Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

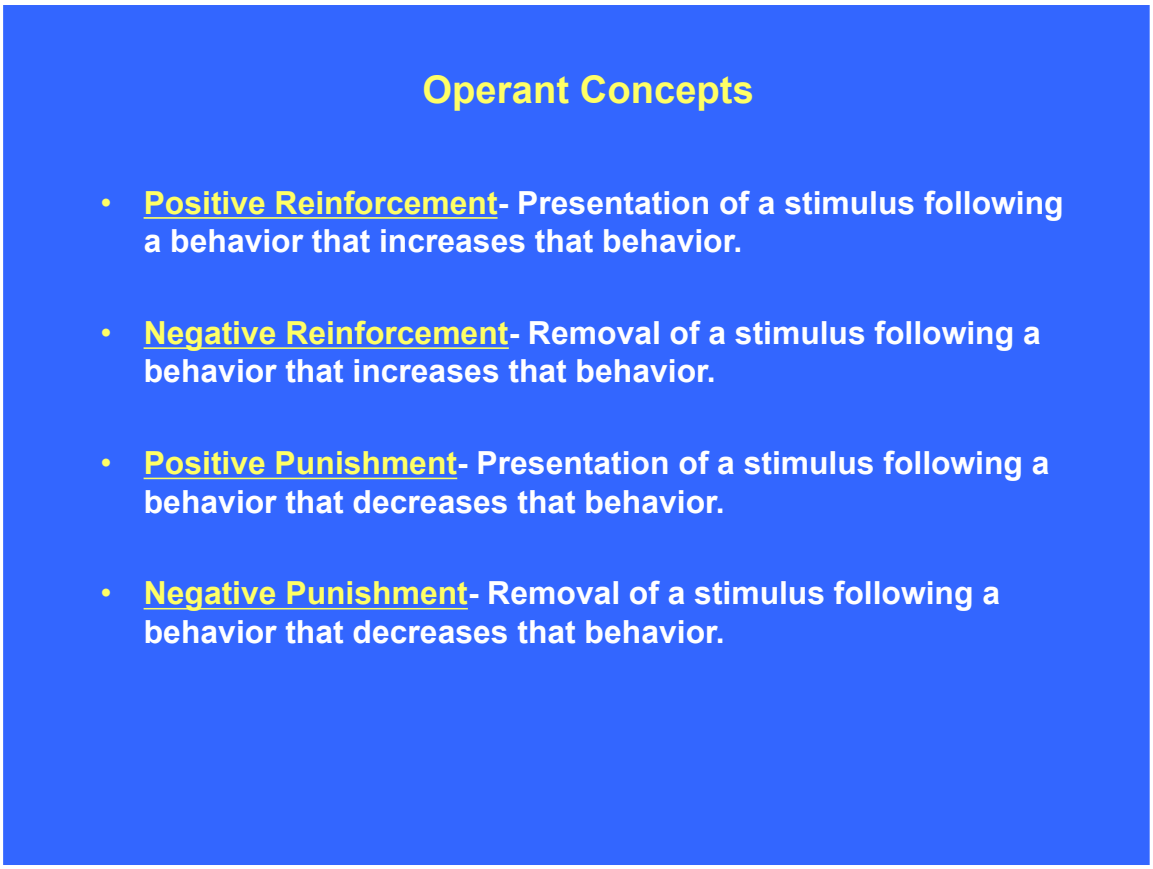
TITLE
Great Debate Activity
WHAT (DESCRIPTION OF STRATEGY)
A debate is an activity I use to help the students engage in critical thinking around a specific question. In teams, students are assigned a position to defend, and during class, students present their positions in a structured format (see below). In the way I structure debates, students are required to come to class prepared to defend any position (see below), and then in class, students are assigned to a position and are provided time to prepare their arguments.
WHY (PURPOSE OR OBJECTIVE OF STRATEGY)
Setting up a debate actively engages students, while also providing you, the instructor, insight as to what your students are learning. From a Bloom's Taxonomy perspective, students engage in Analysis, Synthesis, and Evaluation – all higher order skills.
HOW (KEY IMPLEMENTATION STEPS)
Example of how I implement the debate activity Preparation (before class): Students watch one 25 minute video on one leader and read a 4-page news article focused on a second leader. After watching and reading, students will notes about how each leader fits and doesn't fit Barbuto & Wheeler's (2006) model of servant leadership (a model the students have already covered in class). In Class: Students are divided in to 4 teams, where each team will be assigned a leader and a side (Yes, this person is a Servant Leader or No, this person is not a Servant Leader). The class schedule is as follows: 2 minutes-Initial Vote (creates a baseline to see if the debates change anyone's mind) 5 minutes-Create teams and choose order 15 minutes-Prepare Arguments (based on notes already taken before class) 20 minutes - Debate #1 20 minutes - Debate #2 2 minutes – Final Vote (to get an indication if the debates had an impact on people's views) 11 minutes - Debrief Debate format: 3 minutes - Assigned leader is a Servant Leader opening 3 minutes - Assigned leader is not a Servant Leader opening 3 minutes - Team preparation time 2 minutes - Response/rebuttal for assigned leader is a Servant Leader 2 minutes - Response/rebuttal for assigned leader is not a Servant Leader 2 minutes - Team preparation time 1 minute - Closing for assigned leader is a Servant Leader 1 minute - Closing for assigned leader is not a Servant Leader
RECOMMENDED RESOURCES/LINKS
Intelligence^2 Debates is a great resource for examples: https://www.intelligencesquaredus.org/ If you want to vote digitally, I've used the following: https://www.polleverywhere.com/
CONTACT INFORMATION
L.J. McElravy: LJ.McElravy@unl.edu or 402-472-8058

Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

TITLE
Using multiple-true-false (MTF) questions to reveal mixed understandings
WHAT (DESCRIPTION OF STRATEGY)
The MTF format is very similar to the multiple-choice (MC) format, except that students are asked to evaluate each response option as true or false, rather than selecting just one preferred answer.
WHY (PURPOSE OR OBJECTIVE OF STRATEGY)
When students select an answer in the MC format, we are given little information about what they think about the remaining options. Our evidence suggests that roughly half of students who pick the correct MC answer would have endorsed an additional option, if given the opportunity. The MTF format thus provides an easy way to ascertain what students think about each different option and reveal potential misconceptions. When used in a formative manner, the MTF format also encourages students to think through all the response options.
HOW (KEY IMPLEMENTATION STEPS)
The MTF format consists of a questions stem that introduces a scenario or question, followed by a series of true-false (T/F) statements. A given question can have any number of true or false items. Ideally, the content of each T/F statement is independent from the other T/F statements for a given stem.
RECOMMENDED RESOURCES/LINKS
The MTF format was used in these two papers: Couch, B. A., Wood, W. B., and Knight, J. K. (2015). The Molecular Biology Capstone Assessment: A concept assessment for upper-division molecular biology students. CBE-Life Sci Educ 14, ar10. Hubbard, J. K., Potts, M. A., and Couch, B. A. (2017). How question types reveal student thinking: An experimental comparison of multiple-true-false and free-response formats. Cell Biology Education 16, ar26.
CONTACT INFORMATION
Brian Couch – bcouch2@unl.edu

Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

TITLE
Preparing Lessons on the GO: Graphic Organizers That Is
WHAT (DESCRIPTION OF STRATEGY)



A good organizer shows students the intended message at once. The intended message is immediately apparent in this GO below: If behavior increases, it's reinforcement; if behavior decreases, it's punishment. The stimulus is presented in positive techniques; it is removed in negative techniques.

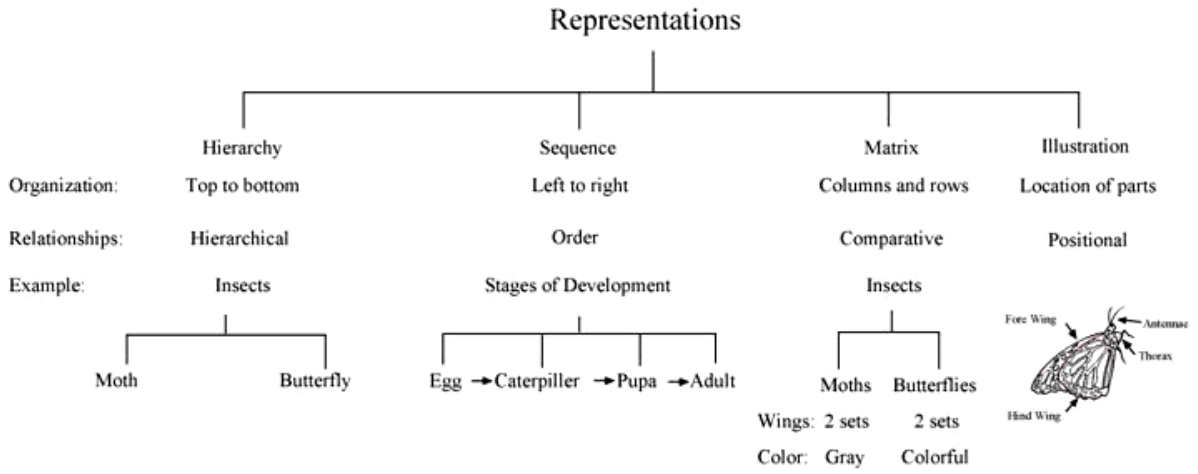
Operant Conditioning

STIMULUS	BEHAVIOR: Increase	BEHAVIOR: Decrease
Presented	Positive Reinforcement	Positive Punishment
Removed	Negative Reinforcement	Negative Punishment

