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## **Engaging Students in Reading and Microlectures**

Engaging Students in Readings and Microlectures with experts [Flower Darby](#), [Catherine Haras](#), and [Ludwika Goodson](#). Moderated by [Kevin Kelly](#), academic director at ACUE.

[00:00:06] Welcome, everyone. Our webinar will begin shortly.

[00:00:33] Can you guys hear me?

[00:00:46] Hello, everyone, and welcome to our final webinar and our effective online instruction series, Engaging Students in Readings and Microlectures. Thank you all so much for joining today. The turnout for for today, as well as the series has been really incredible. Been delighted to to have so many folks engaged with us over the last over the last few weeks. My name is Susan Cates. I'm the CEO of ACUE or the Association of College and University Educators. First, I'd like to just just cheer for the heroic effort that our that faculty across the country have made to move so rapidly to continue supporting students and online learning in a very, very short period of time and really respond to to the challenge that that has been thrown at all of us. We all know that moving your course online, like being assigned to a classroom is really just the start. And this webinar series emerged to support the next phase of your work to ensure that faculty are receiving the support they need to ensure that every student has a quality online experience. Our goal is to have has been to have practical conversations with experts on how to teach well on. The topics for those webinar series were inspired by the free resources recently published by ACUE and are online teaching toolkit. We heard from many of you about your your interest in engaging in conversations with experts and with each other about these topics, which we'll do today as well as on the webinar discussion board.

[00:02:47] And you can find the discussion boards and recordings of our prior sessions available on our Web site as well.

[00:02:55] With that, let me welcome Kevin Kelly, my colleague, ACUE, who will serve as today's moderator.

[00:03:03] Thank you, Susan. We're so pleased to be joined today by some amazing experts. They are truly leaders in that field. Before I introduced them, though, I'd like to review our agenda for everybody present. We'll start with the brief conversation among our presenters to set some context for today's topic. Engaging students in readings and micro lectures. We'll reserve most of today's session around 30 to 35 minutes for discussion and a Q&A with you. Our goal is to have an interactive conversation focused on this topic with practical ideas and suggestions for your online teaching. Please pose your questions. Using the Q&A function, which you'll find at the bottom of your zoom window, will moderate and discuss your questions with our experts. Toward the end of the hour, we'll share how we can continue the conversation at our online discussion board and share some additional resources to support your teaching. Leading our conversation today are Ludwika Goodson and coauthor of *Online Teaching at its Best*. Catherine Haras, senior director of the Center for Effective Teaching and Learning at Cal State L.A.. And Flower Darby, director of Teaching for Student Success at Northern Arizona University. And I'm Kevin Kelly. I'm honored to be moderating this conversation dedicated to. The topic of engaging students in readings and micro lectures before joining ACUE, I led online teaching and learning and faculty development teams at San Francisco State University, where I still teach online courses every semester. Like all of you, I'm looking forward to learning with and from our experts. So let's get started. Welcome, panelists. Ludie. Thank you for agreeing to start the conversation.

[00:04:54] Yes. I just want to say hello to everyone. I'm really happy to be here. And with the whole ACUE team, and I hope everyone is doing well and staying safe. Now, I wanted to start with recognizing what I think all of us make as an assumption. And that is the the goal for Readings and micro lectures and an online course is the same as what we would have in the classroom. And to consider that small change can produce big learning. Now, I want to tell you a story about a really wonderful instructor in an engineering course. And he was he was a dedicated professional and he carefully crafted a PowerPoint presentation with clear visuals and graphs. And he used audio with each cell, each slide. And the whole presentation was about 18 minutes. And he provided it up front along with the syllabus for his course. But after about two weeks into the course, he came to make a complaining that his students were asking him a lot of questions and emails and in his online office about much of what he'd already covered in his presentation. And I simply asked him, well, what do you think they did? And after a long pause, he said, oh, they turned me off. And this doesn't just happen with presentations, you know, whether it's it's a PowerPoint or a video lecture or podcast or screen casting. It also happens with readings. And my coauthor and friend Linda Nilson recently talked about her experiences in teaching when she was doing it in the mid 70s. And all the students read all of the assigned readings for the activities in class. But then when she was teaching in the 80s and 90s, she noticed they weren't doing that. And that's when she began reaching out and trying to find other ways to engage the students. And she started using a lot of reading wrappers which contain reflection questions about maybe what was the most valuable or surprising or important point of reading. And we can use the same approach with recorded lectures. The engineering instructor who was teaching his first online course immediately did some rethinking about creating shorter presentations and giving students more advance information about why they should bother viewing them. And Linda did something similar when she was working with her students to try to get them to answer the questions in the reading by simply telling them why. And then the students were a lot more comfortable in thinking that micro lectures and readings we can think of short bursts of study time. So while one size does not fit all we usually think of a micro lecture is about one to six minutes. And I smile every time I see Michael Wesch with his face up close to the camera. And he asks, How long do you think you can watch me talk to me? Even if you have a long

