

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)



FEEDBACK

?

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/photos/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 to 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


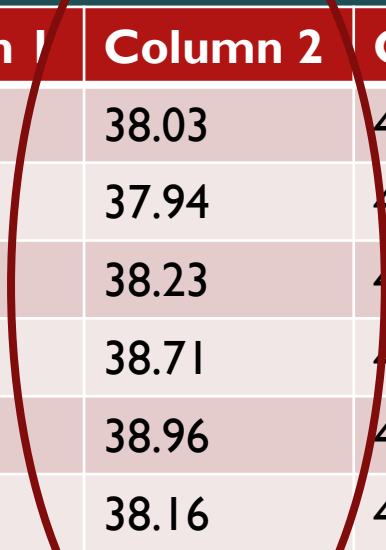


Contrast – make your point stand out



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
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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.



Clarity of
presentation

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

**Teaching
Excellence
Awards.**



NUSW
NEWCASTLE UNIVERSITY
STUDENTS' UNION

Lectures as a
“conversation”

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

**Teaching
Excellence
Awards.**



Encourage open
discussion

*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*

**Teaching
Excellence
Awards.**



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!)

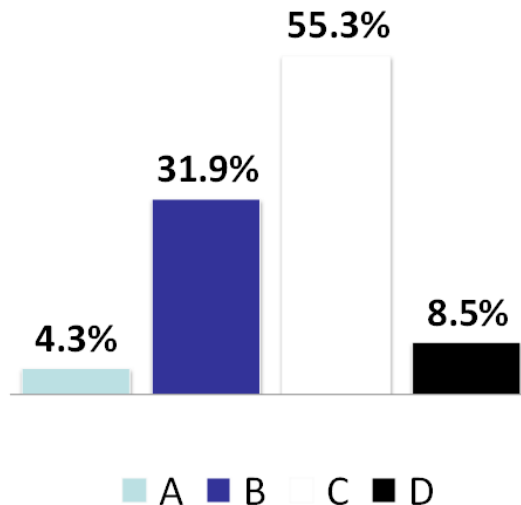
I studied microbiology at school or college.

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



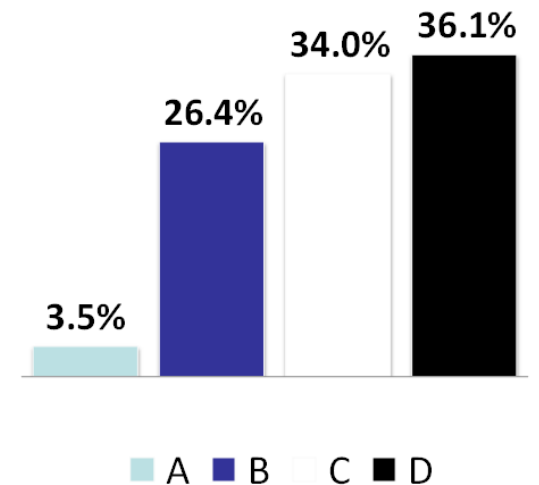
I have done practical experiments in microbiology.

A) Yes, a lot

B) Yes, a few

C) Only 1

D) None



Gauging confidence

Start of first lecture

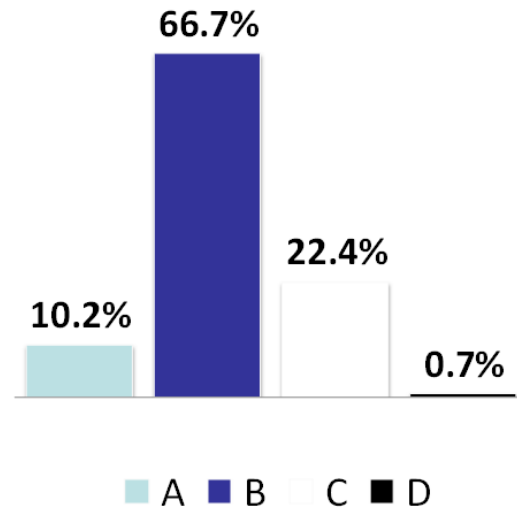
I feel confident about the microbiology module.

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

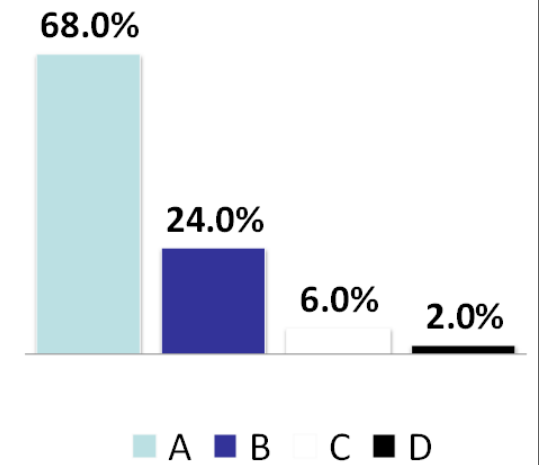
I feel confident about the microbiology module.

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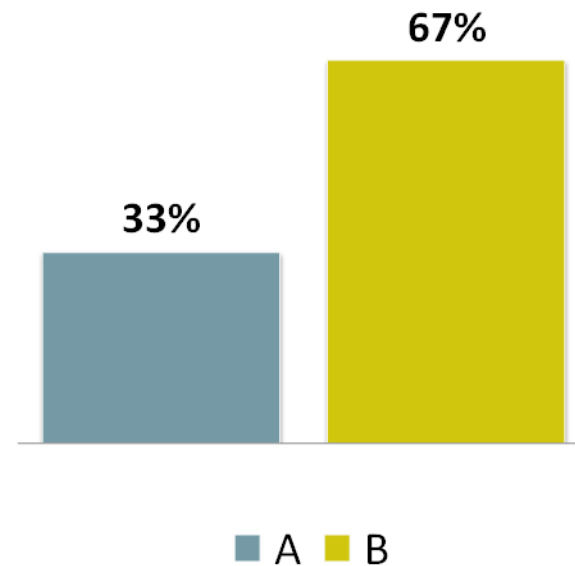


- ## Gauging knowledge on a specific example part way through a lecture
- Again shows students others don't know this concept, but some do

I know what primary and secondary metabolites are.