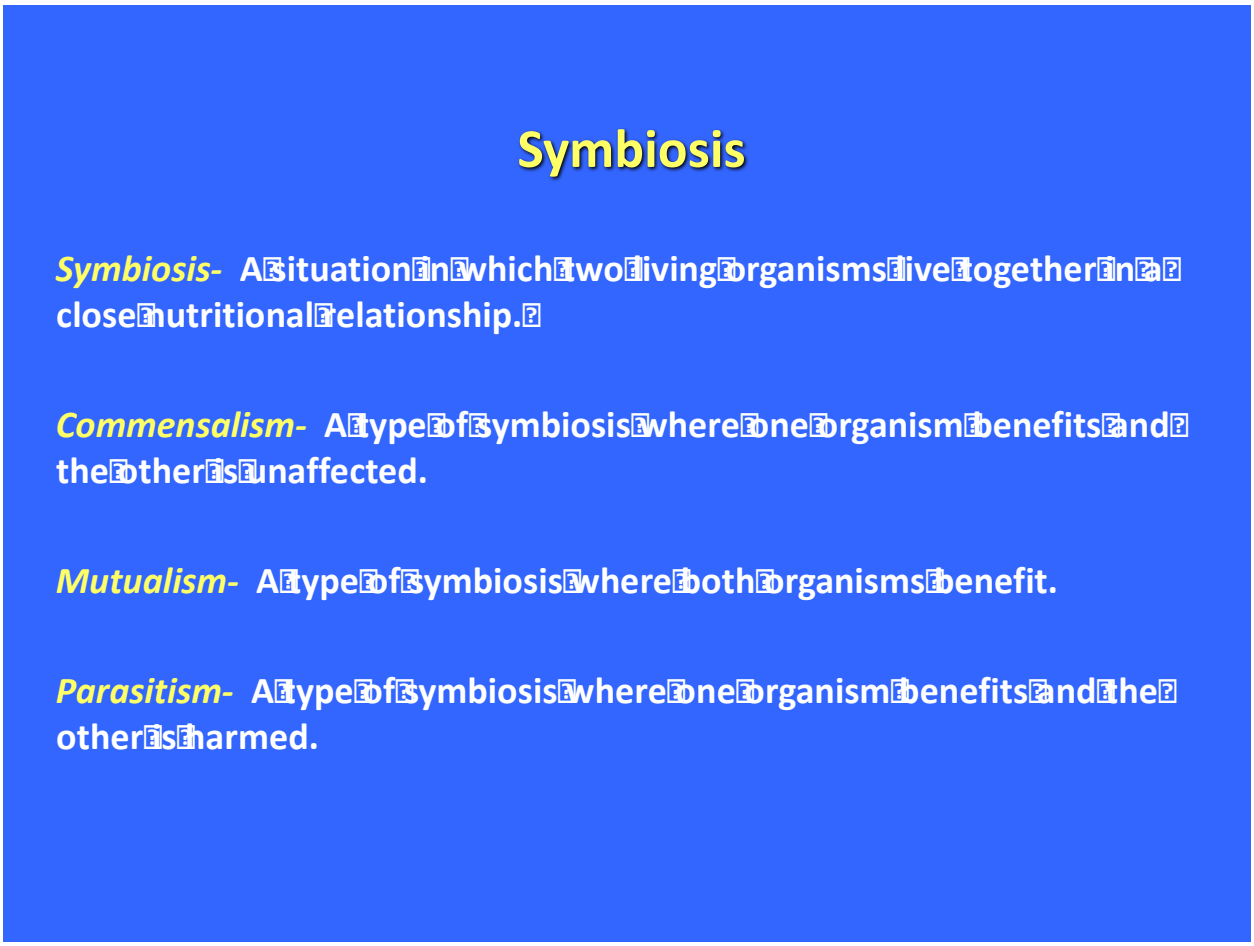
WHY (PURPOSE OR OBJECTIVE OF STRATEGY)

Learning is facilitated when information is displayed in visual representations instead of blocks (paragraphs) and lines (outlines and lists). Graphic organizers such as hierarchies, sequences, matrices, and illustrsations display information visually so that relationships among lesson ideas are easily seen and learned.

HOW (KEY IMPLEMENTATION STEPS)



RECOMMENDED RESOURCES/LINKS
Kiewra, K. A. (2012). Using graphic organizers to improve teaching and learning. *The IDEA Center*, http://www.theideacenter.org/
CONTACT INFORMATION
Kenneth A. Kiewra, Ph.D. **Department of Educational Psychology** **University of Nebraska, Lincoln** **kkiewra1@unl.edu**



Organize

Symbiosis

	Commensalism	Mutualism	Parasitism
Organism 1:	Benefits	Benefits	Benefits
Organism 2:	Unaffected	Benefits	Harmed

Schedules of Reinforcement

Okay, class, we've just covered reinforcement. Now, we'll see that there are different schedules one might use in delivering reinforcement.

Suppose you have a pigeon and you want to train it to peck a key. To train the pigeon, you give it food pellets for pecking the correct keys. There are four main schedules you can use to deliver the reinforcement. The type of schedule used determines several things about the animal's behavior.

