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CSUSB Pedagogy Forum 2021: "Building a Classroom Culture of Openness to Ask Questions, Share Ideas, and Make Mistakes"

Dalton Marsh

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CSUSB Pedagogy Forum 2021

“Building a Classroom Culture of Openness to Ask Questions, Share Ideas, and Make Mistakes”

START – 00:00:00

Dalton Marsh: So.

Dalton Marsh: So yeah.

Dalton Marsh: So i'd like to to meet so so first of all for myself i'm a new Professor here this year I started in the fall in math and the math department, I have my PhD in math education, though, but.

Dalton Marsh: So I teach courses mostly for math teachers, I also teach.

Dalton Marsh: GE general education math courses like pre calculus and statistics and.

Dalton Marsh: And yeah I got a I kind of chose this topic.

Dalton Marsh: Due to just kind of a comedy so I also do research and in my research focuses on math identity.

Dalton Marsh: So there'll be a little bit of that in there.

Dalton Marsh: So.

Dalton Marsh: Adrian did you want to share a little bit about yourself.

Adriel iPhone: Sure, I am a communication studies Grad student in the master's program this is hopefully my last.

Adriel iPhone: semester I just finished my constant everything, so this is going to be great I plan to go into teaching i'm currently a ta in the department, so I plan to go into teaching after and do you know the adjunct life.

Adriel iPhone: Okay yeah, so this is this is actually pretty cool because i'm in the liberal the liberal arts college.

Adriel iPhone: I don't usually get exposed to like the math and science area so i'm actually excited to hear.

Adriel iPhone: From this perspective.

Dalton Marsh: Okay cool.

Dalton Marsh: yeah that's great well.

Dalton Marsh: glad to have you and yeah I just finished my my time is ta in and now have a you know, an official like you know instructor for courses now so so that's nice so yeah I wish you luck there.

Dalton Marsh: Brian where we're just introducing each other.

Brian Beran: hello, my name is Brian i'm with the technology support department i'm just jumping through all the little sessions and making sure everything's going okay.

Dalton Marsh: Okay yeah seems to be going on here.

Brian Beran: All right.

Thank you.

Brian Beran: Okay.

Dalton Marsh: Do we have a another person coming in.

Dalton Marsh: hi Josephine.

Dalton Marsh: Let me, let me just get started here so so yeah so i'm just going to so what I was thinking is have a.

Dalton Marsh: You know, I have a couple notes here just a couple of slides didn't want to make it like a full lecture sort of thing, but just kind of have some points where where everyone is sharing things so.

Dalton Marsh: Should I titled I totaled my talk you're building a classroom culture of openness to ask questions share ideas and make mistakes.

Dalton Marsh: So So why did I choose this and sort of like because I think of like what keeps my students from engaging like you know, especially online, but.

Dalton Marsh: But just in general, so and through my my research, which I mentioned is on math identity, so this idea of like you know feeling like a math person and how attitudes about math impact your.

Dalton Marsh: motivation to take more math classes or do math degrees or things like that so that's kind of where my research is is coming from, but also just kind of like my experience teaching and from some literature i've read, so I kind of outline three things that I feel like our our at.

Dalton Marsh: Some point here that kind of keep students from from engaging that i've kind of found as far as.

Dalton Marsh: Mass goes and I try not to think about it, as in life, you know when I asked a question why doesn't the student answer me.

Dalton Marsh: I try to stay away from like Oh, they just don't understand the question or or they just don't know like.

Dalton Marsh: You know I try to stay away from that and think like what are what could be some other other reasons right.

Dalton Marsh: Like am I, making it and making environment where where they could say anything that's right they're open to.

Dalton Marsh: say anything they wanted or ask for clarification or things like that, because often we ask a question and you know we hear crickets or something like that So what can we do that point.

Dalton Marsh: So sort of like the three things i've i've found is kind of pinpointed I believe there's this like this, like performance culture and math where it kind of from the students perspective perspective, like I just I can't do math like i'll never figure math out.