A) Yes

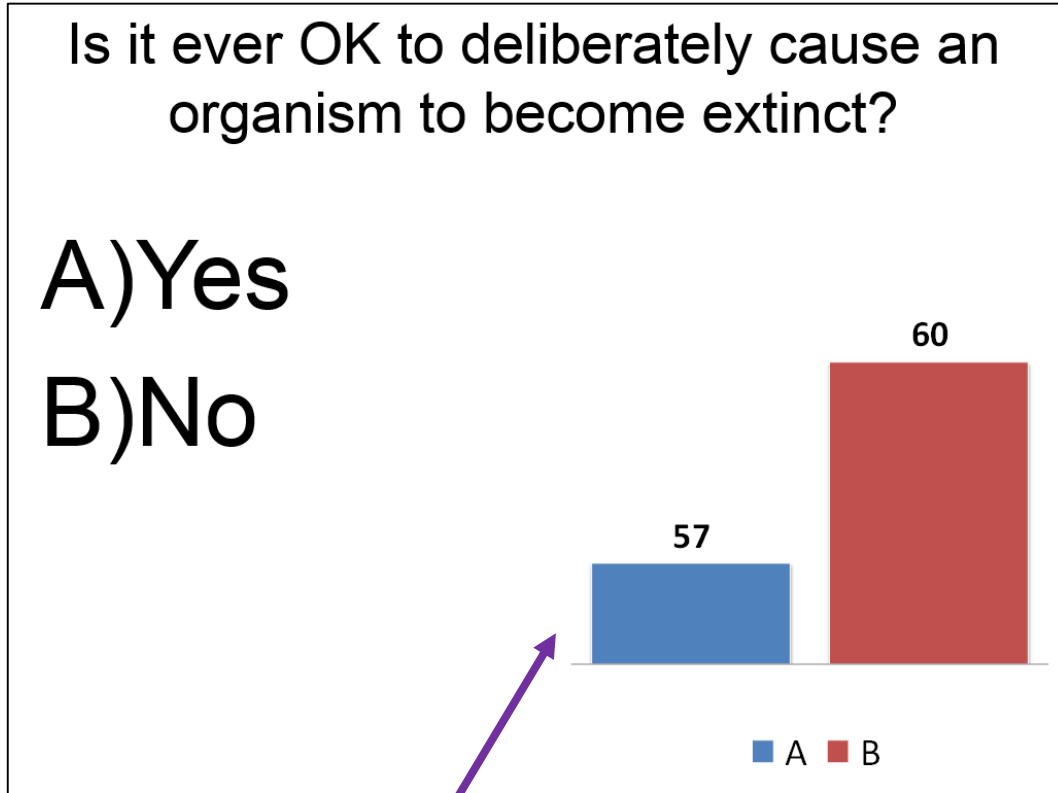
B) No



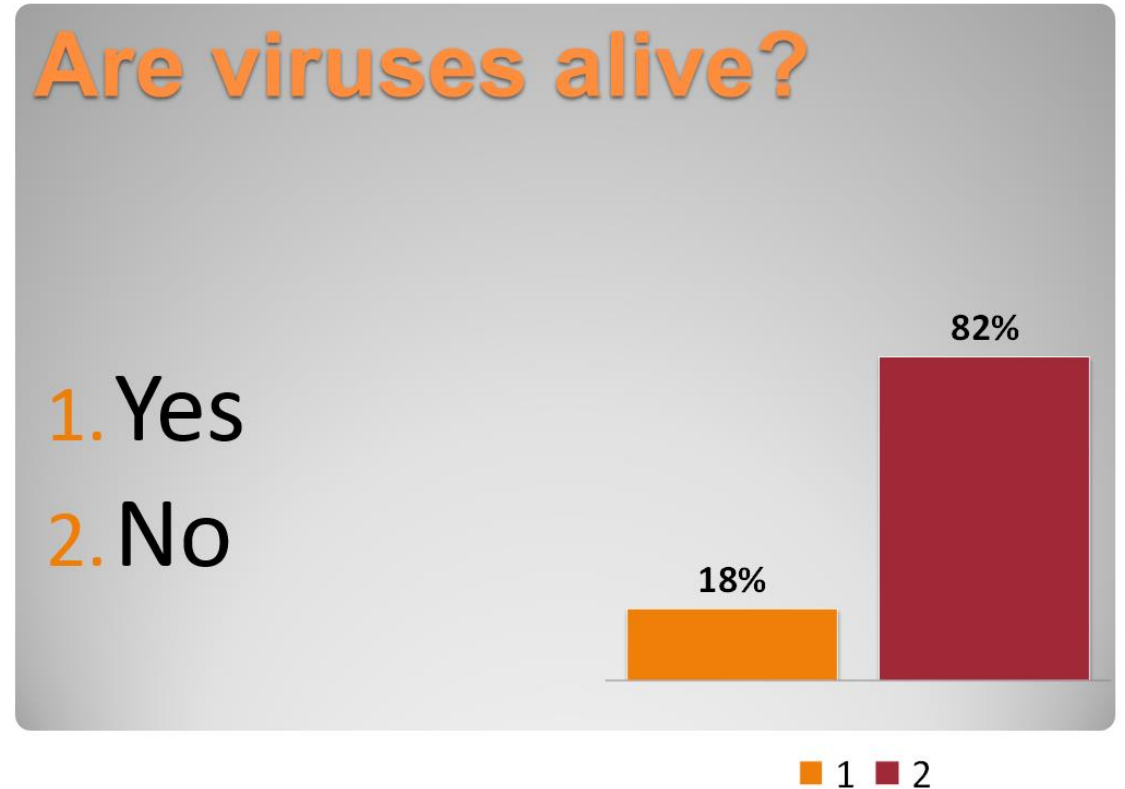
0

Student
feedback –
countdown
timer

Ask something controversial, gauge opinions

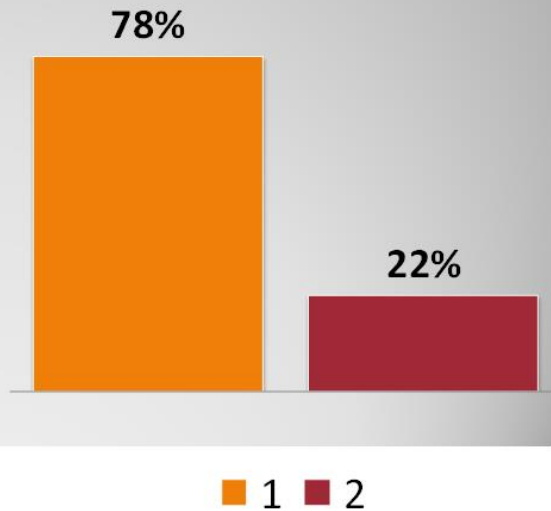


Can use counts or percent



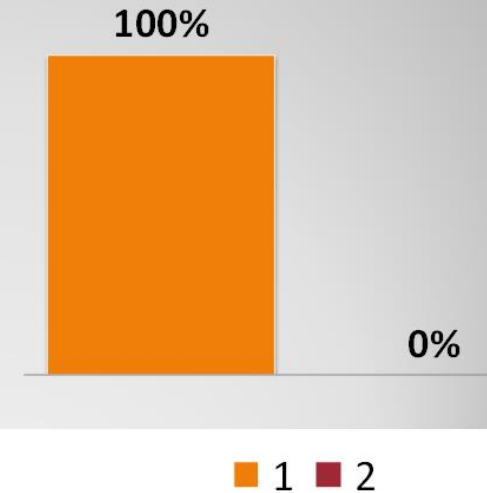
Would you eat food treated with phage?