Fixed-interval schedules deliver reinforcement following the first response after a fixed time interval. The pigeon, for example, might receive food for its first peck after a 10-second interval. Fixed-interval schedules produce slow response rates that contain pauses in responding. The animal tends to pause after it's reinforced and then increase responding as the interval ends, because reinforcement is again anticipated. It is relatively easy to extinguish (eliminate) behaviors learned on this schedule.

Variable-interval schedules deliver reinforcement following the first response after a predetermined but variable time interval. The pigeon, for example, might receive food following intervals of 5, 15, 2, and 18 seconds for an average interval of 10 seconds. Variable-interval schedules produce slow but steady response rates. It is difficult to extinguish behaviors learned on this schedule.

Fixed-ratio schedules deliver reinforcement following a fixed number of responses. The pigeon, for example, might receive food following every 10 key pecks. Fixed-ratio schedules produce rapid responding, although the animal pauses briefly following reinforcement. It is relatively easy to extinguish behaviors learned on this schedule.

Variable-ratio schedules deliver reinforcement after a predetermined but variable number of responses. The pigeon, for example, might receive food after making 5, 15, 2, and 18 pecks for an average ratio of 10 pecks. Variable-ratio schedules produce rapid and steady responding. It is difficult to extinguish behaviors learned on this schedule.

Complete Notes

Schedules of Reinforcement

Fixed Interval

- Definition—reinforce first response after a fixed time interval
- Example—food for first key peck after 10 s
- Response rate—slow, pauses
- Extinction—relatively easy

Variable Interval

- Definition—reinforce first response after predetermined but variable interval
- Example—food for first key peck after 5, 15, 2, and 18 s
- Response rate—slow, steady
- Extinction—difficult

Fixed Ratio

- Definition—reinforce after fixed number of responses
- Example—food after every 10 key pecks
- Response Rate—rapid, pauses
- Extinction—relatively easy

Variable Ratio

- Definition—reinforce after predetermined but variable number of responses
- Example—food after 5, 15, 2, and 18 key pecks
- Response rate—rapid, steady
- Extinction—difficult

Schedules of Reinforcement

- Interval
  - Fixed
  - Variable
- Ratio
  - Fixed
  - Variable

	Fixed	Variable	Fixed	Variable
Definition:	Reinforce first response after fixed time interval	Reinforce first response after predetermined but variable time interval	Reinforce after fixed number of responses	Reinforce after predetermined but variable number of responses
Example:	Food for first key peck after 10 seconds	Food for first key peck after 5, 15, 2, and 18 seconds	Food after every 10 key pecks	Food after 5, 15, 2, and 18 key pecks
Response Rate:	Slow, pauses	Slow, steady	Rapid, pauses	Rapid, steady
Extinction:	Relatively easy	Difficult	Relatively easy	Difficult

Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

TITLE
Canvas Course Analytics: Insights into Student-Course Interactions
WHAT (DESCRIPTION OF STRATEGY)
Canvas tracks how your students are interacting with the course shell. Learn how to access your course's analytics, what information is available to you, and how to use that information for quick course design improvements.
WHY (PURPOSE OR OBJECTIVE OF STRATEGY)
Accessing your course's analytics may provide insight on topics students struggle with, timeliness of assignment submissions, and individual student interactions with the course. Learning analytics can assist you in making course design improvements that would improve students' experience in the course.
HOW (KEY IMPLEMENTATION STEPS)
1. Click on your course's **homepage** 2. Click on the "**View Course Analytics**" button 3. **View activity by date:** The Activity by Date graph shows all course activity for all users in the course. The x-axis represents the course dates, while the y-axis represents the number of page views. Dark blue bars represent participation in the course. You will get information on assignment submissions, discussions, and quiz submissions. 4. **View submission analytics**: The Submissions Graph shows the status of each assignment in the course. The x-axis represents the assignments, while the y-axis represents the percentage of submissions for all students in the course. 5. **View grades analytics**: The Grades graph shows the median, high, and low scores for an assignment. The x-axis represents each assignment, while the y-axis represents the number of points for an assignment. 6. **View Analytics Tables**: To view analytics without hovering over graph columns, you can view all data in a table format. To switch to the table format, click the Analytics icon 7. **View Student Analytics:** You can view the student name [1], page views [2], participations [3], and submissions [4]. Submissions shows how many published and graded assignments each student is assigned in the course. Submissions are also broken down according to how many submissions were on time [5], late [6], and missing [7]. You can also view a student's current score percentage [8], which is their total score in the course**.** The data in your course analytics can provide you with insight on students' overall performance and how an individual student is performing. You can identify an assignment where students are struggling to complete, how often students interact with pages on Canvas pages, and get a report on how an individual student is performing.

RECOMMENDED RESOURCES/LINKS
1. How do I view Course Analytics? Available at https://community.canvaslms.com/docs/DOC-10299 2. How do I view analytics for an individual student? Available at https://community.canvaslms.com/docs/DOC-10297-415266791
CONTACT INFORMATION
Tareq Daher, tdaher2@unl.edu, 402 472 4347 – Innovative Instructional Design | College of Engineering

Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

Title: Making Large Classes Feel Small

WHAT (Description of Strategy): Relatively random assignment of students to groups of not more than 4-5 in Canvas. After the groups have been randomly assigned, I make sure international students are somewhat equally spread throughout the groups, and I try to have a mixture of male and female students in each group. Students are then to sit with their groups for the rest of the semester and participate in class activities together.

