

Teaching and Learning Services



Welcome to My Online Classroom – with Martha Mullally

We will start at 1:05pm

This gives everyone a few minutes to settle in, locate the chat function etc.

Zoom advice:

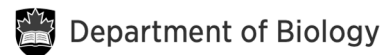
1. Please mute your mic
2. Have your video on or off
3. Feel free to ask questions in the chat, if you'd like to contribute by typing the chat box or speaking up during the discussion time
4. Note: you can save the chat by clicking on the [...] icon

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Welcome to my (online) classroom

Martha Mullally
Instructor

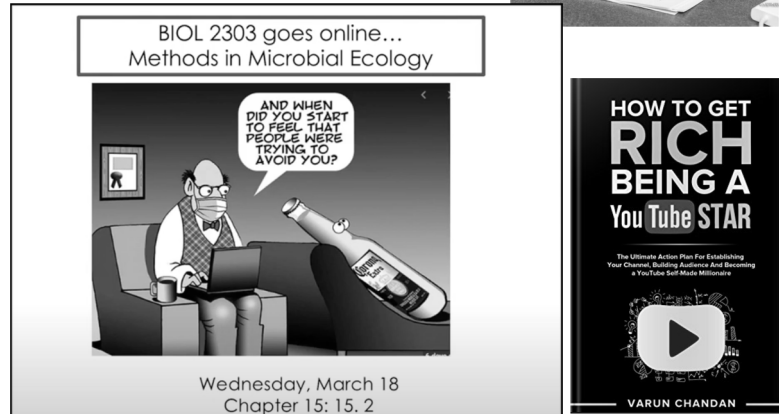
Biology Department, Institute of Biochemistry
Coordinator of Biotechnology Program



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Where were you on March 13?

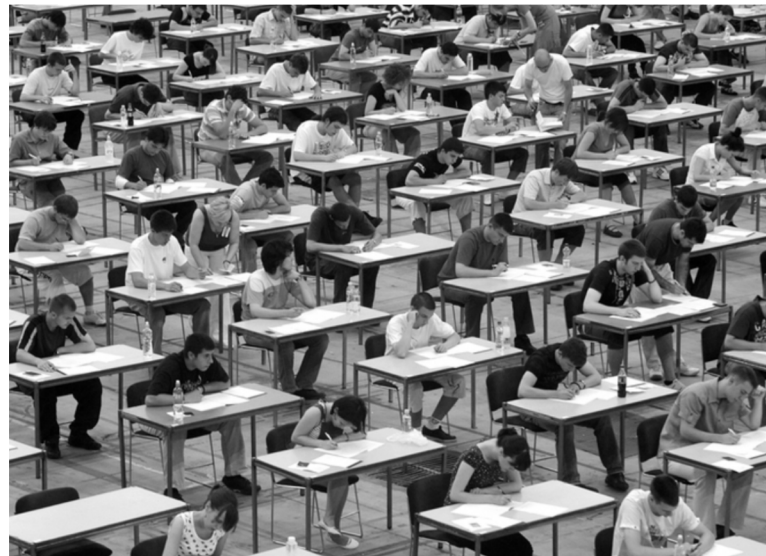
I was teaching Microbiology (BIOL 2303, 206 students) & learning how to record lectures with my iPad & Apple Pencil & uploading them to YouTube.



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Where were you on March 13?

I was a few days away from administering the second midterm the course, worth 21% of the final grade.



<https://blog.studocu.com>

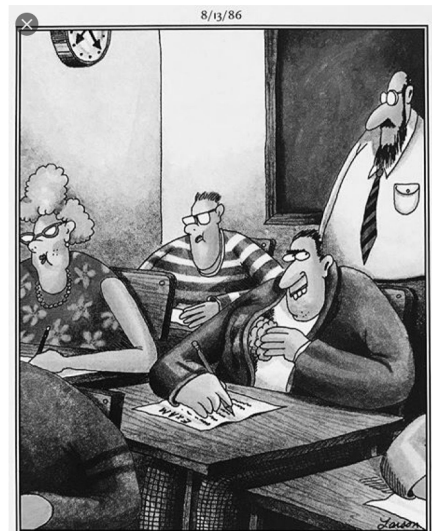
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Online midterm?