- 1. Yes
- 2. No



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

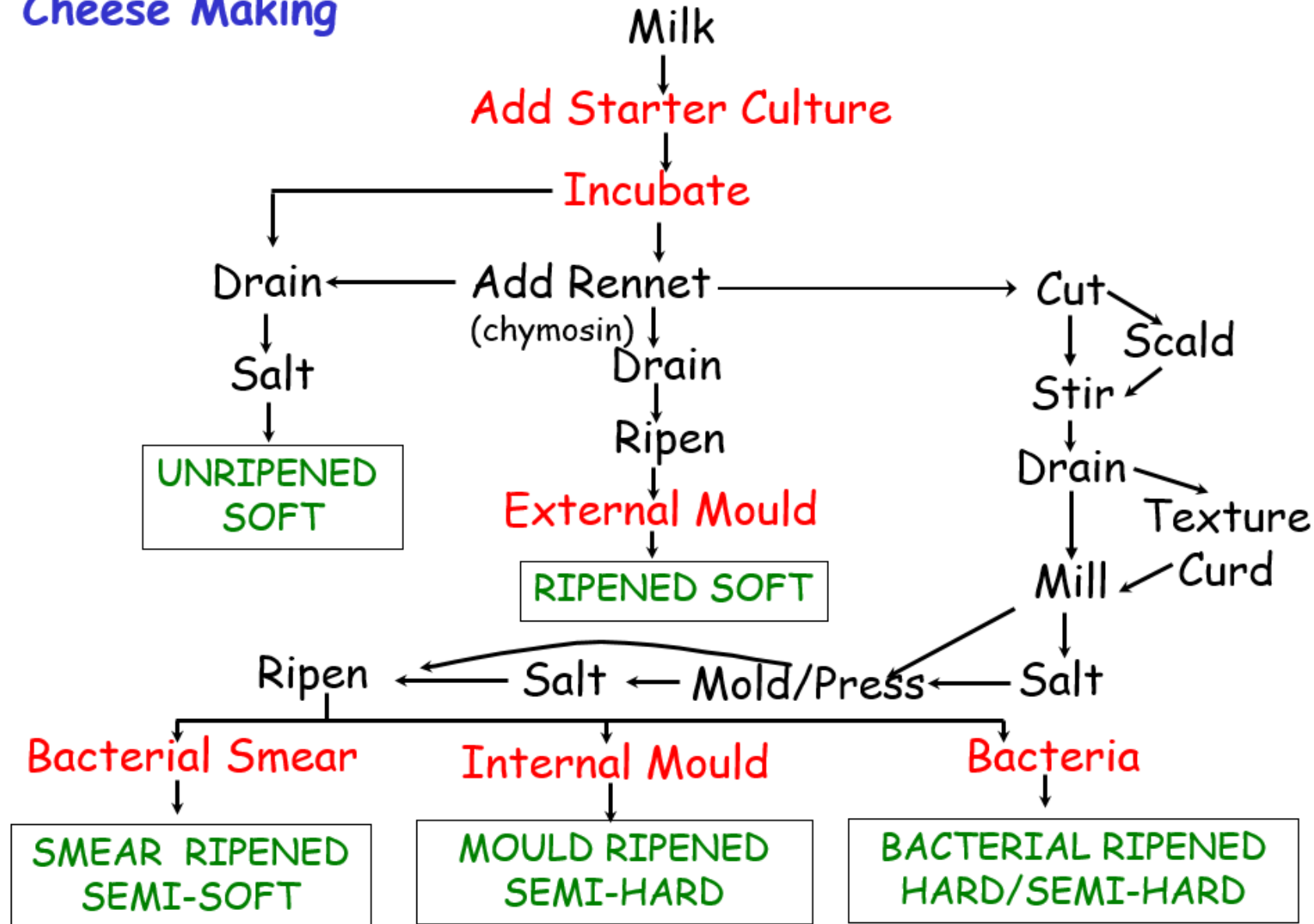
- 1. Yes
- 2. No



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

Liven up a rather dry topic

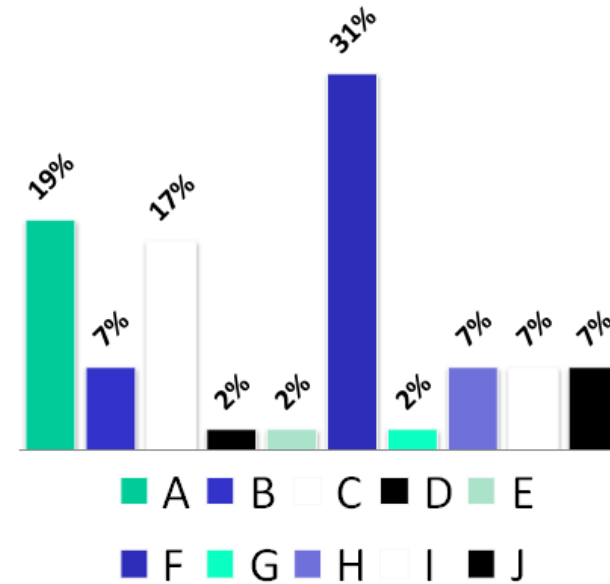
Cheese Making



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

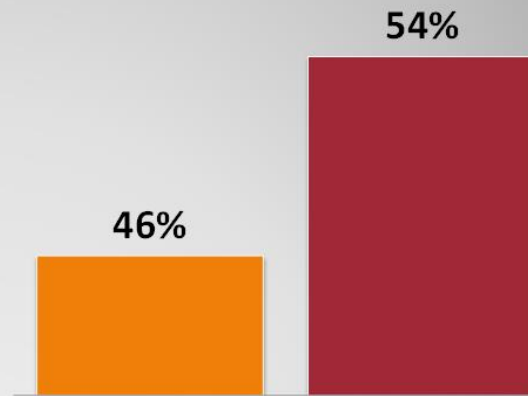


Use the same question at the end of one lecture and the start of another
or in an in-course lecture and again in a revision lecture at the end of the module