lecture, you can still have time markers for students and focus your questions and other engagement activities on their segments. Or you can find some high quality videos on YouTube and add your own questions to them. For all these options, you can apply the same teaching strategies you already use for student engagement. For example, students can answer questions before, during and after lectures or readings and submit them for a few points. You can give them some worksheets or some skeletal outlines to fill out and ask them to create maybe a visual representation of what they're studying. They can draw something, whether it's a concept map or a flow chart or something else, take a snapshot with a camera and then upload it to the course site. You could also create our follow up questions for a discussion or maybe for an informal chat. You can prompt reflections often by just asking two questions. What was the most important or and what was the most difficult? And get some good responses from that or ask students to come up with your own questions. That also works really well. Let's go on to the next slide, because I want to think about the fact that students do choose the micro version of things. When I was looking at some of their research, I noticed that students, when given a choice between the long lectures and the micro lectures, they chose the micro ones. And not only that, of course, the. The rate of reviewing the microlectures went far up when they were about to have a major exam, and I suspect this is because of the ease of navigating in and finding information in the micro lectures, but also because even if it's a short reading, it becomes easier to apply the information when they have the opportunity to do it right away. It might just be the spark that they need for feeling good about what it is that they are studying as an instructional designer. I've also worked with a math instructor who used very active learning strategies in its classrooms, but he had never taught online. And yet with his first online course, he was able to use micro lectures with embedded quiz questions and it became an award winning course. And I saw the ratings from his students and they were filled with excitement about his teaching techniques. And this is why I'm also so excited about micro lectures and short readings is because giving students tiny bursts of study time o on a few key terms are a critical concept or an important skill. I think this is a great way to engage them in a deeper level of excitement about their learning.

[00:10:53] Thank you. Ludy and Flower, I know you've recently written a book called Small Teaching Online, so micro lectures might be something you have something to say about.

[00:11:03] Well, certainly we know that everybody's attention spans are decreasing these days, including our own. And so why not extend raise to our students and give them small pieces of content that they can meaningfully engage with? Love what Ludy was just saying about, you know, students can reflect more, more meaningfully if it's just on a few key terms or critical concepts.

[00:11:28] I think there's a lot of potential with that approach for sure.

[00:11:35] Fantastic. And Catherine, I know you're going to be talking about readings, but does this discussion of micro lectures evoke anything for you?

[00:11:45] I totally agree. Folks are very distracted right now. So the micro lecture is is probably an improvement and will really facilitate remote learning.

[00:11:58] All right. Well, can these ideas echo your topic nicely, so why don't you go next?

[00:12:04] So it's really interesting the time we're in right now, it's actually a very good time to read during a pandemic. Reading is a D stressor. Reading is improved attention spans. So in this really difficult time, it should be a consolation to know that even unsupervised

reading is actually very effective, sometimes better than lecturing. Donald Bligh's got a pretty seminal book called *What's the Use of Lectures?* There's an updated I think its 2013 version highly recommended 40 case studies. There's not a lot of difference between lecture and discussions, independent reading or unsupervised reading. So what I want to talk a little bit about is how we think about in a way sort of supervising that reading, which Ludy was was kind of getting at. So that it's even more effective. I really recommend this book for those of you who feel so duty bound to lecture during this time, reading and micro lecture sequencing, if you can actually get get to the sweet spot. Actually, can we play some of that lecturing? So it's called low bandwidth teaching in the next slide. I, though, always seem to pose this question. What is reading? Because people think of really it's different things to different people. Primarily reading is a form of problem-solving. And actually you can have a relationship with the text. Different disciplines have different genres of reading and writing that they engage in and they can sort of invite people in. And sometimes a language, if you've ever little read a law brief, can keep people out. Reading is very complex. It's a personal act and it's a social act. And I'm taking the next slide from the reading apprenticeship body of work. And if you've not heard of reading apprenticeship, this is a marvelous way to think about chunking out your reading. So what I've got on this slide is a simple a sequence of possible sequence that you could take to order and structure short readings during this time. You could start with something as simple as guided questions. We talked about that. But you want to establish a routine. You want to get students into a sequence or normative rhythm that that is online that they can sort of move and track with you. So you want students to always want to have social presence online. And reading is one way to do this. I think about second graders and reading circles and how how precious that is and and how actually important that is. And we sort of are the most prepared reading wise in the world in the fourth grade. And then we sort of fall off by the 11th. And I actually think that there's nothing wrong with thinking about reading, which is a precondition for writing during college. So employ those online patterns in your learning management system. You can never rubric for any discussion posting. If it's a little discussion about reading, you want to facilitate it. But basically what we know is that if you're not if you're assigning reading and you're not discussing the reading, that's not OK. You actually want to discuss any reading that you assign. And so. So what could this pattern of reading look like for students to themselves? You actually want to think about something called golden lines. That's that's one approach. That's where you actually ask students to interact with the reading in a personal way to underline something that they think is change their thinking, impacted their learning, supported understanding. Maybe it annoyed them, maybe that excited them. Maybe it raised a question. And then you have a group discussion come out of that where folks share the reasons you really have to start there with with an act as complicated as as a as reading, especially if you have a genre. So imagine you're in a social science course and you have you're reading a classic case study. It follows the introduction methods, results, discussion, format. Students don't always know this. So it's really good to think about discipline. The way your discipline thinks about reading, the way your discipline uses a written communication and then start the writing there. Finally, I've got on that right hand side a sort of an order. You can mix this up whichever way you like. But it's a sort of a it's a routine that I use in my own classes where I get students to come together, do a reading. Ask questions. It's OK if you don't understand in my class, just just say, you know, if you're if you read something and you really don't even know what this is about. Bring us your question. What don't you understand? That's legitimate, too. You can give a quiz before reading. My students do the reading. So I think. All about structure, and Ludy was talking about that earlier structure and stepwise instruction. They'll get into the habit and they'll be very thankful. Reading is critical thinking.