WHY (Purpose or Objective of Strategy): It builds student learning communities and brings the overwhelming experience of being in a sea of strangers down to an immediate group of 4-5 that students can get to know well over the course of the semester. Students become more invested when they are known in a large class and they have the opportunity to make several new friends in class and even form study groups. American students have the opportunity to get to know international students on a more personal level, and international students are encouraged to make English-speaking friends.

HOW (Key Implementation Steps): It takes about 20 minutes for students to rearrange themselves into their groups on moving day. They have their group numbers ahead of time and I make sure I have a list of all group members by number and a list of students alphabetically and to which group they belong. On moving day, I call each group by number and allow the group members to leave the classroom together and congregate in the hall area. Then I call groups by number again, and each group enters the classroom and chooses a place for their group. Groups are instructed to sit in two rows: 2-3 students in front and 2-3 students behind to facilitate discussion more easily.

Once groups have been relocated in the classroom, I give them between 5-10 minutes to get acquainted and start the bonding process: I encourage them to exchange email addresses or set up a page online where they can make connections

If a student does not show up repeatedly or does not do his or her part of the work, the other members of the group have the option to "vote them off the island." They come to me and let me know of the problem and I address it with the student who then is invited to become a group of one. Roles are rotated in the group so everyone has the opportunity to be a group leader or one of the other roles provided. More often than not, this leads to more even work distribution among the members.

Periodically throughout the semester I check the status of the groups and if there has been attrition, I join two groups together, or if a student wants to move for cause, I will join them to another group.

RECOMMENDED RESOURCES/LINKS

Smith, Karl A. 2000. Going Deeper: Formal Small-Group Learning in Large Classes. *New Directions for Teaching and Learning* no. 81. San Francisco, CA: Josey-Bass.

CONTACT INFORMATION: Katherine Nashleanas: knashleanas2@unl.edu , Faculty of Geography, 402-472-7905

Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

TITLE

A rapid exercise in resilience thinking

WHAT (DESCRIPTION OF STRATEGY)

I am experimenting with rapid teaching lessons that introduce concepts of resilience and complex adaptive systems to interdisciplinary groups of students to better reflect how coupled systems of human and nature persist and change. Today, I will discuss using Jenga to introduce a relatively new concept, spatial resilience, to upper-level undergraduate students.

WHY (PURPOSE OR OBJECTIVE OF STRATEGY)

I am a Co-PI on a recently funded NSF NRT grant that focuses on resilience as the basis for training students in the complex and intertwined systems of food, energy, water and other ecosystem services. Undergraduate students need to be competent in the basic and foundational concepts that govern the dynamic functioning of natural systems in order to better plan for uncertainty and surprise as we seek to meet global security goals in food, water, and energy.

The objective of this rapid teaching lesson is to motivate students to engage in the pursuit of learning complex ideas associated with the resilience of social-ecological systems and lead into more advanced training on why many proposed solutions to urban-environmental problems ultimately fail.

HOW (KEY IMPLEMENTATION STEPS)

Note: This lesson plan focuses on a more advanced topic on resilience. At this point, students will already have ben exposed to more introductory lessons to enhance their resilience thinking.

1. Student groups are assigned into two groups with rules for removing individual Jenga blocks (random vs. non-random)
2. Each Jenga blocks is numbered. Students in the random groups use a computer-generated random number to determine the order in which blocks are removed. Students in the non-random group are given different spatially-explicit rules for removing blocks (that range from rigid pre-determined spatially-explicit rules to adaptive rules that allow for greater flexibility in decision-making)
3. Students then answer the following questions:
   How much could your 'system' be eroded before it collapsed (based on the number of blocks removed)?
   What other factors led to collapse (teaching them that externalities, not only internalities, in systems that also contribute to collapse)?
   Which approach was able to withstand the greatest amount of change before collapsing (the foundation of the resilience concept)?

RECOMMENDED RESOURCES/LINKS

In development

CONTACT INFORMATION

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Rubric Construction: Encouraging Students to Prioritize Concepts

Erin Blankenship, *Professor, Statistics, and Associate Dean, College of Agricultural Sciences and Natural Resources*; erin.blankenship@unl.edu

In-Class Activity: Students, working in small groups, are asked to complete an example problem. After they have solved the problem, they are asked to write a grading rubric for the solution. The students are given a set number of points to "spend," and their rubric should clearly indicate how those points are allocated.

Purpose: This activity encourages students to prioritize concepts by forcing them to think through which parts of a solution are worth more than others. They must also defend their decisions to another group, and we also discuss the solution as a whole class so that we can come to a consensus about the most important concepts in the solution.

