Leading online class discussion

Case study: Animal Diversity Laboratory (ZOO-3141L)
About Me

• Melanie Medina R. (she/her/hers)  
  mrmedina@bio.fsu.edu

• 2nd Year Ecology & Evolution Ph.D.  
  Student in Biological Science

• Teaching assistant for 3 years (2 at FSU)

• 2019-2020 PIE associate  
  Virtual PIE Office Hours: Th 5-6  
  (or by appointment)
Before I tell you more I want to hear from you! What do you think good teaching looks like?
What is good teaching to you?
Engaged  
Collaboration  
Caring

Engaging  Innovative
Practical  Supportive
Gives prompt feedback
Organised  Authoritative
Communicates well
Passionate
Encouraging  Cares
Clear
Open to new ideas
Reliable
Teaches me valuable skills
Enthusiastic
So, How in the world are we going to do this?
Animal Diversity Lab
ZOO 3141L

Laboratory Honcho & TA for Section 04
TA: Melanie Medina (she/her/hers)
Our in-class teaching outline

- Take a quiz from previous week’s animal group
- Intro lecture (15 minutes)
- Some instructions about lab
- Students work on their own
- We review dissections and questions with students' groups
- Students get work checked off
Our online class teaching outline

- Asynchronous Intro lecture (15 minutes) uploaded to canvas
- Students work on their own and have 24-72 hrs. to submit work online
- Zoom meetings where we review previous week’s topic
  - We review dissections and questions with students' groups
- Students get work checked off online
- Take a quiz online from previous week's group
You are the same wonderful TA, what’s changed is the medium you are using to teach
How to be a better online teacher
Advice guide

1. Show up
2. Be yourself
3. Put yourself in their shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
How to be a better online teacher
Advice guide

1. Show up
2. Be yourself
3. Put yourself in their shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
WELCOME TO WEEK # 12

This Week
- Phylum features
  - Submit BEFORE lab
- Phylum Chordata I
  - Lab work due on canvas
- Phylum Echinodermata review in lab (Thurs. 10am)

This week (during lab time)
- Two Presentation:
  - Kara & Summer: Echinoderms
  - Anna & Saige: Sharks or bony fish

Next Week
- Review of Chordata I in lab
- Chordata II lab work is due
- Presentation: Amphibian or Non-avian reptiles
  - Sofia & Cameron

April 10th
Quiz 8 – Chordata I
How to be a better online teacher
Advice guide

1. Show up
2. Be yourself
3. Put yourself in their shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
Try to think like a student, and anticipate their actions (or lack thereof)
But this is YOUR time, and your opinion matters. So these are the options for things we could do during lab time every week:

1. ONLY review of previous class using Kahoot and mine and your questions + go over last weeks' dissection
2. ONLY a Lecture the current weekly Phylum
3. Do Lecture of current Phylum + lab set up ppt.
4. Short review of previous lab at the beginning (15 mins.) + Lecture of current Phylum + lab set up ppt. (this may go for about 2 hrs)
5. We spend about an hour studying the tree of life, aka. ALL the animals we have studied for the final
6. Any other ideas!

During our first online meeting I asked the student what THEY wanted to do!
1. ONLY review of previous class using Kahoot and mine and your questions + go over last weeks' dissection
2. ONLY a Lecture the current weekly Phylum
3. Do Lecture of current Phylum + lab set up ppt.
4. Short review of previous lab at the beginning (15 mins.) + Lecture of current Phylum + lab set up ppt. (this may go for about 2 hrs)
5. We spend about an hour studying the tree of life, aka. ALL the animals we have studied for the final
6. Any other ideas!
How to be a better online teacher
Advice guide

1. Show up
2. Be yourself
3. Put yourself in their shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
1. Identify the phylum and class of the specimen depicted below.
   Phylum Echinodermata
   Class Asteroidea

2. What is the function of the structure indicated by line A?
   Reproduction

3. Identify the structure indicated by line B.
   Digestive gland

4. To what ‘system’ does the structure indicated by line C belong?
   Water vascular system

5. What is the name of the structure indicated by line D?
   Madreporite

Write your answers in the chat!
How does water flow in the water vascular system of the sea star?

1) Madreporite
2) Stone Canal
3) Ring Canal
4) Radial Canal
5) Ampullae
6) Tube feet

**Here I switched to asking them to speak up, ‘raising their hands’ using Zoom

*Raise your hand and participate! Each person can tell me one step in the process.
How many classes are represented here?
2
What is the name of the class(es)?
A Class Ophiuroidea  
B Class Crinoidea

How can you differentiate between these two organisms?

**With questions that I knew would be a bit more challenging I broke it down a bit more**
**Here I used images from our Face-to-face interactions in lab and used other images and asked them to freely participate via chat or voice.**

What differences do you SEE?
NOW MORE OF YOUR QUESTIONS?
I had an additional short activity prepared for them as well, one we had tried in lab during face-to-face sessions.

