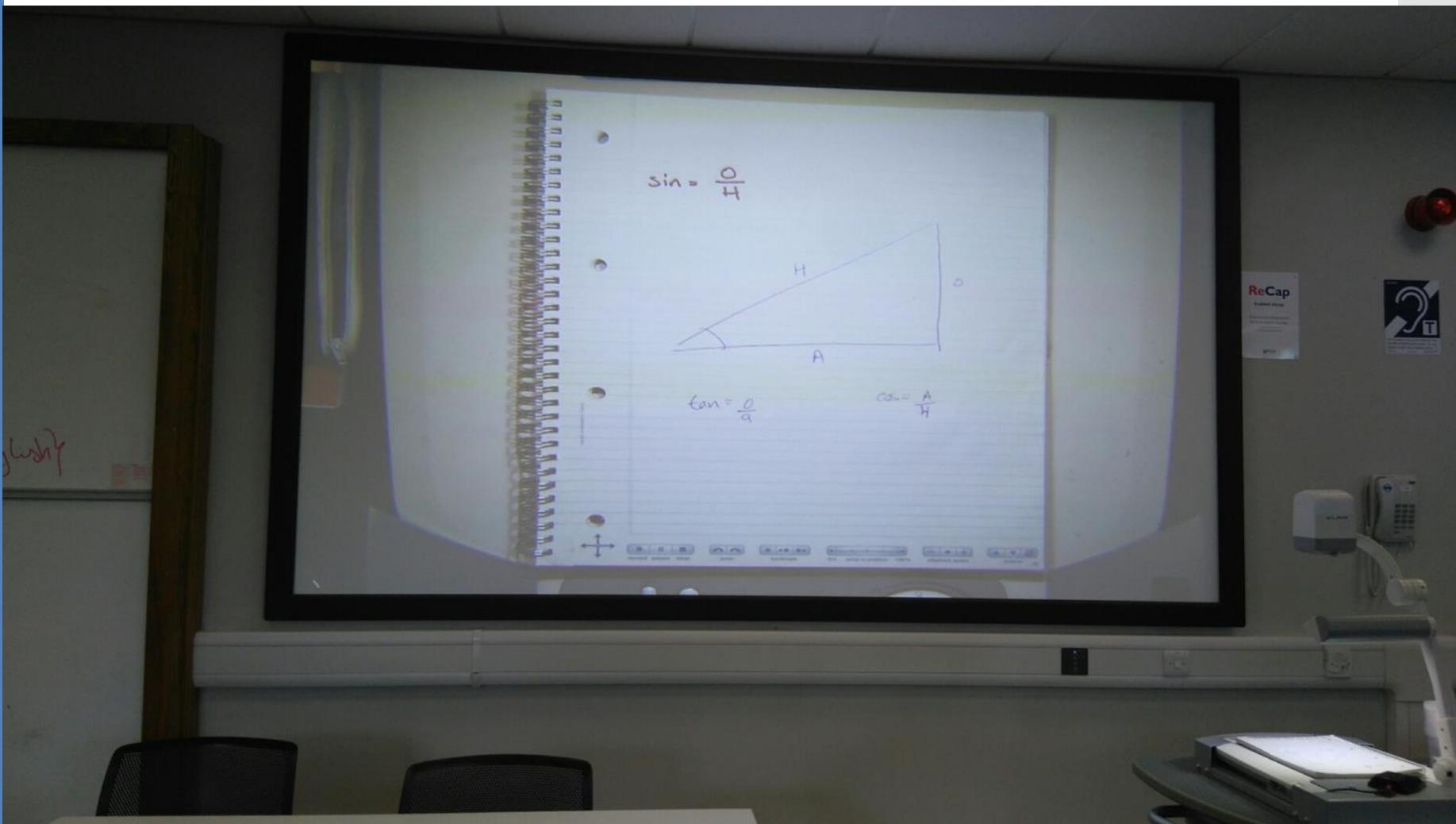
Visualiser (one of two designs)



