



NSU LEC's Teaching & Learning Conference



Halmos College of Arts and Sciences
& The Guy Harvey Oceanographic
Research Center Presenters
November 2-3, 2022 (Virtual Event)

Cloud-based Video-conferencing is Here to Stay (Zoom, or similar): Implementing Authentic Assessment and Curbing Cheating Without the Need for Proctoring

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Learning Outcomes

Participants will

1. Identify benefits of learning activities and assessments conducted via Zoom, and enumerate entry-level Zoom behaviors needed to engage in a Zoom classroom session efficiently.
2. List specific teaching and learning strategies that we can apply in the virtual classroom (but can't apply in the f-2-f classroom), and then categorize these under one of four categories: "individual"; "in-the-classroom"; "institutional"; or "international" strategies or actions.
3. Design and explain either a learning activity or an assessment done in Zoom for a course delivered in any modality and will specify how Zoom can improve or enhance the learning activity or assessment.
4. Explain how Zoom can help to curb cheating and/or replace proctoring in assessments.
5. Brainstorm how the previously listed Learning Objectives can be enhanced in the near-future or taken to the next level.



Basic Pillars

- No “one-size-fits-all” solution
- Element of **CHOICE** for students
- Interaction (Student-Student; Student-Faculty; Student-Content)
- Flexibility is key
- Balancing synchronous/asynchronous
- **Don't transfer from face-to-face: Rather, create for online environments**
- Pilot small steps first
- Be patient (with yourself, others)



CHOICE

Introductions





Brainstorm, Share Success

- What can we do in the Online classroom that *we can't do* in the Face-to-Face classroom?
- What's your success story in the online classroom?
 - [Collaborative Answers Here](#)
 - [What a creative teacher did: Watch video here](#)

2020 Timeline

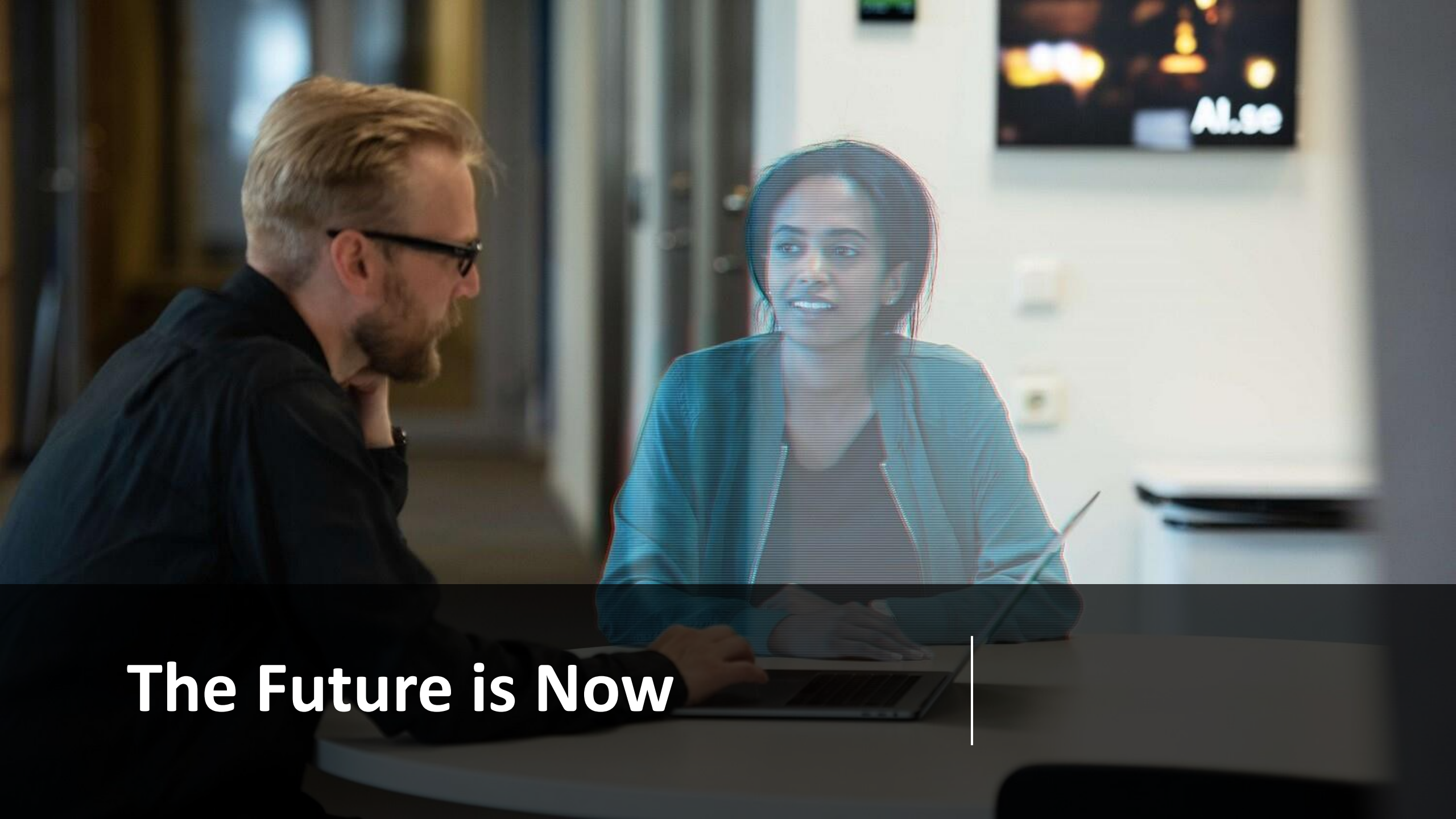
Winter
(1st Half)

