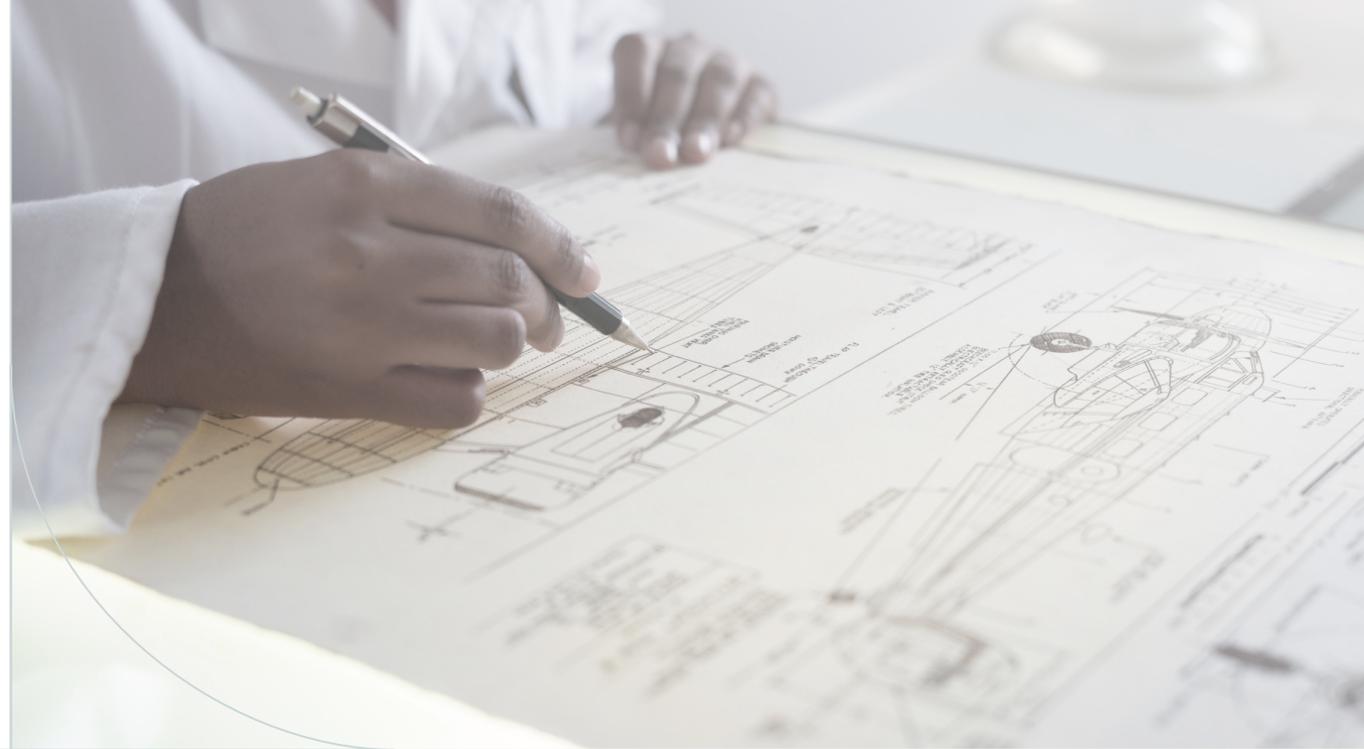roadmap

Exercises

When thinking about transforming your on-campus exercises into a flexible format **there are four things that you need to consider:**

1.

Exercises may need to be adapted if students will work more independently.

2.

Students will need multiple communication channels: forums, Q&A, videoconference.

3.

Study teams may need to be explicitly built and maintained.

4.

Students need more regular milestones than when on-campus.

Transforming your on-campus exercises to an online or blended format

Exercises

EPFL

CEDE center for digital education

CAPE teaching support center

LEARN Center for Learning Sciences

Exercises

Enabling independent problem-solving

Building a learning network:
In flexible teaching, we need to explicitly build the kind of learning support network that often happens naturally on campus.