Dalton Marsh: i'm just so bad at math and that I think often comes from well we kind of have like what's like you said, the SAP.

Dalton Marsh: Or the gra and it's like it's always the math tests right there's a lot of math has anxiety and we test on math and we use it as a proxy for like I don't know general intelligence, it seems.

Dalton Marsh: So.

Dalton Marsh: And then the other part, is like this identity crisis like i'm not a math person like I hear that a lot.

Dalton Marsh: And also just trash traumatic experiences in math class where students will be I just never gonna take another math class again i'm done i'm done with it, or like I hope I never have to take one or, this is my last one and i'm so excited.

Dalton Marsh: So now, I want to get some ideas from you from from from you all like, what do you think like seems to keep keep your students from from engaging so that could be like asking and answering questions participating, or you know, contributing to a class discussion anything like that.

Dalton Marsh: And I can share this with you.

Dalton Marsh: put this in the chat.

Adriel iPhone: I offer my students, specifically the M G that my department teaches is oral communication.

Adriel iPhone: and

Adriel iPhone: hundred percent fear in themselves and their inability to do the.

Adriel iPhone: To speak publicly.

Adriel iPhone: is one of their biggest challenges and one of the biggest things that stops them from engaging.

Adriel iPhone: sort of you know, like the what you were saying about i'm not good at math i'm not good at this stuff it's it's.

Adriel iPhone: That idea where they're coming in, because it's a g.

Adriel iPhone: So they have to do it, and then they have to face the fear that is very common in public speaking.

Adriel iPhone: So I definitely relate in terms of fear feel feels like one of the biggest reasons they don't engage.

Adriel iPhone: yeah.

Dalton Marsh: yeah it's good plan, I remember being really scared for my first.

Dalton Marsh: My first talk.

Dalton Marsh: first presentation in school, and so I think about that too, and when I teach teachers and i'm like I don't want the first time they get.

Dalton Marsh: You know I shouldn't we should have presentations more and classes right just to get more familiar with that so that their first time isn't like an oral communication class or a teaching or a job interview isn't their first time ever, presenting.

Dalton Marsh: hi Thomas.

Thomas Girshin: Thanks for thanks for doing this.

Dalton Marsh: Sure yeah.

Dalton Marsh: So so we're just so we were just sharing.

Dalton Marsh: Some ideas on what we what we thinks keep students from engaging and and.

Dalton Marsh: So far, kind of, so this is what i've shared from my experience in math is, as I kind of find these and yeah it seems to be often like a confidence issue, perhaps.

Thomas Girshin: yeah I mean I just was noticing it during the keynote right like I was nervous to ask a question at the end of the you know, I was like I don't have my question stupid, you know so and I.

Thomas Girshin: I remember that from when I was a student for sure.

Thomas Girshin: yeah.

Dalton Marsh: Definitely so, so I think.

Dalton Marsh: So yeah so so now So what do we do so, I I call this idea, like opening up the classroom like, how do we open it up so that students are, as the title says.

Dalton Marsh: That I came up with here to ask questions share ideas and.

Dalton Marsh: make mistakes right not be afraid to say, a wrong answer.

Dalton Marsh: So did you just say something right.

Dalton Marsh: So I think this is tied closely into a sense of belonging.

Dalton Marsh: So says perceived social support on campus feeling of sensation of connectedness the experiences of mattering are feeling cared about accepted respected.

Dalton Marsh: valued and important to the campus community, so I think this idea is like if we can create a sense of belonging in our classroom that students will be more more we can open up the classroom to more engagement and and willingness to participate.

Dalton Marsh: And just a little in terms of equity like sense of belonging, is argot is one of the most important factors contributing to the success for all students.

Dalton Marsh: And yeah there's a lot of things related to sense of belonging right like identity and sense of community and classroom climate and kind of all these things together right, so I just wanted to to point out like sense of belonging, but you know there's a lot of ideas D is going on there.

Dalton Marsh: So here's some things so I thought, like you know how do we set up for the first day.

Dalton Marsh: So as like to create our classroom culture where students will be willing to participate So the first thing I wanted to show something that's worked for me is.