How it Works:

- Key Element: students have previous exposure to grading rubrics. When I hand back exams, we go over the test by talking through the rubric. This way they can see exactly why points were taken off, and they can see how I prioritize concepts. Because they are familiar with rubrics, they understand what I'm asking for when I ask them to create one. (P.S. Showing rubrics when going over exams has **dramatically** cut down on the arguments over points.)

- Students are typically given a two-part problem to work. One part is fairly "mechanical" and the other part is more concept-focused. For example, here is a problem for which students were asked to create a rubric:

  An estimator, $\widehat{\theta}$, is a **consistent estimator** for θ if

  $$\lim_{n\to\infty} \mathrm{Var}(\widehat{\theta}) = 0 \qquad \textbf{and} \qquad \lim_{n\to\infty} \mathrm{Bias}(\widehat{\theta}) = 0$$

  1. Suppose that $X_1, \ldots, X_n$ and $Y_1, \ldots, Y_n$ are independent random samples from populations with means μ_1 and μ_2 and variances σ_1^2 and σ_2^2, respectively. Show that $\overline{X} - \overline{Y}$ is a consistent estimator of $\mu_1 - \mu_2$. Be sure to show/explain all work.
  2. In a few sentences, explain how the the concepts of consistency and MSE are connected. In an estimator is consistent, what does that tell us about it MSE? Why is consistency a desirable property of estimators?

  After students solve the problem, they are given 10 points to allocate on each part.

- DISCUSSION IS ESSENTIAL: After the groups have completed their rubric, they compare with another group to see if they valued the same parts of the problem in a similar way. After small group comparisons, we discuss as a whole class to come to consensus on the most important/valuable parts of the solution are.

- Quick activity, and can be incorporated into existing problem sets/examples.

- I typically show them my rubric after the discussion

What I've Observed:

- Students tend to default to "equal" points at the beginning of the semester, but create more nuanced rubrics with more practice.

- Students tend to value mechanical operations more than I do.

- Also easy for (undergraduate) recitation instructors to implement.

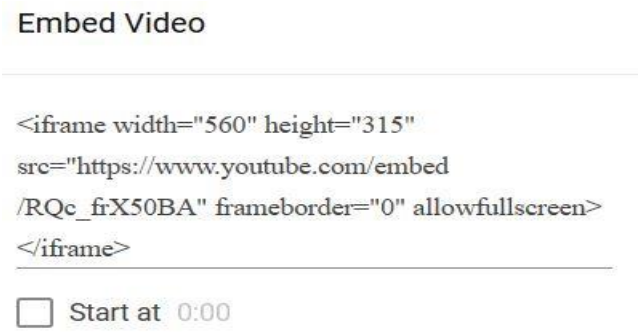
- Students have expressed appreciation for this activity, though that may be because they like seeing more rubrics that I've constructed.

Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

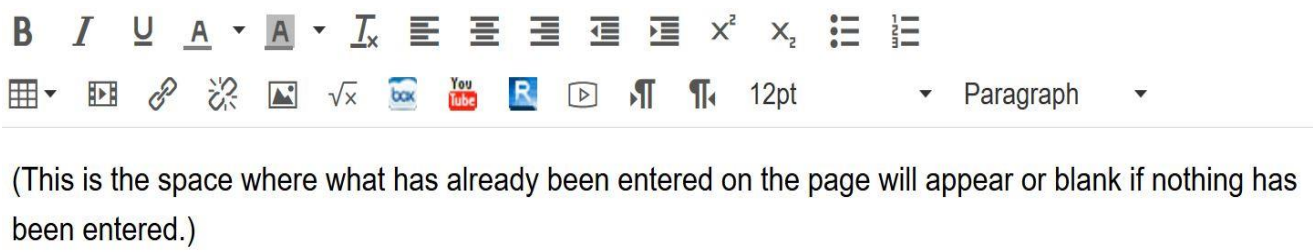
TITLE
Providing Students Immediate Feedback on Individual and Group Work in Large Classes
WHAT (DESCRIPTION OF STRATEGY)
Immediate feedback on individual and group work is a central component of some teaching approaches, such as team-based learning. Providing immediate feedback, however, can be challenging in large classes. Very simple strategies, however, can be used to provide immediate feedback on group and individual work. For group exercises, IF-AT (immediate feedback assessment technique) forms can be used to allow teams to discuss and work through misunderstandings on their own, or flash cards can be used to identify and then discuss differences among groups in their understanding of course material. For individual exercises, such as exams, IF-AT forms can be used to allow individuals to rethink material about which they have misunderstandings during the testing process.
WHY (PURPOSE OR OBJECTIVE OF STRATEGY)
Feedback is critical to student learning, and timely feedback is more effective than delayed feedback because it allows students to learn from their misconceptions while they are still actively engaged with the material. In addition, timely feedback on group work provides students the information they need to improve group performance.
HOW (KEY IMPLEMENTATION STEPS)
Group folders that the groups pick up before the start of class can be used to distribute IF-AT forms and flash cards. The flash cards should have large letters or numbers (for example, the letters A-E) that groups hold up when asked to report their answers to a group exercise. Printing each letter on a paper of unique color makes it easier to identify how the groups answered, particularly in a large lecture hall. Students need to be walked through how to use the IF-AT forms. A common problem is that students mistakenly scratch in the wrong row, so they need to be repeatedly reminded to pay attention to where they are scratching.
RECOMMENDED RESOURCES/LINKS
http://www.epsteineducation.com/ (information about IF-AT forms and how the forms can be used). Michaelsen L.K, Bauman Knight A., L. D. Fink (eds). 2004. Team-Based Learning: A Transformative Use of Small Groups in College Teaching. Stylus: Sterling, VA.
CONTACT INFORMATION
William Wagner, wagner@unl.edu

