

Teaching Effectiveness Guide 2018-2019

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INTRODUCTION

By nature, all BiLGi faculty members are teachers as much as they are academics. Most of our time and energy revolves around teaching our students and finding more effective ways to educate them. However, it is seldom the case that we receive teacher education at the outset of our careers before we set foot into our first classes. Through experience, we usually find our own way by discovering better teaching methods and more effective classroom management techniques.

One of the main activities at the center of a university – the classroom – has long been ignored in the settings of higher education. It has finally become a major focus over the last decade, and higher education institutions have started to concentrate on the classroom and learning.

The purpose of this guide is to provide you with tips and ideas on how to make your classes more learner-focused and places where real learning occurs. While accepting such limitations like large classes, time constraints and student profile restrictions, in this guide you will find ideas on how to deal with such problems in a better way without sacrificing quality in your classes.

Because of the shift from a teacher and teaching-centered approach to an era where the learner and learning is the focus, new methods and strategies have been tried out and developed. Thus, we have endeavored to help you make your classes more learner and learning-centered, more attractive and motivating by adapting the different models and strategies provided to you in this guide.

Student Centered Classes, Student Involvement and Active Learning

This guide is formed around the principles of a student centered education system where active learning and student involvement are key in classroom and educational practices. The activities, course types and delivery methods explained in this guide all aim to help you in implementing a more student-centered approach to your teaching to ensure students are actively involved in the learning process; thus, they are learning better.

COURSE DESIGN IN HIGHER EDUCATION

Effective course design is the first and foremost step to effective classroom practices. A welldesigned course with meaningful and achievable learning outcomes and a plan to achieve these outcomes will definitely illuminate the path to classroom pedagogy and practices. Therefore, the first section of this guide is on Effective Course Design.

Backwards design at a glance

Backwards course design is the idea of starting to design the course by identifying the course learning outcomes first. If you know the destination you want your students to arrive at, you will be better able to construct a path to reach that destination, namely the course learning outcomes. However, in constructing this path, you also need to take into consideration the contextual limitations, the student profile, your own strengths as a teacher, and the curricular framework the course may need to fit into.



Step 1. Things to consider before writing your Course Learning Outcomes

Adapted from "Speaking of Teaching" (Center for Teaching and Learning, Stanford University, n.d.).

The student: Who are the students that will be taking this course? Will they be majors or nonmajors? Will the course be required or an elective for them? Will the students be freshmen and sophomores? Juniors and seniors? What prior learning will they have had? What are the best ways to find out? What assumptions about the subject might they need to unlearn? Why will the students be taking the class (as opposed to why you hope they are taking the class)? Moreover, how will I need to support these students based on their backgrounds, limitations and strengths?

The context: How many hours a week will I have in class and/or online? How many students will be in each section of the course? What educational technologies can I use? How many weeks do I have? Are there issues that might be controversial in the context, how will I deal with those?

You: What are your strengths as a teacher? Is it giving lectures, leading discussions, designing writing assignments, and/or designing exams? How can you make use of your strengths through your course design to help students achieve the aimed goals?

The course: Does the course require practical application or is it a theory-based course? Will I have small or large classrooms? Is the course part of a curricular sequence? Is this an existing course? If so, what sort of feedback did you receive last time? What did student performance on exams and assignments indicate about how these assignments were helping students to achieve your learning goals for them? Alternatively, is this a new course? Then what is your vision for it? What do you hope it will help your students to accomplish?

Step 2. Course design towards Course Learning Outcomes

In order to design your course, you need to first identify what knowledge, attitudes and skills you hope your students will have by the end of the course you are designing. This identification will be the base for every choice you make in your course design. Knowing the course learning outcomes that you expect your students to achieve upon successful completion of the course will assist you in designing your course in a way that will allow the student to accomplish the set outcomes. Your course, the content, sequencing, course materials, assessment and delivery techniques should all be in alignment with the course learning outcomes, and the course learning outcomes should be reached through the course and through the activities throughout the course.

How to write course learning outcomes:

A Course Learning Outcome (CLO) is defined as particular levels of knowledge, skills, and abilities that a student has attained because of experiences throughout a course (Ewell, 2001).

Course Learning Outcomes need to be:

- specific, observable and measurable (assessable),
- realistic and achievable as a result of the course,
- clearly stated and well understood by students (make sense),
- directing the design of curriculum, pedagogy, assignments, resources, and assessment,
- visibly connected to the course elements (class sessions, assignments, readings, etc.) (Driscoll & Wood, 2007),
- in alignment with program learning outcomes (PLOs), in other words each course should be written with the PLOs in mind to help in the achievement of the PLOs.

Learning Outcomes are not...

- descriptions of learning activities,
- descriptions of curriculum content.

An easy way to write course learning outcomes is to start the sentence with "Upon successful completion of the course, students will be able to" and continue with an action verb and a definition of what you expect the students to perform as a result of your course.

Some examples of CLOs:

• Upon successful completion of the course, students will be able to summarize the important features of major periods in the history of western music.

- Upon successful completion of the course, students will be able to apply important concepts and principles of psychology to draw conclusions about populations from samples.
- Upon successful completion of the course, students will be able to describe the operations of financial institutions and the services they provide.

Bloom's Taxonomy of Learning and Student Learning Outcomes

In 1956, Benjamin Bloom and his colleagues published a framework for categorizing educational goals called the *Taxonomy of Educational Objectives*. It has since been revised and amplified many times, but the basic framework has stood the test of time and remains a powerful tool for classifying levels of intellectual behavior important in learning. The taxonomy shows us both how to scaffold learning in classrooms and how to formulate student learning outcomes at increasingly sophisticated levels. These six categories of cognitive activity comprise the framework:

Remembering – recalling relevant terminology, facts, or different procedures related to information and/or course topics. At this level, a student can remember something, but may not really understand it.

Understanding – the ability to grasp the meaning of information (facts, definitions, concepts, etc.) that has been presented.

Applying – being able to use previously learned information in different situations or in problem solving.

Analyzing – the ability to break information down into its component parts. Analysis also refers to the process of examining information in order to arrive at conclusions regarding cause and effect, interpreting motives, making inferences, or finding evidence to support statements/arguments.

Evaluating – being able to judge the value of information and/or sources of information based on personal values or opinions.

Creating – the ability to apply prior knowledge and/or skills creatively or uniquely to produce new and original thoughts, ideas, processes, etc. At this level, students are involved in creating their own thoughts and ideas.

Taken from "Developing Program Level Outcomes." (n.d.)

In the next table are verbs that can be used when writing student learning outcomes for different levels of learning as described above. Please note that the same verbs can be used at different levels depending on the complexity of the outcome defined. In addition, the list below is just a starting point to give you an idea, please do not feel limited to the list below.

Remember	Understand	Application	Analysis	Evaluation	Creating
сору	associate	apply	advertise	appraise	adapt
define	cite	change	analyze	appraise	arrange
describe	classify	choose	appraise	argue	assemble
duplicate	classify	complete	calculate	assess	compile
examine	compare	compute	calculate	choose	compose
identify	contrast	construct	categorize	compare	construct
indicate	convert	construct	compare	contrast	create
know	demonstrate	demonstrate	conclude	criticize	design
label	describe	determine	contrast	decide	facilitate
list	differentiate	develop	criticize	defend	formulate
list	discuss	discover	debate	estimate	manage
locate	distinguish	dramatize	determine	evaluate	modify
match	explain	employ	diagram	grade	organize
memorize	express	establish	differentiate	judge	perform
name	extent	examine	distinguish	measure	prepare
recall	infer	experiment	examine	rate	produce
recognize	interpret	explain	experiment	revise	propose
record	identify	give examples	inspect	score	set-up
relate	locate	interpret	inventory	select	write
repeat	paraphrase	illustrate	question	summarize	
reproduce	recognize	interpret	relate	value	
retell	relate	investigate	solve		
select	report	manipulate			
state	research	operate			
underline	restate	organize			
	review	practice			
	rewrite	predict			
	show	prepare			
	suggest	produce			
	summarize	relate			
	tell	report			
		solve			
		use			

Area for assessment

Assessment activities may include:

• classifying, categorizing and sorting information,

• analyzing, evaluating and expressing opinions,

• comparing and contrasting two events, theories and/or processes,

- investigating, collecting and analyzing data,
- researching,
- predicting the outcome of an event and testing theories,
- debating,
- participating in group discussions,
- rewriting stories from a different perspective or point of view.
- Skills in analysis and critical thinking

These skills relate to learning about 'how' rather than 'what'.

Assessment activities may include:

- paraphrasing and editing, creating and using models, making a diorama to illustrate an event, • producing a poster, Skills in application and presenting group and individual performances, performance role-playing, These skills relate to the participating in debates, application of • peer tutoring, knowledge, skills and explaining and demonstrating to others, • understanding, through inquiry, practical and research projects, performance. making a video or podcast (including writing a script and film/audio . production). concept and mind mapping to show generalizations and relationships, • self-reflective evaluation, including journals, reflections on processes, blogs and wikis, Skills in evaluation participating in self-assessment, peer assessment and peer feedback activities, These skills relate to creating and interpreting graphs and diagrams, applying knowledge and posing problems in a range of contexts, understanding to make evaluating research, judgment. writing reviews, critiquing the value of ideas, concepts, materials and methods using criteria,
 - designing a questionnaire to gather information,
 - making a flow chart depicting critical stages.

Taken from "Designing effective learning and assessment". (n.d.)

Learning Outcome Checklist

- _____ The outcomes start with "Upon successful completion of the course, students will be able to..."
- _____ The outcomes have an action verb describing the desired performance of the student.
- _____ All outcomes are observable and measurable (assessable) (One should be able to describe ways to assess the outcomes by looking at the statement).
- _____ The outcome is reached because of the course/program or work/study.
- _____ The statements focus on the outcomes and what the learner does, not on curricular input or what the instructor does.
- _____ The outcome is clear to the reader.

Step 3. Deciding on course content and materials

Once you have written your Course Learning Outcomes (CLOs), now you can decide on the course content, thus, choosing course material by keeping those outcomes in mind. Make sure that the course content and materials are in alignment with the CLOs and are suitable to the student profile. In order to ensure the alignment of CLOs and course content, a good way is to list your CLOs and underneath each one, note the materials and the relevant content that aligns with each CLO.

Step 4. Deciding on and designing assignments and assessment tasks/methods

In order to decide on assessment methods and assignments, we suggest that you start with a list of your CLOs and beneath each CLO, list the assignments and assessment tasks that will give your students a chance to demonstrate that they have achieved the CLOs for the course. Making this list will allow you to determine how well the CLOs have been achieved.

One more important point is to make sure that your assessment methods match with your CLO. To give an example, if your CLO claims that your students will be demonstrating something, then a multiple choice exam would not be an appropriate method to assess this outcome.

Step 5. Planning for Course Delivery

Adapted from "Speaking of Teaching" (Center for Teaching and Learning, Stanford University, n.d.)

You will find different methods and planning ideas for your course delivery in this guide. A variety of different delivery methods will always be a motivating factor for students. If you plan your delivery methods towards supporting your already established CLOs (instead of for the sake of providing variety), then the structure as well as the content of our courses will have a pedagogical coherence as well as a built-in success mechanism for students to achieve the CLOs. The delivery method should be in alignment with and suitable for the already planned components of the course, namely the CLOs, assessment methods, content, context and student profile.

Step 6. The syllabus and CDC (Course Data Collection) Platform

Adapted from "Speaking of Teaching" (Center for Teaching and Learning, Stanford University, n.d.)

Once you have decided on and planned all the above steps, it is now time to bring it all together to share it with the students and others.

The syllabus and CDC are the places where you can outline the Course Learning Outcomes, the course content, delivery methods, assessment tasks, expectations from the students as well as your overall teaching philosophy. Since the syllabus is also an active contract with the students containing your expectations of them as well as guidelines for succeeding in the course, be sure to include a section in your syllabus for course and university policies (a section is already available in the CDC to be shared with the students), such as a percentage breakdown of how graded assignments and class participation will be factored into the final grade, an attendance and absence policy, a late papers and revision policy, a scholar/make-up class and work policy, and a disability disclosure policy (a ready text is available on the ECTS website).

Course Curriculum Review

Curriculum Development is actually an endless process, after implementing all the steps above and actually delivering the curriculum, you will be gathering data of student work throughout the term, which will represent student achievement of the course learning outcomes you have set. Once the term is over and probably at times during the actual delivery of the course, you might realize a mismatch of the intended learning outcomes that you have articulated for the students and their actual achievement. Based on evidence of such achievement (through direct evidence, which is student performance during the course, assignments, exams etc.) and other indirect evidence like course evaluation results, focus group meetings, grade distribution data etc., you should be revising your course before the start of each academic year.

A desirable cycle of curriculum review both for courses and programs can be seen below.



As can be seen in the diagram above, we start our courses with the intended learning outcomes and assumptions on how a student can achieve those, i.e. how to deliver the course. Then you have the actual course delivery stage where you instruct and assess, in the meantime you collect evidence of student achievement through assignments and exams, as well as through surveys and data. To plan for the next time that you will deliver the same course, you analyze the evidence and data gathered and revise your curriculum accordingly at the end. The cycle begins at that stage all over again.

ENGLISH AS A MEDIUM OF INSTRUCTION (EMI)

What is EMI?