Dalton Marsh: My this I call me my meet your classmates icebreaker and I actually learned this in summer the summer API calls here.

Dalton Marsh: But I did want to share kind of my own spin that i've put on this so it's kind of like what do we do with an icebreaker well when we were when we were in person, it was like you know say your name say your major.

Dalton Marsh: Or is it or there's a lot of other things you can do on that and students are like yeah icebreakers but like what are some good ones here and how do we, how do we do it online and I mentioned some things and maybe like this is actually.

Dalton Marsh: couldn't be just as good as doing it in person, so, so this is what i've done so, I have a lot of things here that i've done intentionally, so I have my name.

Dalton Marsh: I have, how to pronounce it so so and then everyone makes her own slide right, this is my example slide.

Dalton Marsh: And then I have all my students make another example slide and I would say they're way better at making that being creative and putting in like all these kinds of pictures and changing the background.

Dalton Marsh: They really go out with it, so I just included some of my favorite stuff like the Office here.

Dalton Marsh: I have some my favorite anime and here's my dog and my wife I tell them like Harry you know I put a picture here I show myself hiking because that's something I like to do you don't have to put your own picture you can put like an Avatar or something like that.

Dalton Marsh: So.

Dalton Marsh: So yeah just a little bit about me, but then I also start working on sort of like the first class.

Dalton Marsh: Like activity and relating it back to math and the students so so in this one is of course for math teachers.

Dalton Marsh: And their first sort of like reflection, so I, as I mentioned in the description there's reflective kind of opportunities, I think, can really open up for engagement, because everyone likes to share their own personal story so in here it started thinking about.

Dalton Marsh: kind of like what was your favorite course and why did you think it so start thinking about like why you liked the course what you thought was like good about and what makes good teaching.

Dalton Marsh: So just very like you know just think about you know sort of like what makes good teaching and this can help lead into the.

Dalton Marsh: The rest of the class, and this is sort of like their first reflection on on teaching and it's very approachable they get to share a little bit about themselves.

Dalton Marsh: And like I said they do a lot better with designing these than I do.

Dalton Marsh: But there's also important parts right like the pronunciation that's for sense of belonging, you know if you're valued like if someone keeps pronouncing your name wrong you're not going to really feel that valued are part of the.

Dalton Marsh: Community right so getting the name right knowing everyone's name.

Dalton Marsh: pronouns and just a little bit about themselves can, I think, can really help and build a sense of belonging.

Dalton Marsh: And all some of the things that i'd say here are nice, so this is like just a sample slide and I just create however many I need for my students.

Dalton Marsh: And then I have them like comment here, so this is this, you know this activity idea I got from like I said the summer online API training, but it's worked out well and I kind of like tailored it to the my specific courses, as we go.

Dalton Marsh: But uh.

Dalton Marsh: But yeah so some some advantage of this is like I have it saved myself, so I if I, how do I pronounce that students name.

Dalton Marsh: I can always go back to this, this is saved or or what was murder some things my students are interested in like I can go back and then also they can go back and say like what was this one students name, like, I want to reach out and form a study group or something like that.

Dalton Marsh: or like when we work in groups, you know it can just help because students are more.

Dalton Marsh: familiar with each other right we're building sort of like a familiarity that the first day.

Dalton Marsh: Yes, thank you, yes, it does help light with like a humanizing it's kind of Joseph being said.

Dalton Marsh: So so yeah we're all which I think is a big big issue in math is a lot of the human dehumanizing things we do like you always have to have the right answer or your for you, you don't know what you're doing.

Dalton Marsh: and humans aren't good at at that.

Dalton Marsh: So.

Dalton Marsh: So yeah any.

Dalton Marsh: Any comments on sort of like sharing a little bit about what you've done for icebreakers or anything.

Adriel iPhone: I really like your idea and I think I might implement that, in future, but currently.

Adriel iPhone: One of my favorite ice breakers is two truths and a lie.

Adriel iPhone: I just have students I get I pass out note cards as well, I guess that was in person.