EMBEDDING A VIDEO INTO A CANVAS CONTENT PAGE

1. Embedding a video in a content page in Canvas places it within a content page allowing the students to view the video without the need to leave the course.
2. On Youtube, underneath the video will be a line displaying a "share" button. Click on the "share" button. This will bring up a menu with an "EMBED" button. Click on the "EMBED" button.
3. A screen will now appear like the following with the line of html code to embed the video. The line of html code will start with "<iframe width……" Click on the "COPY" button and the html code will be saved for pasting into the Canvas page. If the "COPY' button is not present highlight the line of code and copy it for pasting into the Canvas page.



4. Go the Canvas content page where the video is to be embedded. Click on the "edit" button to edit the page and the following screen will appear.



5. Go to where you want the video to appear and type "comment" to hold a place for a latter explanation about the video. Click on the "HTML Editor" red button in the right hand corner of the screen. You will see a line of html code which looks like this:

```
<p>comment</p>
```

6. Use the enter key to bring up a new line and copy the html code saved for the video. The screen will now look something like this:

```
<p>comment</p>
<iframe width="560" height="315" src="https://www.youtube.com/embed/RQc_frX50BA" frameborder="0" allowfullscreen>
</iframe>
```

7. Go to the bottom of the content page and save the page. The start screen of the video with the start arrow will now be present in the page.

Jerry Varner College of Engineering Associate Professor Electrical and Computer Engineering jvarner1@unl.edu

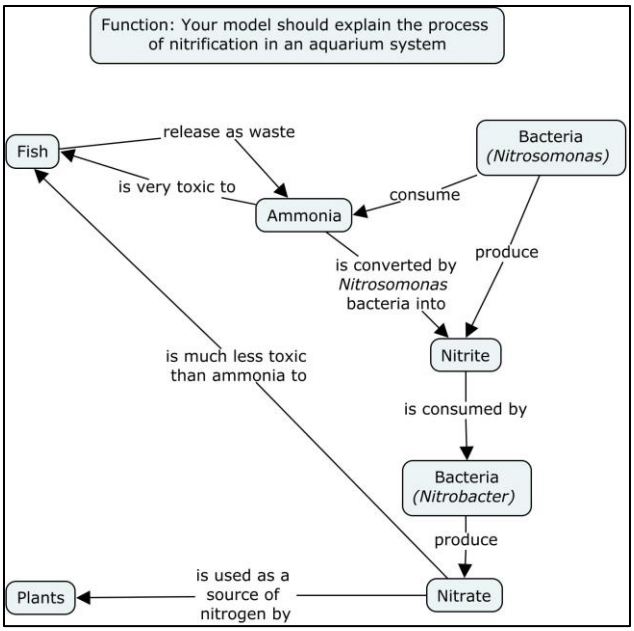
Modeling to help students make connections

Modeling Systems

- Systems are assemblages of components that interact in meaningful ways with outcomes that emerge from these interactions.
- Systems thinking emphasizes how components interact rather than the components themselves.
- Student created models can be insightful for the students and instructors.

Parts of the Model

- ***Structures.*** The elements or components. Usually nouns. Represented in boxes.
- ***Relationships.*** The processes or elements. Usually verbs. Labels on arrows connecting structures.
- ***Function.*** The purpose of the model. What the collective model represents.



Pedagogical Preparation

- ***Readings.*** Provide the context for the model and necessary information about the phenomena that you want students to model. Models can lead students to investigate interactions further so this doesn't have to be comprehensive; it can be a beginning.
- ***Function.*** Provide students with the intended purpose (function) and the audience for the model. Models look very different if used in a classroom, a museum, with a research colleague, or with your family. This can be a student-derived process where they come up with the function from the readings and the audience.
- ***Relevant Components.*** Provide guidance on structures you are expecting. Students may derive these from readings or the instructor may provide them. These will appear in student models so construct your own model first to make sure the structures are necessary and sufficient.

