

T E C H N I C A L O F I G R E E N



Our teaching-and-learning experts give you insights on what works in the classroom. Delivered on Thursdays. Teaching is written by Beth McMurtrie and Beckie Suniann. We love hearing from readers.



- I share some insights into what students want from online learning during the pandemic.
- I point you to some articles, news, and surveys on teaching you may have missed.

I encourage you to share your fall teaching stories with us.

What Students Want

University's School of Communication and Information, surveyed 3,000 undergraduates across the country about their remote-learning experiences last spring. A crucial factor in students' developing a sense of confidence and competence in a remote-learning environment, she and her co-author found,

Group projects “aren’t that effective online,” said Luna Laliberte, a panelist

and a senior at Rutgers who has worked with Katz on writing from the student survey. “It’s harder to keep everyone motivated. With the pandemic someone could have a health emergency. There could be scheduling or bandwidth issues or learning issues. People learn differently and can’t stay on the same page.”

talking back about something different than a semester-long project. She

how the course is going is part of the process of making an online course more transparent and adaptable, panelists said. Laura Carruth, a panelist and director of the Center for Excellence in Teaching and Learning at Georgia State University, said she encourages faculty members to maintain flexibility and to see students as “partners in learning.” If students aren’t responding to emails, for example, talk with them about coming up with a better way to communicate.

Trigo-Edwards echoed that thought: “If you ask students, What can I do to be a better professor? What would you like to see from me?, they will have answers, and they will be constructive answers.”

What teaching strategies have you used this fall that have fostered engagement and connection in your courses? We’re collecting professors’ stories — see below.

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