Adriel iPhone: In in.

Adriel iPhone: On the zoom I just have students give their name their major of their grade freshman sophomore you know and then tell two truths and a lie, and then we try to guess which one's the truth.

Adriel iPhone: or which ones, the LIFE i'm sorry to life was it two truths and a lie yeah future single i'm sorry which one's the lie and that's always been really interesting because it opens up like here's a crazy fact about me.

Adriel iPhone: Either like the truths are crazy right there so crazy I had one a one student who apparently became viral on tick tock for being chased by.

Adriel iPhone: birds and people actually recognize her when she said that it was it was pretty funny yeah I like that one because it's it just starts an interesting conversation, but I also really like, especially for zoom I also really like.

Adriel iPhone: The PowerPoint idea or even in person, then we can like present the PowerPoint in class like here is our class.

Adriel iPhone: hmm that's really cool.

Thomas Girshin: I also do the the PowerPoint you know I use Google slides and it's perfect for all the reasons you just said that like.

Thomas Girshin: it's very customizable and you know students can see what other students have put up and then can put up their own and it creates that kind of conversation and creates that.

Thomas Girshin: I think that sort of welcoming space right off for right off the BAT and not only from.

Thomas Girshin: For the students are among the students but between you and the students to write like putting yourself in that I think it's so key and I try to do like videos and that kind of thing to like i'll post videos.

Thomas Girshin: You know just me talking right and I i've done that, as an icebreaker too, but that's definitely more.

Thomas Girshin: I don't know I because i've i've had people say like.

Thomas Girshin: You know, educational teaching and learning people say things like well you know, everybody has access to an iPhone right everybody has access to a smartphone and you know so it's it's not it shouldn't be too much of a technological burden on anybody to make a video but.

Thomas Girshin: I don't know that that's necessarily the case, I think, sometimes it can be a burden to people so.

Thomas Girshin: yeah, but I also have like Adrian was saying, I have a game that I like to play face to face that an icebreaker that I like to do face to face that I haven't been able to figure out how to do, why guess.

Thomas Girshin: Asia, you did figure out how to do it on.

Thomas Girshin: On virtual, but I have, and I do like this um Have you ever kind of Bingo and so like students get up they each get this Bingo card have a bunch of like sort of sort of out there things that maybe they've done but, like you know within the realm of reason.

Thomas Girshin: But, and then they get up and walk around and try to fill out their Bingo cards and that's a way that they get to meet each other and also like start conversations and that kind of thing, but I haven't been able to figure out how to do that online and see document does it says.

Dalton Marsh: yeah like Joe kadena.

Dalton Marsh: You haven't thought about the I rotate the groups, as we go but i've never done it like the first day to like rotate everyone so they need everyone the first day and then Ben changes it's like changes reflects every three weeks, maybe, but yeah that's a good idea to.

Dalton Marsh: OK so moving along.

Dalton Marsh: I want to show this this next part is you know also parts on the syllabus, and this is.

Dalton Marsh: So so again, I have the I only copy the link again so so you can have access to some of these to view later.

Dalton Marsh: put it in the chat here again.

Dalton Marsh: So this is, this is my syllabus for my course for math teachers, like a senior or junior level course pretty much, and you know I do this for all my syllabus, though.

Dalton Marsh: And it kind of came from when I said when I thought, like Okay, I should have a.

Dalton Marsh: Like a statement about like you know dia de if statement right well it's requirement that you have a di statement and yeah you can kind of just like link to this to.

Dalton Marsh: The university's ones and and others, you can like sort of like say what do you can just kind of us, you know you can do that and other ways.

Dalton Marsh: And then I kind of really thought like what does it really mean if I i'm just like if i'm putting someone else's words there, so I thought, like I should really put it in my if i'm really serious about it.

Dalton Marsh: To create to creating an inclusive classroom like, then I would be able to put this on my own words right so that's what i've done and I again, so I have the sense of community and sense of belonging, as as two key parts to it.