Winter
(2nd Half)





Zoom was...



The Future is Now

What is the metaverse?

At its core, [the metaverse](#) is a place for social connection.

It lets people around the world create and explore a set of interconnected experiences, regardless of their physical location*

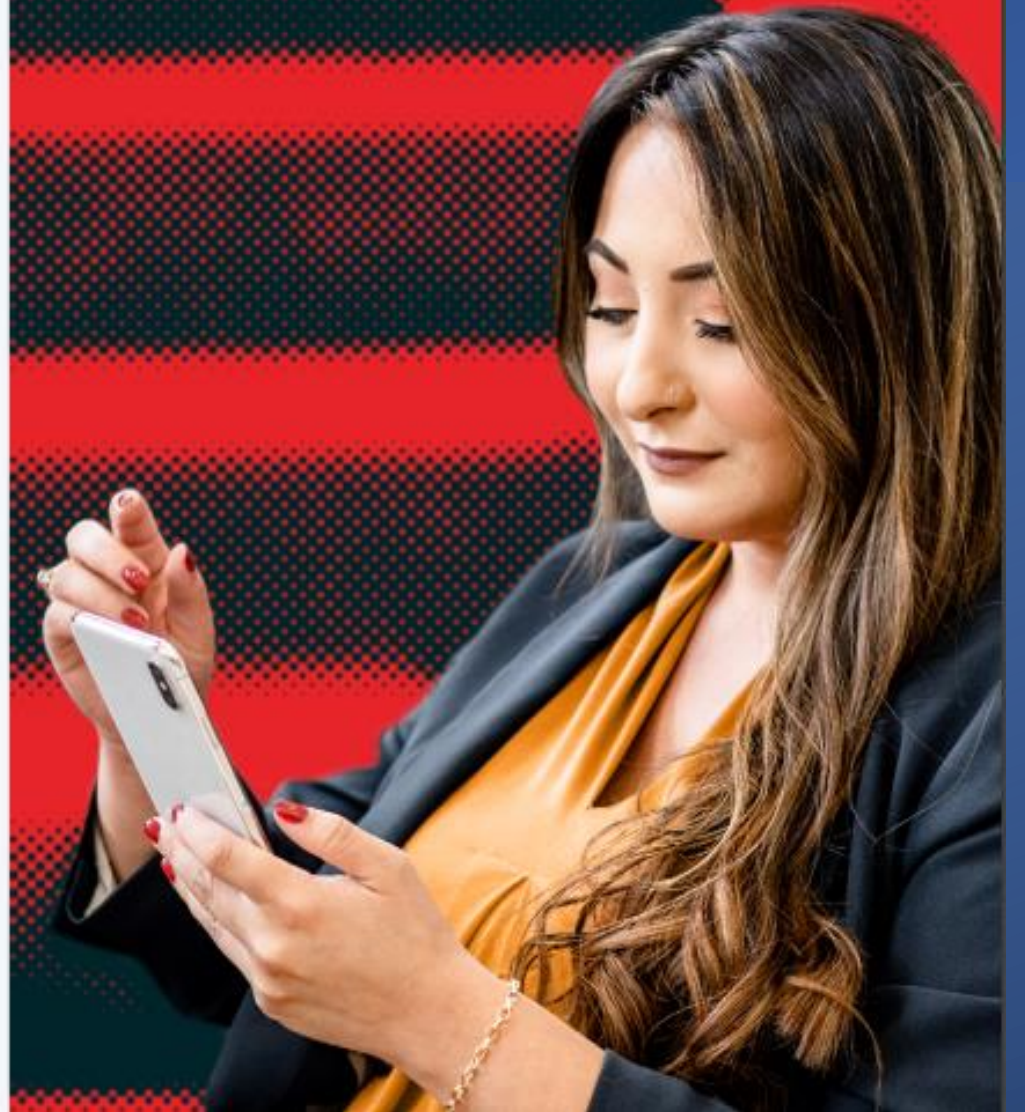




THE STATE OF STUDENT SUCCESS 🏆 & ENGAGEMENT 🔄

In Higher Education

[Website article and related resources here](#)



Zoom is Here to Stay: Instructure.com Study Findings