[00:17:11] One well, thanks, Catherine and Ludie. Catherine just mentioned the connections between the two things that you both just described. What response do you have related to Catherine's ideas?

[00:17:24] Oh, I think they're all excellent ideas, including having the students set their reading goals, which was also on that on this set of suggestions she had. That's also a good idea, actually, for the whole course. When you have a chance to do that.

[00:17:38] Also, I remember a student at Georgia Southern who was he had, you know, a lot of readings and he would complain to me every week. You know, he says, you know, I don't know why the instructor is having me do these summaries. It's just I just take the information from the reading and I just do a summary and I don't know why. So I think that is another part of the motivation for doing a reading besides the really good questions that Cat mentioned, which is to ask, you know, how has it changed your thinking? Was there anything that excited you about it?

[00:18:08] Because, you know, when we can attach emotions to whatever it is we're studying, we're more likely to remember it better and remember it for a longer time. And then the other thing I wanted to mention was the importance of what she said and that last part, which is that part of thinking aloud. Well, thinking through your discipline for whatever that reading genre is, that's a really great opportunity, actually, due to a micro lecture, which could be a talk about talk aloud about how I think through when I'm reading in this kind of genre.

[00:18:43] Nice flower. Do you have any thoughts about what Catherine do and Ludy just share?

[00:18:47] Well, what I really love about Cat's mini presentation idea of the golden minds when we can invite students to engage with our course content and relate it to their own personal lived experience. We know that it does put them in in a much more intrinsically engaging and interesting way. So I really like really like that suggestion for sure.

[00:19:10] And for my part, I just wanted to mention something that popped up in the chat for everyone. Participant mentioned hypothesis and I wanted to mention with this slide that Cat's put together about making reading social that we can get in a pedagogical weighed with prompt and even activities like jigsaw or things that you can still do remotely, but also technologically with Diigo hypothesis classrooms, salon. These are all what are known as collaborative reading tools where you can have people annotate collectively. I can even prime the pump by having instructor questions attached to specific paragraphs. What did this make you think before you move on? How is this transition? All these types of questions that you can ask or answer and even have the students engage in that process? So I think this has been a great conversation and really sets us up for Flower to take us home.

[00:20:07] Well, thank you, Kevin. So I knew that Ludy and Cat had had planned to provide some good overview material. What I wanted to do is to really provide some concrete, practical examples of how you can do this. So both Ludie and Cat referred to sort of guiding questions or worksheets. What I have here on the screen is a great example from two faculty at NYU on Amarchetta and Omar Hill, both of whom are ACUE credentialed and who have had a tremendous amount of success in their first year gateway course bio want anyone. And so what this is is a simple table that students complete and turn in four points. And for me, that really is key points are the economy, which students pay attention

to. So if you know that you want your students to dig into your content, whether it be reading or a lecture or video, you definitely need to give them some accountability and some structure to help them do that. We also know from the neuroscience that as an expert in your field, you are able to organize new information in meaningful ways. But novice learners such as your students don't have the structure. So what I love about this worksheet is it's very clear, really not too hard to fill out, but keeps students paying attention. And, you know, I taught online for years. I've taught online for over 12 years now. And it took me forever to realize that it was fine to take some activities outside of the learning management system. So I would recommend posting, say, a p\_d\_f\_ of about worksheets such as this. Ask your students to print it out. They can fill it out by hand and then take a picture with their smartphone and upload the picture. As for points for proof that they completed the work, you could also consider providing a link to a collaborative workspace such as a Google doc or a Microsoft Word online document. If you're not sure that students are going to have the ability to print, but even still they could replicate this worksheet on a notebook paper and then take a picture of that notebook paper. So for me, I love the simplicity and sort of the physical, the physicality really of this idea. The other next slide that I have to show is where these two instructors have gone from that simple worksheet. Ludie mentioned concept maps as a way for students to organize their learning and represented and depict it. And I just love this example from the same two faculty at NYU who provide this with every topic in their bio 181. One course students have to complete this concept map as they're working through that content. They turn that in four points to keep in mind, these are only five points each. It doesn't have to be a lot of points, but some points help students do this work. And then this is really the key is that after students have submitted their completed concept maps, then they can access the answer key. Basically, the instructor provided a completed concept map and I think that just allows the opportunity for students to do the work. Again, this is on paper with pencil or pen. They take a picture and upload it. But then there's also the assurance that students are getting accurate and correct information. They may not have figured everything out in this relatively complex concept map regarding cells and functions, but when the instructor provides the answer key, so to speak, that adds a layer of accuracy. So that's really all I had to talk about here is just the value of structuring activities for students to help them organize new information to help them be paying attention again. The worksheet, the concept map and other ideas. It works equally well for both video, micro lectures, for readings and I would add for your in-person teaching as well. I know many of us struggled to get our students to do the reading as Ludie was discussing earlier, and so why not a? Something like this in your face to face class. Also, I'll leave it there for now. I'm sure we'll have lots of questions and ongoing conversation as we go.