Dalton Marsh: And then, and then I have a few points here and a lot of these are to interact with the ideas that I mentioned about math.

Dalton Marsh: And that there's just like low confidence or just doesn't want to be wrong i've had a traumatic experience of being wrong once and being.

Dalton Marsh: You know just feeling awful in my all those kinds of things like they've never felt, you know that they could participate or they've always hated math or they're just they're just not a math person right.

Dalton Marsh: So, so I added some things.

Brian Beran: Like.

Dalton Marsh: So I started rephrasing like How should I phrase it, though.

Dalton Marsh: So I phrase around teacher and student expectations so like the so you can also have like I see often like student expectations and I had done that, before right.

Dalton Marsh: But then I thought, like I there should be expectations for myself and I should set those on my own so like it means more if i'm if i'm making expectations for myself.

Dalton Marsh: and holding myself to these things, so I added things like, especially because you know I added this.

Dalton Marsh: Now, in the virtual environments provide meaningful opportunities for students to react like that I put in that on myself and i'm letting them know that that's.

Dalton Marsh: that's something I expected myself, and then the student loans, you know if i'm gonna if I give you meaningful opportunities to react, you should also commit and reach out to talk in meeting new people, and then a lot of other parts sort of related here to di.

Dalton Marsh: Also in sense of belonging, is the idea that, like.

Dalton Marsh: You know that you will get support for for math so I added this part here that.

Dalton Marsh: it's up to everyone to recognize that anyone can do math and deserves a chance and the support to succeed, so this would include not just sort of like Tutoring but also.

Dalton Marsh: In like you know this is how you do math but also sort of like you know, this is what I put on their social emotional support, but I should probably explain it I don't know if my students really know what I mean there.

Dalton Marsh: But sort of like the support that, as a community we're saying like math is hard we're not saying I can't do math or math or you know I hate math we recognize that math is hard and.

Dalton Marsh: it's okay to make mistakes and things like that.

Dalton Marsh: yeah so so it's just been putting South Dallas or relate to this one like mistakes are valuable, not a dead end but part of the learning process.

Dalton Marsh: map, and this is to combat that idea that math that I mentioned earlier math and out of performance subjects, but a tool that everyone has the right to learn.

Dalton Marsh: Right and that they get the idea that you're learning something valuable here, and we all deserve to.

Dalton Marsh: To come together and push and bring everyone else up to to achieve, because math is a very valuable tool.

Dalton Marsh: And things like that just and other things about just sort of like healthy dispositions about math like pursuing sense, making and understanding.

Dalton Marsh: and recognizing that master not something you're innately born with but.

Dalton Marsh: developed through challenging effort so idea like you know you're not this throwing out the idea that you're this idea of who's a math person who's not but more on like math is just hard.

Dalton Marsh: And, and it requires challenge and effort, and we should all be supporting each other along the way.

Dalton Marsh: So that's what I do there any any thing anyone wants to share, about kind of how these sort of put anything on their syllabus about about building classroom environment.

Thomas Girshin: yeah go ahead.

Thomas Girshin: Sorry, Brian.

Adriel iPhone: So one of the things that i've implemented recently I really wanted to try this in person, but i've done it online, and it seems to be okay i'm going to do it whenever we go back in person, but it's.

Adriel iPhone: Helping it's having the students help build the classroom policies.

Adriel iPhone: And it.

Adriel iPhone: And i'm like obviously there's things that we have to implement from the school or from the department or even just as like common posture management practices, but I think there is room for allowing students to help build the policies and.

Adriel iPhone: A lot of it tends to be things like.

Adriel iPhone: That there is a reasonable amount of time that the teacher needs to respond, like my my role in that meeting to respond to them via email and then we'd like negotiate timeframes or things like that was one of the things I did this semester i'm.

Adriel iPhone: Help that they need in terms of the support that they need for engaging with the content so i'm.

Adriel iPhone: Things like I can't remember it right now, but just helping helping and build that environment by letting them have their voices.

Adriel iPhone: In terms of what they expect of me, and then, when they finished doing that we finished building like these are the expectations of.