In 2022 “Choice is the Future” and technology enhances all forms of learning, giving students power over the process

- Students want personalized, engaging instruction
- Emerging technologies will continue to open up new adaptive learning channels
- Combining these capabilities with collaboration tools creates further opportunities for increased engagement

CHOICE





**OUR TIME
IS PRECIOUS**
let's make the most of every minute

**We are in Zoom,
now what?**

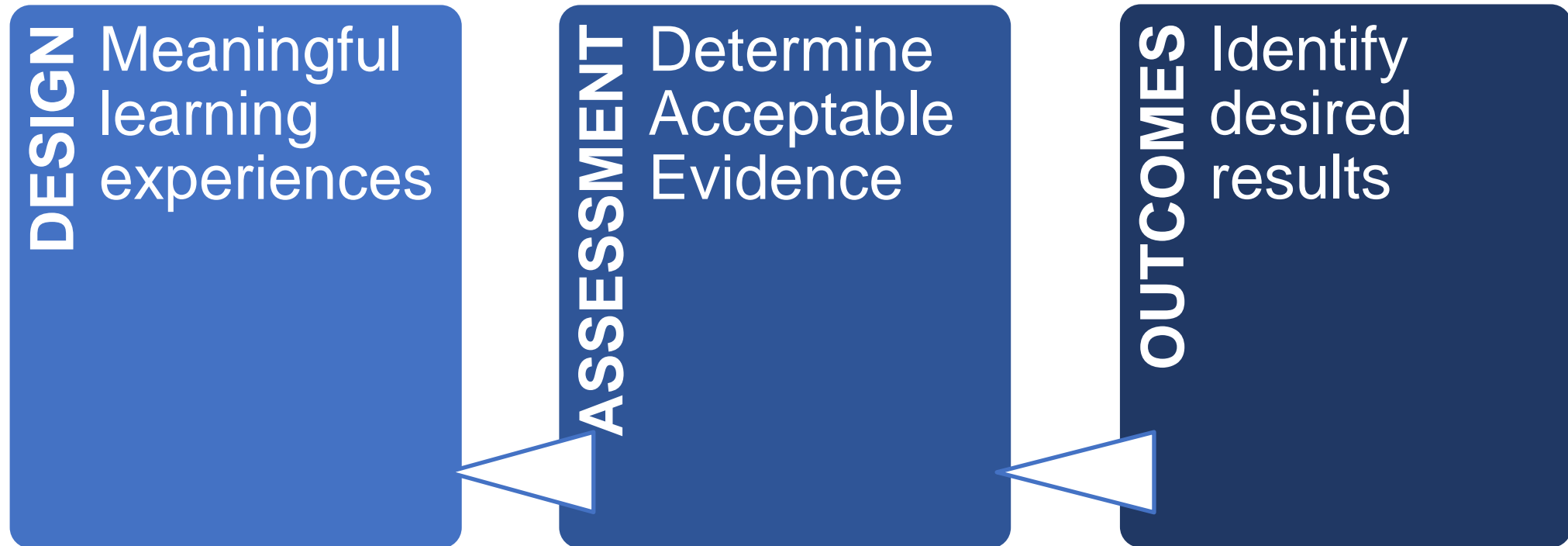
I was expecting you, I am ready!