English as a Medium of Instruction (EMI) is a system that uses English as the primary medium of instruction particularly where English is not the mother tongue of the students (<u>https://en.wikipedia.org/wiki/English-medium_education</u>). In Turkey, approximately 110 out of 178 higher education institutions have EMI provision. Istanbul Bilgi University is one of those institutions where the medium of instruction is English and it is mandatory in most of the departments and programs.

According to CoHE (Council of Higher Education – YÖK) regulations it is a requirement for students to be proficient in English and they have to prove it officially (e.g. TOEFL score or a score obtained from an institutional exemption exam – Bilgi BILET) in order to study in their department / program where English is the medium of instruction. Otherwise, it is compulsory to complete a one-year English preparatory program (depending on the starting level).

Why do Higher Educational Institutions Prefer EMI?

The higher educational institutions use the EMI system as an opportunity to improve the quality of education and meet students' global needs. The following are advantages of EMI in higher education:

- In today's global world, English is the Lingua Franca and it is essential for everyone to learn English.
- Students who graduate from departments/programs that use EMI have better job opportunities.
- Students in such programs have better opportunities to attend student exchange programs such as Erasmus.
- Students can continue their academic studies abroad.
- Students studying in such departments/programs can follow studies and research conducted in English, particularly if there are no resources in their mother tongue.
- Students will have the opportunity to improve their level of English.
- Students will increase international communication skills and build self-confidence.
- Higher education institutions aim to attract more foreign students.

Myths about EMI

Most departmental instructors might have the following misconceptions:

- Instructors in departments/programs assume that the students have a good command of English.
- Departmental students must have solved language problems before they join the program.
- When delivering the lecture, the instructor does not have to worry about the language differences among students.
- It is the responsibility of the English preparatory program to help students reach the intended level of language proficiency and possess certain academic skills.
- EMI instructors do not have a mission to help students improve their level of English.

Problems that EMI Students Might Have

EMI is a new system for most students, particularly for those that had to study in a preparatory program before they began their academic life. Therefore, they may feel frustrated and become demotivated. The following can be regarded as some major problems for students in an EMI context:

- <u>Content-specific Vocabulary</u>: This type of vocabulary is new even in students' native language (L1).
- <u>High Level of English in Authentic Materials</u>: Such materials are not prepared for pedagogical purposes and therefore they include complex structures and advanced vocabulary, which hinders comprehension.
- <u>Difficulties at Maintaining Focus and Motivation in an L2 Environment</u>: Following lectures in L2 can be a great challenge; this can be difficult even in L1 as students learn a new content.
- <u>High Level of English as Part of Classroom Language</u>: The lecturer's complex instructions, lengthy explanations and the choice of language (structure, vocabulary, formality level, etc.) may discourage students.
- <u>Delivery of Comprehensive Content</u>: In most cases, instructors are concerned about teaching the curricular content in a limited period, and therefore they may give excessive input through lengthy lectures during the class time.

Suggestions to Make EMI Effective in the Delivery of Course Content

EMI is a challenge for both students and the instructors. However, instructors can turn this process into an advantage. The following suggestions can be helpful for EMI instructors:

- Encourage your students to create a glossary for content-specific vocabulary. Start it as a model using online tools such as Blackboard Glossary Tool and other external online tools (see, 'Practical Innovative Online Tools and Applications to Support Teaching' section).
- As mentioned in the above section, students are expected to read authentic materials and listen to such lectures during the class. This may lead to comprehension problems. Assign your students to read simpler texts in the content that you are planning to deliver so that your students become familiar with the content to be taught in class (see, 'Flipped Classroom Teaching Model' section). Remember to give a purpose and ask them to do a task to give your students a reason to read.
- Use simpler language as part of classroom language. Simplify grammar and vocabulary when giving classroom instructions. Avoid lengthy statements and explanations. Break lengthy instructions into shorter stages.
- Attract attention using different tones of voice, audio materials and visuals.
- Praise your students. Praise in L1 could be an effective tool (if you do not have a heterogeneous class).
- Help your students personalize the input you give. Your personal experience and students' real life experiences can be more memorable.

- Tell anecdotes in English. Share your previous learning experiences with students.
- Grade your language according to the students' language level. Stick to commonly used vocabulary in lectures, if it is not the content vocabulary.
- Give short class time breaks to help students recollect their attention, which is called 'Me Time' during which the instructor gives students an opportunity to think, organize class notes, revise, prepare and ask questions, or discuss with peers. Remember that learners' attention span, even at this level, is limited to 25-30 minutes.
- During the lecture, paraphrase and repeat when you think there might be confusion.
- Stop and ask questions somewhere in the middle to check if students have understood before you move on to the next stage.
- Wrap up before moving on to the next stage/topic.
- Ask a student to repeat the instruction to model other students.
- Change the activity if it does not work.
- Use technology to involve and engage more students particularly in large classes (see, 'Practical Innovative Online Tools and Applications to Support Teaching' section).
- Get oral/written feedback from students on what was 'difficult, easy, useful, etc.' on a regular basis.

LESSON PLANNING AND STAGES

When learning stages are considered, students at the initial stage are not aware of what they do not know. Therefore, when a lesson is being planned, the instructor must consider this fact. Because the content they are supposed to study is something completely new, **the aims of the lesson should be clear**. At the beginning of the lesson, the instructor needs to communicate what the students are going to learn that day, and why they need to learn it.

Dividing a lesson into certain stages is helpful for your lesson to flow smoothly; this breakdown will ease your life, save time and lead to a more effective learning environment. Below are parts of a lesson, stages, and some practical ideas on what could be done at each stage to make teaching efficient and effective:

Lead-in Stage

As the initial stage, a lead-in is an inevitable integral part/stage of lesson planning and execution. It is the stage where the instructor can make a smooth transition between the previous lesson and the next lesson. This stage is necessary to engage students in the lesson, attract their attention, motivate them to participate actively, and prepare students for the next lesson.

At this stage, you need an engagement activity in order to warm up your students and prepare them to receive your lecture/class. An engagement activity takes 5-10 minutes. It also helps people settle down, deals with late comers and attracts the students' attention.

One of the most useful techniques at this stage is elicitation; here are some elicitation suggestions:

Alternative 1. Reflect a picture or image that could represent the main concept of the previous class (or, alternatively, as a prediction tool for the basic concept of the new lesson/lecture), give students some thinking time (30 seconds) and then pair students to talk/discuss the picture and see what and how much they remember. This will create a link with the previous lesson.

Alternative 2. Write a key word (the title of an article) on the board that might represent the main concept of your new lecture, give students some thinking time to predict, ask students to share what they think in pairs/groups, and let them share with the rest of the class.

Alternative 3. Write a startling statement or a quote related to the lesson content to initiate class discussion.

Alternative 4. Write a pop-quiz question on the board, ask them to answer it on a piece of paper; randomly choose some answers, read them aloud to the class and let them discuss.

Alternative 5. Show a short video related to the main concept of your previous (or current) lecture/lesson, and have your students discuss a related issue; remember to give your students a purpose to watch the video.

Alternative 6. Link the new lesson and material to the previous class, and your students' prior knowledge.

Lecturing Stage

It is the main body of the lesson. Some tips, activities and techniques can be suggested:

- Give two-minute pauses after every 20 minutes of your lecture. This 'Me Time' can be used for taking notes or a question-answer session with classmates.
- Stop and pose questions time to time to involve students.
- Monitor your students (are they taking any notes, are they listening, etc.).
- Assign a student as a class note-taker, and have students take turns taking notes; ask the note-taker to organize notes and share it with all classmates (e.g. note-taker may post it online).
- Prepare a handout with key points (e.g. an outline of your lecture) and leave space for your students to fill in their notes during the lecture.
- Give a short extract from an original text of the content and ask students to think: 1) What did the writer say before this? 2) What did the writer say after this paragraph?
- Present the text of your lecture and ask your students to go over the text and write 2-3 questions that they think the text answers.

Post-Lecture

This is the stage where you can involve your students in more interaction and communication. Students can express their personal opinions, exchange opinions with their peers and evaluate what they have learned.

- Introduce a case related to the content; divide your class into groups (of 3-5 students), assign roles to the group members, pose guiding questions for group discussion or problem solution.
- Prepare a set of interesting pictures, images, symbols that could represent the topic/subject of the day and give a set to a group of 3-5 students. Each group member randomly chooses a picture and talks about the picture with the rest trying to create a link with the topic studied that day.

Wrap-up and Summary Stage

This is the stage where the instructor summarizes the main key points and checks how much learning has taken place.

Here are some tips, activities and techniques that could help the instructor:

Step 1. Ask students to write 3-4 things they have learned that day (it could be words, phrases, concepts, statements. You should guide students towards your expected responses).

- **Step 2.** Ask students to write a 'One Summary Sentence' that could represent the main points/ideas of the day's lesson.
- **Step 3.** Conduct a short Kahoot quiz (5-7 multiple-choice items) to check what students have learned.
- **Step 4.** Ask each student (or pairs/groups) to write the muddlest point of the lesson on a post-it and submit it to the instructor (See, Muddlest Points).
- Step 5. Deliver a self-reflection sheet to help students see what they have learned. The self-reflection sheet may include question items such as, 'What is the most important/interesting point you have learned today?', 'What was the most difficult part in this lesson?', 'How much did you speak in this lesson, and why?', etc.
- **Step 6.** Start an online forum discussion to encourage students to ask at least one question about the week's/month's lesson(s) and respond to at least 2 students' questions/responses.
- Step 7. Distribute an exercise of True/False statements on the topic studied and ask students to answer individually. Then tell students to compare their answers in pairs. For an entire class check, you can ask students to raise their right/left hand for True/False decisions. Kahoot can be an alternative tool to check answers.
- Step 8. Prepare a set of True/False statements about the content of your lecture, read them out and ask students to fill in a Yes/No Chart and correct the answers if they are not true (listening activity). Have them do a peer check and randomly check the whole class. Finally, show the answer key and give feedback on problematic items.
- **Step 9.** Show the title/topic of the next lesson and ask students to make predictions about the next lesson (T-P-S). This will create a link with the next lesson.

STUDENT CENTEREDNESS AND INCREASING STUDENT INVOLVEMENT

If students do not think that their class time is being used effectively with meaningful activities, believe that they do not need to come to class to be successful or to learn the course content, that they can just learn everything at home by studying the readings and notes, then they will not see the point in coming to class as they will feel it does not add to their learning or to their grades.

In order to motivate students to come to class, during class time they should be doing things and learning in a way that they could not if they did not come to class. You can have embedded assessment tools within your course, have activities for students in class that help them learn in a much better way than just reading at home and create a classroom environment where students are active and have the opportunity to show that they learn at different points in class during the term. As a result, they will feel the desire to come, enjoy classes more and find class time much more meaningful. We have shared samples of such activities in the guide under different sections, and below.

Lectures are traditionally thought to be a method to present an overview of a topic and transfer information that students lack, thus, most lectures are in the form of a 'teacher to students' interaction pattern. However, lectures can be engaging and students can be active participants.

What is Student Involvement?

Teachers usually associate the concept of student involvement with 'speaking' and they complain that their students are not usually involved in class because only a few of them speak. Moreover, teachers who have very large classes claim that it is impossible to involve all students. However, student involvement is not necessarily limited to speaking only. The concept of involvement includes other actions and cognitive notions besides speaking. Active thinking and cognitive involvement are essential for classroom involvement. If students are thinking actively, they are involved in the lesson. Therefore, teachers must design their activities/tasks to make them think actively. Learning is a process not an outcome, and so is active thinking. Besides, students need to 'make meaning' rather than receive meaning. The teacher is not supposed to transfer meaning. It must be the students' responsibility to create meaning from the input. 'Personalization' is another aspect that promotes increased student involvement. If students can attach what they have learned with their own real life, they are more interested and therefore they are involved more even if they do not speak (see, 'Personalization of Information' section). Students may not be talking but they can be involved in class by doing things (e.g. writing, watching, acting, thinking, reasoning etc.).

In addition, students' involvement is not limited to classroom learning activities. It is important that students be involved in other curricular activities and assessment.

The following Blackboard tools are useful to increase student involvement:

Tools to Improve Student Involvement: Bilgi Learn Blackboard

The following Blackboard Tools promote student involvement and student-centered classes;

• Discussion Board and Forum Discussions

- Blackboard Collaborate
- Wikis
- Journals
- Blogs
- Retention center (feedback for the instructor)

Student Centeredness

A student-centered classroom is a place where students take responsibility for their own learning. In a student-centered classroom, students are actively involved in classroom activities and they take responsibility for their own learning. This is particularly important for teachers who have large classes, as they may not be able to reach every student. Characteristics of a student-centered classroom can be summarized as follows:

- Students are independent learners.
- There is interaction among students.
- Students ask questions and make judgements.
- Students teach each other (peer learning).
- Students are in charge of decision-making (choice of activity, content, assessment, assignments, etc.).
- There is collaboration among students (pair-work, group work, team projects, etc.).
- The teacher reports to the students on their performance and students report to the teacher (reciprocal feedback).
- The teacher is an observer and guide.