[00:24:17] Many thanks. Flower. Cat, would you like to reflect on what Flower told us?

[00:24:23] Yeah, I mean, I'd complete agreement about the need for structure there. Novice's are different from experts because they think it's all about content, but experts know it's really about disciplinary structures and beliefs and frameworks. So the framework matters deeply and it's sometimes I think more and more more important with the world of watching content that we think a little bit more about, how we think about problem solving, how we think about our disciplinary structures, and perhaps a little less about the content showing students how to think like a biologist or how to think like a human geographer, how to think like a historian.

[00:25:09] Really good point. Would you like to wrap up this topic before we move to the Q&A part?

[00:25:15] I agree with so much that was said.

[00:25:17] You know, because the experts do think in parallel multiple levels and sometimes we forget that's what's going on. And the structure that Flower showed us that example, you know, it asks students to really think about what it is that they are looking at so that it increases the amount of reflection that they're in there that are doing. Which, of course, is going to increase their learning. And then I think also, again, that what what time CAPTCHAs said about the importance of remembering how we think in individual disciplines, what is our process of thinking? And again, going through that with the students will help them know how they're supposed to be thinking about whatever it is that that they are studying.

[00:26:12] And if I could add to that, I think sometimes we forget what it's like to be experts. We are our knowledge bases so compressed. We've internalized all of this structure, content, all of it.

[00:26:26] We have a million way is that we standardize the way that we evaluate things. The criteria we have are benchmarks for excellence. This is all opaque to students. We really need to step back and think like they do, and that means really backing it up. So I love that content map for biology because it really starts there and we should never think that any novice wouldn't benefit from starting where the students are.

[00:26:57] Well, I think that really is. Thank you.

[00:27:01] That's a really good way to lead into the Q&A session because we often forget that students don't often have an opportunity to learn how to learn.

[00:27:10] And so one of the questions that emerged in the Q&A that I'm going to modify slightly to apply to both readings and micro lectures, what are some examples of goals students could set before starting a reading or a micro-level? Sure. And I will add my own little twist. How do we scaffold that process? So they start doing it on their own without our prompts after a certain amount of time. So who'd like to field that one?

[00:27:37] I would like to start and I won't have much to say, but I will tell you when I was studying a book written by Perusall, when I was first trying to become an instructional designer, that was one of the hardest books I had ever tried to understand. So no one said do this, but I thought if I'm ever going to get anywhere, I'm going to have to think through and add just one key word for each page that symbolizes to me just what Perusall is actually talking about. And he was talking about the cognitive structures that we normally develop over time. As we have more knowledge, more expertise now just handed off to someone else.

[00:28:24] Cat, do you have anything to add there? I love to hear what you're thinking.

[00:28:30] I mean, it's it's it's such an interesting time because I think the movement to remote learning means that we must now be incredibly mindful about everything that we do. So this requires another level of redundancy and structure that was really just implicit in our face to face course. So face to face, there's all these amazing like, you know, visual students. I'm just the way to do that. Just humans are so gregarious. And the way that we made the way that we think about being with other people, you're missing all of that online. So this requires doubling down and an even greater level of redundancy, if you will.

[00:29:12] And I don't think students mind that it's like wearing a jacket. And when I'm face to face, I don't have to think about putting it on. But when I'm online, actually, I have to take it off and look at the seams and see about the way it's constructed and maybe BP things, and that's OK. But we just need to know that that is the that's the benchmark for instructional design and for thinking like a designer is leaving the same.

[00:29:39] Yeah. I just want to add again a practical reflection that came to my mind. I have three daughters. They're in middle school and high school and they're doing remote learning right now too. And it's very interesting as a parent to watch the efforts of their hardworking teachers.