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Online midterm?



Midway through the exam, Allen pulls out a bigger brain.

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How to adapt the paper midterm?

PART I: Multiple Choice Questions (MCQs)

Multiple choice questions (0.5 marks each, 15 marks total). Place your responses for PART I in the scantron sheet provided.

PART II – True/False/Explain (TFE)

Indicate if the statement below is true or false, and explain the reasoning behind your choice.

The correct answer = 0.67 marks, the logical, scientific explanation = 1 mark, 5 marks total.

PART III : Short Answer

Short answer problem solving. For each question below provide a short & concise answer. (26 marks total)

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Team Approach



Ian Pulsifer



Claudia Buttera

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Used the functionality of CU Learn Quizzes

For each section of the midterm, we created question banks in the CU Learn quiz tool.

Part I (MCQs): 50 questions in the question bank, 30 presented in random order, with shuffled answer order

Part II (TFEs): 10 questions in question bank, 6 presented

Part III (SAQs): 1 same question throughout, 5 questions in question bank, 3 presented

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Communicate, communicate, communicate

Hello BIOL 2303,

The midterm in our course is tomorrow, and it's **online**, here are a few things I want you to know about it:

(1) The link to the midterm is at the top of our CU Learn site (so that you don't have to search for it), under my most recent favourite comic. Go there now to see the link. It will become live at **10:00 am tomorrow morning**.

(2) The midterm will be exactly the same format as midterm #1, but online. You will answer 30 multiple choice questions (randomly selected from a question bank), 6 true/false/explain (randomly selected from a question bank) and 3 - 4 short answer questions (randomly selected from a question bank). This means that everyone's midterm will be slightly different from everyone else's, but all of the topics will be covered. Once you open the midterm you will have **80 min to complete it** (just like an in-class midterm). After 80 min CU Learn will submit your midterm. This time limited situation means that while the midterm is effectively an "open book" exam, you are better off studying the material and providing your answers than hoping you can Google the answers fast enough.

(3) You can start the midterm at a time that works best for you, it will be available as of 10:00 am tomorrow morning (Friday, March 20) and close at midnight. As soon as you start it the timer begins, and it will finish 80 min after you start.

(4) As you proceed through the midterm, you can **go back and forth between the questions to check your answers**. This means, like a paper exam, if you're not sure about a question the first time you read it, you can leave it blank and come back later to answer it.

(5) If you are a PMC student **your midterm has been pre-set to your timing accommodations**. I have been lucky to have the help of two awesome lab coordinators, Ian Pulsifer and Claudia Buttera, in setting up the midterm on CU Learn. We reached out to the PMC to ask for a list of all the students in the course with accommodations. They provided us with the list about 10 min later, which was amazing. Claudia **personally adjusted the time for every single PMC student in our class** so that when your midterm opens up it will already be adjusted to your time accommodations.

(6) **Do your best**. Remember that in our course, you can take the higher of the two midterm marks, so if this one isn't great and midterm #1 went well, that's the mark you'll keep. Do this one so that you have practice with the types of questions that will be on the final exam, and the format of the final exam, which will also be online, and timed.

(7) Be in touch **as soon as you can**, if you encounter technical difficulties, we'll sort something out.

(8) Are you having trouble managing your anxiety? If so, that's understandable, but you don't need to suffer alone, get some help from the services at Carleton - <https://carleton.ca/wellness/emergency/>

I'm nervous too. I've never done this before, and I'd much prefer that we were all in the Uni Centre together, paper is a very reliable technology that has never let me down. That said, those of you who took biochemistry last term know that this can work, Ian ran a lab exam for 275 students with no problems, so let's proceed with optimism.

Remember, microbiology is not the most important thing you are doing right now, it's just a thing that can distract you while you wait out this social distancing we are all doing together.

Stay well,

Dr. Mullally

Described the exam format & timing.