End of one lecture

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

1. Clockwise
2. Counter-clockwise

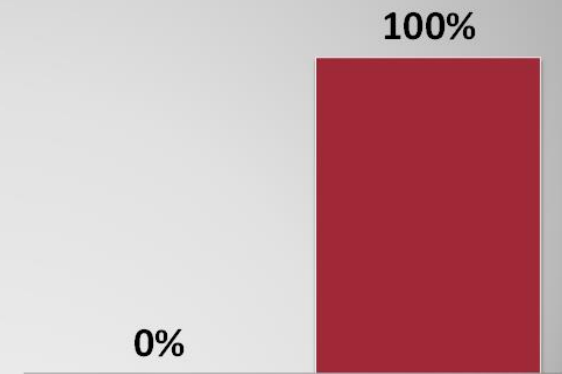


■ 1 ■ 2

Start of next lecture

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

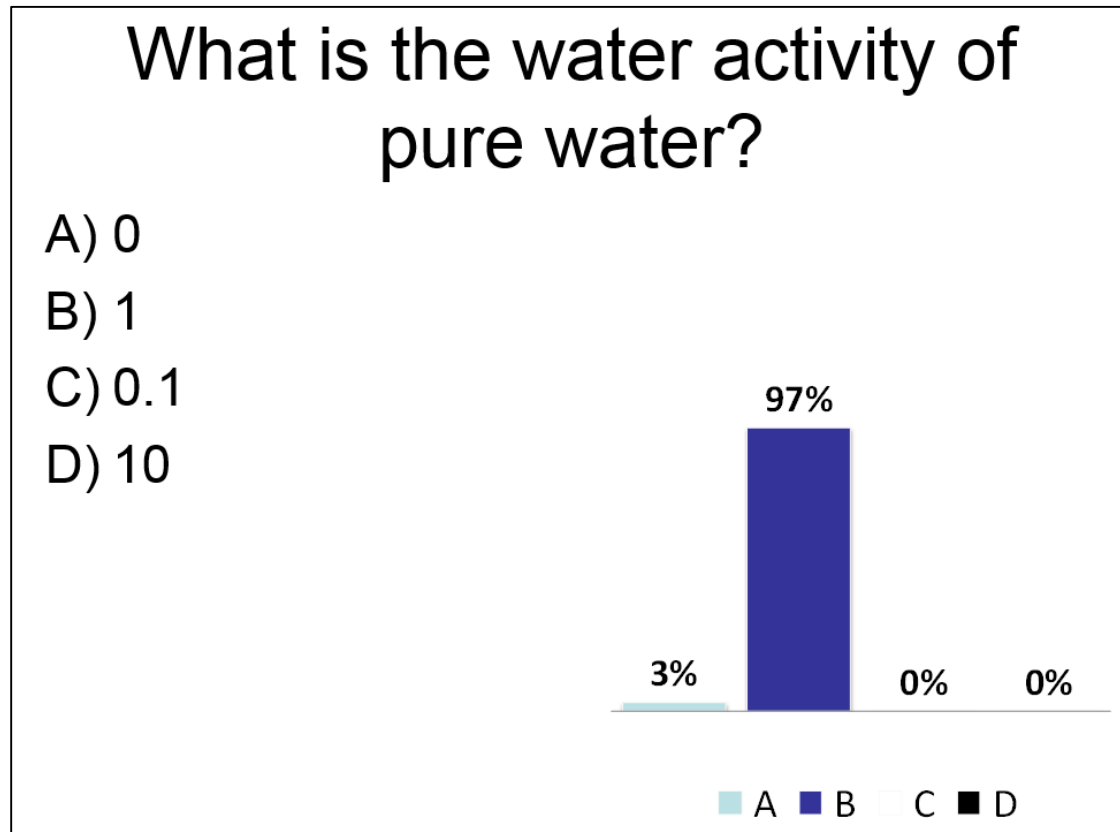
1. Clockwise
2. Counter-clockwise



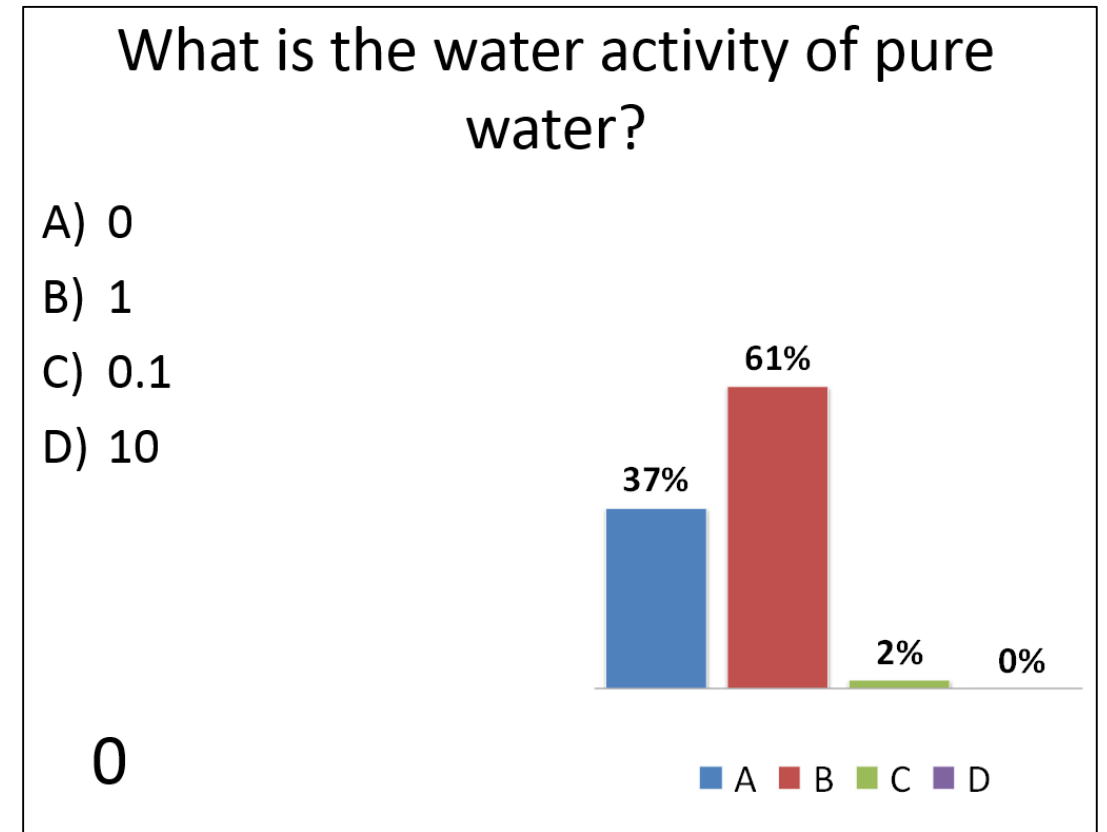
■ 1 ■ 2

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

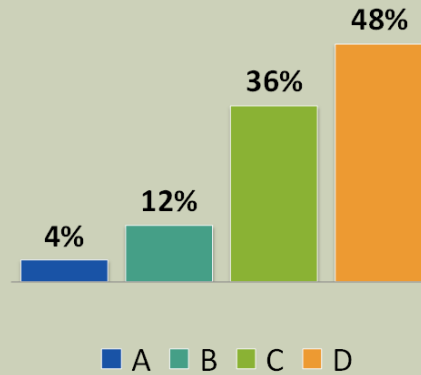


Revision lecture



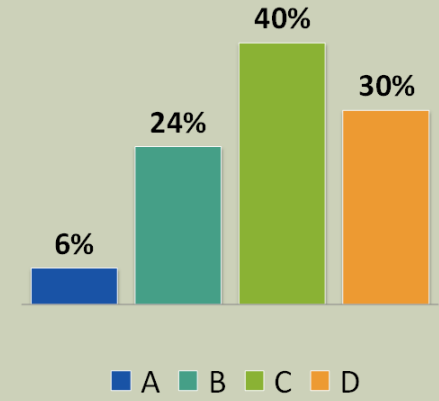
WHAT ARE MARKING CRITERIA?

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.



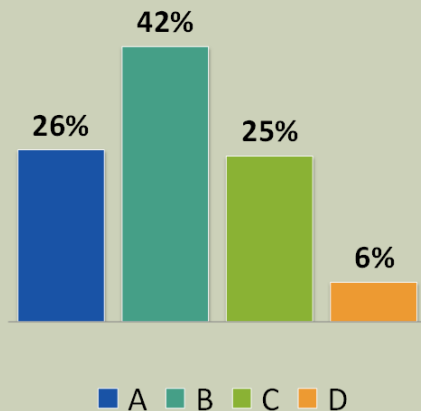
HAVE YOU EVER WRITTEN A LAB REPORT?

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.



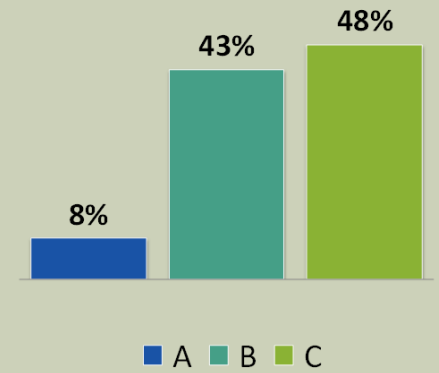
Have you ever read a research paper published in a peer-reviewed journal?

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.



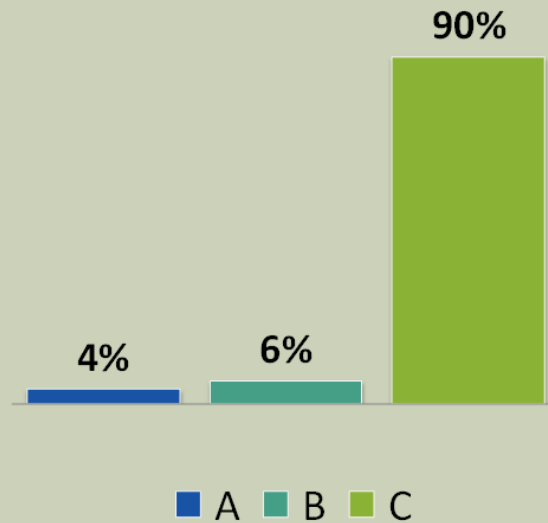
Write your report "in the format of a scientific paper" – do you know what this means?

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



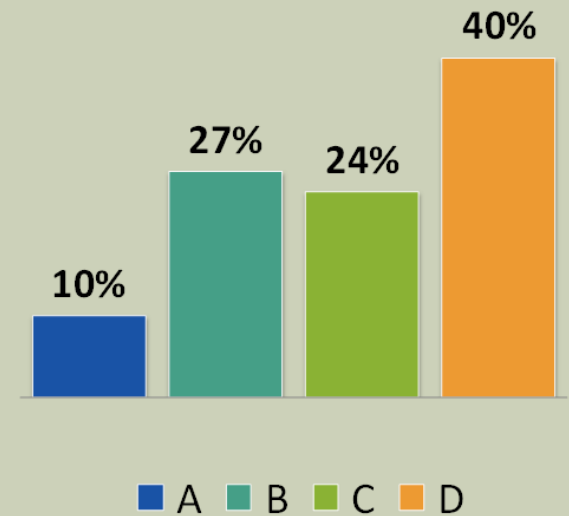
WHICH TITLE SCORED THE HIGHEST IN CRITERION #1?

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



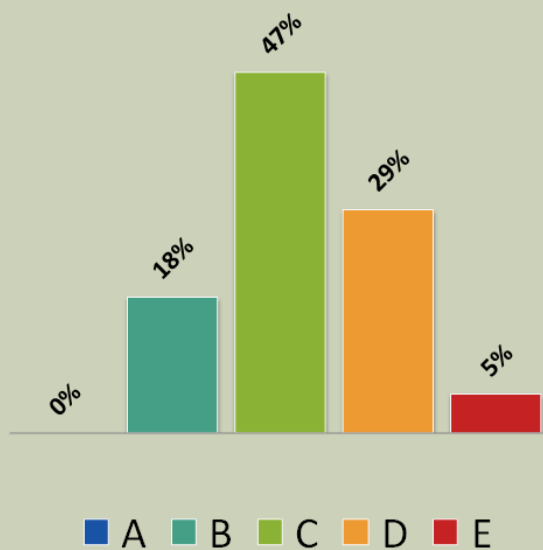
WHAT IS FLAWED ABOUT THE TWO INTRODUCTION EXAMPLES?