- Organize students in learning groups of 8-12
- Organize a 'get to know each other' activity online for each group in week 1
- Get students to ask questions of each other before asking an assistant

What
will you make available?

Exercises

Adapted for independent work
In blended and flexible formats, students often work without an assistant nearby. Exercises may therefore need to be able to be be solved without additional help and hints.

Solutions

Stand-alone solutions
Since students have fewer opportunities to ask for clarification, solutions often need to be clear and detailed.

Milestones

Keeping the rhythm of the course
In on-campus courses, the timetable and other students provide a rhythm for the course, and students make progress because they turn up and do the work like everyone else.

In flexible and blended courses milestones (such as regular submission of exercises, or mid-term take home tests) are crucial to ensure student engagement.

Multiple communication channels:
- Prior to the exercise session students post questions on a forum (e.g. Ed Discussion) and try to answer each other's questions

- During the live session, students use a forum and live Q&A to ask questions, to check responses to problems already raised, raise new questions, and get feedback from assistants and each other.

- During the live session, assistants are available to answer more complex questions on videoconference (e.g. Zoom).

- After the session students can still access the questions and responses on the forums.

Exercises

Exercises

Basic
configuration

Advanced
configuration

- Exercises that can be managed independently by most students are made available (e.g. On Moodle)

- A link to a Piazza course page is available on the course Moodle page. Students can post questions on Ed Discussion (and try answer each other's questions) before the exercise session. Assistants can highlight the best answers.

- During the timetabled exercise session a Live Q&A session is run for students (e.g. on Piazza) with assistants responding to students questions.

- For more detailed questions, TAs are available on videoconference (Zoom)

- Detailed solutions are made available some time after the exercise session.

Basic configuration, plus:

- Students are organized in learning teams of 8-12 and have a 'team building' activity in week 1 to get to know each other. Students are expected to ask questions of their team before bringing them to a TA.

- Students submit exercises to their TA on a regular basis (e.g. Every two to three weeks). These exercises may be graded.

- One TA is assigned the role of 'Learning Community Manager'. They are responsible for checking on all students regularly (once every two weeks) to verify their progress. Students who are disengaging are identified and offered support.
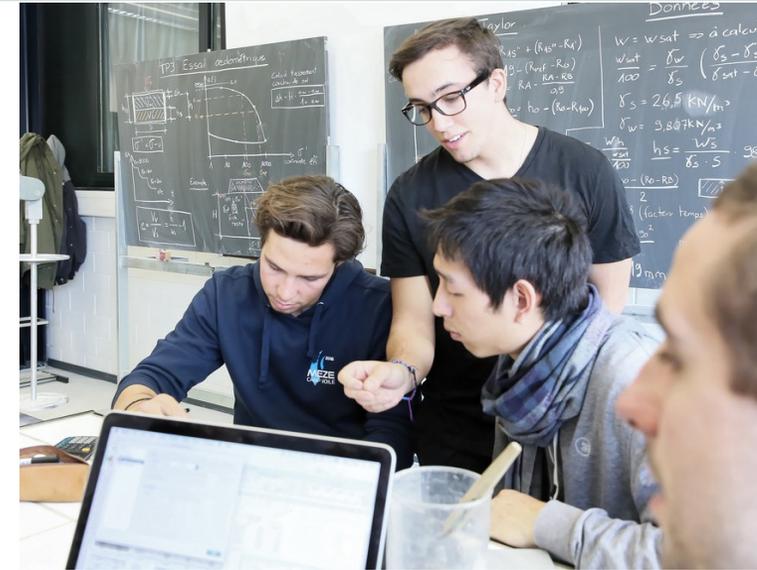
Additional resources:

- Model Moodle course and Moodle Template course.
- Zoom breakout rooms and Use case
- Ed Discussion quick start
- Office hours.

Exercises