Turn it on and turn
on the light



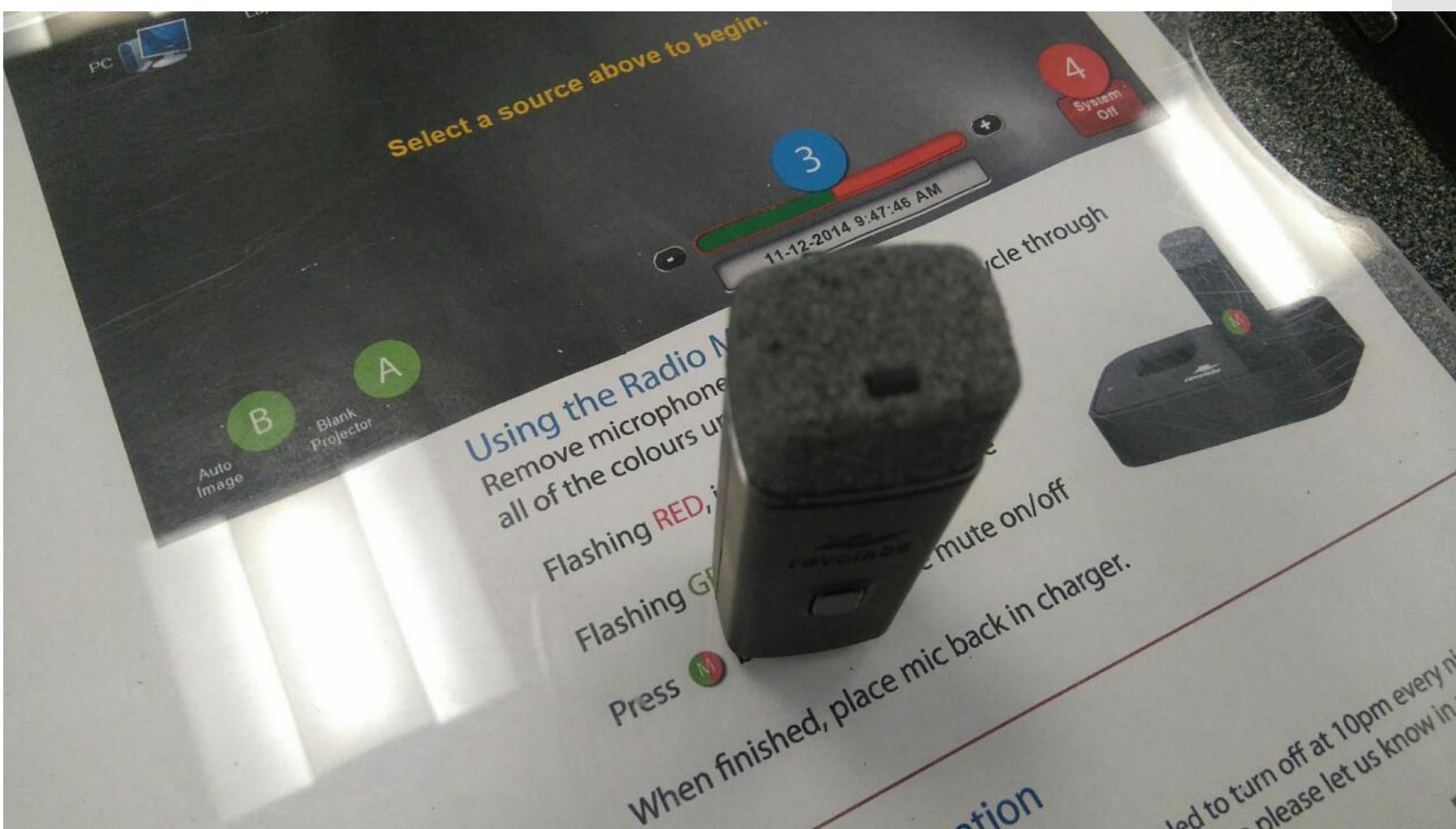
Is it legible from the back?





Au
IT Se

Lapel mic



Put it back in to charge!

Using the Radio Microphone

Remove microphone from charger, LED will cycle through all of the colours upon initiation

Flashing **RED**, indicates mic is muted

Flashing **GREEN**, indicates mic is live

Press  button to toggle mute on/off

When finished, place mic back in charger.





Wrapping up....

What next?

- Resources will be added to LTDS website and blog
- blogs.ncl.ac.uk/ltdev
- Next workshop:
Staying connected 2: Facilitating large groups outside the lecture theatre
Herschel Learning Lab, Herschel Building
19 September
www.ncl.ac.uk/ltds/about/training/feelingconnected/

W H A T
I S
L I V I N G

W H A T
I S
L I V I N G