

# SocSci

**Good afternoon and welcome!** 12:37PM Wed, 09 April 2014 GMT by A.G. Pate

**Hi all :)** 01:06PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**700** 01:07PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

**50** 01:07PM Wed, 09 April 2014 GMT by Bonnie

**400** 01:07PM Wed, 09 April 2014 GMT by Ana Langer

**120** 01:07PM Wed, 09 April 2014 GMT by Suzanne

**Large class: 100+ (?)** 01:07PM Wed, 09 April 2014 GMT by Marc

**Between medium and extra large.** 01:07PM Wed, 09 April 2014 GMT by Kenneth McLaughlin

**250 people plus** 01:07PM Wed, 09 April 2014 GMT by Maren

**250** 01:07PM Wed, 09 April 2014 GMT by James Chalmers

**~300** 01:07PM Wed, 09 April 2014 GMT by NiallB

**150 or more** 01:07PM Wed, 09 April 2014 GMT by Moira

**300** 01:07PM Wed, 09 April 2014 GMT by eugene

**Subject dependant - 100+** 01:08PM Wed, 09 April 2014 GMT by John K

**120** 01:08PM Wed, 09 April 2014 GMT by Neil

**Susan Seeley 100+** 01:08PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Rita 60+** 01:09PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Depends on what you are trying to achieve** 01:09PM Wed, 09 April 2014 GMT by Moira

**Nicola Birkin 300** 01:09PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Different for different levels? 100+ Hons, 300+ Ordinary?** 01:10PM Wed, 09 April 2014 GMT by Marc

**Susan Deeley 100+** 01:10PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**50,000!** 01:11PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**40-50** 01:11PM Wed, 09 April 2014 GMT by Marco Avarucci

**I have changed my mind from 50 to 30.** 01:11PM Wed, 09 April 2014 GMT by Bonnie

**Ask student questions** 01:12PM Wed, 09 April 2014 GMT by eugene

**Participation rather than just listening.** 01:12PM Wed, 09 April 2014 GMT by Suzanne

**Connected curiosity** 01:12PM Wed, 09 April 2014 GMT by Kenneth McLaughlin

**Poking them for answers to make sure they're thinking - and to get a sense of whether they're following.** 01:12PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

**Holding their attention and stimulating interest** 01:12PM Wed, 09 April 2014 GMT by Moira

**challenging different types of students in different ways** 01:12PM Wed, 09 April 2014 GMT by Neil

**Excite interest** 01:12PM Wed, 09 April 2014 GMT by eugene

**Getting students to question the subject matter.** 01:13PM Wed, 09 April 2014 GMT by James Chalmers

**Learning something from them as they participate** 01:13PM Wed, 09 April 2014 GMT by Moira

**Engaged : fully involved, listening, responsive, reacting** 01:13PM Wed, 09 April 2014 GMT by Maureen Farrell

**Successfully interacting with the class, transferring knowledge through a range of media and challenging minds** 01:13PM Wed, 09 April 2014 GMT by John K

**Having 50%+ of most individuals' conscious attention/interest devoted to the topic of the class.** 01:13PM Wed, 09 April 2014 GMT by Marc

**Participation, two way, responses to remarks** 01:13PM Wed, 09 April 2014 GMT by Tracy

**Ask the student to solve tasks** 01:13PM Wed, 09 April 2014 GMT by Marco Avarucci

**Ideally, get the 'audience' to talk, answer little questions, share experience.** 01:13PM Wed, 09 April 2014 GMT by Maren

**Students participating (could be speaking, listening, etc) and having a good idea myself of how they're responding** 01:14PM Wed, 09 April 2014 GMT by Gayle

**Rt** 01:14PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**It** 01:14PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Gets students thinking about the subject rather than just being the medium by which words/equations on the board are transferred to paper.** 01:14PM Wed, 09 April 2014 GMT by NiallB

**Rita opposite of die** 01:15PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Engagement - showing some aspect of interest (and meaning it!)** 01:15PM Wed, 09 April 2014 GMT by A.G. Pate