Adriel iPhone: When things are do I will turn it around and say okay awesome here are the, these are the expectations for me now, these are the expectations, I have for you, and then we move on to like the student, you know student goals and everything like that.

Adriel iPhone: Actually really liked what you were showing in terms of these affirmations and and expectations that were involved, like growth, instead of this is what happens when you fail, I think that might be what I move into after we build the classroom policies like here's now here's the general.

Adriel iPhone: Expectations of failure is not that it's not about failure it's about growth and that kind of stuff.

Dalton Marsh: Right yeah.

Dalton Marsh: yeah growth mindset.

Thomas Girshin: yeah I really I really liked the way you did that, and it makes me think you know I teach writing and I feel like writing and math are the two.

Thomas Girshin: subjects, maybe, above all, that that are very tied to students identity and the way they look at themselves and and and how.

Thomas Girshin: The extent to which they see themselves as smart you know I feel like I don't know yeah I don't hear like a lot of other subjects being like oh I don't do that subject right we.

Thomas Girshin: hear a lot oh I don't do math or no I don't like right like it's a very I feel like it's a very personal thing, so I.

Thomas Girshin: I really like that that.

Thomas Girshin: The way that's acknowledging the the personal that the subjective level of of this and that it's hard right and and.

Thomas Girshin: We can support each other through that right and and the way that learning.

Thomas Girshin: The way you sort of make learning a very social process, as opposed to you know this hyper individual way that we, we tend to think about it so.

Dalton Marsh: Right yeah like the performance.

Dalton Marsh: The performance subject and yeah writing and right it's, what do you get tested the two things you get tested on our math and what did they say to the quantitative and and what's a literary to the call the other, what did they call the.

Thomas Girshin: verb I think it's verbal.

Dalton Marsh: verbal yeah.

Dalton Marsh: Right So those are the two things that they've been.

Dalton Marsh: tested on like their whole life.

Dalton Marsh: And, and like have getting this feedback in terms of a number right and and yeah so.

Dalton Marsh: I don't the performance culture part yeah I don't think it's a good thing.

Dalton Marsh: But but yeah so some things we're thinking about to our department is for more for like mindset building or growth mindset building like the first day is to have like videos.

Dalton Marsh: Former students saying like this is how you know math is hard record just let everyone know like math is hard, this is how like this is what helped me.

Dalton Marsh: And like it should help you and give you know, a diverse group of students, that every they can identify from because it's one thing for me to say it that's another thing coming from another student that they who they can relate to.

Dalton Marsh: Who who like has the same who had the same issues as them and then succeeded and so yeah that's that's another idea that we're working.

Dalton Marsh: So, so another part here is how else is inquiry based learning, which I noticed was mentioned in the keynote and and, here are some things like.

Dalton Marsh: Briefly, like inquiry based learning this so very like informal definition is about asking open ended questions and setting students up to answer it in their own way.

Dalton Marsh: So that opens up to different approaches, you can gauge students who are typically not engaged, these are low floor and other words it's accessible to to any student but also high student as a high ceiling It challenges.

Dalton Marsh: Your highest performing students as well by it encourages collaboration and it's what you know I.

Dalton Marsh: I like using this idea of a group worthy tasks right because we say Oh, we should put students in groups.

Dalton Marsh: But like did we actually give them a group worthy tasks right so are they did we set them up to work on a normal problem that you could do individually, but just doing alongside someone, so the difference between cooperative learning.

Dalton Marsh: and collaborative learning right like it doesn't actually require students to bring their all the ideas together and decide on things.

Dalton Marsh: Or is it just like you could have done this alone, and you know, then you get students some students racing on and some not and not wanting to work so something that actually requires a group effort right so in math is, these are like.

Dalton Marsh: Football he's like math modeling tasks, so that, so we have like this one here, which is just this print out of a giant but.

Dalton Marsh: And the question is so yeah I can stop sharing so it's just like how how tall is the person who left this footprint and you can frame it in different ways, like you know.