[00:29:56] But, you know, my daughter's prior to this current situation. I've heard them at the dinner table saying, you know what, I'm really thankful that Miss Urbi made us write those five word summaries for each paragraph that we read because it really helped us in our later honors classes to have that practical strategy. And so maybe, Kevin, to get back to your question about how do we scaffold? Maybe it's something very simple like that. Maybe we ask students to do a summary. Maybe it's five word. I know my daughter's found that challenging to boil it down. And then, you know, maybe it's for a paragraph. Maybe it's maybe it's a summary of a section in the text book. But I think if we can embed messaging with the task that says, I'm asking you to do this for points right now. But keep in mind, this is a strategy that can work in all of your classes here. You know, this semester and moving forward and just maybe it's the case that you that as the semester wears on, that activity is not required for points anymore. You just encourage your students to do it. Or maybe you do assign it every week. And students have the opportunity to submit those summaries for points throughout the duration of your course. When we can wrap that around with some messaging about the value of this and how it is really helping them process and better understand these new concepts, maybe students will will take a page from Ludie's book and sort of say, you know what? I'm not required to do this in this class, but I know this would be helpful for me. And so helping students to make those connections about strategies we require them to do and then helping them to take them out into other learning contexts, classes and beyond.

[00:31:37] Fantastic. And to your point about the whole scaffolding process. One thing that I use in my own online course and I do it as an option and so that it's not required, but most students choose to do it. I had them take a survey and it's a lot of big words. It's the metacognitive awareness of reading strategies, inventory of MARSI. And really what it does, the act of taking the survey gets them to think about what am I not doing when I read?

[00:32:07] Am I thinking about what I'm hoping to get out of this reading or micro lecture for that matter? What? Before I begin, am I writing down key questions that I want to answer by doing? And so on. So there are tools that we can use to scaffold that process and as Flower mentioned, something that we do for them early on but that they can take with them, like your children's strategy of five word summaries of each paragraph. And before we jump in, because there are questions about both the pedagogical side of this whole topic and the technological side, but I found one the comments in the Q&A pretty interesting. The participant said, I find reading relaxing. But my impression from many of my students is that they don't find it relaxing. Many find it an unpleasant challenge. So do you have any ideas about how to overcome that, especially for stressed topics like this? An instructor who teaches chemistry can go ahead.



[00:33:11] I mean, I absolutely. But it's like everything else. It's a it's a deeply metacognitive act. And you have to know where you are in the reading. So I think that the the secret sauce is to help the student locate themselves and the connections that they're making to the text by inviting their own quite inviting interpretation.

[00:33:32] So the student has to be allowed to service misconceptions. So that doesn't mean there's always a right answer. I mean, we focus on reading like that, like there's a right answer. Here's the chief point that the author was trying to make. I think we're also equally well served by asking students what their thoughts are about the reading, where they're struggling and what how they're interpreting, what they're reading. Some of it. Some you know, there's there. There are in especially reading apprenticeship, there's a very interesting exercise where you can actually observe something and say the writer is saying this, but then you can make an inference. I think the writer means that. And that is, again, one of those expert things that we just gloss over when we think about students engaging with text. We have to allow students just to tell us what they're seeing and where there's some confusion or where they don't understand or maybe where they're feeling uncomfortable. Maybe it's I don't understand what these chemical terms are. I'm going to circle every phrase.

[00:34:28] I don't understand. And then and then you walk back through that with them. I think we actually have to teach students how to read. Students have grown up reading textbooks. Now they're in a very prescriptive environment with bells ringing. And now they're is. Now they're online. And there's there's very little that's prescriptive. They are. So reading would just be a cat in the bag unless we're really seeking some sort of structurally about how we're going to allow them to have some agency and identify with different ideas and honor those connections to the text that they may have. And I would argue you can do it for any discipline, even the bench sciences. But you have to start with where the students are.

[00:35:12] That actually leads directly to what I wanted to say. And for me, it's. I appreciate your practical suggestions, Kat. For me, it's important for us to take a step back and remember that our students may not be like us. So this question was, you know, I find reading. What was it relaxing? And, you know, why don't my students also do that? I really love the way Jose Bowen, the author of Teaching Naked, describes how, you know, we're kind of the weird ones that we love learning so much that we pursue that all the way to a doctorate level and made it our entire career. And he's got a great analogy about, you know, for example, we're like the personal trainers at the gym who love working out so much that we make it our work in. And the people who hire personal trainers need a little more support and accountability and guidance. And so just just reminding ourselves that our students may not be like us. And so to be intentional about the structure that you're providing to them to help them learn how to read and learn how to learn. I think that's a really important reflection to take a little bit of time to think about.

[00:36:23] I'd like to add that finding meaning and whatever it is that they are reading is is so very important. And that's why the questions that Cat mentioned earlier, yet we know how has this changed your thinking can help to do that. And the other basic questions of, you know, what did you find that was most important or what did you find that was most difficult? I did want to go ahead and piggyback on what you said, Flower, because the whole idea of the differences and and us and the ways that we approach reading and also studying are very different from novices. And I don't know if you're familiar with Stephen Chew's series about this. The misconceptions that student make students make about how they study that would be a really great resource for students to know that they're not just

reading and rereading, but they're also looking for the meaning and whatever it is they're reading or viewing, you know, on a video like.