**Rita opp of disengage, not boring, involving, interesting, immersing, participatory** 01:16PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Stunts who turn up do better** 01:16PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Taking attendance means students will attend, even tho no sanctions attached** 01:17PM Wed, 09 April 2014 GMT by Sarah Honeychurch

If you turn up to lectures, you'll get better grades. (Does this also hold true for staff meetings?) 01:17PM Wed, 09 April 2014 GMT by A.G. Pate

Although good intentions to catch up if missed lecture, it doesn't always happen. 01:18PM Wed, 09 April 2014 GMT by A.G. Pate

Does attendance requirement for progression have to be published in prospectus / other advance materials? 01:20PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

/Or are there any other expected typical protestations? 01:21PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

Some students prefer overflow lecture -why? 01:21PM Wed, 09 April 2014 GMT by Sarah Honeychurch

They turned up early, could sit where they liked, feel more at home 01:23PM Wed, 09 April 2014 GMT by Sarah Honeychurch

Any data on correlation between video link & improvement (or otherwise) in performance? 01:24PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

Surprising that students didn't feel they were more disengaged from the lecture when it was a video. 01:24PM Wed, 09 April 2014 GMT by A.G. Pate

Familiarity and a smaller group > interaction & engagement 01:25PM Wed, 09 April 2014 GMT by A.G. Pate

Need to manage student emails 01:28PM Wed, 09 April 2014 GMT by Take away point: broadcasting to other rooms might not be a bad thing

PGDE students have a cohort too big for lecture theatre so cohort in sections to an agreed pattern to the video link. Good group to evaluate 01:28PM Wed, 09 April 2014 GMT by Maureen Farrell

Use students as much as you can. They all like it 01:29PM Wed, 09 April 2014 GMT by Take away point: broadcasting to other rooms might not be a bad thing

Students need support, particularly at the beginning, re: issues which staff may see as common sense. 01:31PM Wed, 09 April 2014 GMT by A.G. Pate

Unrest can spread quickly 01:31PM Wed, 09 April 2014 GMT by Sarah Honeychurch

Worth putting a reminder of available documentation just before assignment & exams 01:32PM Wed, 09 April 2014 GMT by Maureen Farrell

Life Sci get Moodle forums working for them, worth taking time as it stops volume of emails. But staff must be VOCAL 01:34PM Wed, 09 April 2014 GMT by Sarah Honeychurch

If you aren't vocal in the discussion forum (i.e., you aren't using it), students won't either. 01:34PM Wed, 09 April 2014 GMT by A.G. Pate

**Marking progress posts on Moodle - excellent idea. Seems so obvious in hindsight but I don't think anyone does this in my School.** 01:34PM Wed, 09 April 2014 GMT by Marc

**Moodle Books: Useful to link slides, videos, assessments, learning resources, etc.** 01:35PM Wed, 09 April 2014 GMT by A.G. Pate

**Be vocal but maintain professionalism - becoming too informal can go badly.** 01:35PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

**Life Sci are the Moodle forum STARS here.** 01:35PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Peerwise for students creating mcq questions** 01:37PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Students like this for self test, revision etc.** 01:37PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Students writing their own questions: They don't like questions which are too easy.** 01:40PM Wed, 09 April 2014 GMT by A.G. Pate

**The big benefit of PeerWise to be is the explanation, comment, and author's-reply section on each Q** 01:41PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

**Engineering used this to pick exam questions!** 01:41PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**\* to me** 01:41PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

**Interestin that Scottish bio students are very similar to NZ comp science in terms of peerwise behaviour** 01:41PM Wed, 09 April 2014 GMT by NiallB

**Maybe students are students, Niall?** 01:42PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**<http://www.peerwise-community.org>** 01:43PM Wed, 09 April 2014 GMT by A.G. Pate

**Anecdotal evidence: students who progress beyond L1 bio into courses without PeerWise say it's a shame they don't have it any more** 01:44PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