Some in-class techniques/activities that will help make lessons (particularly in the form of lectures) more interactive and students more engaged can be listed as follows:

The Pause Procedure

During the delivery of a formal lecture particularly in large classes, students are usually passive as they are receivers of information, some of whom are taking notes. Actually, students' attention span is limited and therefore they need 2-3 minute breaks after every 20-25 minutes. However, during this 2-3 minute silent period, students are not supposed to remain passive, and they should be involved in me-time activities during which they take notes, revise their notes, jot down any unclear points or ask questions, etc. (Rowe, 1980; 1986; Ruhl, Hughes, & Schloss, 1980).

Such a break is also useful for slow learners and those who have missed some points. It is an opportunity for them to get help from their friends and the instructor.

Prediction Techniques

At the beginning of the class, while introducing the topic/content of that class, the instructor may use prediction techniques instead of directly introducing the topic.

Alternative 1. For example, the title of a text could be displayed and students can be asked to predict what they might be studying.

Alternative 2. Alternatively, the instructor may display some pictures, graphs, images or symbols to elicit the topic/content. Such prediction techniques can be useful to attract students' attention and engage them in class.

If you teach **large classes**, prediction techniques could be used in a variety of ways to involve all students during the prediction stage of your lesson.

Alternative 1. For example, students can offer predictions on online tools such as Kahoot/Padlet (see, 'Practical and Innovative Online Tools and Applications to Support Teaching' section), or they can write their predictions on flip charts in groups and explain their rationale.

Alternative 2. Alternatively, divide your students into groups, give each group a key word related to the content/topic of the lecture, and ask them to make predictions. After that, each group chooses a spokesperson to discuss their prediction with the rest of the class. Other groups listen to each group and contribute according to their own key word and prediction.

It is important that the teacher confirms or rejects any prediction before the lecture. In order to ensure that the prediction process is complete, ask students to check if their predictions were correct after the lecture.

Think-Pair-Share (T-P-S)

As a collaborative learning strategy, T-P-S is a technique to increase student participation and involve as many students as possible, particularly in large classes.

Step 1. The instructor poses a question or a problem. Students are given some time to consider their responses (Think).

Step 2. Then, they are asked to discuss their responses with their partners (Pair).

Step 3. Next, pairs report their outcome and ideas to the rest (Share), which may lead to a whole class discussion.

Please note that, in large classes it is not possible for every pair or group to share their responses orally with the entire class. As in most cases, we do not need every student to respond to the instructor and the whole class orally.

Sometimes, it will be reasonable if they exchange their spoken responses/answers in a smaller group. Then, more practical tools could be used to receive and share every student's/pair's/group's responses (e.g. Kahoot). Alternatively, they can e-mail their responses to the instructor and the instructor shares all responses with the entire class and uses it as a feedback tool. If you have a considerably large class, inform the students that you will display the three quickest e-mails to make it competitive (but ensure that you reward them - if there is a contest, there should be a reward).

Muddiest Point Paper

Step 1. Give each student a post-it, preferably towards the end of the class and ask them to write the point that was the most unclear to them. It is advisable to display the question in writing (e.g. 'What was the most unclear point in today's class?' or 'What was the most difficult point in today's class?'). Students stick their post-it paper (e.g. on the wall).

Step 2. In order not to waste class time, the instructor collects and reads all the muddiest points after class.

The data collected from the students' answers can lead to a quick review for the next class. This may also serve as a good classroom assessment tool.

In large classes, it may be difficult to get such feedback from students. Alternatively, this could be done online. Students may post their muddiest point (or their questions) to forum discussions, or use online tools such as 'Answer Garden' (see, 'Practical and Innovative Online Tools and Applications to Support Teaching' section).

Question-Answer Technique

This is a traditional way to engage students in class and usually the instructor poses a question to the entire class. When this is the case, it is usually the strong students who respond to questions and most students remain silent. One reason for this is that most students feel they have to answer immediately, which is also difficult to do in real life. Therefore, the students will need some 'think time and wait time'. Thus, everyone can find and organize his/her answer.

To avoid this, we can give 'Thinking Time / Waiting Time' before expecting an answer.

For example, before you pose the question you can say, "You'll see a question shortly. Read the question silently, think about your answer for a minute, and write down key words for your answer. Do not shout out your answer before the minute is up. Now, here's the question." Questions that require judgement engage students more than information seeking students. In addition, encouraging students to ask questions at the beginning of the lesson can be engaging.

Here are two ways to do this:

Alternative 1. A student asks the question to another student, a student asks questions to other students, students ask questions to a student, students ask questions to the teacher, etc. Then the class becomes more interactive and involving.

Alternative 2. After introducing the topic/content/title of the class, ask students to write down a question individually; then, group your students and ask them to choose the best question to pose to the class. Either you can collect questions for further use, or students can ask their questions to the rest of the class at the end of the lesson. You may need to check the groups' questions for appropriateness and meaningfulness.

Student Generated Questions

This is a useful technique if the instructor has introduced the topic/content of the class earlier and assigned some readings related to it.

Step 1. Ask students to prepare one or two questions related to the subject of the class and stick their questions on the walls before the class starts.

Step 2. At the end of the lesson, ask them to remove the question(s) resolved during the class and keep those that still need answers.

Step 3. Finally, collect the rest of the questions to use as a resource for further teaching purposes.

An alternative version:

Step 1. After introducing the topic/content of the class, ask students to write one or two questions (in pairs or groups preferably, if the class size is large) and keep them until the end of the class.

Step 2. During the wrap-up stage, check if they have an answer. If not, they pose their questions (the instructor may choose a variety of strategies to answer those questions).

Press Conferencing

This could be done on a monthly basis as a classroom routine (or alternatively, at the end of a unit).

Step 1. Inform your students that you are going to hold a press conference (on what has been covered so far, or a certain topic/content) next class and ask students to prepare a limited number of questions in groups (2-3 questions).

Step 2. Students need to spend a reasonable amount of preparation time to ensure the quality of the questions. In addition, the teacher may need to have trained students on what type of questions are good for press conferences.

Step 3. During the press conference, give class groups a couple of minutes to go over their questions and to choose the best question to ask.

Step 4. Assign one student as a mediator of the conference because you will act as a guest speaker.

Step 5. The mediator will assign one group to pose the question to the guest speaker (instructor).

Step 6. Other groups listen to the question because they cannot ask the same or a similar question. If this is the case, they will have to change their question.

Step 7. A conference secretary can also be assigned to take notes of the questions and the instructor's answers and submit it to the instructor.

Step 8. Then, the instructor checks and revises the notes and posts them as a 'Conference Summary'.

KWL Technique

This three-stage strategy guides students through the lesson. These stages are:

- "K" Know: 'What do I know about the topic/content?' Do this at the beginning of the class using elicitation techniques.
- "W" Want: 'What do I want to know more about this topic/content?' Do this before you start your instruction/lecture.
- "L" Learned: 'What have I learned about this topic/content?' Do this after your instruction/lecture.

In practice, you can create a KWL chart on which students record their own information at each appropriate stage. This could be done individually, but students can compare their chart in pairs/groups. In large classes, on the other hand, this could be done in small groups by filling out KWL charts on flip charts on the walls. Students can also walk around and read other groups' charts.

Below is a sample KWL Chart:

	What I know	What I want to know	What I learned
•	It keeps us from floating around.	• What is gravity?	 Gravity is the force that pulls objects towards Earth.
•	It makes things fall.	• Why is there less gravity on the moon?	• The amount of gravity
•	There is less gravity on the		depends on the masses of
	moon.	 How did Newton discover gravity? 	the objects involved. The moon is a lot less massive
•	Isaac Newton discovered	0	than the earth, so there is
	gravity.	 What determines how fast something will fall to the 	less gravity on the moon than there is on earth.
		ground? (teacher question)	
			Air resistance determines
			how fast something will
			fall to the ground.

Taken from http://www.nea.org/tools/k-w-l-know-want-to-know-learned.html

Personalization of Information

Students are more engaged if they can relate the topic/content to their own personal life and experiences.

For example, instead of asking 'What would change in Turkey if it became a full member to the EU?' a question like 'What would change in your life if Turkey became a full member to the EU?' would be more appealing to students and they can be more willing to participate.

This could be done using the T-P-S technique to increase student involvement in large classes. Students exchange their personal opinion on the topic in pairs and groups (See 'Think-Pair-Share').

One-Sentence Summary

One sentence summary could be a useful tool especially for revision. It is advisable that students are trained on how to summarize a lesson in one sentence and how to formulate a summary statement before you start this activity.

Alternative 1. Ask students to write a one-sentence summary of the topic/content studied. Then, tell students to compare their sentence with a partner (or in small groups), and have a brief class discussion to wrap-up the lesson.

Alternative 2. Alternatively, individuals may write their summary sentence on a post-it and stick it on the walls. The teacher may randomly choose some, read them aloud and ask the rest to give feedback on the summary (Does it present the main idea / main argument of the day's topic, etc.?). **Alternative 3.** On the other hand, after individual summary statements, students can decide on the best summary statement in groups. Groups then write it on a flip chart and each group walks around and reads the other group's summary statement.

- Finally, groups vote for the statement that summarizes the lesson best. Another way of sharing summary sentences is students post their sentences or e-mail them to the instructor, and the instructor shares the best ones with the rest of the students.
- You can later collect students' one-sentence summaries to check what key points of the lesson/lecture your students have recognized.

Gallery Walk

As a kinesthetic activity, Gallery Walk is an engaging way to involve all students and could be used for several purposes such as a review of the previous class, or summary of a lesson. For an effective application of Gallery Walk, the following steps are suggested (adapted from, http://serc.carleton.edu/introgeo/gallerywalk/step.html):

Step 1. *Generate questions*: Think of 4-5 questions around a certain concept that you have studied in your lecture/class, and write each on one large sheet.

Step 2. *Post questions*: Post your questions on the wall around the classroom and make sure that there is enough space between the question sheets. If your class size is very large, instead of writing more questions, repeat some questions on separate sheets.

Step 3. *Group students*: Divide your class into small groups (3-5 students) and to ensure the group works collaboratively, assign each group member a role/responsibility (e.g. leader, recorder, monitor, reporter, spy, etc.). Give each group a colorful pen/marker.

Step 4. *Begin Gallery Walk*: Ask each group to go to a question sheet on the wall (station) and write their answer or comment to the question on the sheet (2-4 minutes). To make it more organized, encourage the recorder to use bullet points.

Step 5. *Rotate to new station and add content:* Ask groups to move clockwise and go to the next station. Tell them to add their own answers/comments on the questions. They can also respond to the previous group's answers/comments. You can also change the recorder at this point to involve different students. Groups rotate until they have visited all stations.

Step 6. *Monitor and guide*: While students are on task, observe their performance and encourage those who do not volunteer to take an active part, help them if they have misinterpreted/misunderstood the question, give them clues for guidance, etc.

Step 7. *Return to the starting point / first station:* Groups finally reach the first station where they answered their first question. They collect all groups' answers/comments to use them in their report.

Step 8. *Report*: Ask the groups to synthesize all answers/comments by different groups (10 minutes). At this stage, there are alternative ways to report answers/comments. One useful way is to ask the assigned reporter to present the points/ideas/comments that various groups have come up with (a five-minute oral presentation), or alternatively, students can be asked to write a summary using the answers/comments provided by all groups (individual writing or group writing).

Step 9. *Feedback and wrap-up*: Reinforce correctly expressed answers/comments and correct any misunderstanding or misinterpretation, add further comments if necessary.

Concept mapping

A concept map is a way of illustrating the connections that exist between terms or concepts covered in your lectures; students construct concept maps by connecting individual terms by lines that indicate the relationship between each set of connected terms. Most of the terms in a concept map have multiple connections. Developing a concept map requires the students to identify and organize information and to establish meaningful relationships between pieces of information.

Dictogloss

This is an activity where the instructor reads out a short text and students try to form the text in exactly the same way. This can be useful when you want your students to learn the definition of something.

Alternative 1

Step 1. The instructor or a student reads out the short text twice and the students try to write it down exactly.

Step 2. Then they have a chance to come together as a group, and by putting together what they have written, come up with the text they think is the same as the one dictated by the instructor.

Step 3. Once the time is up, they come and stick their text on the white board, and then the instructor shows them the correct version. Those who got it all right could win a prize.

Alternative 2

You can do the same thing by hanging the written text on the board, using a small font so that the students have to look closely to read the text. Form groups of 3-4. One student in the group will be assigned as the reader. This person will run to the board, read the text, return to the group, and have the group write down what he remembers from the text. You should set a time limit for this activity. The reader runs back and forth to complete the text. Once the time is up whoever got the text completely could win a prize.

Checking understanding with concept check questions

Asking the students questions like "is this clear" or "do you understand" will not really show you whether they understood. Instead, a good way is to ask students concept check questions. For example, when your teaching point is avoiding plagiarism, you can ask concept questions like "if we agree with the writer, we do not have to cite the source as we think in the same way – is that correct?"

Different Uses of Simple Tools and Activities in Class

Multiple Flip Charts

For elicitation:

Step 1. Write different questions/headings/concepts on each flip chart located in different places in the class. Have 3-4 board markers ready near each one.

Step 2. Tell students to think about what is written on the flip charts and to come and write their ideas whenever they feel ready. This will give students time to think, offer slower students a chance to see what other students have written to help them come up with their own ideas and ensure student involvement without putting students on the spot.

Step 3. Once you think there are enough ideas on the charts, go over them together with the students, ask them for clarification when needed, and add your own ideas if you feel some are missing.