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.



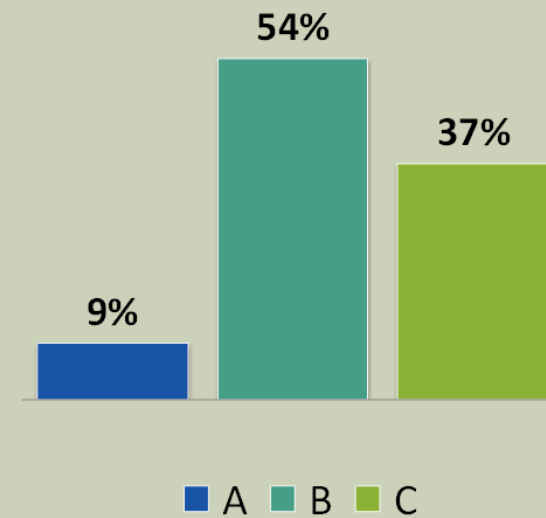
INTO WHAT GRADE BOUNDARY WOULD RESULTS EXAMPLE #1 FALL?

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!

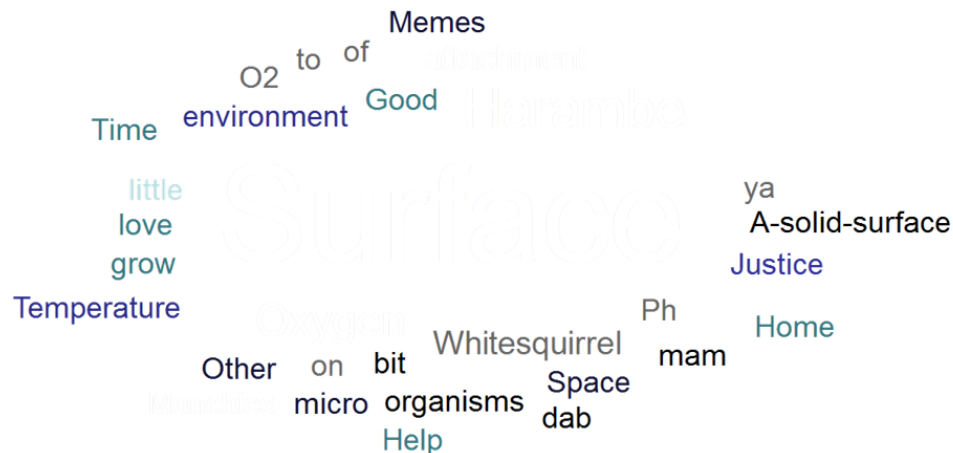


Word cloud v most common responses

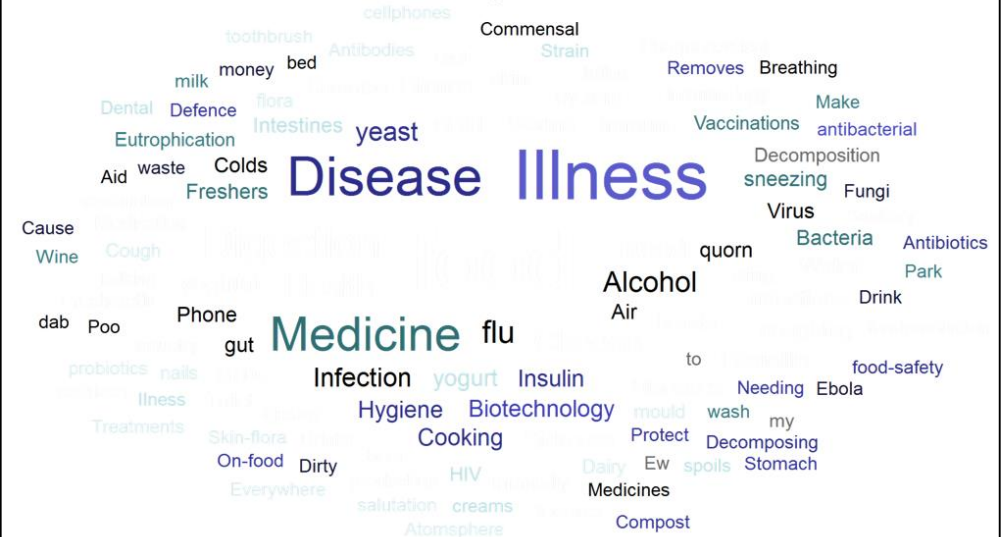
Word clouds are good if:

- 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!

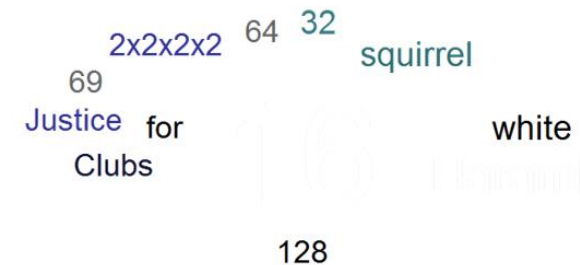
To grow as a biofilm, cells need moisture, a source of nutrients and...



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?



Word cloud v most common responses

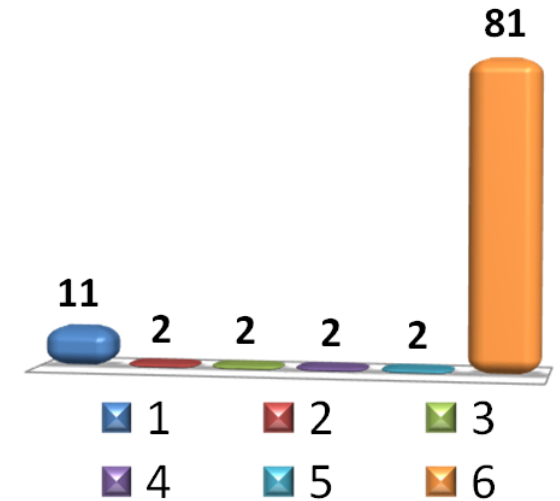
Most common responses are good if:

- 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

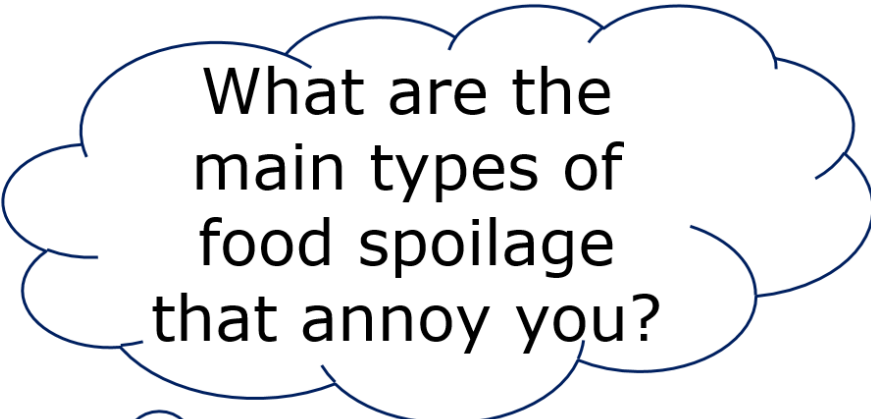
What are the differences between prokaryotic and eukaryotic cells?