Dalton Marsh: Some was like a an across it was at a crime scene and you're like trying to get the the height for the profile, but like it's a really big foot, as you can see, and so you can't just most students, unless you had Maybe someone on a D one basketball team.

Dalton Marsh: wouldn't wouldn't probably wouldn't be able to just have their lose their own foot in their own height, so there there's some guessing involved, but there is no there's no i'm not telling them how to do it.

Dalton Marsh: there's no it's it's just one simple question, and they can go about it in their own ways.

Dalton Marsh: And this one, they have the they usually end up using the data on themselves right, so they get their own hide their own shoe size that kind of collaborate and get an average.

Dalton Marsh: Sometimes they talk, they have like male male and female members of their group and they decide i'm like what which one should we use or should we get like is the person who left this a male female well, maybe we should, it would be better to assume an average.

Dalton Marsh: Like maybe like a non gender prediction or something and like an average of male and there's just like tons of things that they can go about doing that to answer this question.

Dalton Marsh: And and here's like sort of.

Dalton Marsh: What, most of them do is just kind of divide their their height and shoe size so here's like.

Dalton Marsh: here's a one student solution which I really like is presented really well and it showed like very visually the the proportional relationship here, I can just blow this up here.

Dalton Marsh: So you have that they use themselves, and then they adjusted it for someone who had this big of a footprint and you see that they're growing.

Dalton Marsh: So they're growing The thing is, like in what you can do is depending on when you do this i'd also use this and stats class and I show that well if you do it this way you're kind of assuming that the.

Dalton Marsh: relationship is proportional and maybe you should use a linear relationship so we show we can show I show them like you could also do this and then you have to get everybody's.

Dalton Marsh: We get the shoe sizes and heights of like everybody in the classroom and they say like oh yeah more data would get a better prediction.

Dalton Marsh: And I show them that, like if you only use a proportional model like it's it's further off for like how tall people are so that's why you're getting like eight but.

Dalton Marsh: If you use like a linear model that actually has an intercept you should get a prediction more like someone who's like six eight or six six or something.

Dalton Marsh: yeah so students find that really fun they really want to know the right answer, and there is no like one right it's just you there's no there's yeah students can collaborate on that and and build it together.

Dalton Marsh: I have.

Dalton Marsh: Some other some other inquiry tasks here.

Dalton Marsh: And i'll show here in a second.

Dalton Marsh: So what's going on in this graph.

Dalton Marsh: So here, I can I can share this with everyone.

Dalton Marsh: i'll share the link here.

Dalton Marsh: And you can, so this is a desert most activity and this this came about when.

Dalton Marsh: So if you go in there, you can just like say like sign in or not, you can just use Google, a sign in or just skip sign, and you can just put your name on there, and if.

Dalton Marsh: You can I, I made this because, like at first, I was getting students to answer in the chat and I, and I was like that was great for one class it didn't seem to be working for my next class.

Dalton Marsh: Like I understand like answering odd auditory like that would be great right.

Dalton Marsh: Not every students comfortable with that maybe then the chat that was working fine and then, when I got to one class this this year, like it just didn't work at all like.

Dalton Marsh: In the chat was like only like three or four people on getting the same three or four people in the chat.

Dalton Marsh: And like I thought it like seemed very more inviting to just answer in the chat right, but for this one class it still was like I couldn't get like full I was getting like you know that % participation or something.

Dalton Marsh: So I, so I changed it up a little bit.

Dalton Marsh: and

Dalton Marsh: And so, in this way, even though it's pretty much like you're answering under chat I don't know it's like not everyone's looking at the chat at the same time right so like they can just share their answer with the class.

Dalton Marsh: And so, if you go from like the the student view which you guys can see will show you.

Dalton Marsh: yeah Thank you so so yeah the like the students see this right, they can blow up the graph they they they do this like what do you notice about the graph right maybe oh United States is like way out here, big outlier right.

Dalton Marsh: And then you go on to like you know what do you wonder well why is the US way out here, maybe or Why are some, why do some wire some bunch here and others are so far out.