The gallery walk and the one sentence summary activity explained in the previous section are good examples of the effective use of the Multiple Flip Charts exercise in class.

Throughout the process, the students will be learning from each other, it will not establish you as the only source of information and will provide different kinds of learners the autonomy they need to answer questions. It will also give kinesthetic students a chance to stand up and move around.

One white board as the only tool

The white board is a great tool in itself as it gives the instructor a chance to provide visual input during class. The effective use of a whiteboard is a skill on its own as it helps students to follow the class better.

However, you can also use it in other ways. For example, you can have a similar activity as the one explained under the "Multiple Flip Charts" section, with the only difference being the division of the board into two or three sections and then asking students to come and write their comments/answers under the relevant section of the board. To make it easier for visual students to remember, you can color code each section and have students write with a specific board marker color for each section.

The benefits for this activity will be similar to those in the previous activity.

Post-its

When eliciting from students, you can do the same activity explained above by asking students to write a least one idea on a post-it and then post it under the relevant section.

The post-it activity can also be a very good tool as a wrap up or a checking understanding tool at the end of the lesson. You can ask students questions on the concepts they have learned during that class, or make them write what they learned during the class etc. By collecting the post-its at the end and going through them after class, you will have a good understanding of what the students learned during the lesson.

Posters/Flip Charts as posters

Summary Poster: You can ask students to prepare summary posters at the end of the class, or group them and assign each group a different concept/question on which they will prepare a poster. Once they prepare their posters, they hang them on the walls around the class. Then all students walk around and examine each other's posters. They can write comments/questions under them, which group members have to refer to later on. Alternatively, they can give points or choose the one they like best, and you have a winning poster at the end.

Question Posters: Students form groups and get one flipchart or poster paper. On them, they write any concepts/questions they have about the class just held. All group members should be unclear about these questions/concepts; otherwise, they will explain it to each other and not put it on the poster. Once they have their unclear concepts/questions on the poster they put it up. The instructor visits each poster and first asks other students if they know the answers or have explanations, if no one can answer, then the instructor explains the answers to the class. The instructor will also have a chance to see what students find most difficult to learn.

This activity will again put the student in the center of the class and students will learn from each other, putting the instructor in a role of a facilitator and monitor.

PRACTICAL AND INNOVATIVE ONLINE TOOLS AND APPLICATIONS TO SUPPORT TEACHING

The internet offers a whole host of free tools and applications that can be used to add variety and a modern slant to the classroom. The resource available is huge and tools vary in their user-friendliness. To avoid time-consuming trial and error, below is a selection of free hand-picked tools and applications that can be integrated into lessons with minimal effort for maximum effect. <u>Use</u> Chrome to open these tools/

Answergarden

Anwergarden (<u>https://answergarden.ch/</u>) is a real time tool to get brief contributions in a *wordle*style format. There is no login for students; simply provide them with the link. As the moderator, you can keep student contributions secret until you want to share with the group. Contributors also remain anonymous.

You can use it to:

- Brainstorm related vocabulary, existing knowledge or general ideas at any stage during the class.
- Show an image or a visual clue and ask students to make predictions about what they will be learning in the class that they are about to experience.
- See what students remember from a previous class (Idea from a faculty member).
- Get anonymous feedback from students at the end of a class. Ask what they "took away" from the class i.e. *Write one thing you learned in class today*.
- Get short answers to a content related question.

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Type your answer here	lese .				Subali
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Kahoot!

Kahoot (<u>https://getkahoot.com/)</u> is a user-friendly tool for designing in-class questionnaires and quizzes. Design a quiz, survey, or questionnaire to test the knowledge of your audience, or use an already prepared one (e.g. Causes of WW2 or Nervous System Terminology). The real-time quiz

includes competitive music and results-analysis. The quizzes and questionnaires, referred to as "Kahoots," are designed to promote a game-like atmosphere in the learning environment.

You can use it to:

- Change the pace and re-motivate a flagging class with a dynamic and fun technology-based activity.
- Review what students learned in a previous lesson or from work done out of class with a quick quiz.
- Use it **BEFORE** inputting new content to see what students already know. Then repeat the same quiz at a later stage so both you and they can see what they have learned.
- Promote student involvement by asking volunteers to be responsible for preparing a Kahoot for their peers.

Quizizz

Quizizz (<u>http://quizizz.com/</u>) is an alternative to Kahoot by offering similar functionality. It is another tool for creating real time quizzes with multiplayers using a mobile phone or tablet. Content-based quizzes with multiple-choice answers can be devised or those already on the site can be used. The quizzes can be used live or assigned as homework. Like Kahoots it can be used at the end of a class or at the start of a lesson to review material from a previous class. It is great for changing the pace of a lesson and revitalizing your students.



TedEd

TedEd (<u>http://ed.ted.com/</u>) offers ready-made videos and short interactive online lessons prepared with multiple-choice questions, open discussion questions and short answer prompts. Topics are available in all major areas; below are some specific examples of the short visual lecture "How does anesthesia work?" "Making sense of irrational numbers" "Psychotherapy and Sigmund Freud", "Who is Sherlock Holmes?" Alternatively, if inspired you can create your own.

You can use it to:

- Provide an alternative and motivating new medium for inputting new content during class.
- Encourage students to work on a topic prior to the lesson and then discuss what they learned together or in groups in class (Flipped classroom approach).
- Post as an online task on LMS.

How does anesthesia work? - Steven Zheng	TED-Ed Original	611,065 _{Views}	3,678 Questions Answered
Let's Begin When under anesthesis, you can't move, form memoriss, or - hopefully - feel pain. And v explains what we how about the science behind anesthesis.	vhile it might just seem like y	ou are asleep for that tim	e, you actually aren't. What's going on? Steven Zhang
Nou	0		Watch
MICSTHES	R		Think
ANCO	ORKS		Dig Deeper
			Discuss
	You Tibe		Customize This Lesson 88 Steate and share a new lesson based on this one.

Prezi

Prezi (<u>https://prezi.com/</u>) is a web-based presentation application tool. It uses a single canvas instead of traditional slides. Text, images, videos and other objects are placed on the infinite canvas and grouped together in "frames". Through the canvas, rather than slides, users are able to create non-linear presentations that zoom in and out of a visual map. A "path" is created on the canvas to represent the order in which the information is presented. The presentation can be developed within a browser window, and then downloaded onto users' computers, so that an internet connection is not required.

You can use it to:

- Replace Power Point presentations.
- Prepare visually stimulating multi-media presentations.
- Get students to present their work in a more contemporary format.

Zunal

Zunal (<u>http://zunal.com/</u>) offers a free technology format for designing webquests. It allows teachers to create inquiry-oriented lessons in which most or all the information that learners work with comes from the web, as well as access to a public archive of ready-made webquests. Despite initially being

hard work for the instructor, once prepared they promote a controlled path towards autonomous learning. For more information on the webquest model go to https://en.wikipedia.org/wiki/WebQuest.

Padlet

Padlet (<u>http://padlet.com</u>) is a free online bulletin board where the teacher creates a topic or poses a question and students share ideas/responses.

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It engages students easily as it allows collaborative work. Students can post their responses anonymously and this encourages shy students as well. Particularly in large classes, it is difficult for the teacher to get responses from all students orally and therefore Padlet offers them the opportunity to express themselves freely. As teachers, you just need to sign up for a free account and create a wall for your students and share the link with them. By clicking on the link, students can start posting their ideas, opinions, anything that you have assigned. You can remove inappropriate posts immediately. Because it takes only a couple of minutes to create a new bulletin wall, you can prepare it in class.

You can use this tool to:

- Brainstorm ideas
- Elicit answers
- Check understanding
- Get feedback from students
- Encourage group projects

QR Code Generator

QR Code Generator (<u>http://goqr.me/</u>) is a barcode readable by smartphones. It can be used to display a text, to open a URL, an image or a picture. You can prepare your own barcodes for a text (approximately 4000 characters), ask your students to download QR Scanner application and then scan your QR barcode. When the students scan the barcode, they will see your original text on their smartphones.



Personal Response Systems (Clickers)

PRS is a set of hardware and software that facilitates teaching activities in which all students in a large class are actively engaged; it is also a good feedback tool for the teacher when it is used for reviewing. PRS is also useful for voting after presentations and competitive activities. A major application of PRS is as follows:

Step 1. The instructor poses a multiple-choice question to the students on an overhead or computer projector.

Step 2. Each student submits an answer to the question using a handheld transmitter (a "clicker"). The instructor's computer receives each student's answer via a transmitter (clicker).

Step 3. Software on the instructor's computer collects the students' answers and produces a chart that shows the number of students for each option chosen.

Step 4. The analysis and evaluation of the choices can be made in pairs/groups through discussions.

Poll Everywhere

Poll Everywhere (http://polleverywhere.com/) is a good example of a PRS compatible with Apple and Android. The instructor can create and manage polls at Poll Everywhere. It can be used for classroom surveys, quizzes, competitions, and the instructor can display poll responses with

numbers, graphs, statistics, etc. You can sign up for a free account to create your polls (applications available at Applestore, Googlestore).

In brief, when using these innovative online tools the following should be taken into account;

- It is suggested that you use Chrome as a browser to access those online tool webpages.
- It is necessary to follow updates, as there might be changes in the functions and features.
- You can prepare a guideline for your students to help them use these tools.
- Students can use their smart phones and touch devices to use these tools but teachers need to use a desktop/laptop to prepare activities/task using these tools.
- It is advisable to share the links with students on Blackboard before the class.

TEACHING LARGE CLASSES

Departmental class sizes at Bilgi range from 20 to 100 students, and large classes can be hard to teach due to various issues and concerns. In large classes, engaging and involving all students is a challenge; it is also difficult to get all the students to interact with one another. Moreover, it may also lead to problems when students want to express their opinions or answer a question.

In most cases, in order to avoid such a challenge, instructors might prefer teacher-centered instruction, which makes students passive receivers of information, because lesson delivery becomes more manageable and the teacher is in control.

What is a Large Class?

Regarding class size, it should be emphasized that the above-mentioned issues and concerns can be handled through a variety of techniques. In the following pages of this section, some useful tips and suggested activities will be presented.

However, before exploring various techniques and activities that suggest solutions to the challenges faced in large classes, it is essential to revisit the concept, or the definition of a 'large class'. In order to formulate a much more comprehensive definition of a large class, rather than the size many different features, such as teaching methods and techniques, target student population , possible physical and technical capabilities of the educational settings needs to be taken into consideration. Even after such features are considered, it will definitely be hard to arrive at a conclusion and judge whether an instructor's class is large or not, as it will not be totally possible to know which learning tasks will be deployed in the actual classroom setting with a particular group of students. Therefore, if an instructor claims that his or her classroom is large, others should hold their peace and accept the claim that is made.

Having found some sort of a common ground for the instructors to determine if their classes are large or not, the challenges faced in large classes can be addressed much more easily and it will be possible to offer some useful tips and activities. In order to provide an atmosphere for effective teaching and learning to take place in a large class, one should bear in mind the characteristics of large classes that may affect the technique or the activity choice of the instructor. The following section is devoted to what needs to be taken into account in this respect.

What should I care about?

If we teach large classes, the following becomes more important to consider.

- Student involvement,
- engaging instructor presence,
- variety of learner profiles with different learner styles, needs, interests, and abilities,
- various learner backgrounds (e.g. language proficiency wise and content area knowledge),

• effective monitoring of the learning process.

Finally yet importantly, good lesson planning and preparation that will help to deal with the points listed above is a must.

Techniques and Activities to Tackle Challenges Faced in Large Classes

The selection of methods and techniques and the activity choice play an important role in creating an effective teaching and learning environment. In this section, some useful tips and suggested activities will be presented.

Small Groups in Large Classes

If smaller classes are more manageable and there is more involvement of students, the instructor of a large class can make the class smaller by dividing students into groups.

At the beginning of the lesson, divide your class into groups of 4-5 students (depending on the size of the class) and tell them that they will be working together during the class. Instead of whole class discussions, answering questions, etc., everything will be done in groups. Small groups will provide energy, encourage more interaction and lead to better classroom organization.

You may choose a group leader to lead the group work tasks and to assist you. For instance, by helping the instructor with the distribution of handouts and shouldering the responsibility of managing a small group of friends with the help of the instructor's instructions, the group leaders enable the large class to look seemingly smaller and much easier to manage for the instructor. By doing this, the instructor shares the responsibility of teaching/learning activities, and students have more of a chance to engage/speak and participate in a smaller group. This also reduces the level of anxiety for the students who feel more secure by participating in smaller groups.

Get to Know You Activities

An effective learning environment entails a community where individuals know each other and this is essential for increased learning opportunities and creating a safe and comfortable environment. Therefore, it is important for the instructor to know about their students, for the students to know about their instructor, and for students to know each other. Below are some activity alternatives to enable the class to become acquainted with one another.