[00:37:28] Well, if we make a slight shift from enjoyment or relaxation related to reading and motivation, period, one, the participants asked, how do you remotely motivate people to read or participate? Check out the micro lectures. If you cannot grade their work, if there aren't points involved in their pursuit of these instructional materials.

[00:37:56] So. So you can grade the work. You can have. So let's pretend we're online. And our our LMS's canvas. You're using a learning management system. You can create a risk for discussion postings and you can actually automate a good deal of that.

[00:38:13] You can tell students that you will grade, say, two of maybe six or eight discussion postings. So to do a good job on all of them, because you will see you'll simply pick the ones that you found interesting. I actually think you can track with students this way. They can submit open lines. They can submit reading reflections. I think reflection, again, it's metacognitive reading as metacognitive. They sort of go hand-in-hand. So I think there is a way that that you that you can. I want it graded in the beginning because reading is so personal. You want them to hit their stride. But I think as they move out from their own perceptions of the readings to to larger course discussions, those can be graded.

[00:38:59] Yeah, that's a that's so important for for reading, I completely agree with that, but I also wanted to address micro lectures. I'm telling you about a study that was done at the Worse War Rush School of Maritime Science and Engineering. And over three different courses in a year's time. They looked at the frequency that students were viewing micro lectures compared to long lectures. And when they were given a choice, basically they ignored the long lectures and they chose the micro lectures and the and they have data to show that students would keep going back and reviewing those micro lectures. But within those micro lectures, they also did have embedded questions. You wouldn't have to do it that way. You could still have questions that come, you know, after each micro lecture that they need to answer. But this it was just an amazing response rate for being able to go back and review. Even though they were not getting grades, they weren't getting points for doing that. They were just doing that voluntarily.

[00:40:04] And I do want to just touch on maybe the person asking that question is sort of philosophically opposed to grading somebody engaged with me last week on Twitter based on an article that came out last week that I wrote about giving students points to doing these tasks. And somebody commented, well, I don't really want to reward that kind of expected behavior. And so I think that's fair to say. Maybe some people have have a have a pedagogical, purposeful reason not to want to grade or it can also be a time issue. Although I think that approaches like specifications grading that Linda Nilson sort of develop that she has a book by that name can really help get students to do some critical thinking and turn in some work that doesn't take you very long to grade. There is a way in most learning management systems to require students to do an activity that is worth zero points, but they can't move on in the course until you set that up. So it's just the setting in your learning management system. And if you're interested in that, you might contact your local instructional designer or your learning management system help desk. That requires students to answer some questions, submit an assignment, take a survey, and it's worth actually zero points. But because of the way that you've structured it, that the rest of the course isn't available until they've done that activity. It does add that accountability without grading. That's another option.

[00:41:35] So flowers making a really interesting point and a good one about about rewards. In this case, grades grading is an adaptive response. It's really hard to privilege reading if it's worth no points. So if outcome is to get students reading and thinking about their reading and engaging with their reading, it can be a series of low stakes assignments where they do the reading and they post to reflection and it can all be automated. But I don't think you can be grading other things and then expect them to do the reading or participate or have robust discussion circles if they're not getting points for that.

[00:42:18] Definitely what we value, we assess. Right. And so it communicates that you value their work with the reading or the lecture when you offer points for those activities. Certainly a big fan myself with that approach.

[00:42:35] Fantastic. And if we remember her from a previous webinar, April Mondy from Delta State pointed out that one strategy she uses is to have little mini quizzes to go with her mini lectures or micro lectures so that students see the value in gaining the material because it's being used. And in my own course, those micro lectures and quizzes are the simplest and lowest level of points that set them up to have better conversations because they're familiar with the topics that we're discussing over a three week period. And then finally to do a reflective vest day. And so they build and there's three chances for them to demonstrate that they understand the concepts at different levels of thinking and in universal design for language parlance. It's also giving them different levels of challenge. And so you've all brought up some fantastic ideas. And I want to maybe make a slight pivot or we'll move along the nodes of a concept maps. And that's what the questions about what's the best way for students to create concept maps with having to spend too much time learning how to use a specific Web site? No flower. I think you've even mentioned they might be able to draw it out on paper and take a phone picture, but maybe have some ideas about constructive ways that students can use concept mapping or their visualization strategies to help them with the reading or micro lecture process.

[00:44:06] Yeah. You know, I'm a big fan of drawing it out on paper, and in fact, recently I've taken to holding my smartphone like this recording while I make a concept map on the on the page in front of me. And it's a couple that talk aloud. Think aloud idea where I just show and it's a little wobbly and that's OK. Just show students. Here's how I'm thinking about this topic. And that provides students with an example of how they can also be. You know, in my example, a lot of times I'm scribbling things out or it's a really messy concept map or whatever it might be, but it helps students to to observe that process in a very informal get meaningful way. And so, again, something on paper. With, you know, you can take a picture of it if you if you want. You could offer students the opportunity to do a big concept map on a larger piece of paper using Post-it notes or colorful markers. Some of those ideas would really engage some of our students. And along the idea of universal design for learning, offering learners different ways to complete a task helps to engage them. And then the other thing, you know, probably PowerPoint. I haven't done this myself, but I imagine in fact, I've seen that in recent versions of PowerPoint. There are templates that you can use. So I think it would be not too hard to create a concept map using software like that as well.