Dalton Marsh: And then finally saying like you know what could this graph be telling you like, is there a deeper story here, or is there something like.

Dalton Marsh: Some claim you what you would like to make, or some idea that can that comes from here, and you know this gets on you know issue of gun ownership with gun violence and.

Dalton Marsh: The students are much more willing to to share so I can show a example here so here's here's one from a different activity.

Dalton Marsh: And what you can do is you can anonymize all the students answer so so when you when you click you know here's my answer and share it.

Dalton Marsh: You don't actually have to have their names that has their names are famous mathematicians so they get to you know they get to pretend like they're they're famous mathematicians which I think is also great like.

Dalton Marsh: You know you're doing math like this, this could this could be one day.

Dalton Marsh: And i'm.

Dalton Marsh: And yeah I just went out so much more.

Dalton Marsh: answers from here, even though it's just a little bit different than the chat but I guess it's just like you ever not looking at the chat at the same time.

Dalton Marsh: You see there's a lot of different things, you can do you can have multiple choice items and then follow up with an answer students can like draw thing they can draw their own stuff.

Dalton Marsh: But yeah so I found this really, really helpful.

Dalton Marsh: Any questions or comments on.

Dalton Marsh: Those kind of activities is inquiry activities.

Adriel iPhone: I may have missed it, so I apologize, but can you use videos instead of pictures or graphs.

Dalton Marsh: I think so yeah you can insert any media in there.

Dalton Marsh: So yeah this if you go to be it says most comm slash teacher, I believe, and you can like sign up and then get in get your own but yeah you can add that what I have their graphs, but you can add anything so i'll show you the.

Dalton Marsh: From the teacher point of view I get to see.

Dalton Marsh: I can see where everyone is.

Dalton Marsh: If they've completed or not so in this one i'll show you because there's more and more data on this one.

Dalton Marsh: Go to the summary I see who's completed it's coming in, like it comes in, in real time and, as all this updates like if you completed it if you got it right or wrong when you when you create when you create these yeah you can.

Dalton Marsh: In here can be a lot of different things.

But.

yeah so.

Dalton Marsh: yeah we're running we're running close to the end of the time there but but yeah So if you want to look into those more i'd recommend.

Dalton Marsh: yeah it's been good for bad been using for us to it's been good, I think it started enough, but it could definitely work, for I think any any subject I were because, like students can just and put in their own type in their own answers and share it and you can use graphs and videos and.

Dalton Marsh: And all kinds of things.

Adriel iPhone: that's awesome because I.

Adriel iPhone: I like showing you know, since I teach public speaking I like showing public speeches like Ted talks and stuff or even.

Adriel iPhone: TV shows that involves whatever i'm talking about whatever concepts i'm talking about and I think that would be an excellent way this this program I think would be an excellent way for us to actually engage and talk about it.

Dalton Marsh: yeah I.

Dalton Marsh: Think, so too yeah it says yeah image or video can can be added up to megabytes.

Dalton Marsh: So so yeah I found that really do again like I it was like students were participating like in the chat my one class I moved to this class.

Dalton Marsh: And not getting too much, and then I just do one of these and they're much more willing to to share and say what's just enter whatever they wanted to in there, I get participation from everyone in one of these.

Dalton Marsh: So yeah we've had a mid course correction.

Miranda McIntyre: Is that something that.

Miranda McIntyre: can also be used asynchronously so, can you accumulate responses, over time, or is it just like an alive activation okay that's really cool.

Dalton Marsh: yeah so i've used that i've assigned so so yeah I you I do like asynchronous for or you know synchronous so so I, so I do like some students finishes in class and I just leave the link open and other students finish it later.

Dalton Marsh: But yeah you can have it open for like a whole year and keep taking responses and they can see, they see the students responses from from earlier and everything.

Dalton Marsh: Well yeah okay I didn't get to everything but there's some other things I left there about reflection and metacognition so again the I can I can link to the slides here.

Dalton Marsh: copy it but.

Dalton Marsh: All right, there you go so thanks thanks for coming everyone.

END – 00:40:43