**“He who fails to plan is planning to fail” -
Winston Churchill**



Backwards Design



Stages in the Backward Design Process (Adapted from Wiggins & McTighe, 2005)
Begin with an end in mind. Stephen R. Covey, *The 7 Habits of Highly Effective People*

Start with the End in Mind



Learning Objectives

What do you want
students to
think/feel? be able
to **do?** or **know?**

“A.S.K.”

Attitudes

Skills

Knowledge

AFFECTIVE

PSYCHOMOTOR

COGNITIVE

Learning Objectives: A.S.K. Cognitive Domain

links here:

[3 Domains Explained](#)
[Rubric2](#)

| Cognitive Level | Description | Verbs Commonly Used in Cognitive Objectives |
|-------------------|--|---|
| Remember | <i>Retrieving and recalling relevant knowledge from long-term memory</i> | Recall, identify, define, recite, repeat, select, label, quote, copy, list, name, state |
| Understand | <i>Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining</i> | Interpret, exemplify, classify, summarize, infer, compare, explain, describe, indicate, translate, paraphrase, explain, discuss, report, rewrite |
| Apply | <i>Carrying out or using a procedure through executing or implementing; applying knowledge to actual situations</i> | Execute, implement, relate, sketch, calculate, demonstrate, estimate, illustrate, contrast, diagnose, identify, classify |
| Analyze | <i>Breaking material into constituent parts; determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing</i> | Differentiate, organize, attribute, select, combine, figure, find, solve, change, survey, compare, diagram, examine, test, modify |
| Evaluate | <i>Making judgments based on criteria and standards through checking and critiquing</i> | Assess, check, critique, predict, argue, defend, estimate, judge, qualify, rate, support, recommend, appraise |
| Create | <i>Putting elements together to form a coherent or functional whole; re-organizing elements into a new pattern or structure through generating, planning, or producing</i> | Generate, plan, produce, develop, construct, invent, manage, modify, organize, create, design, devise, formulate, invent, prepare, propose, construct |

Learning Objectives: A.S.K. Psychomotor Domain

The learner can be affected and influenced in many different ways. Learning objectives need to meet the different needs of a learner.

Psychomotor Domain

Psychomotor domain is the learning and combination of old and new skills that involves physical movements.

This domain categorizes skills in five different levels:

| Psychomotor Level | Description | Verbs Commonly Used in Cognitive Objectives |
|-------------------|--|---|
| Observing | <i>Pay active attention to a physical event</i> | Select, describe, detect, differentiate |
| Imitating | <i>Copy a physical behavior</i> | Answer, reproduce, copy, trace, grasp |
| Practicing | <i>Practice a particular physical activity repeatedly</i> | Fasten, measure, assemble, dismantle, stretch |
| Adapting | <i>Make adjustments to a physical activity in an attempt to achieve perfection</i> | Vary, reorganize, change, adjust, rearrange |

links here:
[3 Domains Explained Rubric2](#)

Once you understand the behavior of your learners you will be able to adapt your learning objectives according.

Learning Objectives: A.S.K. Affective Domain

links here:
[3 Domains Explained Rubric2](#)

The five levels under the Affective domain refers to Characterizing – To be able to manage and resolve. Organizing – to be able to formulate, balance and discuss. Valuing – To be able to support and debate. Responding – To be able to volunteer, work together and to follow, and Receiving – To be able to differentiate, accept and listen.

| Affective Level | Description | Verbs Commonly Used in Cognitive Objectives |
|--------------------------------|---|---|
| Receiving | <i>Learner is aware and receptive; otherwise, learning cannot take place</i> | Reply, use, describe, follow, locate |
| Responding | <i>Learner actively participates in the process. Besides being aware, the learner responds in some fashion</i> | Discuss, answer, perform, present, write |
| Valuing | <i>Valuing identifies the value an individual associates with an object or behavior; can range from basic acceptance to a more complex commitment</i> | Share, invite, explain, join, report, follow, justify |
| Organizing | <i>Learner can synthesize different information and values. Values can be organized into priorities; values are compared and synthesized</i> | Formulate, defend, prepare, arrange, integrate |
| Characterizing (internalizing) | <i>A belief or value becomes part of the system that controls the learner's behavior</i> | Influence, practice, perform, discriminate, propose |

The learner can be affected and influenced in many different ways. Learning objectives need to meet the different needs of a learner.