Alternative 1. Making Predictions about the Instructor

In order to establish a good rapport and communication with students from the first day, it might be a good idea to give the students an opportunity to get to know their instructor first:

- The instructor informs the class that they are going to read some statements about himself/herself out loud and some of them are true and some are not (e.g. 'I have been teaching at Bilgi for 15 years', or 'I'm particularly interested in International Law', 'I have some publications in the field of Criminal Law'.) As can be seen from the examples, these statements may be solely related to the professional life of the instructor unless the instructor wants to include some information regarding his/her hobbies, and interests (e.g. 'I am interested in travelling and photographing landscapes', or 'I love making travel arrangements"). Including one or two statements of such about the instructor may help break the ice in the classroom from the very first day.
- Students listen and try to guess whether the statements are true or not and they try to justify why/why not (first in pairs, after they compare their predictions, and then as a whole class task they may share their predictions and they justify their guesses about the instructor).

This could be an engaging activity through which students learn about their instructor. In order to involve all students in large classes, the instructor may ask students to raise their right/left hand for their True/False prediction.

As a follow up activity to this task, if the instructor wishes to enable students to be familiar with one another, students can do the same task in groups, making true/false statements about themselves and making predictions.

Alternative 2. Learning Students' Names

Learning and remembering the students' names is important as it is a sign of a mutual bond and respect and it helps to establish a community. In addition, it encourages student involvement. However, learning students' names in a large class takes time, and in some cases, such as in mass courses, it is almost impossible. Therefore, if the class size is appropriate it is advisable for the instructor to start learning 5-10 students' names at a time. The following techniques could be useful.

• One way to learn students' names in a large class is to ask every student to say his/her name every time they speak until you comfortably remember their name. For retention of names, fix your eyes on students' while they are on task and say their names silently three times. Do this at different times with different students.

Alternative 3. Adjective Name Game

This activity helps students learn each other's name and allows them to get to know something about at least some of them.

• In large classes, divide your students into groups of 6-8 students (Normally people can learn and remember a maximum of 7-8 names). Each group chooses a leader and the group leader tells the members to find an adjective that starts with the same letter as their first name. The adjective should also describe that person (e.g. 'Ambitious Ayşe). The leader starts by stating

his/her name. Each member, in a row, first tells the previous person's 'adjective + name' and then his/her name with the adjective and explains why he or she chose that adjective.

Alternative 4. Post-it Information/Questions

- Information/Questions about the Students: Ask your students to write some brief information about themselves (you can give prompts to guide them) on a post-it and stick it on the walls as they are leaving the class. You do not have to read all of them very carefully but you can have a general idea about your group's profile, backgrounds, interests, etc.
- Information/Questions about the Course: You can also ask your students to write their questions about the course (e.g. 'Are there written projects / oral presentations?' 'Are we going to have multiple choice exams?') on a post-it and stick it on the walls as they are leaving the class. As a follow-up task, you can collate them by choosing the most common, reasonable, interesting ones and share them with the entire class on the next day of class, answer those questions briefly (or before you answer, you can elicit answers from the students) (This could be done as a 'Day One Activity').

Alternative 5. Short Questionnaires

 Prepare a short questionnaire including questions that might be helpful to get information about your students, their expectations as well as their perceptions concerning the learning process as a whole. For example, in your questionnaire you can ask Yes/No Questions like 'Do you find it difficult to speak in public?', 'Do you have test anxiety?', or 'Do you like working in teams?' Alternatively, open ended questions such as 'What is the role of English in your department or in your field of study?', 'How do you think you learn better?', 'What is the role of exams in learning?', 'How can technology help you learn?' etc. could be shared with the students. Your questionnaire should not exceed 3-5 questions and you can share these questions in a way that suits your particular class best. Sharing short questionnaires using the Survey, Wiki or Forum Discussion Board tools of the online platforms (e.g. Blackboard) can be some of the alternative ways that you can choose from. Whatever techniques or tools you choose to share the questionnaire, one thing needs to be highlighted regarding what needs to be done with the bulk of questions that you deal with. It is quite natural to say that you do not have to read all of them, but you need to skim through the answers very quickly just to have a general idea about the entire class (This could be done as a 'Day One Activity').

Day One Activities

Starting the first day by teaching the first subject/chapter in your syllabus or the weekly content of the course might appear to help the instructor to gain time with the pace of the program. However,

it should be noted that prior to the subject matter content of the syllabus, time should be devoted to Day One Activities.

Day One Activities are important to create a climate for learning. They help the teacher establish communication and rapport with students from the very first day by getting to know each other. They are also useful to communicate course aims, expectations and requirements to students. Here are some examples of what the instructor can do before starting to teach content. Any **'Get to Know You'** activity mentioned in this guide can also be used as a **'Day One Activity'**. Here are some examples of Day One tasks/activities.

Alternative 1. Communicating Course Expectations and Requirements

The instructor negotiates course objectives, learning outcomes, course expectations and requirements at the very beginning of the academic year. Rather than 'rules' imposed on students by the instructor, both the instructor and students negotiate 'expectations' from both parties. The instructor should explain the logic behind their expectations. Students should also justify that their expectations from the course and instructor are reasonable and acceptable. The following are alternative ways to share the course expectations and requirements:

- You can group your students and ask each group to write their expectations from the course and/or the instructor on a flip chart.
- Then, two groups come together and choose the most important 3-4 items/expectations.
- The small groups form a bigger one to negotiate the most important items.
- Finally, the entire class decides on the most important expectations from the course and the instructor and negotiates them with the instructor.

Alternative 2. Course, Syllabus, and Material Overview

In most cases, students are not familiar with the course content, course materials and aids. Therefore, the instructor can allocate some time to introduce them on the first day of instruction:

- Go over the lesson syllabus, course-book content, supplementary materials, and online components by sharing them on a projection device. Inform students about how to use them, their methodology (if need be), and how the lessons are going to be conducted (e.g. lectures, class discussions, projects, presentations, etc.).
- Alternatively, get your students to prepare a list of questions about the course content, assessment, etc., and then let them go over the syllabus (and any course material) to answer their own questions.
- Alternatively, as the instructor you can prepare questions (E.g. 'How many quizzes are there during the semester?', 'Are there written tasks/assignments?'), distribute the course syllabus and ask students to answer the questions, and finally do peer check.

Alternative 3. Second Day Quick Check

As it is quite possible, a student who was present on the first day of the class may choose not to attend the class on the following day. That is to say, the number of participants in our class may change the next day. Therefore, the instructor may have to refer to the previous class due to the absence of some students. Some suggestions below can be useful for both absent students and those who were in class. If the number of students who were absent in the first class is considerable, those students can be paired with those who were present.

- The instructor can deliver a short review quiz that tests how much students remember about the course content, expectations and requirements. Kahoot is a practical tool to deliver the quiz online (see 'Practical and Innovative Technological Tools' section).
- Prepare a set of True/False statements about the content, material, requirements, etc. to check how much they know/remember. Below you can see a sample True/False question;

TRUE/FALSE TEST about the COURSE

E.g. Read the following statements about our course content and assessment system and according to the information shared with you on the course syllabus or on the first day activities, Write T (True) or F (False) in the space provided.

_____ Each student who does not exceed the 3-hour limit of absenteeism will be rewarded 5 points.

How can I give feedback to large classes?

Feedback is one of the best tools for students to learn about their weaknesses and strengths; therefore, students need feedback on their learning practices. They need both oral and written feedback on their written assignments, exams, presentations, class performances, etc. Effective feedback helps students to see their capabilities, how much they can achieve and what hinders their performances. It is also a good tool for the instructor to plan his/her teaching.

However, in large classes, giving feedback about the performance of the students can be a big challenge. Giving feedback to individual students in large classes takes quite a long time and can be inefficient. The following could be useful to provide more efficient and effective feedback:

Peer-Feedback

As mentioned earlier, efficient teaching practices entail peer learning, and peer feedback is one effective method of doing this. Due to time constraints, it is usually a big grievance when an instructor wants to give feedback to students' oral/written performances/assignments in large

classes. For this reason, it is useful to involve students in the feedback process. This will both save the instructor's time and promote peer learning. For example, students can give oral/written feedback on each other's oral/written work in pairs or groups depending on the nature of the task.

Although this is a practical way to save time in large classes, some instructors refrain from using peer feedback. Of course, there are drawbacks of peer feedback and some may claim that it is risky because students may not give feedback as effectively as the instructor can. In order to overcome such a concern, you need to consider certain things. The following tips could be of help.

- **Train the students:** Some instructors want to skip the training stage thinking that they do not have time in their program for it. However, we should not forget that once the students receive training on how to give feedback and are familiar with the way things are done, we do not need to spare any time in the program for their training again. While training the students, we need to keep two things in mind. First, students have to get training on how to give oral/written feedback. Second, they should be provided with a rubric. For training purposes, the instructor can share their sample written feedback with the whole class. In the upcoming chapters of this guide, details about how to use the rubric will be provided and explained with the help of examples.
- Have a criteria/rubric: An effectively designed rubric will help students see what are they expected to do when giving feedback. Initially, it is hard for students to write comments or questions and it requires a great deal of training before they are asked to do so. For this reason, a rubric for peer-feedback can be as simple as a Yes/No chart in which they will check the written work and tick a corresponding box. Such a rubric can include questions like, 'Does the assignment answer all three questions?', 'Does the paper present a personal opinion?', 'Does the paper include facts to support an opinion?', 'Are there irrelevant parts?', 'Is the paper under/over the word limit?' etc. (see 'Giving Feedback' Section).

It is worth mentioning that although you spare time in your program to train your students to do peer feedback with the help of a rubric or criteria, giving feedback is a serious issue that should not be left solely to the students as this could be a burden for some students and they may mislead their peers. Therefore, unless your class is very mature and ready to be challenged intellectually, peer feedback should be used with great care and instructor guidance.

Whole-class Feedback

In large classes, individual feedback on written assignments and exams is difficult. This is largely because of the amount of feedback required; different students need different feedback. However, if the instructor gives whole class feedback, a student will have an opportunity to evaluate his/her individual performance and see his/her weaknesses and strengths.

Ways to give whole class feedback:

Alternative 1. One way to give whole class feedback is to reflect and answer key questions and ask students to look at their work/paper/homework first individually, and talk to their friend(s) in pairs or small groups to help each other if they have problems with their answers.

Alternative 2. An alternative way, depending on the type of task/assignment, is to present both questions and answers in random order and ask students to match and then check their own answers.

Alternative 3. In addition, students can be provided with a sample written/work, or an oral performance along with a rubric through which they are expected to evaluate the work/paper/homework on their own. As stated earlier, giving feedback is a serious issue and the instructor should be ready to provide guidance to the students whenever needed.

Alternative 4. Finally, the instructor may collect the most common problems/mistakes and prepare a brief feedback session for the entire class. While preparing a list of common problems/mistakes, we should try to keep the list as short as possible because of the fact that if you emphasize everything in your list, you in fact emphasize nothing. Therefore, we, as instructors, need to be selective and include only the most important common problems/mistakes in our list.

When providing feedback, various samples from students are of great use. It can also be useful to share some good examples from students as well as some problematic areas (see 'Giving Feedback', Section). It should be noted that in order to have a repository of sample student products, consent from students should be obtained. That is why, the possibility that some students' work might be shared anonymously either in the same academic year or in the following years for educational purposes needs to be mentioned in the syllabus as well.

How can I solve some specific problems in large classes?

My students do not listen to one another: Avoid echoing/repeating your student's question/comment/response. Ask other students to repeat what was said. Also, give other students a purpose to listen to each other (e.g. giving them a task like filling out a chart) while they are presenting or demonstrating something. For example, you can ask students to write names in the relevant chart while their peers are presenting a slide show on the stages of culture shock.

I have too many exam papers/homework to give feedback to each student: Collect common major points from students' work/papers to give general feedback to the whole class. Alternatively, you can pair or group students, swap their papers and ask them to give feedback to each other.

My students feel anxious and refuse to talk when I ask a question: This problem stems from various reasons. First, in large classes shy students do not want to talk even if they know the answer because of a high level of anxiety. Second, some students may dominate the class and because of this, others do not take on any responsibility. In most cases, students may believe that they can easily hide in a large class since someone will certainly answer the instructor's question. Moreover, some students may think that the teacher will answer the question eventually and they do not need to talk.

The main solution to such a problem is to give students enough thinking / waiting time so that every student has enough time to think and organize their thoughts to give an answer; use the **Think – Pair – Share (T-P-S)** technique to involve shy or weaker students as well as strong students. In this technique, students think for a while, and then are paired with a peer (or in groups), discuss their answer with a partner(s) and share it with the rest of / whole class. This thinking time will also preclude dominant students from giving immediate answers.

Our main concern is to involve all students. In that sense, technology can be useful. You can get your students to jot down their answer using the 'Answer Garden' tool (see 'Technological Tools' Section). We should not forget that just because a student does not speak in your class, it does not mean that student is not listening. Some students may be too shy to speak aloud in public, but they may be on task during the class. That is to say, reading, following the instructor's instructions, raising their hand, or nodding are also signs of listening and they should be considered as active participants as well.

I am not sure if students are listening to the class: Consider these ideas:

- Stop in the middle of your lecture and ask the class to talk to each other and guess what the instructor might say/discuss next.
- Alternatively, before you start a lecture, ask 2-3 questions related to the topic/content of the lecture, tell students to take notes to answer at least one of the questions during the lecture. At the end of the lesson, collect each student's answer.
- As a wrap-up activity, ask students to summarize, or write the main points of the lesson, compare with a partner and share with the rest of the class.
- In the middle of the lecture, ask students to log into the online platform and take a mini quiz that tests what you taught at the beginning of the lesson. You can prepare the online quiz beforehand and make it available to the students in the middle of the lesson.