Responses


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



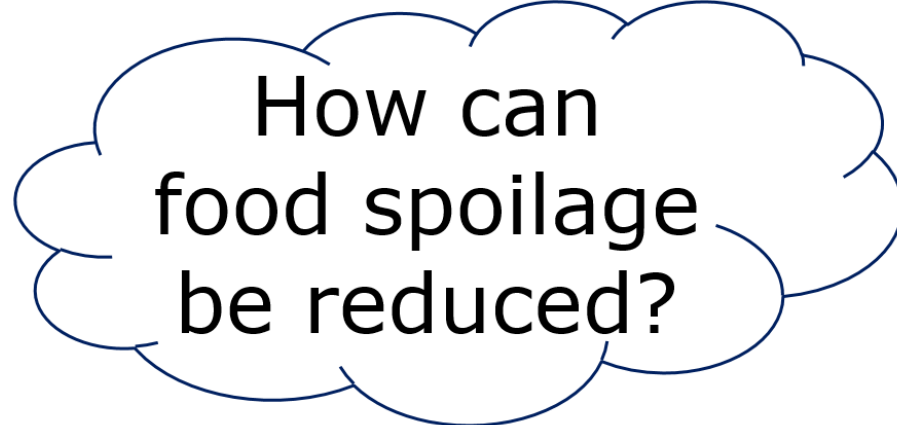
Asking some Ombea questions initially makes it easier to get responses to open-ended questions



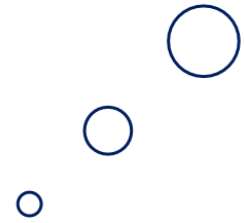
What are the main types of food spoilage that annoy you?



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.

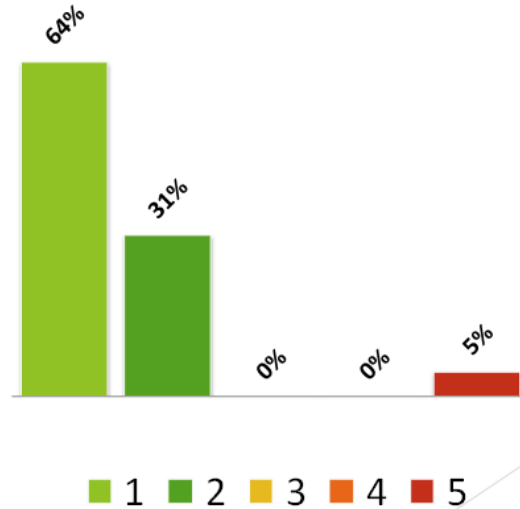


Who is in the room?

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

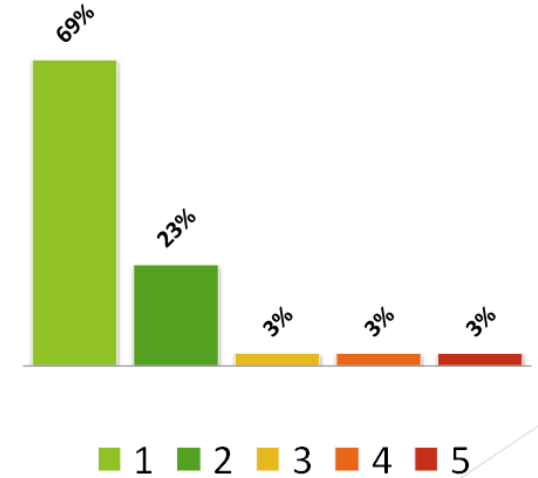
Which of these best describes you?

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



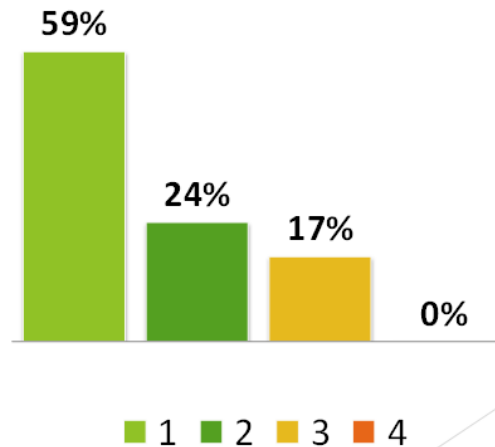
Which of these best describes you?

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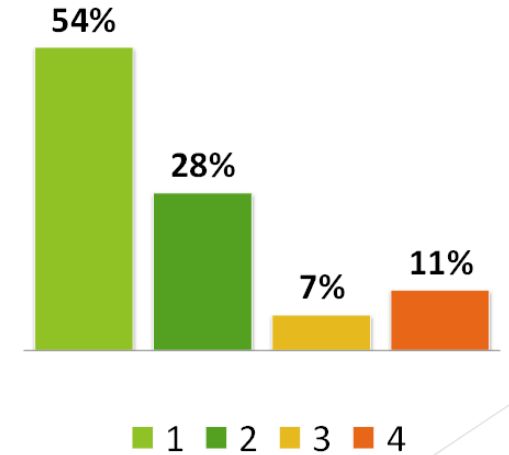
Applicants: which degree programme are you interested in?

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

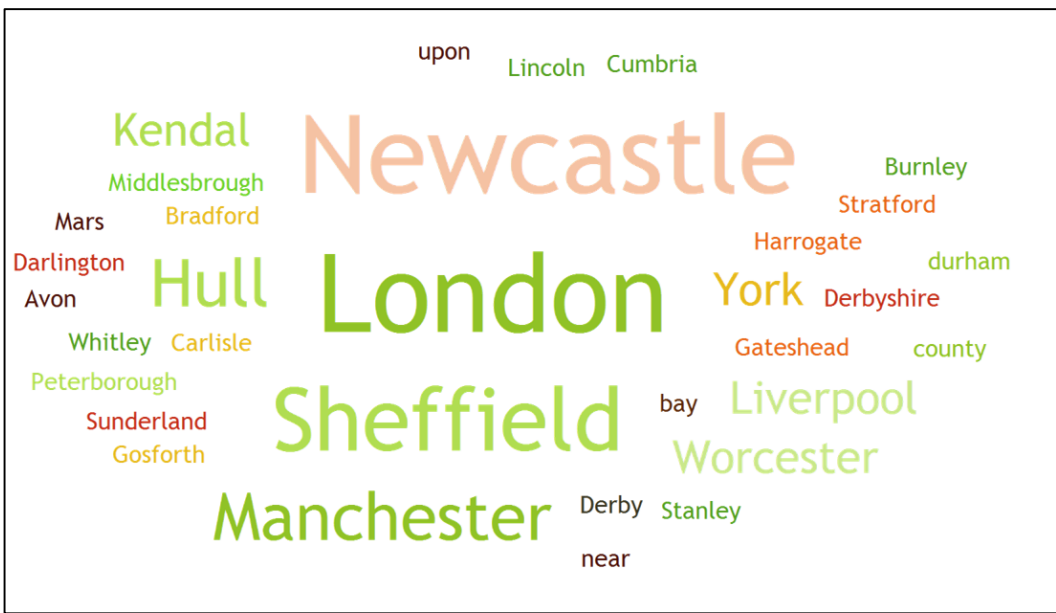


Applicants: which degree programme are you interested in?

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2. Zoology
3. Cellular and Molecular Biology
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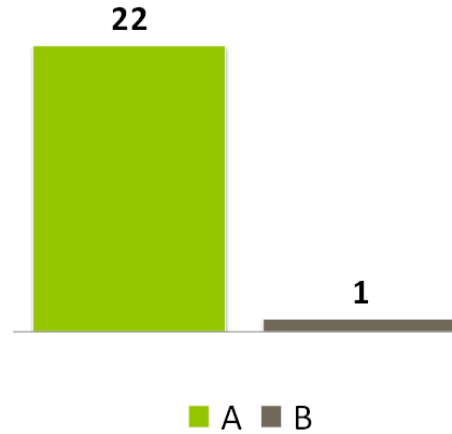


Where are you from?