**"9% engage and 1% do so compulsively" - does that reflect this feed? :)** 01:45PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

**I find that question disturbing, Scott R... ;-)** 01:46PM Wed, 09 April 2014 GMT by A.G. Pate

**Haha, Scott, probs ;)** 01:46PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**Rather more than 9% (~2 people) engaging I think.** 01:47PM Wed, 09 April 2014 GMT by NiallB

Question: How often did staff look at PeerWise to see what kind of questions were being asked and if they were appropriate (challenge)? 01:47PM Wed, 09 April 2014 GMT by A.G. Pate

Does this audience think peerwise will be useful? 01:47PM Wed, 09 April 2014 GMT by Sarah Honeychurch

Creating questions (and answers) helps students to generate \*reasons\*. 01:48PM Wed, 09 April 2014 GMT by A.G. Pate

Was there any correlation between performance in Peerwise and the final assessment? 01:48PM Wed, 09 April 2014 GMT by Kenneth McLaughlin

Alienation v engagement 01:50PM Wed, 09 April 2014 GMT by Sarah Honeychurch

Disagree - if students are taught to really understand formative comments they do know how they're doing 01:50PM Wed, 09 April 2014 GMT by Maureen Farrell

There was some correlation between Peerwise and final grade, but not substantial 01:51PM Wed, 09 April 2014 GMT by Maureen

Chi's stages of engagement. This seems, in a way, to be a version of Bloom's Taxonomy ... 01:52PM Wed, 09 April 2014 GMT by A.G. Pate

Stages of engagement - descriptions of meta cognition!!! 01:52PM Wed, 09 April 2014 GMT by Maureen Farrell

There was more correlation between the students that did not use PeerWise and poor grades 01:53PM Wed, 09 April 2014 GMT by Maureen

Kenneth - also perhaps references 33 and 34? Not read them (yet) though <http://www.peerwise->

[community.org/publications/](http://www.peerwise-community.org/publications/) 01:54PM Wed, 09 April 2014 GMT by Scott Ramsay (MVLS)

Just in time teaching - Graeme uses Twitter to do that with his classes 01:54PM Wed, 09 April 2014 GMT by Sarah Honeychurch

Mazur PI Sequence

<http://ilig.psy.gla.ac.uk/papers/nicol2.pdf> 01:56PM Wed, 09 April 2014 GMT by A.G. Pate

Mazur.Harvard.edu 01:56PM Wed, 09 April 2014 GMT by Sarah Honeychurch

True, Sarah, but we call it flip teaching due to the unfortunate rhyming possibilities of JITT ... ;-)

Haha, flipping heck! 01:58PM Wed, 09 April 2014 GMT by Sarah Honeychurch

The literature talks about the "back channel" (Peter Reed, I think, has done research about this) 02:01PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**LTU currently exploring technology for Mazur style PI - <http://learn.gla.ac.uk/yacrs/> is internal prototype system**

02:01PM Wed, 09 April 2014 GMT by NiallB

**Two channel learning - Ch1 = Lecturer speaking/student listening. Ch2 = Student thinking/engaging/writing.**

02:02PM Wed, 09 April 2014 GMT by A.G. Pate

**Backchannel - you can also read something about this on the TodayMeet webpage too. :-)**

**We can demo our software if folk want**

**Can't the messages interrupt the 'flow'?**

**I suggest having breaks to catch up with the feed, Maureen**

02:04PM Wed, 09 April 2014 GMT by Sarah Honeychurch

**"50% of attention is on note taking; only 50% on lecturer" - perhaps we should tell students to relieve anxiety when note taking / thinking?**

**Interesting question, Maureen. I mention this in my talk tomorrow but happy to talk to you about it afterwards should you wish. :-)**

**I.e. give them implicit permission to sit and think rather than transcribe**

**Scott Ramsay re: telling students to relieve anxiety. A good point.**

**Important to set the ground rules**

**Ease of access is very important - for staff and students!**

**Thanks to everyone for participating ... and engaging! :-)**