[00:45:22] And another idea for use of content maps.

[00:45:26] You can have students do a concept map of how they're thinking about whatever it is they're studying before they actually do a reading or do a micro lecture and then do concept map afterwards as a way of showing what might have changed.

[00:45:44] Fantastic. And then there are some online tools that are fairly easy to use and some apps if people are using smart phones as their only means of going through the remote learning process. And so we'll post some of those in the in the chat. One of them is bubble, that U.S. bubbl without the E and another one I think is called popplet. So those are some of the easier ones to use. But I love the idea.

[00:46:12] And similar to what Michael Wesch showed us and some of the other webinars that he'd just write to them on paper don't make it harder than it needs to be or use post-its. If students have those at their disposal and put them on a wall and take a picture of it.

[00:46:25] I like that, especially because you can move them around as you have different ideas about how those relationships are formed between the concepts.

[00:46:36] I add something. I was talking about single outs and that's a great way to also back up the conversation. That's when an instructor simply starts talking through aloud the way they would think about solving a problem, the way they might think about reading, the way they might think about starting a paper, whatever the whatever the the assessment is or the task is. Students are really fascinated by this. It's sort of it's a little bit by curious. It's sort of like eavesdropping. It's like the reason why talk shows are so popular, because we love to listen to other people thinking or talking in a in a in a in a certain setting.

[00:47:20] So I would say that if you can do single out protocol before you do any sort of task, it's discipline related or conceptually different, difficult, even before your concept map. That's a really good way to go. So it's just that you just stop and think. And you'd wander a little bit, right? How would I think about this? How might I solve this? How would I start to feel missing? Whatever the task is. You will model some a little bit of wandering, but you're showing students. That's OK, because a lot of students think that writing you write one time, you're done. That's what experts do. But writing is rewriting. These are all iterative processes. Reading is rereading, but not too much. So even content mapping, it's a little bit messy. Learning looks messy. I think that's OK. So think about protocols. They're useful.

[00:48:07] Nice. And since we did start to cross that line from pedagogy to technology, in that last question, someone asked about how to embed quiz questions in micro lectures, and I can think of pedagogical strategy as well as a technological strategy. But I want to hear from the three of you before I chime in.

[00:48:31] I don't know the technical the technical answer. What I do know is that a lot of people do it and that a lot of these questions were asked and answered in last week's webinar. In the recording of micro lectures. But in terms of how people do it and I certainly worked with instructors to help them decide how to do it, is deciding when it's appropriate to ask the question, you know, and the lecture itself. So when I worked with a math instructor, you know, he he grew up thinking through, you know, I'm gonna give them this much information. And it's really not that different from the way that science teachers use what's called process oriented, guided inquiry, learning where the students are given just enough information and then just the right questions to get them to be able to construct their own knowledge. So sometimes it's coming up with the concept and the math course. It's trying to come up with the right solution to a particular type of problem. I know that we use lecture capture and I know that they were able to do that with lecture capture. But you can also play and then pause. Right, and say have the students answer these questions now. So it doesn't take a lot of technical skill to do that.

[00:49:56] I know of a couple of platforms that allow you to embed questions in the videos. Those some of those services might be a fee, though. So and then some schools have enabled that feature in their own video capturing and streaming services as well. So you can playposit is one that I'm aware of. It's some that you can embed the questions and, you know, it might be worth it. Again, that accountability in that structure. But I also agree with Ludie's point that you can just ask students to pause the video and do something on paper that they then submit later. Or of course, you could make very small videos, very short ones that are immediately followed by an activity or a quiz that they must complete before going onto the next one.

[00:50:48] I think building on Ludy and Flowers comments. I think the most powerful, whether it's a series of micro lectures or one long video where the speaker says now press pause and go do X. That's again, that prompt for students that they know that they have to interact with the world in some way to go inward and reflect on what they've just heard or seen and maybe even apply. What strategies from the textbook did this person demonstrate in doing whatever they did in the last scene of this video clip or what have you? So when you get to practical things like sales or things in the business college that might need to have some prompts for students to apply what they're reading and what they're experiencing. Fantastic. You three are the dream team for sure. Now, one question that we all got related to the difference between graduate and undergraduate students and whether or not you see any differences or not with respect to how you light up the runway for the reading and or microglia your consumption process.

[00:52:07] I'd like to just say something about the difference in undergraduates and graduates and then let you know cat and flower go on from there. But one of the things we do know about is something called an expertise reversal effect, where the higher the level of expertise, the less beneficial what we as what we call the most active learning strategies. In fact, those active learning strategies that we like so much with undergraduates who typically would not have the higher levels of expertise. That works really well with them, but it doesn't work so well when people do gain higher levels of expertise.