Join at www.kahoot.it or with the Kahoot! app with Game PIN: 7072732
How to be a better online teacher
Advice guide

1. Show up
2. Be yourself
3. Put yourself in your shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
Hello ADL students!

Hope that your first virtual week went great!

- Updated syllabus is now posted on canvas. All the updated/new information is in red. Please read this document carefully.
  - Something to keep in mind (also in the syllabus)

  **LAB ATTENDANCE TO SYNCHRONOUS VIRTUAL ZOOM MEETING IS EXPECTED EACH WEEK!**
  However, we will be flexible and excuse legitimate absences as long as you have communicated with your TA in advance.
  - We also highly encourage you to make use of all the resources provided, such as the intro recordings, and lab set up images.

- Your quiz 8, on Chordata part 1 will be on Monday, April 6th (not April 13th).
  - Your TA will go over this during lab virtual meeting this week
  - We will send you a separate announcement with exact instructions on the quiz
  - In the meantime please check Dr. Dixon's announcement from Saturday, March 28th about general quiz format

- All the material needed for this week’s lab is posted:
  - lab manual photos (in case you don’t have your manual with you)
  - lab set up images
  - lab worksheet (please use version posted today and attached here)
Regarding Zoom meetings

- We agreed on format to follow:
  - Review of last week’s lab images with labels
  - Review of last week’s dissection
  - Lab practical challenge short review
  - Kahoot review
  - Lab of the week quick overview

- Zoom meetings are mandatory UNLESS you have arranged something different with me and/or Dr. Dixon
- We are flexible but you must keep us informed
- Meetings will be recorded in case you have an emergency, or you just cannot connect (email me if this is the case)
- We can see your activity in a zoom report after the meeting, and we will take this into account when grading
How to be a better online teacher
Advice guide

1. Show up
2. Be yourself
3. Put yourself in your shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
Look for ways to break down complex tasks. This will allow for:

• students make timely progress
• receive feedback on their work
• there is still time to adjust their approach to the work if needed

https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber
Following up on assignment expectations asynchronously

Student's name

CLASS CHORDICH THYES - DOGFISH SHARK (INTERNAL FEATURES)

- gallbladder
- liver
- stomach
- rugae of stomach
- pancreas
- spleen
- rectal gland

Assignment Comments:

Great drawings!

Dear [Student's name], thanks for submitting all images in a single file, ppt. I only see the image of the perch and shark's external structures, you are missing internal structures of both. Please submit with the dissection for this week (frog).

-Melanie

Student's name

Added internal dissection drawings

Good work. Thanks!

-Melanie Medina, Apr 3 at 7:46pm
How to be a better online teacher
Advice guide

1. Show up
2. Be yourself
3. Put yourself in their shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
Clade Lepidosauria

- Lizards, snakes, and the tuatara

- Defining feature: Transverse cloacal slit
  - How is this different from the cloacal slit in salamanders?

- Loss of limbs often occurs in burrowing lineages (AKA Fossorial: often found semi-burrowed in leaf litter or underbrush)
  - Some were ancestors of modern snakes
  - Snakes are a particularly successful group of limbless lepidosauria

Tuatara

Research at FSU - Our Grad students

Tuatara live long and adapted to cool climates, and only found in offshore islands as they are extinct in the mainland
How to be a better online teacher

Advice guide

1. Show up
2. Be yourself
3. Put yourself in their shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
When you teach face-to-face you were probably doing things to make your student feel welcome and comfortable, so apply that same principle to your online classes.

- Use plenty of visuals, media, interactive tools, and learning activities.
- Streamline course organization and navigation.
- Convey positivity and optimism that students can succeed.
- Demonstrate compassion and caring for your busy online learners.
- Respect their time and engagement by being present and engaged yourself.
How to be a better online teacher
Advice guide

1. Show up
2. Be yourself
3. Put yourself in their shoes
4. Organize course content intuitively
5. Add visual appeal
6. Explain your expectations
7. Frame learning activities
8. Provide examples
9. Make class an inviting, pleasant place to be
10. Commit to continuous improvement

https://www.chronicle.com/interactives/advice-online-teaching
Write/ask one question about today's content - something that has left you puzzled & one thing you will need FROM ME so YOU can do better next week.
NOW YOUR QUESTIONS?

I guess now it’s a good time to ask what happened to my treat?
Think about how synchronous and asynchronous online teaching could be applied to your own teaching.

Try to come up with one short example that fits these situations:

- A situation where **synchronous** learning is appropriate and beneficial in supporting learning.
- A situation where **asynchronous** learning is appropriate and beneficial in supporting learning.
- A situation that **combines** synchronous and asynchronous learning to support learning.
Now let's hear some of your ideas!