CHOICE



Learning Objectives

**Pre-Instructional
Activities**

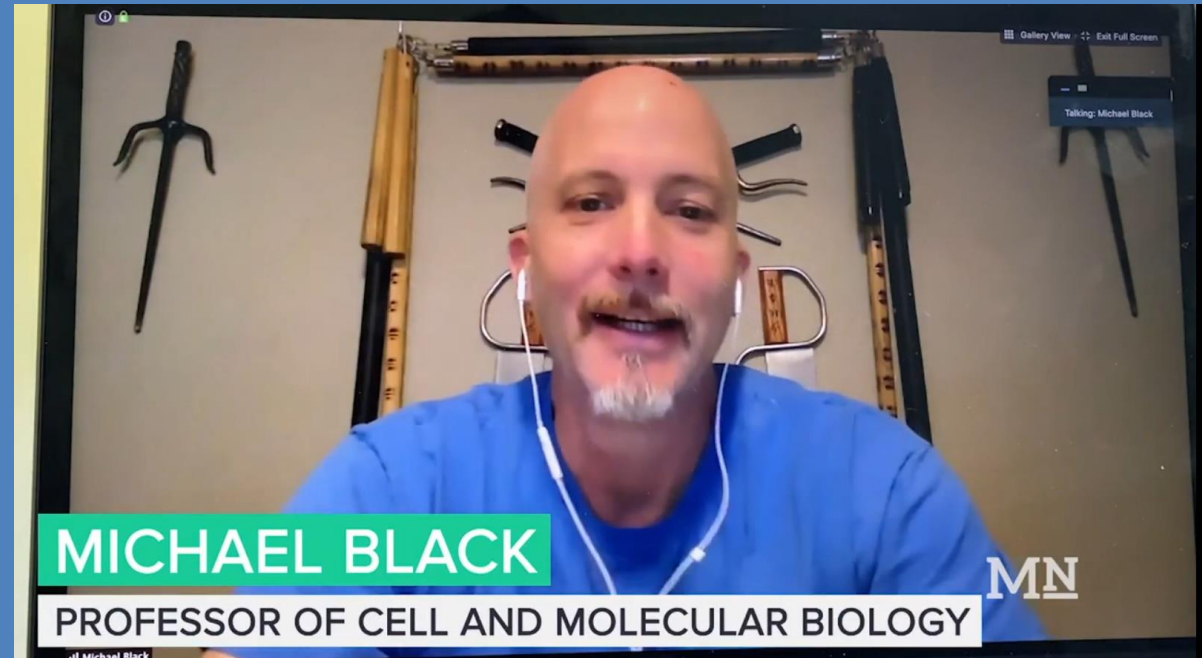
**Content
Presentation**

Practice

Assessment

**Follow-up and
Transfer**

**Example:
Using Zoom
to Achieve
Skills
or Knowledge-
Based
Learning
Objectives**



[Using a GoPro for Science Lab: Watch video here](#)