[00:52:47] And what I was thinking about is that that's really an interesting point and certainly I think the maturity level and the the learning process and work commitment. I think those are all there in different ways for graduate students who are in a clearly in a graduate program for a clear goal that they have for themselves. However, I would also remind us that especially in online classes, our learners are very busy people who are typically, the research shows, also working oftentimes full time and caring for family members as well. And so although we may not need to provide the same level of guidance or support for graduate students, I do think that graduate students are very selective about how they choose to engage when they have so many other competing demands on their time. So I'm still a big fan of offering that accountability and that structure with some kind of an assessment of their learning as they've engaged just to help them see that it's a priority to do.

[00:53:50] I would say yes, accountability and structure still are very important.

[00:53:56] I agree.

[00:53:58] I think it really, you know, I mean, I think there's a caveat here, which is, no, your graduate student body. There are many. There's a continual love of grad students right now. You have some older folks reentering, people getting up, skilled or skilled folks

who are coming right out of undergraduate school. We know that reading actually can be present just as big of a problem. I mean, I remember in my grad program, folks were complaining about the reading and that was like a hundred years ago. So I still think the reading, especially graduate level reading hundreds of pages, 500 pages a week. I am seeing at least on my campus, that there is a real lack of understanding sometimes about the link between communities of practice and reading and disciplinary reading structures. So but to Ludie's point, I would recommend Marjorie Ginsburg's motivating adult learners because she says and she and her husband Ray say that it's the same. It's in many ways the same process. Yes. And goals are different. It's you talking about folks with significant prior knowledge that can get in the way can be a barrier to entry. On the other hand, if you motivate by being responsive and creating community and honoring where people are, then I think the work still applies.

[00:55:21] And I I definitely think scaffolding is perfectly normative even at this stage.

[00:55:30] Amazing. Well, before we close this thing out, I'm wondering if the three of you might do Twitter version in or a micro version to be more appropriate for US today. One key takeaway that you'd give to our participants. Maybe with people who are new to remote learning in mind. What's what's one thing that you think people could take and try right away in their own classes?

[00:56:03] Children start learning. I would say start small.

[00:56:09] And that's what we did in a media legality scores. By the way, we're reading a law brief was actually considered interesting reading. Start small. Just do a video here or there, a search for really good ones that are online that you can interweave and then ask your own questions. And the two basic ones that are really excellent. I still think these are wonderful is to ask a student, what did you find that was most important and what did you find that was most difficult?

[00:56:44] Those are golden light questions, by the way, those are those are perennially excellent questions.

[00:56:51] I would say make sure you practice social presence online and make sure that you have a community online. Make learning social, make reading social. Students have to see themselves in each other in the material.

[00:57:07] Love that, and I would not. It won't be a surprise to anyone who's been with us for the full hour.

[00:57:13] But I would just add the importance of accountability and structure up the sequence that Cat sort of suggested. But again, with a view to maybe people who are doing this remotely for the very first time teaching in online environments. Maybe it's just adding one thing that you ask students to do to demonstrate to you that they engaged with the material and what are bringing their questions or their their takeaways from it.

[00:57:37] So accountability and structure for me, absolutely fantastic.

[00:57:44] I'd like to thank the three of you so much for this incredible discussion. And we hope that this is just the start of the conversation at our Web page. You'll also be able to find a recording of today's session and a transcript. You also can find a discussion board that will be moderated by you and our experts over the next couple of weeks. Please visit

and add your thoughts. As many of you know, ACUE's focus is on how to teach well, regardless of your discipline and what you teach during this shift to remote teaching and learning. We appreciate that some of you may be looking for quality digital content right now. You can find a variety of open educational resources or you are to meet this need in different digital formats, including videos, worksheets, activity and assessments. So these are free and don't require passwords. Our colleagues at OpenStax are happy to help. If you don't know about open stacks, it's a Rice University initiative that's committed to improving access to quality learning materials. They've developed a variety of resources like the ones I described, including over 20 educational technology products that are now available for free. New Learning Management System Integration 4 opens textbooks and subjects specific lists of ancillary teaching sources. Finally, we'd like to remind you that the resources dereference today are available at the ACUEWeb site, along with other key resources and responses at our partners web sites. We'll post all these links on the wrap up page following the conclusion of the webinar. But right now, I'd like to ask Susan Cates to share some closing thoughts.

[00:59:23] Thanks, Kevin. Before we wrap up today, please join me in thanking our partner associations for their support of this effective online instruction webinar series.

[00:59:35] Ask you NASH, APL, you, CIC and ACE.

[00:59:43] Throughout this entire series, we have been delighted to welcome experts from across higher ed who have offered their practical techniques and strategies to all of us. If you missed any of the webinars in our series over the last few weeks, the recordings and additional resources can be found online at [acue.org/webinars](http://acue.org/webinars). Thank you so much to Kevin and Flower and Kat and Ludie for joining us today, as well as are our full group of experts who have joined us over the course of the series. And thank you all for spending your time with us today. Stay safe and have a great online, online class.