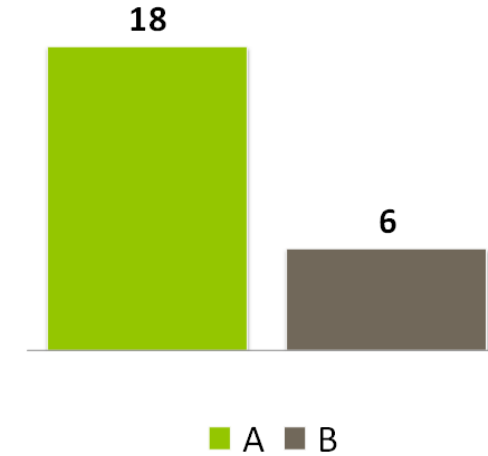
Did you contact your mentees to follow up the Welcome Letter?

- 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.”

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

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

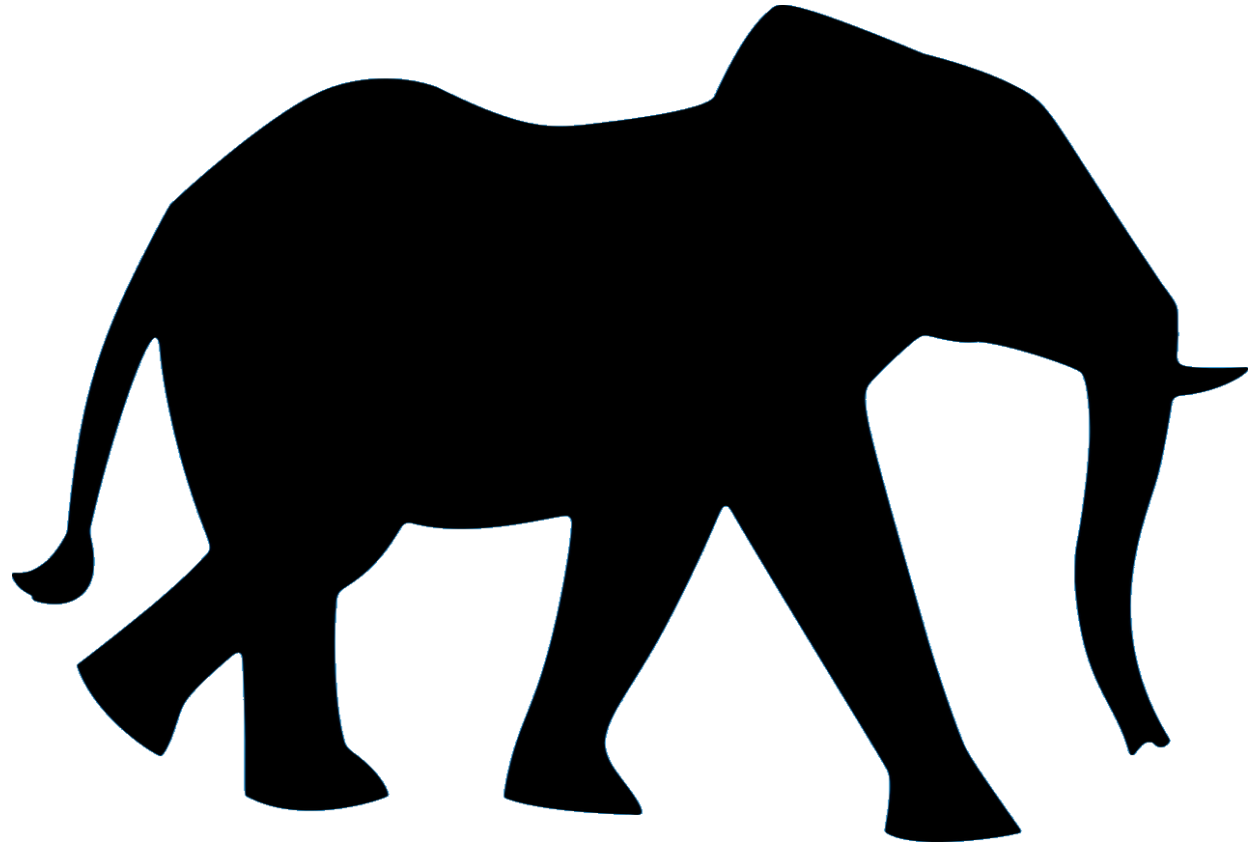
“What are the best features of this module?” – “Cheese lecture”

Things to consider:

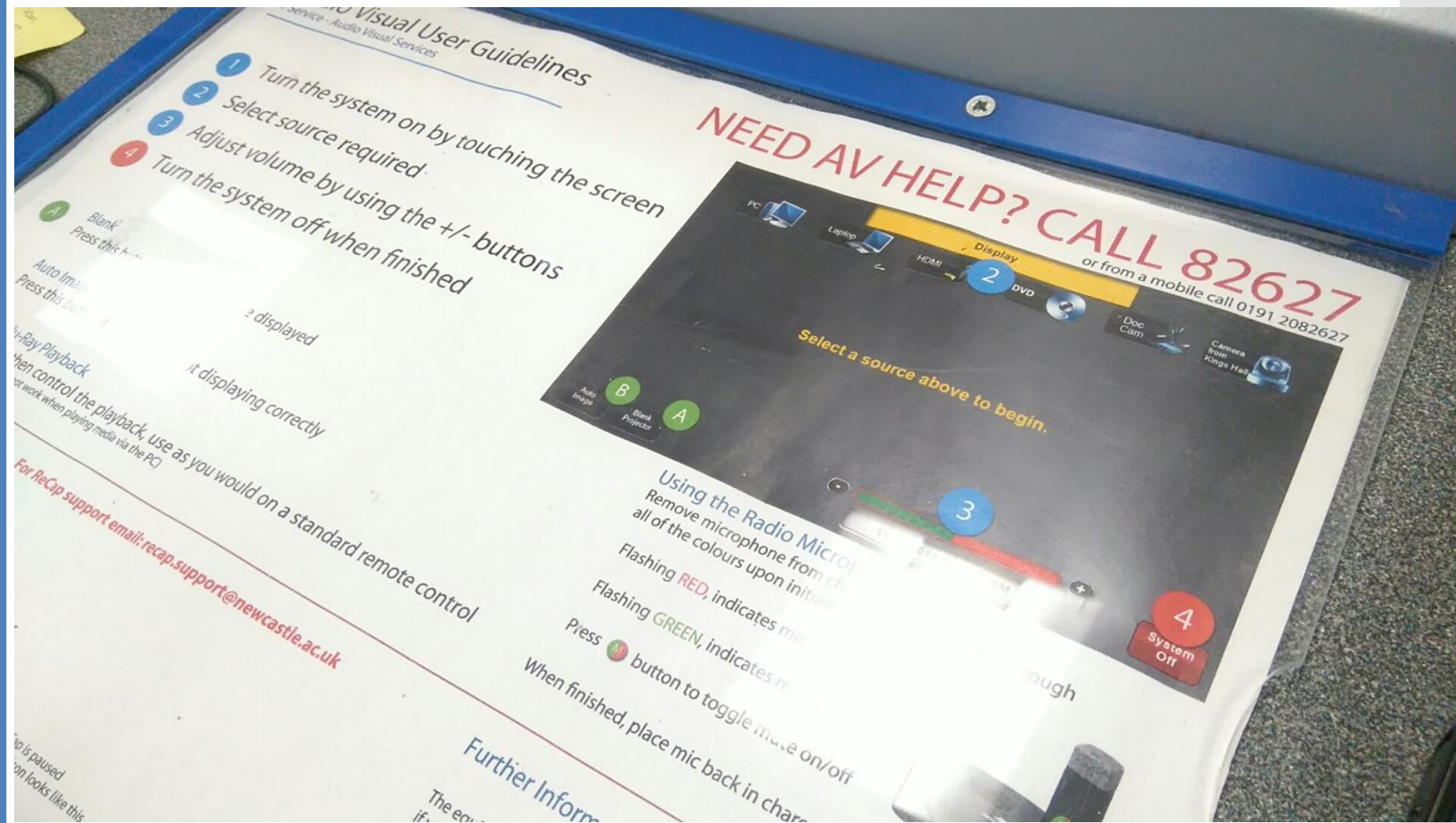


- Need an account but once you have one, you have one session ID that follows you!!!
- Leave enough time to use questions properly.
- Conversion from Ombea to PowerPoint and accessibility for students (of slides and access to web-enabled devices)
- Other audience response systems are available e.g. Kahoot!

