北京师范大学
香港浸会大学 联合国际学院
BEIJING NORMAL UNIVERSITY · HONG KONG BAPTIST UNIVERSITY
UNITED INTERNATIONAL COLLEGE

My Experiences in Online Teaching at UIC

Yi-Lung Kuo (郭奕龍, 特88、碩94)

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WWW: https://staff.uic.edu.hk/en/dst/977-ylkuo

臺灣師範大學師資培育學院
網路教學經驗分享
03/23/2020

9 Major Joint-venture Universities

北京师范大学香港浸会大学联合国际学院
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Xi'an Jiaotong-Liverpool University
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NYU 上海 SHANGHAI 纽约大学

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The Chinese University of Hong Kong, Shenzhen

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Guangdong Technion
Israel Institute of Technology
广东以色列理工学院

深圳北理莫斯科大學
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About Me

JOHNS HOPKINS
CENTER FOR TALENTED YOUTH

E-Learning (X)

Research interest:

- Social and Emotional Learning
- Educational Assessment
- Test Development
- Gifted Education

An Ordinary APSY Faculty Member at UIC

1. Joined UIC in 2012
2. Course instructors for 3 courses (9 hrs) every semester.
3. Advised 10 final year projects and independent studies annually.
4. MCP (Mentor Caring Program) mentor for year-1 students annually.
5. Services in 8 committees at program, division, and college levels.
6. Provide e-learning support at the division and college levels (New).
   - Chairman of DST Special Taskforce on Online Teaching and Learning (2020-)
   - Served in the College E-learning sub-committee (2014-2018)
   - Used Blackboard at CCBC in 2011

Outlines

1. E-Learning policies and platforms
2. How to engage students online
   - **Zoom, Moodle,** Panopto, and Wechat
3. E-Learning resources

E-learning Policies and Platforms

Face-to-Face Learning? Blended Learning? Online Learning?

"It doesn't matter whether the cat is black or white as long as it catches mice." by Former President Deng

http://www.china.com.cn/photo/txt/2008-11/18/content_16786572.htm

UIC's Expectations to Students

Platforms

- Official Platforms
  - Moodle, Panopto
- Other Popular Platforms
  - Zoom, Tencent Meeting, WeChat, WeChat Work

Course Management System

https://moodle.com/

https://www.panopto.com/

https://zoomnow.net/

https://zoom.us/

https://zoom.com.cn

How to Engage Students Online: Zoom, Moodle, Panopto, and WeChat

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Regular Teaching Assignments

Fall

Course	Type	No. of Stu.
Applied Ethics in Science and Technology	GE	40-60
The Science of Well Being	GE	40-75
Theories of Learning	MR	40-50

Spring

Course	Type	No. of Stu.
The Science of Well Being	GE	40-75
Psychological Assessment and Testing	MR	40-50
Educational Psychology	ME	20-30

GE: General Education; MR: Major Required; ME: Major Elective

Blended Learning

1. “The integrity of the traditional academy while simultaneously encouraging the adoption of platforms such as online learning, mobile technologies and resources that exist in the cloud” (Moskal, Dziuban, & Hartman, 2013)

2. Blended instruction has been more effective, compared to traditional face-to-face instruction, providing a rationale for the effort required to design and implement blended approaches (Means et al., 2009).

During COVID-19 outbreak

Blended Teaching

Face-to-face classroom + Moodle + Panopto + WeChat

Online Teaching

Zoom (Live) + Moodle + Panopto + WeChat

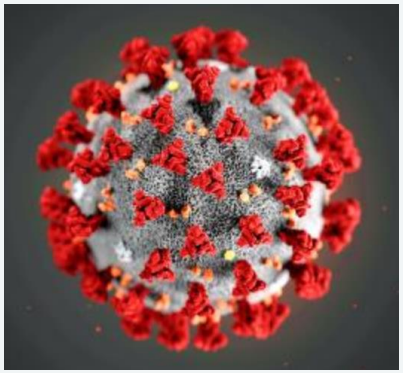

Photo: http://www.taipeitimes.com/News/taiwan/archives/2020/02/23/2003731479

中華電信 4G 上午9:07 36%

北师港浸大UIC >

老师：
我不想当主播

同学：
我不想上网课

放错了！重来

达成共识

老师：我想当主播　　同学：我想上网课

Harvard Moves Classes Online, Asks Students Not to Return After Spring Break In Response to Coronavirus

On Tuesday morning, Harvard University announced it would transition to virtual instruction for graduate and undergraduate classes after spring break. Harvard College students must vacate their houses and dorms by March 15. By Ryan N. Gajarawala

By The Crimson News Staff, Crimson Staff Writer
March 11, 2020

UPDATED: March 10, 11:30 p.m.