I find it difficult to invite students who are sitting at the back rows to participate: Pair and group work activities can help you to get them involved.

- Pair students sitting at the back with those sitting in the front, but be consistent if they refuse to do so and do not give up changing habits takes time.
- Another suggestion is to ask one of the students sitting at the back to distribute handouts for you. She/he must sit in front because you may need his/her assistance during the lesson.
- In addition, it is advisable not to stay behind the lectern or in front of the class but move around and spend some time at the back while delivering a lecture.

• Another technique to reach every student in the class even the ones sitting in the back rows is it to get help from technology. Using more visuals, technological tools (e.g. Kahoot, Answer Garden, social networks) to attract attention is another method that can be employed.

GIVING FEEDBACK

Giving students regular constructive feedback is crucial to the learning process. It helps both learners and instructors monitor the development of understanding. It also helps to identify areas where further work is required to consolidate learning or dispel misconceptions.

What is Feedback?

Before moving on to discussing and sharing different types of feedback, we need to underline what we mean by the word, *feedback*. For some instructors feedback is just factual data, (e.g. whether the answer is correct or not) or a numerical grade (e.g. 100 or A) or a comment on the student's work/assignment/performance (e.g. positive or negative comments). The way an instructor sees feedback affects the type of feedback he or she gives in class as well.

Another point that need to focus on related to feedback is <u>what</u> we give feedback on. Most of us give feedback on exams (e.g. Quizzes, midterms, finals); assignments (e.g. projects, article reflection papers); student presentations, or any other student product that we cannot think of now. It is a good idea to mention that just giving a numeral grade is not enough for the learner to improve himself or herself. That is why, whatever we give feedback on, we need to make sure that after the feedback process, the student has an idea of the positive aspects of his or her work as well as areas that need to be improved.

Feedback for large groups during face-to-face classes:

Giving feedback through rubrics

Develop the use of rubrics for assessment and feedback. These should be available for all assignments. Whenever possible, instructors should design a rubric that could be used to grade similar assignments. This not only saves time for the instructor but also takes some burden off the students' shoulders, as they do not need to familiarize themselves with various rubrics. The language used in the rubrics for students should be simplified so students understand how their work will be assessed. Rubrics also considerably reduce the workload of the instructor whilst providing for objectivity and standardization (See 'Rubric' section).

Activity 1: Sample-Grading with a Rubric

Step 1. Choose a few samples of student work from various levels of achievement (excellent, average, weak). These can be anonymous or taken from previous groups or from different classes, but make sure you obtain the permission from the student where appropriate.

Step 2. Put students into small groups and distribute copies of each sample along with access to a copy of the rubric. The students can then "grade" the different samples using the rubric.

Step 3. Ask students to comment and justify why they gave a particular grade by referring to the rubric.

Step 4. As a follow up task, you can have a class discussion. It is a good idea to have a copy of the samples on the projector when discussing as a class.

Activity 2: Using a model to self-edit students' own work activity

Step 1. Choose one sample that successfully meets the requirements of the task. This could be a student work from previous years, or a student work from another section of the same course. As it has been pointed out earlier, make sure that the student's consent is obtained. Alternatively, create a "model" answer yourself.

Step 2. Distribute to the class and tell them to grade it using the rubric.

Step 3. Briefly ask them what grades they gave and ask them to justify their grades in a whole class feedback stage.

Step 4. Next, ask students to look at their own work and use the sample to look for similarities with their own work. Also, encourage them to self-grade their work.

Step 5. Discuss your findings as a class. As an alternative, when students are used to group feedback, encourage a competent linguistically comfortable student to moderate feedback and discussion (As this is a quite challenging task, this can be done in very good classes or with master's students).

Giving feedback without using a rubric

Rubrics are a great way to provide consistency and fairness but in the absence of a rubric, there are other ways to promote meaningful student-centered feedback in large classes.

Activity 1: List of Common Strengths and Weaknesses:

Step 1. When reading or grading assignments outside of class you can make a list of re-occurring issues to share with the entire group. Write down errors, weaknesses or problems and note down common strengths appearing in the student's work. It is worth mentioning here that some instructors ignore to list the common strengths while they always list the weaknesses or problems. Common strengths are as important as common weaknesses or problems as they help the strong students, the higher achievers, to see why they received such a good grade.

Step 2. Distribute the list to the students or put it up on the projector. Ask students to look through their papers and compare with the lists. Students can highlight examples of both strengths and weaknesses. While preparing the list of common strengths and weaknesses, we as instructors need to keep the list as short as possible. As it has been mentioned earlier, *less is more*. That is to say, if you emphasize everything, you emphasize nothing. That is why, be selective while deciding on what to put on the list.

Step 3. Be ready to monitor and guide the students. If there are still areas of confusion, discuss these issues as a class.

Activity 2: Answer key

Step 1. Prepare an answer key.

Step 2. Provide students with an answer key and allow them to check their answers individually. Then in groups of three or four, students ask each other to ensure understanding. Encourage a "group secretary" to note down any problems that still exist while the group is working.

Step 3. Discuss these problems via whole class feedback.

It is necessary to mention here that we can share the answer key with the entire class for both test type questions and open-ended questions using various techniques and tools. For instance, we can use the projector, handouts, a QR code reader (See 'Practical and Innovative Online Tools' section), the Blackboard online platform, online voice mail services, etc. Some instructors even record a mini video of themselves answering the questions and share it with the students. This is especially a good technique with science courses where the answer to a particular problem could be complicated with multi steps to follow. In addition, for social science courses, when the concept to be explained in the answer key is complicated, a mini video might be a good resource to share the answer key with the students.

Peer Feedback

When used effectively, peer feedback can reduce the burden on instructors overwhelmed by large amounts of marking and feedback. Instructors often express their concern about the reliability and effectiveness of the feedback students give to each other, but with conviction and well-trained students, peer work can be a valuable form of feedback for all involved.

Key tips for effective and reliable peer assessment:

Training students:

Step 1. Train students gradually to use the assessment criteria for peer assessment (see Activities above).

Step 2. Initially work as a whole class before expecting students to work in small groups or pairs. Then initiate peer-assessment activities in the classroom so you can monitor groups and listen in on conversations to make comments and suggestions as appropriate. This could be anything from a calculus problem to a comparative literature essay.

Step 3. Once students have become competent, they can then be assigned peer feedback tasks outside the classroom.

It is necessary to mention here once again that peer feedback should be considered as an option if your class is academically very good or if you are teaching a master's class. Otherwise, the students may guide their peers incorrectly and that may result in fossilized mistakes.

Increase student awareness:

It is a good idea to make students aware of the value of peer assessment and collaborative learning through discussion and reflection on the peer assessment experience. As they need to be aware of the rationale behind the process, you can include a few brief awareness-raising activities:

Activity 1: Brainstorm the pros and cons.

Step 1. In groups of three or four get students to brainstorm the pros and cons of peer editing.

Step 2. Discuss these as a class and then compare answers with an <u>instructor-generated</u> list. That is to say, as an instructor be ready to share your own list of pros and cons with the students.

Activity 2: Question prompts.

Step 1. Dictate the following questions for the students to discuss.

- What is the role of a peer-editor?
- Why is peer editing a good learning tool? What skills does it use?
- What are some possible problems or pitfalls of peer editing?
- How do you feel about peer editing?

Step 2. Discuss the answers in a class feedback session.

As mentioned earlier, letting students evaluate their peers' work is a delicate issue and needs to be handled with great care. Therefore, below are some further ideas and points to consider when setting students up to peer edit and evaluate the work of their classmates:

Assessment Criteria:

Use clear assessment criteria in the form of rubrics and checklists to provide students with guidelines on which to base their feedback. See a video giving further tips on peer-assessment and criteria here.

The Sandwich Method:

Tell students about the sandwich feedback method to motivate and encourage students when making subjective feedback contributions. This feedback consists of *a slice of praise*, followed by *a filling of corrective criticism* and then *another slice of praise*. See this link for more information on <u>the Sandwich Method</u>.

Allaying students' suspicions:

Students are often suspicious of peer assessment and if the instructor is not totally convincing either, it may not always be met with resounding enthusiasm. Read up further on the value of peer assessment as a tool in the classroom at this <u>Reading University link</u>.

Written Feedback to individual students:

Do not spoon-feed. Avoid providing students with the correct answer during feedback. They are less likely to learn something if they have been handed it on a plate. Instead, use prompts or questions that will provoke students into further consideration of their work or identifying incorrect answers.

Student-determined correction. When submitting an assignment ask students to specify just one or two areas that they want feedback on. This could be in the form of questions: *"Have I given enough evidence to support my arguments?" "Have I understood the core concepts of"*. The first few times they do this you could provide them with a list of possible suggestions to choose from. Alternatively, you could elicit or encourage students to contribute possible questions from the class when you are giving the assignment. This also helps to show whether the students understand the criteria and expectations of the assignment.

Codes, symbols or generic terminology. To reduce confusion and the amount of writing the instructor has to do when giving feedback on students' written work, create a set of codes, symbols or generic terms that students will understand. Remember to go through them with students before starting to use them. If you want to be even more student-inclusive, you could even compile them together with the students.

Answer Keys. For feedback where there are limited answers or just one definitive answer, or a set of possible answers create an answer key. See *Activity 2: Answer Key* for ideas about how to use it.

Oral Feedback to individual students:

Encouraging Reflective Students. Before giving feedback ask students to look through their work themselves and come to class ready to make some comments on their own performance. Encourage the students to speak first about their strengths, then their weaknesses and any other personal feelings about a piece of work before giving your comments.

Focus on a few pertinent points. Avoid overloading students when giving feedback on an assignment. Choose one or two important areas for the student to improve on and comment only on those.

Note taking. Encourage students to take brief notes when you give feedback. Then, after completing your feedback discussion, ask the student to summarize/report back briefly what you had told them. This is just to check how much they have understood.

TEACHING IN ENGLISH TO CLASSES WITH AN ENGLISH AS A SECOND LANGUAGE (ESL) PROFILE

For the majority of students at Bilgi, English is not their native language. Most of them may have spent many years attaining their present level of proficiency or they may have attended just one brief year in the English Preparatory Program. Whichever situation it may be, studying content at an undergraduate level in English is going to be a completely new challenge; added to this are the obstacles encountered as a freshman student embarking on an entirely new life experience both academically and socially. Whilst keeping this in mind when planning a course, other strategies can be pursued in the classroom to ease the strain.

Field Specific Terms Glossary

Providing students with a glossary of terms/vocabulary that they need to know to be able to understand their courses, lectures, readings and telling them that they need to know these words will be a very useful tool for students. It is very often the case that students want to lean these terms and the necessary vocabulary but do not know which words are really important or do not have a resource to study from. This glossary will be a reference and study tool for such students.

Delivery and Graded Language

A considerable amount of time is spent addressing groups of students, whether large or small, and it is therefore a useful skill to develop a way of communicating and delivering your message as effectively as possible. By making yourself easy to listen to, you will enable students to develop their confidence in understanding course expectations and content as well as providing opportunities to improve their linguistic competence. Delivery is the way you speak, and graded language is how you adapt your communication to suit your audience. They are both key skills of an effective instructor.

Grade your Language

- Avoid using long complicated words and stick to simple commonly used vocabulary where possible.
- Avoid lengthy and complex grammatical structures.
- Stay away from idiomatic language or phrases. If you choose to use non-literal language then paraphrase or restate the concept if the information being relayed is of importance.

Paraphrase to emphasize an important idea

- Repeat important concepts using synonyms or alternative vocabulary.
- Use verbal signals to indicate that you are saying the same thing using different language.

Pace and Tone

- Use your voice effectively to maintain attention. Slow down, speed up, use emphatic pauses, or vary your intonation.
- Instead of raising your voice, lower it sometimes to refocus students on listening to you.
- Variety is the spice of life! Using the same tone for delivery is not only difficult to follow but boring to listen to.

Eye Contact

- Scan the audience and make genuine eye contact with individuals.
- Avoid talking with your back to the audience.

Signal words

Use signal words and phrases to help direct students as you speak. "Let me repeat that", "Another important point is ..."

Visuals and Non-Verbal gestures

Use your hands and body for emphasis. Move around and do not remain sitting in a chair or at a desk.

Encouraging Use of L2

In most departments at Bilgi, the medium of teaching is English and lesson materials and resources are in English too. For this reason, both classroom language and instructional language is in English.

Before investigating ways to encourage and increase L2 use, it is important to consider why students tend to use L1 and avoid L2. The primary reason is anxiety. Particularly in large classes, students hesitate to speak in public even if their language proficiency is considerably high. In addition, in homogeneous classes where the mother tongue of the students is the same, L1 is a wheelchair and they prefer to use the shared language when they are in trouble, which is quite understandable. In addition, if students cannot understand the purpose of a task in which they are supposed to use L2, they immediately shift to L1. Moreover, if the task is too complicated and difficult to achieve in L2, students will inevitably use L1. Below is a list of ideas to help you encourage the use of L2:

- Use group work to increase speaking opportunities in large classes.
- Create an English-speaking environment.
- Practice and encourage all common classroom requests (e.g. 'Can someone help me open this file?').