Addressed PMC students' concerns

Described plan for dealing with tech problems

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Marking



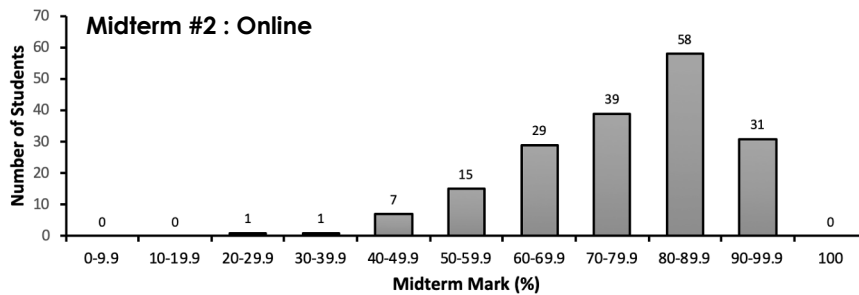
Part I – marked automatically

Part II & III – Exported answers in Excel spreadsheet.

Easy to sort questions, assign marking & marking was completed faster than usual.

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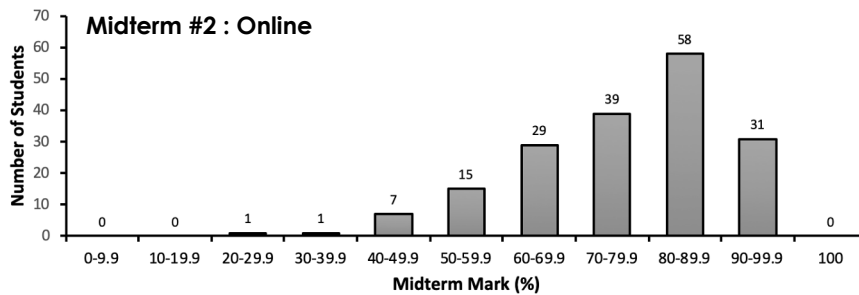
How did it go?



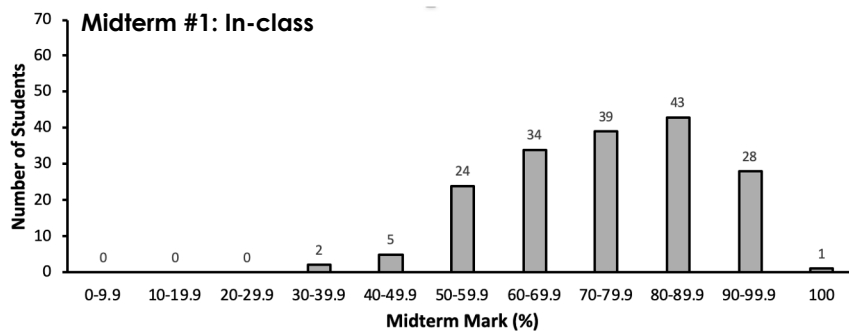
Average mark = 73%
n = 183

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How did it go?



Average mark = 73%,
n = 183



Average mark = 74%,
n = 176

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What about tech problems?

Midterm was accessible for 14 hours (10 am – 11:59 pm)

Divided up responsibility for tech support – each of us had a window to respond to students.

183 students completed the midterm

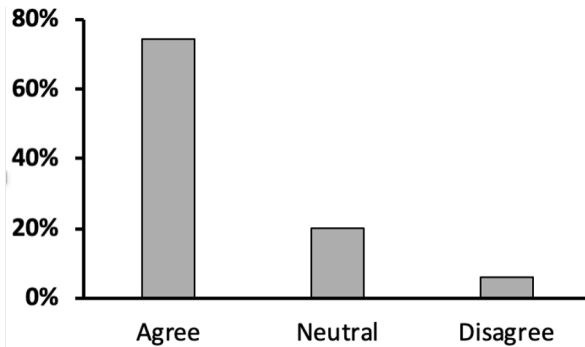
3 students encountered tech issues

2 needed to re-start their exam.

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What did the students say?