Pre-Instructional Activities

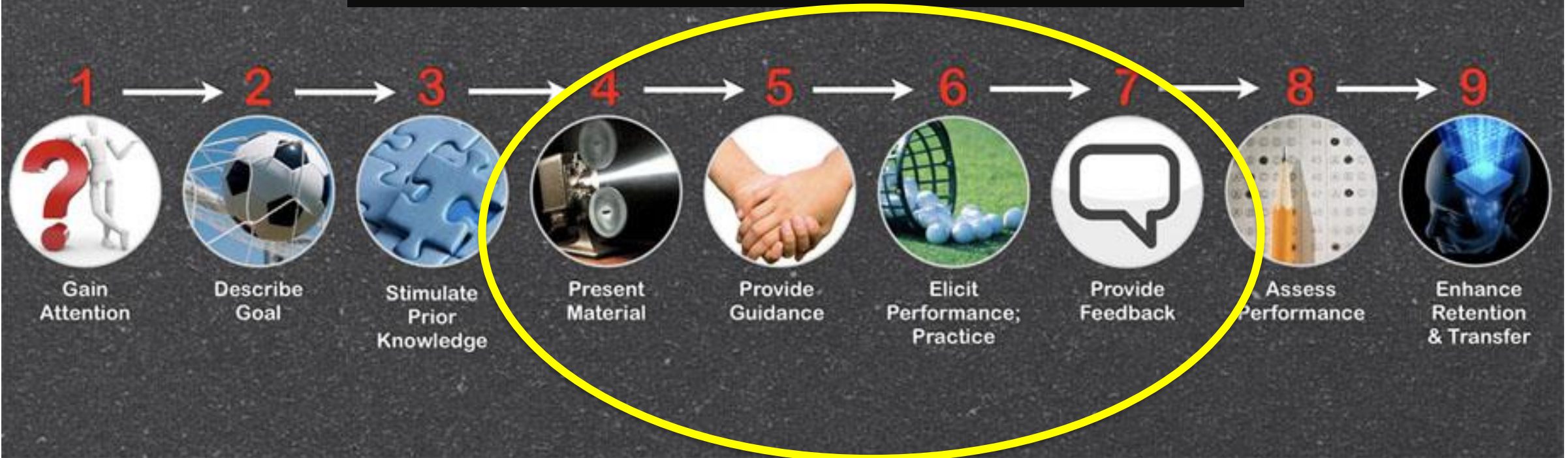
Gagne & Briggs' 9 Events of Instruction



Instructional Design – Gagne & Briggs' 9 Events of Instruction: <http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/>

Content Presentation, Performance & Feedback

Gagne & Briggs' 9 Events of Instruction



Instructional Design – Gagne & Briggs' 9 Events of Instruction: <http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/>

Assessment, Retention, Transfer of Knowledge

Gagne & Briggs' 9 Events of Instruction



Instructional Design – Gagne & Briggs' 9 Events of Instruction: <http://citt.ufl.edu/tools/gagnes-9-events-of-instruction/>

Design Your Own Lesson

Before

What do **you** need to prepare ahead of time?
What entry-level knowledge do **your students** need to have to participate successfully?

During

What do you want your class experience to look like?

After

What will happen afterwards?

Start with the End in Mind



Learning Objectives

What do you want
students to
think/feel? be able
to **do?** or **know?**

“A.S.K.”

Attitudes

Skills

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COGNITIVE

VR Headset: Traveling While Black



Learning Objectives



Oculus VR for Good: Traveling While Black

<https://www.youtube.com/watch?v=aOBwXOgIlb8>

The Best VR Headsets of 2022 + 2023 | VR Buying Guide

https://www.youtube.com/watch?v=_IBHwDkhpY8

23,505 views Dec 12, 2019

“Traveling While Black” is more than history — it’s about community. Describing the experience, Director Roger Ross Williams says, “People want to do something, and they can’t escape it. **They can’t even escape it once they take the headset off.**” Visit the Oculus Store to experience this powerful story.





The Burning Platform

The phrase "burning platform" refers to a very specific kind of pain message that relays a sense of serious urgency.

This burning platform notes that the cost of staying where you are is much greater than the cost of "jumping" from the fire.

It encourages people to adopt a radical and immediate change strategy.



Learning Objectives

Where? How?





Practice What We Preach

LO3

Design and explain either a learning activity or an assessment done in Zoom for a course delivered in any modality (face-to-face, hybrid, or fully online) and specify how Zoom can improve or enhance the learning activity or assessment

Breakout Rooms



Practice What We Preach: Apply

LO4

Following up on the activities you designed earlier, please explain how Zoom can help to curb cheating and/or replace proctoring in assessments



Looking Ahead

LO5

Brainstorm how the previously listed points in the Learning Objectives can be enhanced in the near-future or taken to the next level.

Recap – Did We?

Participants will

1. Identify benefits of learning activities and assessments conducted via Zoom, and will enumerate entry-level Zoom behaviors needed to engage in a Zoom classroom session efficiently.
2. List specific teaching and learning strategies that we can apply in the virtual classroom (but can't apply in the f-2-f classroom), and then categorize these under one of four categories: "individual"; "in-the-classroom"; "institutional"; or "international" strategies or actions.
3. Design and explain either a learning activity or an assessment done in Zoom for a course delivered in any modality and will specify how Zoom can improve or enhance the learning activity or assessment.
4. Explain how Zoom can help to curb cheating and/or replace proctoring in their assessments.
5. Brainstorm how the previously listed Learning Objectives can be enhanced in the near-future or taken to the next level.



**What will
you do
differently
tomorrow?**



Thoughts, Questions Contact

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תודה
Dankie Gracias
Спасибо شكراً
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Děkojame
Ďakujeme Vielen Dank Paldies
Kiitos Täname teid 谢谢
Thank You Tak
感谢您 Teşekkür Ederiz
감사합니다
Σας ευχαριστούμε ขอบคุณ
Bedankt Děkujeme vám
ありがとうございます
Tack

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