Tips for Modeling in your Class

- ***Rules for Construction.*** Provide students with rules for constructing models. As students gain proficiency, these may be relaxed to allow greater expression.
- ***Start Small.*** Allow students to start with sub-models of a few structures that are easier to build. Then students can consider the connections among the sub-models to finalize the process.
- ***No Right Answer.*** Make sure students know that there are different ways to construct a model. Student models will evolve over time and early models often contain some correct relationships even if they need substantial changes. Allow space for students to show you their thinking.
- ***Feedback is Critical.*** Provide frequent feedback to students at all steps. Examples of feedback include: showing how an instructor might connect two structures (I recommend against providing an entire 'correct' model), allowing students to critique a neighbor's model, providing instructor feedback on a sample model, providing guiding questions to revise their models.

For more information contact, Joe Dauer, Ph.D.; Assistant Professor; School of Natural Resources; University of Nebraska-Lincoln; joseph.dauer@unl.edu; 402-520-1280

This handout was informed by the research and experiences of, and discussions among, T. Long, J. Momsen, E. Bray Speth, S. Wyse, and J. Dauer.

Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

TITLE
New tricks for teaching old fossils: Encouraging science literacy in introductory level students
WHAT (DESCRIPTION OF STRATEGY)
The presentation will discuss ways to incorporate current scientific findings into an entry-level classroom. In this case, using an article reading guide for students in concert with in class-discussion and comparison of the primary literature to a piece of popular media (film, newspaper or magazine article, etc.) makes for an engaging way to familiarize students with the differences between these two forms of information.
WHY (PURPOSE OR OBJECTIVE OF STRATEGY)
This strategy was designed to aid students in the development of their competency in the art of distinguishing fact from fiction when encountering news stories about science in the popular press. In particular, this strategy was initially developed for a course that satisfies ACE Student Learning Outcome #4, which is designed to prepare students to use scientific methods and knowledge of the natural and physical world to address problems through inquiry, interpretation, analysis, and the making of inferences from data, to determine whether conclusions or solutions are reasonable.
HOW (KEY IMPLEMENTATION STEPS)
• Identifying an appropriate article/film/television show/etc. in the popular press or media. • Assisting students in locating the primary source/reference utilizing UNL library resources. • Construction of a reading guide for the students that explains what they should expect from each section of the article. • Be sure to provide appropriate scaffolding for students in the reading guide (perhaps a glossary, etc.) as they may be encountering the primary literature for the first time. • In-class discussion of the article reading guide following completion – first in small groups, then together as a whole, with a focus on comparing what they learned from the primary source to what they saw in the piece of media made for popular consumption.
RECOMMENDED RESOURCES/LINKS
-
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Five-Minute Presentation, Fall 2017 Teaching and Learning Symposium

TITLE

Dare to Go Live! Student Facebook Live Production for Real-World Learning

WHAT (DESCRIPTION OF STRATEGY)

Facebook Live is a simple social media feature for broadcasting video and audio live via mobile devices in real-time. You simply tap the live camera icon in your Facebook status field, focus and frame your camera, and stream live to your online followers. Facebook live is used for multiple activities such as streaming events, speakers, interviews, demonstrations, and more. The content could potentially be for marketing, promotional, informative, and educational purposes. The broadcasts can be interactive, as online followers can 'like' or post comments to the video.

WHY (PURPOSE OR OBJECTIVE OF STRATEGY)

Within a project-based learning (PjBL) instructional design approach, students research and develop projects for real-world audiences for relevant and memorable learning experiences. Students can develop skills working with Information Age tools to deliver their projects. Facebook Live is one such teaching and learning tool and can be used to develop students' communication skills via an interactive live broadcast experience. Competitive 21st Century graduates will be able to deploy live video streaming for engaging public audiences in a variety of topics.

HOW (KEY IMPLEMENTATION STEPS)

Agricultural and Environmental Sciences Communication (AESC) undergraduates in ALEC 241: Mobile Video Production of Agricultural and Environmental Issues were charged with using the AESC program's Facebook page to go live at an Institute of Agricultural and Natural Resources (IANR) and/or College of Agricultural Sciences and Natural Resources (CASNR) event. Students completed a series of scaffolded assignments:

- Initial Proposal:
  - Event research – who, what, when, where, target audience, event organizer
  - Technology planning – identify device and microphone to be used
  - Professionalism – terminology to be used, attire, tone, and becoming knowledgeable
  - Reflection – discuss nerves, concerns, strengths, and learning goals
- Planning:
  - Promotion – write Facebook posts/Tweets and include images to preview the event
  - Rough script/outline – information organized into introduction, body, and conclusion
  - Provide email permission from the content expert to go live at the event
- Go LIVE!
- Post Written Reflection:
  - What went well? Did not go well/could be improved?
  - What did you learn? How might you use this tool in the future?
  - Recommendations for improving this assignment? Advice for future students?

RECOMMENDED RESOURCES/LINKS

Buck Institute of Education (project-based learning): https://www.bie.org/
Facebook Live: https://live.fb.com/
Facebook Live Tips and Tricks: https://live.fb.com/tips/
Social Media Today Tips: http://www.socialmediatoday.com/social-networks/17-tips-help-create-better-facebook-live-broadcasts

CONTACT INFORMATION

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