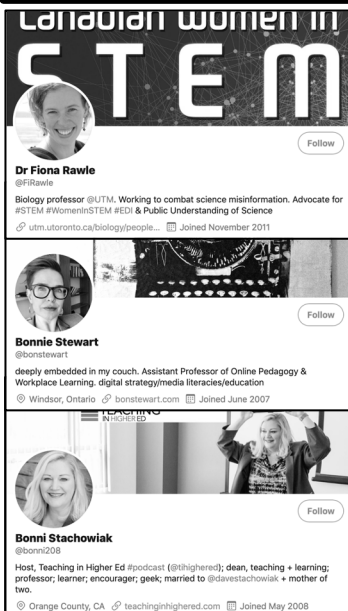
Q: Midterm #2 was just like I expected (in terms of content) n = 156.



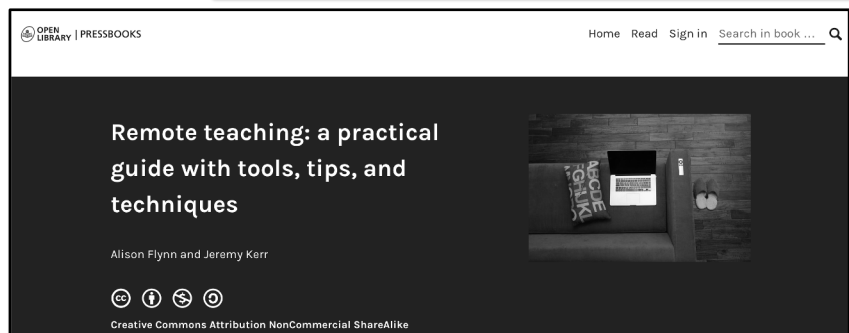
- "The midterm was a little more complex than the first but it was fine it was exactly how the prof had told us."
- "I felt we were well prepared and told what to expect."
- "The online format threw me off a little, but nothing about the content surprised me."

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Pandemic discovery: Academic twitter



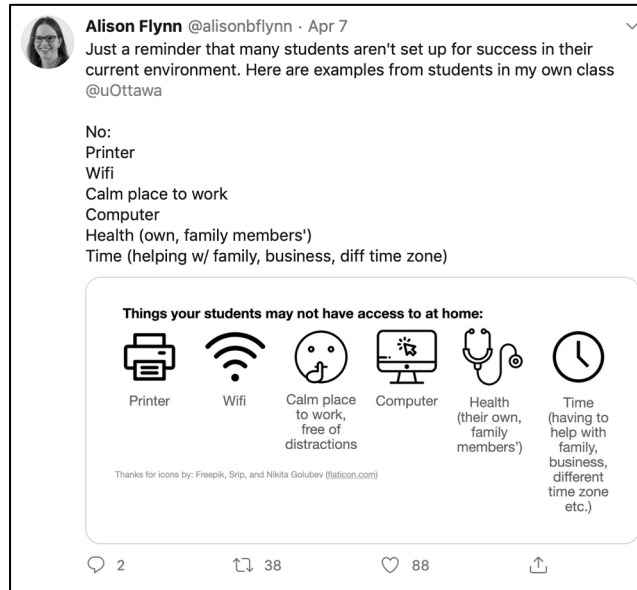
Alison Flynn @alisonbflynn · Apr 7
Just a reminder that many students aren't set up for success in their current environment. Here are examples from students in my own class @uOttawa



<https://ecampusontario.pressbooks.pub/remotecourse/>

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Pandemic discovery: Academic twitter



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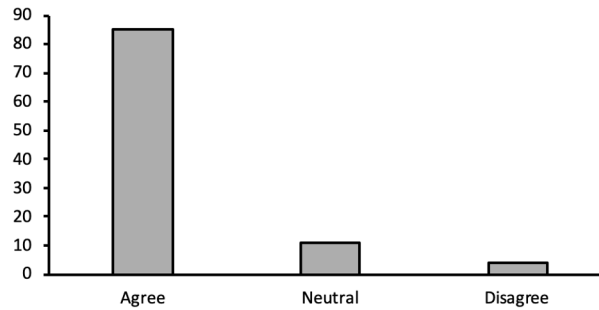
Student perspective on pivot to online teaching