All Harvard courses will move to remote instruction beginning March 23 as a result of a growing global coronavirus outbreak, University President Lawrence S. Bacow announced in an email Tuesday morning. The University will also ask students not to return from spring break.

Spring recess officially begins this Saturday and concludes on March 22. The next day, students will attend classes virtually — a possibility Harvard University Health Services director Giang T. Nguyen and Dean of the Faculty of Arts and Sciences Claudine Gay first raised at a faculty meeting earlier this month. Since then, tabs for the online meeting platform Zoom have popped up on course websites and many faculty have tested it with their classes.

How to Zoom?

Navigate to https://duke.zoom.com and select the Sign

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AMERICAN EDUCATIONAL RESEARCH ASSOCIATION

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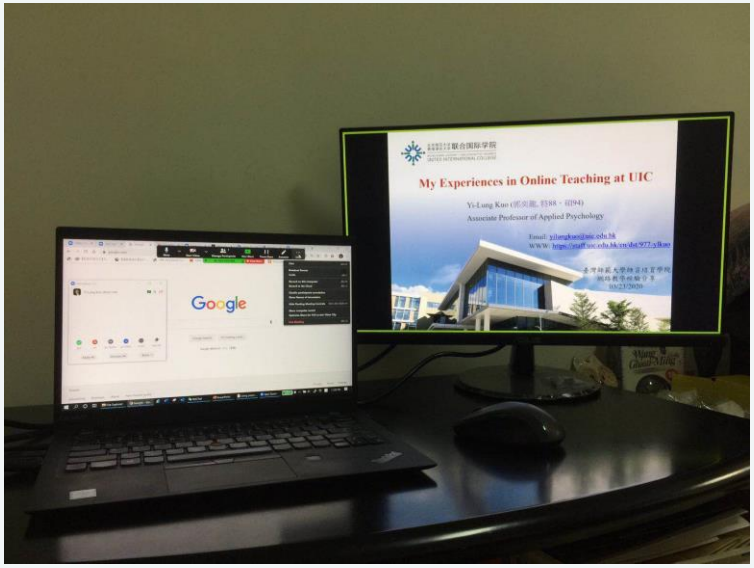
Zoom (Live Broadcast)

- **Requirements**
  - A quality headset, internal or external camera, and sufficient internet speed.
  - Open an account (Instructor only).
  - A second monitor (highly recommended).
  - Graphic pen tablet (highly recommended).



Note: Pre-recorded videos are recommended in flipped classroom, but may not be effective for online teaching.

Before Starting a Semester

1. Save a week (say “week 0”, not a formal teaching week) for the practice of online teaching with various e-learning tools and course orientation.

2. “This week, you may send a welcome note to your students under “Announcement” on iSpace as well as set up a Q&A forum to answer their questions…. Please use this week to familiarize yourself with the online teaching mode and explore the use of the iSpace e-learning tools (e.g. discussion forum, feedback, polling, attendance, quizzes, etc.). ” (email from DST Dean/AVP on Feb 5)

3. Create course WeChat groups.

Announcements

General news and announcements

Course Discussion

If you have questions or comments about this course, please feel free to post here!

Q&A Forum (for Course Activity)

Attendance (spring 2020)