Using the
technology in the
room



Basic info in each room



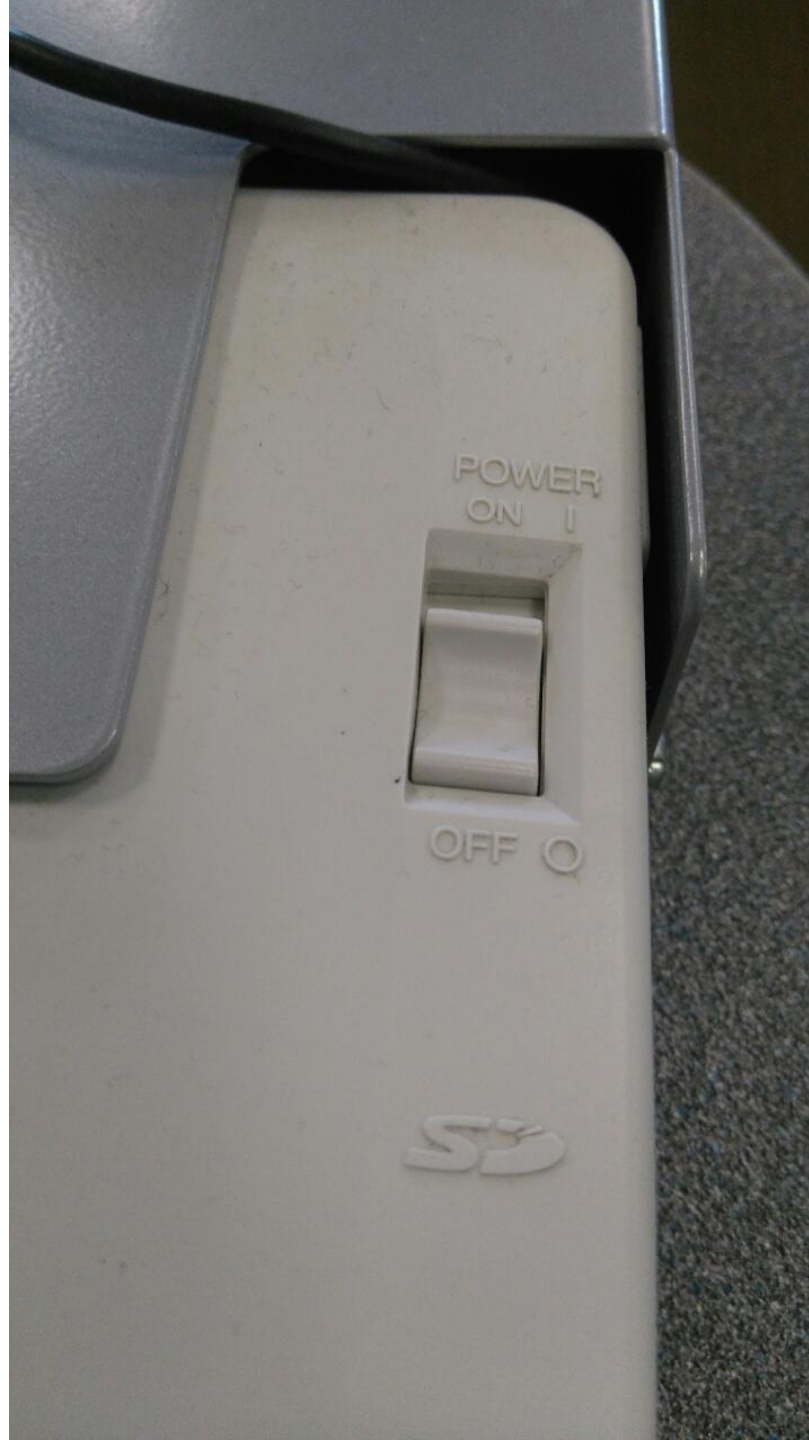
Doc Cam =
Visualiser



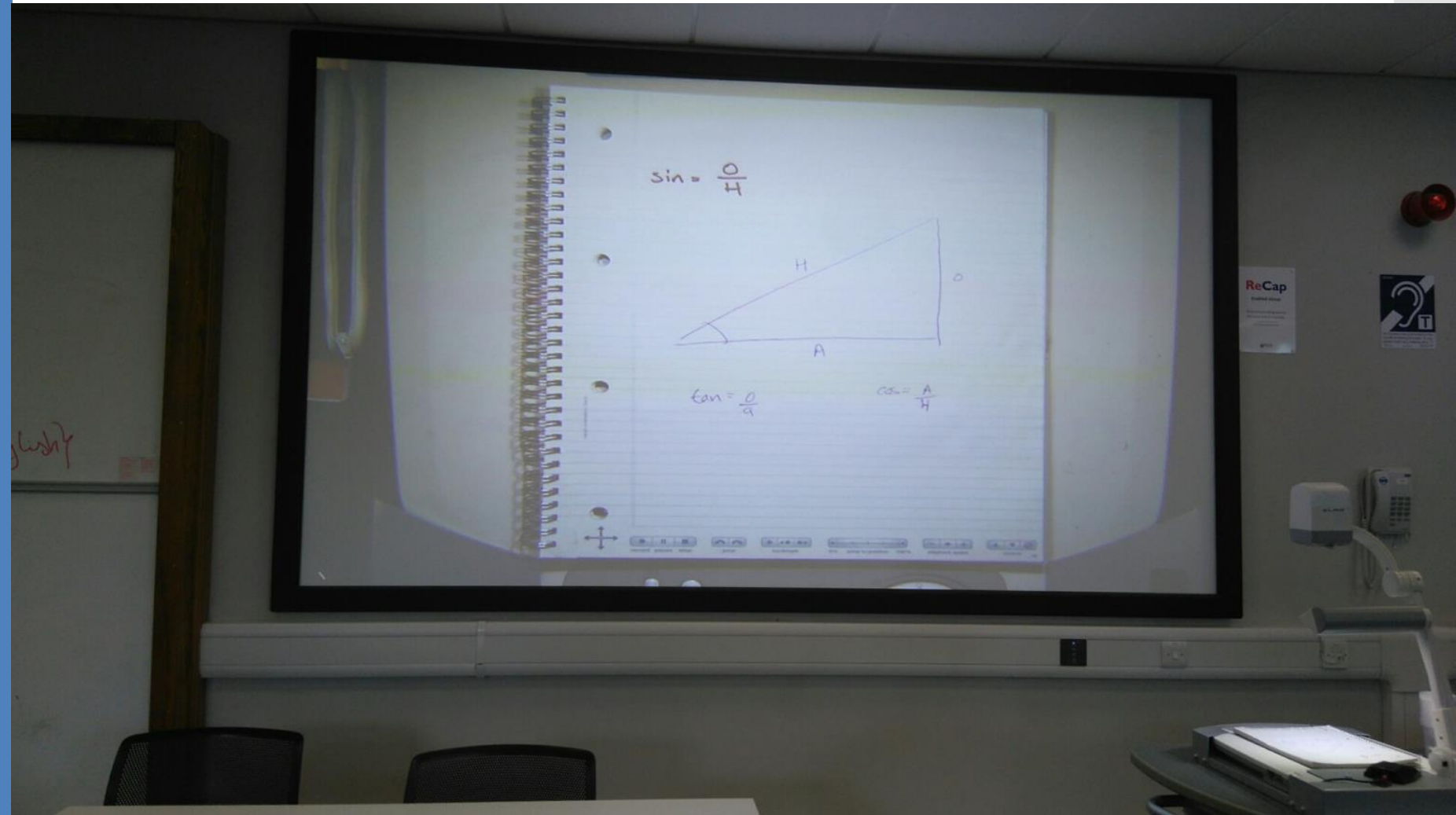
Visualiser
(one of two designs)



Turn it on and turn
on the light



Is it legible from the back?





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/ltlds/about/training/feelingconnected/

FAIR

AND