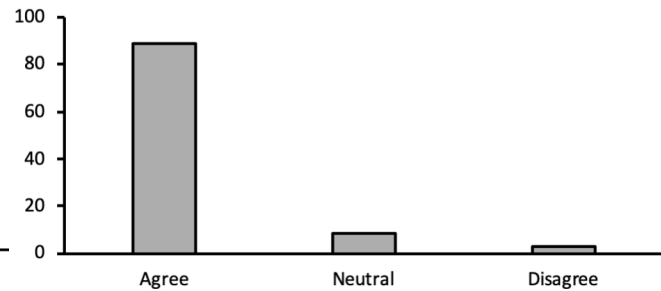
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Student perspective on pivot to online teaching

When the course switched to an online format, the course communication made it clear what to expect.



When the course switched to an online format, the course materials (recorded lectures) were helpful for my learning.

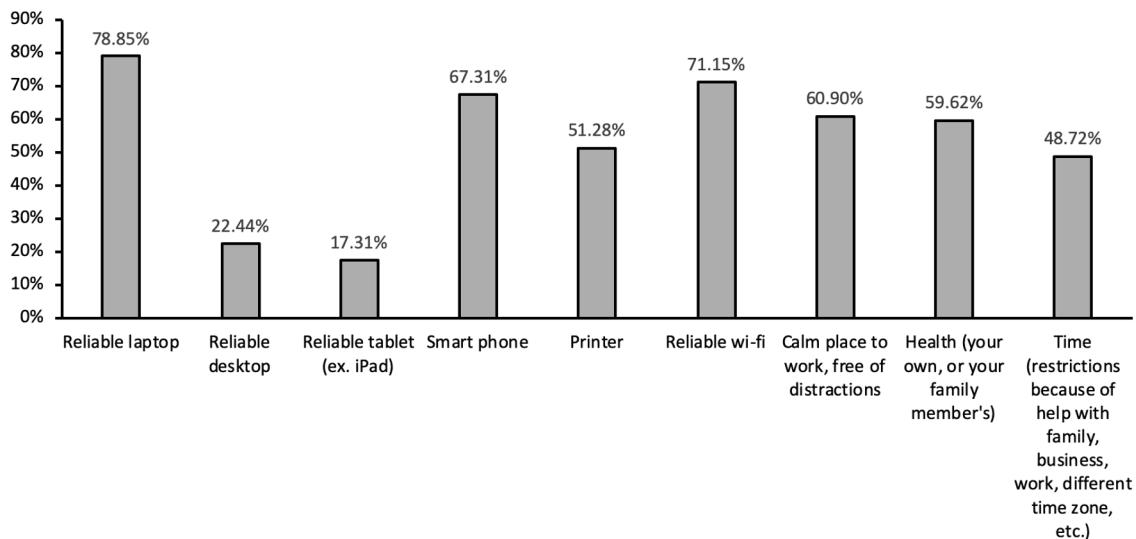


ISTOCK.com/Z_WEI

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Student perspective on pivot to online teaching

Check below the tools & spaces you had available to you when the course switched to an online format:



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Student perspective on pivot to online teaching

Please comment on your experience in the course after it switched to an online format. What worked? What could have been improved? Did anything prevent you from fully participating? If so, what was it?

- "Given these drastic changes on such short notice, I honestly have no complaints about how the switch to an online format was handled. It was just **difficult on my part to focus and manage my time efficiently**, with everything going on right now."
- "The videos that were posted helped. I **preferred when they were split into 30 minute videos**. Helped to stay focused and **allowed for a break** if needed or if something came up."
- "I thought the transition online was as smooth as it could have been, I **watched with my smart neighbour on FaceTime** so we were able to pause and answer PollEv questions as we did in class."

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What will I do in the Fall?

- Choose carefully what parts of the course to conduct synchronously versus asynchronously.
- Survey my students on **Day 1** about accessibility & keep talking to them.
- Chunk course content into short videos
- Embed flexibility into my courses (drop lowest 2 quizzes out of 10, complete 4/5 assignments, etc.)

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Thanks!



Ian Pulsifer



Claudia Buttera



Hannah Davis



Matt Clinch



Alexa McCarthy

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Thanks!



My wonderful BIOL 2303 students. Photos used with permission.

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