- Seek real life information you need from your students (e.g. 'Does anyone know if there's a bank open on Saturday in this neighborhood?').
- Do not force your students to speak in public if your class is large. It is difficult not only in L2 but also in L1.
- Give students enough thinking and preparation and rehearsal time so they can express themselves more comfortably.
- Give students language prompts as a guide for speaking.
- Encourage your students to express their personal opinion.
- While your students speak, do not correct their language mistakes unless these mistakes cause communication breakdowns.
- Use concept check questions to check understanding of your instruction/content; they might avoid L2 if they think they do not understand.
- Tell personal anecdotes in L2 and encourage your students to do so.
- Set classroom rules about L1 and L2 use and be consistent.
- Help them understand why English is important in their academic studies and daily life.
- As an instructor, model L2 use.
- Encourage taking notes in L2.
- Assign the students different roles to be on task.

Checking understanding of content:

Instructors tend to assume that students understand their explanations and move on to new material before students fully understand the content and the explanations. Asking questions like "Do you understand?" or "Is that clear?" rarely gets an honest response. Students are reluctant to admit lack of understanding to peers or instructors and will either keep quiet or pretend they understand.

You can try the following:

Concept-check questions

These questions will genuinely provide feedback regarding whether students have understood or not. Yes/No questions are occasionally acceptable, but open-ended or probing questions which check critical understanding are more effective. Ask <u>concept-check questions</u> at regular intervals during a lecture or presentation of input.

One-minute paper

This is a very short writing activity at the end of class, which as the name suggests, should only take a minute or so. Students respond to an instructor-posed question, prompting them to reflect on the day's lesson and providing the instructor with useful feedback regarding what has and has not been understood. For example, "What was the most important concept you learned in class today? "What was the 'muddiest' or most confusing concept covered in today's class?", "What do you now understand by the term *Communism*?"

Short quizzes

Preparing very brief online quizzes with tools such as Kahoots or Quiziz (see, 'Ideas for Using Technology').

Online response tools

Online response tools such as Answergarden (see, 'Ideas for Using Technology') for anonymous short answers or responses to a question online.

Checking understanding of instructions:

Likewise, when setting an assignment with stages or setting up a task in class often students do not get what is expected of them. It may seem obvious but by giving clear, understandable instructions students will grasp what is expected of them faster, thereby saving valuable classroom time.

You can try the following:

- Use simple language and avoid unnecessary detail. Attract the attention of the whole class by standing silently at the front until all eyes are on you. Try to avoid other distractors at this stage such as handouts of irrelevant visuals that will distract learners.
- Break down the instructions into stages and use signal words such as *firstly, secondly, etc.*
- Ask different students to repeat each stage back to you after completing your instructions.
- Ask a couple of <u>concept-check questions</u> after instructions are complete.

Chunking the lecture or lesson.

The average accepted concentration span of an adult listening to someone speaking in their native language is 10 - 15 minutes; now consider this from the perspective of someone listening to a language that is not their mother tongue. It makes sense therefore to include regular breaks in classes especially if the lesson is lecture-based or heavily teacher-centered.

Below are some ways to break up class, but for more detail go here (see, 'Teaching' Large Classes').

- Interrupt a monologue with concept-check or <u>Higher Order Thinking</u> questions.
- Get students to talk to the person next to them about a question or a content related issue. "For 1 minute discuss with your neighbor"
- Use alternative media (see 'Practical Technology Tools and Applications to Support Teaching') or activities (see 'Student Involvement').
- Ask students to just sit quietly and think about a content related question or issue for a minute or two.
- Ask students to make some quick notes on something related to the topic of instruction that they can share with a partner or a small group of people sitting close to them.
- Set a telephone, computer or tablet based mini-research task and allow a very short time to find information or an answer.

RUBRIC – WHAT, WHY, AND HOW

What is a Rubric

A rubric is a learning and assessment tool that articulates the expectations for outcomes, assignments and performance tasks by listing criteria, and for each criterion, describing levels of quality (Andrade, 2000; Stiggins, Arter, Chappuis, & Chappuis, 2006).

name of the rubric Level of achievement/

scale and/or grade to be

What the rubric aims to assess –

Components of a Rubric

		components							giver	n to the
•		Dimensions to be	•		Sample Rubric – Read a	and Reflect Assignment			perfo	rmance
	e	expected and assessed		14 – 20 Excellent	11-15 Good	6- 10 Needs Improvement	1-5 Poor		define	d below
		Task Completion	Excellent All parts of the question are answered in a detail way. The text can be easily followed and link between ideas is clear. The text shows reflection of the writ on the studied concepts and the relation between ow experiences and life and the read concept is clear.		Most parts of the question are answered but not always in a detailed way. The text can be followed but the link between ideas can be clearer The text mostly shows reflection of the writer on most of the studied concepts and the relation between own experiences and life and the read concepts is mostly clear. The text mostly shows	Some parts of the question are answered and not in a detailed way. The text can be followed with difficult as the link between ideas is not clear enough The text shows some reflection of the writer on some of the studied concepts and the relation between own experiences and life and the read concepts is mostly not very clear. The text shows some understanding of	Very few parts of the question are answered and if answered, it is not in a detailed way. The text can be followed with difficult as the link between ideas is not clear enough The text shows nearly no reflection of the writer of the studied concepts and the relation between own experiences and life and the read concept. Is not mentioned or is not clear at all. The text shows nearly no understanding of the	Only a fi sentence Totally i to the ta Only a fi sentence Totally i to the ta Def P exI e	ew es. rrelevant ask ew es. rrelevant ask escriptior performal pectation each level performal	ns of nce is for l of nce
	Understanding of and link to assigned reading(s)		conc the g Conc read to as ques	epts presented in given readings. epts in the ing are referred asked in the tion.	understanding of most of the concepts presented in the given readings. Concepts in the reading are mostly referred to as asked in the question.	some of the concepts presented in the given readings. Concepts in the reading are rarely referred to although asked in the question.	concepts presented in the given readings. Concepts in the reading are not referred to although asked in the question.	Totally i to the ta	rrelevant ask	

Benefits of using rubrics for in-class practice

- Brings objectivity to the subjective scoring.
- Makes scoring easier.
- More transparent grades and expectations.
- Makes performance expectations clear to the students (and to faculty).
- Helps faculty to adjust expectations and stay focused.
- Serves as a practical feedback tool for individual and group feedback (see "How to give students feedback" in this guide).
- Saves time to refer students to the rubric once it is explained and shared. The instructor does not have to explain things repeatedly.

Four suggested steps for creating a rubric - adapted from "Creating a rubric" (n.d.)

Step 1. Identify the task/assignment/exam question/learning outcome you are assessing.

Tip: You can find and adapt an existing rubric written for similar tasks/outcomes.

Step 2. Identify the dimensions that you would like to assess when assessing the task/assignment/exam question/learning outcome.

• For example, typical dimensions when assessing oral presentations could involve dimensions like delivery, organization, idea development, drawing appropriate conclusions and audience awareness.

Tip: While doing this, have several student samples in front of you to give you an idea of the dimensions to assess.

Step 3. Create the descriptors for each dimension you have determined.

Tip: Most people prefer to first develop descriptions of the best level of work you would expect for each dimension, and then for the worst paper you would expect. Finally, describe the other middle dimensions for each descriptor. Refer to the table under the heading "useful adjectives and adverbs to describe the quality of performance" given below to level the descriptions from one end to the other.

Step 4. Pilot test the rubric by applying it to samples of student work; then revise the rubric as needed to eliminate any ambiguities.

Helpful Adjectives and Adverbs to describe the Quality of Performance

Poor	Needs Development	Good	Exemplary
None	Fewer than/Some	Most	All
Never	Seldom, rarely	Sometimes, often	Always
Incomplete	Less than complete	Somewhat/Almost	Complete
		complete	
Inadequate	Less than adequate	Adequate	Superior
Unsatisfactory	Minimal	Satisfactory	Maximum
Unclear	Vague	Understandable	Articulate
Rarely clear	Sometimes unclear or	Often clear, often	Clear, accurate
to an unacceptable	inaccurate	accurate	
level	to a minimal level	to an acceptable level	to the highest
Includes no elements	Includes few elements	Includes most elements	level
of	of	of	Includes all
Unclear	Sometimes improper	Some degree of clarity	elements of
Inappropriate	Somewhat unclear	Adequate number of	Clear
Lacks enough of	Limited	Important	All Necessary
	Minimal amount of		Significant

Adapted from "SAS[®] Curriculum Pathways[®]" (n.d.)

Tips for using rubrics

- Share your rubric with your students from the very beginning. Let them know your expectations so they can study towards those goals and have clear direction. If possible and if it is ready, share the rubric with the syllabus.
- Revise your rubric in time when needed.
- When creating a new rubric, look for similar already prepared rubrics and adapt those to create your own rubric for your specific needs.
- Use rubrics not only for grading, but also for feedback giving purposes.

Types of Rubrics

The choice of rubric type depends on the instructors' preference and the nature of the task assessed.

Rubrics can be classified in many different ways, however, in this guide we will mainly focus on the Analytical and Holistic types of rubrics.

Analytical Rubric

With an **analytical rubric**, the teacher scores separate, individual parts of the product or performance first, and then sums the individual scores to obtain a total score (Nitko, 2001).

		Sample Analytical Speaking Performance Rubric:	Grade				
	4	Response comprehensible, requiring no interpretation					
	3	Response comprehensible, requiring minimal interpretation					
	2	Response mostly comprehensible, requiring interpretation					
Comprehensibility	1	Response barely comprehensible					
	0	Response not comprehensible					
	4	Speech continues with few pauses or stumbling					
Fluency	3	Some hesitation but manages to continue and complete thoughts					
	2 Speech choppy and/or slow with frequent pauses; sometimes difficulty in completing thoughts.						
	1	Speech halting and uneven with long pauses and/or incomplete thoughts.					
	0	No fluency at all					
	4	Effective use of vocabulary with variety (within the limits of the level).					
Vocabulary	3	Accurate use of vocabulary without much variety.					
	2	Somewhat inadequate and/or inaccurate use of vocabulary.					
	1	Mostly Inadequate and/or inaccurate use of vocabulary.					
	0	Inadequate and/or inaccurate use of vocabulary.					
	4	Control of basic language structures					
	3	Emerging control of basic language structures with minor errors					
Accuracy	2	Emerging control of basic language structures with some major errors					
	1	Inadequate and/or inaccurate use of basic language structures					
	0	No control at all on basic language structures					
		Total Score:					

Holistic / Analytical Rubric

This type is a mixture of the Holistic and Analytical approaches to rubric writing. The rubric under the Components of a Rubric section in this guide provides a sample for this type of rubric.

Holistic Rubric

A holistic rubric requires the teacher to score the overall process or product as a whole, without judging the component parts separately (Nitko, 2001).

Sample Holistic Paragraph Exam Questions

21-25 Excellent

- Shows full understanding of the asked concepts
- Fully answers the specific central question that was asked
- Includes detailed information from both class discussion and assigned readings (whenever applicable), providing needed evidence.
- Maintains focus/avoids irrelevant ideas
- Presents all information clearly and concisely and in an organized manner
- Does much more than merely restate the question and offer a brief response

16-20 Good

- Shows nearly full understanding of the asked concepts
- Mostly answers the specific central question asked
- Includes some information from class discussion and assigned readings, providing some necessary evidence, but less thoroughly and/or relevantly
- Usually maintains focus, but may occasionally moves away from the main topic
- Presents information fairly clearly and concisely, and may have minor organization problems
- Does more than merely restate the question and offer a brief response

11-15 Adequate

- Shows some understanding of the asked concepts
- Addresses the specific central question asked in part, but does not relate directly to the question or does not address all required elements
- Does not adequately include information from class discussion and assigned readings, and may rely on unsupported statements or generalities
- Sometimes moves away from the specific topic
- Presents information in a manner that is sometimes unclear, and/or has significant organization problems
- May merely restate the question and offer a brief, undeveloped response

6-10 Needs Development

- Shows partly understanding of the asked concepts
- Does not directly answer the specific central question asked
- Does not include information from class discussion and assigned readings, or does so minimally and/or irrelevantly
- Substantially moves away from the specific topic
- Has significant problems with clarity, concision, and organization, making the information presented difficult for the reader to understand
- May merely restate the question and offer an irrelevant or undeveloped response

1-5 Poor

- Shows no understanding of the asked concepts
- Does not answer the specific central question in any way
- Does not incorporate information from *pertinent* class discussion and/or assigned readings
- Provides no information that can be understood or related to the specific topic
- May lack any recognizable organization

ONLINE TEACHING AND LEARNING

Teaching in a digital platform has created an opportunity to enhance the teaching and learning process. This chapter of the Teaching Guide introduces mainstream learning modalities, online teaching activity types and suggestions for classroom implementation, as well as course design in an online platform.

Learning Modalities in Hybridity

Face-to-Face (F2F)	 Actual teaching and learning take place in a classroom environment.
Blended	• This modality combines f2f teaching with online teaching. In other words, the course is partially online and partially f2f.
Fully-Online	• All teaching and learning take place in a digital platform. However, there may be limited face-to-face requirements.

The chart above illustrates the main learning modalities; in other words, course types that are offered by İstanbul Bilgi University. *Hybridity* in the Laureate network is a term that defines the program as a whole not the course itself. However, in general, *hybrid* can also be used to refer to blended courses.

Things to take into consideration in Blended Courses

The following aspects can be taken into account when designing a blended course.

The Course Content: What part of the teaching material will be online? Which part should be delivered face-to-face (f2f)? What can be done to ensure the content of the f2f component and the online part go hand in hand? What can be done to ensure the transition back and forth from f2f to the online platform does not hinder the teaching and learning process? What can be done to ensure that learning is taking place uninterruptedly, in a smooth way?

The answers to these questions will definitely affect the material, activity types and assignments. To illustrate, keeping the original content of the f2f classroom material and transferring the outside classroom assignments into an online platform is not an effective way to form a blended course. Delivering the online component of the course also requires the presence and the attention of the instructor.

One line of thought is that the instructors may tend to keep the original face-to-face content of an already existing course as it is and may want to add some online materials, or tasks, which might look like an easy way to create a blended course. Nonetheless, this increases the workload of the student or the difficulty level of the course. Another drawback of this is that the instructor might not have adequate time to meet the Course Learning Outcomes (CLOs) (see *Course Design* for further information).

The Instructor: What is your teaching philosophy? How many students are enrolled in your course? How do you deliver the input in your classes via a PowerPoint presentation, an article reading or else? Do you prefer individual tasks or group work tasks in your classes?

The answers to these questions will help you determine how to design the online component of your blended course. For instance, as a teacher, you may want to increase student-to-student interaction in your classes and design a collaborative discussion forum task based on your input given in your f2f classroom. Alternatively, you may record your PowerPoint presentation with the help of a digital platform and assign an interactive task to be continued in class discussions. Either way, these decisions will be determined by your teaching principles and help you provide a better learning environment.

The Student: Who will be enrolled in your course (e.g. students with digital literacy or no tech skills)? What are their needs and expectations? How will they learn their online responsibilities and assignments if they miss an f2f class?

It is very important to note that students might feel discouraged when they do not know the online learning environment or are not aware of their online tasks. Bearing this in mind, the instructors might feel the need to write clear instructions in the digital platform, or ask for assistance from the Distant Learning Center (UZEM) if need be.

All these aspects will foster the development of your blended course. The application of these will ensure a better learning environment in which you will be able to achieve your course learning outcomes.

Flipped Classroom Teaching Model



The flipped classroom is a pedagogical model in which the traditional classroom teaching cycle is reversed. The concept draws on such concepts as active learning, student engagement, hybrid course design, and course podcasting (Educase, 2012). For information transfer, the instructor records a video lecture or selects video content from an online repository and uploads it to an online platform. During the class, students can apply the information gathered from the video lecture, and explore it in more detail by having more time for questions. Then, the instructor can use the time saved from delivering the lecture f2f, for a Q&A session, assessment, tasks, group work projects, hands-on activities, and so on. This way, class time will be used for tasks that require higher-order thinking (see Bloom's Taxonomy Model).

Online and Face-to-Face Elements of a Sample Blended Course



Sample 1

In the blended course sample above, the instructor starts the course with the students reading the pre-assigned article and/or chapter from their course book on their own. Then, in the face-to-face modality, the students engage in a class discussion based on the assigned readings and take part in a Question-and-Answer (Q&A) session. The instructor holds a synchronous meeting in which the instructor and students meet at the same time but not necessarily in the same location. In other words, when having a synchronous meeting, students can log on to the digital platform using their

computer or smart devices and participate in the online discussion in real time. In order for the instructors to assess the achievement of the learning outcomes and give the students the opportunity to assess themselves, the instructor closes the week through a reflective journal entry task. This reflective online task enables students to assess and reflect on their own performance and share it with the instructor without having the fear of their entries being viewed by their peers.

In this sample, it is important to note that this is a sample weekly distribution of the blended course, not the whole course itself. Instructors might choose to keep this sample as a pattern and duplicate it in other weeks by simply changing the material and the content. Whereas, other instructors may prefer to add some variety to the way the blended course is designed and choose other design patterns. Alternatively, others may keep the same design pattern and select other possible online tools (See *Online Teaching Activity Types* for further information).

Online and Face-to-Face Elements of a Sample Blended Course



Sample 2

In the second blended course sample above, the instructor starts the course with the students watching the pre-assigned media piece. After students are exposed to the video content, in the face-to-face environment, the students are asked to work collaboratively in groups to discuss the prompts given by the instructor. These questions are also used for the online lesson to start a forum discussion in which students need to create some threads and answer their classmates' questions. Lastly, in the face-to-face class meeting, the instructor asks students to present a topic assigned earlier which covers an area discussed previously in the classroom or in a virtual class assignment (see *Online Teaching Activity Types* for further information).

Online Teaching Activity Types

Depending on your pedagogical purpose, you may want to use some or all of the online teaching activity types below. The activities have been carefully selected from a range of other types to enable you to design and pursue a more productive course.

Journal	A self-reflective tool through which students can write what they have learnt in their journals.	 Reflective Journal Entries can be used at the end of each week or chapter to give students opportunities to reflect on their own learning on a particular topic or a specific question. Students can record lab results in their journals.
	It is a tool generally used to assess learning. Students can assess their own learning or they can	TIP: Students need to be informed that their journal entries are not read by their classmates unless told so by their instructor. TIP: Also, it might be a good idea to set a minimum word-count for these tasks.
	be assessed by their instructors through their journal entries. It can foster Student- to-Teacher interaction or be used as a collaborative activity to enhance Student- to-Student interaction.	
Discussion Board	It is a forum activity in which users post and reply to messages.	 Online debates can be created in which students need to form teams to take sides and put forward their arguments using support. Discussion boards and threads can be used to revise the content previously studied and ask

	It aims to trigger an online discussion to revisit some topics or gather data about students' knowledge on a topic. Replies that are associated with the same post are grouped together and form a <i>thread</i> .	 some follow-up questions continuing the class discussion. Alternatively, if the instructor wants to gather data about his/her students' prior knowledge about the next week's content and gather data about an upcoming topic, she/he may open a discussion board. TIP: Some students may tend to only write comments like "I agree" which is a short and unproductive reply to a post. In order to overcome this issue, it might be a good idea to upload an "Online Discussion Rubric" in which the grades are based on productivity and not only on participation (see <i>Rubrics</i> for further information). TIP: This tool gives especially shy students a chance to state their opinions more freely and be part of a class discussion
	A collaborativo tool in	discussion.
Wiki	A collaborative tool in which the users have the opportunity to create content, add and/or correct the content if the previous user has left something out. This tool aims to enable users to gather information, generate new ideas, share resources, and write collaboratively.	 Wikis can be used at the beginning of each week before moving on to a new topic in the course. This gives the instructor a chance to test how much the students know about the content of that week's chapter. Wikis are very suitable for group research projects where students can gather information around a topic. TIP: The instructor can close the edit function of the wiki, so only the instructor may have the right to edit the content. TIP: The history detailing function of the wiki lets the instructor track the history of all the content, which enables him/her to see how much each student has contributed to the wiki.
		TIP: It is a good idea to delegate someone as a moderator or as an editor to make sure that the contributions of each student is in line with the content and the format of the task instructions given for the wiki (adapted from Using Wikis for E-learning).
Blog	A blog is a kind of self- reflective tool, in which the user posts entries on a topic in	 Blogs can be used as a platform to encourage online discussions before starting a new topic in the course to scaffold the learning process. Blogs are suitable tools to foster student-student interaction, especially in large classes.

	chronological order- most recent first. Blogs may be regarded as collaborative tools that allow the blog viewers to comment on a blog entry, which gives the blogs the function of a discussion platform. Unlike discussion boards, the blogs are less structured, so the format may have a	 Learners that are too shy to voice their views verbally or are not fluent speakers of English may benefit from blogs. TIP: As the tone of the blog is conversational, students need to be reminded about appropriate word choice. TIP: Blogs are often tagged with key words to allow the learners to have quicker access to the information that they are looking for. TIP: When the blog is used as a collaborative tool, it functions as a discussion platform (see <i>Discussion Board</i> for the tips).
Online Meeting Tools (Synchronous & Asynchronous)	Synchronous Meeting: Communication between the instructor and students occurs at the same time but not necessarily in the same location. It aims to give a sense of virtual class experience and receive immediate feedback from the instructor and the peers. It allows for more fruitful discussions.	 Synchronous meetings are suitable for holding real time class discussions or lectures before introducing a new topic as a lead-in or as a post-task. Instructors might use these meetings for revision purposes to recap the previous week's materials. Before a summative test, such as mid-terms or finals, instructors might use synchronous meetings for Q&A purposes. TIP: Technical instructions need to be uploaded on the online platform before the meeting. Instructors need to make sure that students are aware of the minimum technical requirements. TIP: For the first synchronous meeting, a mini icebreaker is necessary. The aim of this task is to not only break the ice between the participants, but also have students get accustomed to the system and platform. TIP: Instructors can allow their students to switch off the video function, which will enable shy students to participate more comfortably.

	 TIP: By using the <i>mute & unmute</i> function of the video tool, the instructors can define their roles as a moderator or a lecturer. This function also helps to eliminate the possible background noise, which might distract others. TIP: Instructors may need to create a balance in the virtual environment so that all participants have the opportunity to participate.
Asynchronous Meeting: Communication between the instructor and students occurs independently, not in real time with other students.	Asynchronous meetings give the instructors the opportunity to be more flexible with the lesson plan. If the instructor is behind the pace in the lesson flow, she/he can use the meeting tool as an information transfer tool. For more information, please visit the link below. <u>https://en- us.help.blackboard.com/Collaborate/Ultra/Moderator</u>
In other words, for this meeting to take place, the instructor and the students do not have to get together in the virtual classroom at the same time.	

How to Design an Online Course

The parameters that determine the steps of designing an online course are quite similar to the parameters of a face-to-face course design. That is why, before deciding to design an online course, you need to have a sound knowledge of Course Design in itself (see the Section entitled *Course Design in Higher Education*).

In this part of the Teaching Guide, some practical guidelines will be shared. The principles that need to be taken into consideration while designing an online course will be listed considering the online nature of the course.

Principle 1: Deciding on the Learning Modality

Which learning modality will be used for this course? Is it going to be blended or fully online? If it is going to be blended, how many hours of class time will be delivered f2f and online? How to decide on the proportion? (See *Learning Modalities in Hybridity*).

When deciding which modality to use, in addition to the restrictions set by the institution and the nature of the course, the instructor's own teaching style and strengths play an important role.

Principle 2: Blending Different Expertise

Having a knowledge of your subject matter and the pedagogy behind teaching and learning will not be adequate without the knowledge of technical tools and applications used in online learning. That is to say, when designing and executing an online course, the collaboration between the instructor and the technical team is inevitable.

It is important to note that as in all systems in which technology is involved there is always the possibility for system breakdowns, such as a power cut, an internet server crash, application failure or broken links. In order to be further prepared for these hindrances, a contingency plan is necessary to avoid any inconveniences that might occur. In order to make the students more aware of these difficulties and to guide them in trying to find ways of tackling them, instructors should spend some time to explain the online support system.

Principle 3: Reconsidering the Resources

Copyright and licensing for face-to-face resources might not be applicable if these resources are used in an online platform. It is highly important to check and update the resources instructors are planning to use for their online courses. Instructors can ask assistance from the following third parties.

- Istanbul Bilgi University Library <u>http://library.bilgi.edu.tr/index_tr.html</u>
- Copyright Clearance Center http://www.copyright.com/academia/annual-copyright-license/

Being part of the Laureate Network allows instructors to have access to various other resources, although permission must be obtained to use any material in their own courses.

OneFolio by Laureate is an online tool that connects Laureate faculty members to course designers of various digital resources that they can use to enhance the student learning experience. Instructors can download videos to organize and support their lesson content within their subject matter. For more information, please visit <u>http://lno.laureate.net/onefolio/</u>

Principle 4: Giving Instructions & Descriptions Online

For an online course, both blended and fully online, as the instructor is not physically present at all times to explain the instructions, checking comprehension and modeling the task is vital for the learners to see virtual instructions in order to complete the task successfully. That is why; though it is a bit time consuming at first, the instructor needs to detail the language that will go into the online platform. This language could be in the form of basic activity descriptions and instructions, steps to follow, guidelines for using the collaboration tools, and so on. This detailed language will save extra questions that students might ask during the implementation of the course.

FACULTY DEVELOPMENT TRAINING OPPORTUNITIES AT BİLGİ

In-Service Trainings Provided by Bilgi Faculty

These trainings are provided by BİLGİ faculty, mainly by certified teacher trainers within BİLGİ. The trainings are provided at certain times of the year, and announcements are made through e-mail and the educational effectiveness website news section. The trainings are also provided upon request at requested times to a specific group of faculty. Please note that, if given enough time, the training team can prepare customized trainings to cater to a group's specific needs as well. For any such request, please contact Didem Mutçalıoğlu at <u>didem.mutcalioglu@bilgi.edu.tr</u>.

- Preparing to Teach Online
- Using technology and online tools as support for classroom teaching
- Effective Classroom Practice
- Teacher Feedback on Students' Work/Performance
- Classroom Assessment Techniques
- Dealing with Large Heterogeneous Classes
- Determining Student Learning Outcomes
- Program Level Outcome Assessment Process
- Writing Rubrics for Program Level Outcome Assessment
- Writing Rubrics for Classroom use

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