Announcements

General news and announcements

Add a new topic

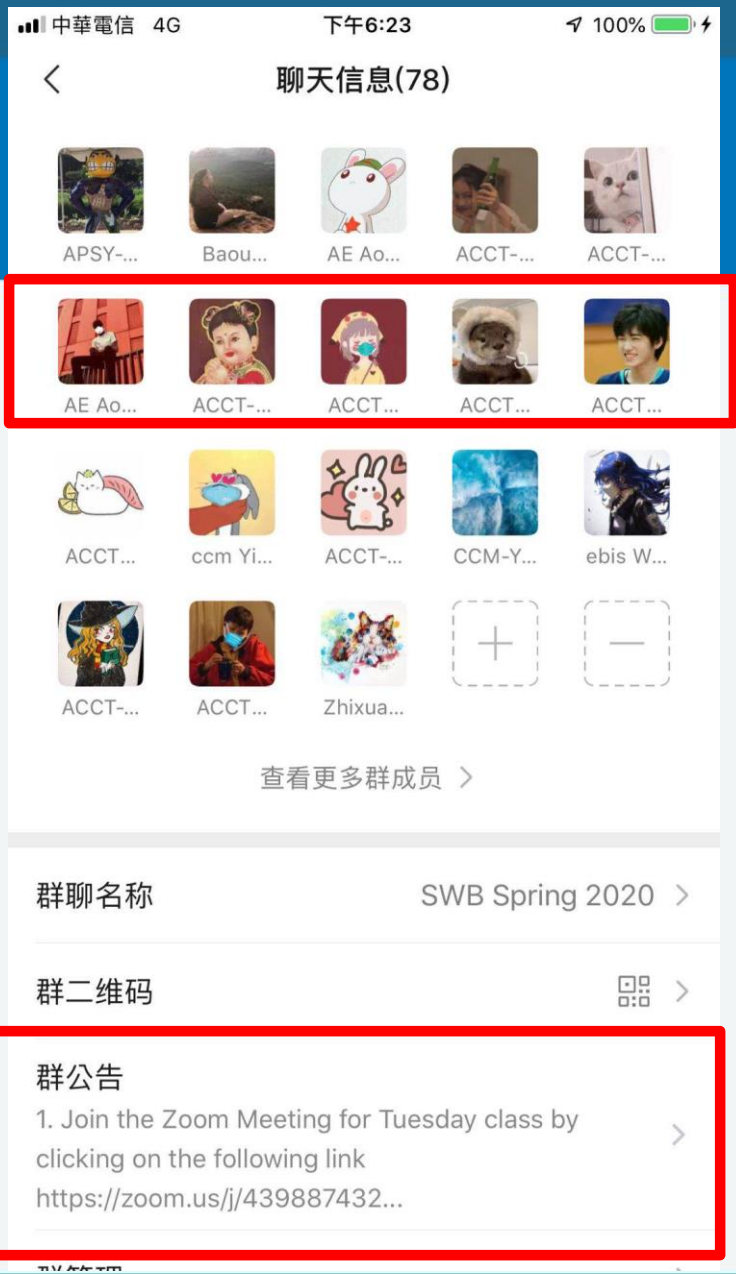
Discussion	Started by	Replies	Last post
URLs and equipment suggestions for Zoom meetings	Yi-Lung KUO	0	Yi-Lung KUO Wed, 12 Feb 2020, 10:10 AM
Welcome to Science of Well Being (1001)	Yi-Lung KUO	0	Yi-Lung KUO Mon, 10 Feb 2020, 12:24 AM

Q&A Forum

If you have questions or comments about this course, please feel free to post here!

Add a new question

Discussion	Started by	Replies	Last post
science and technology and life	Yi-Lung KUO	74	Yi QIAN (Lydia) Fri, 14 Feb 2020, 12:19 PM
What brought you to Dr. Kuo's class?	Yi-Lung KUO	67	Ting YANG (Irene) Mon, 10 Feb 2020, 11:40 PM
Email practice	Yi-Lung KUO	73	Haiyun YANG (Violet) Wed, 12 Feb 2020, 10:39 AM



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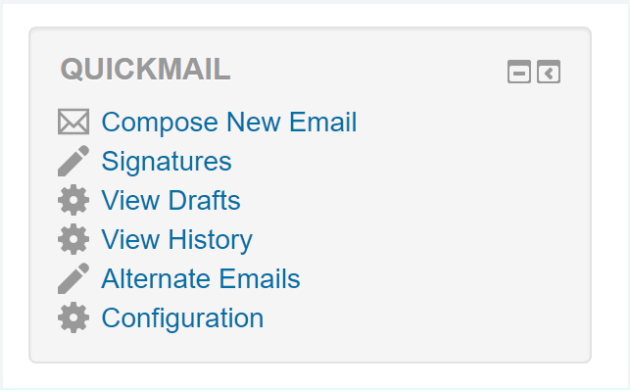
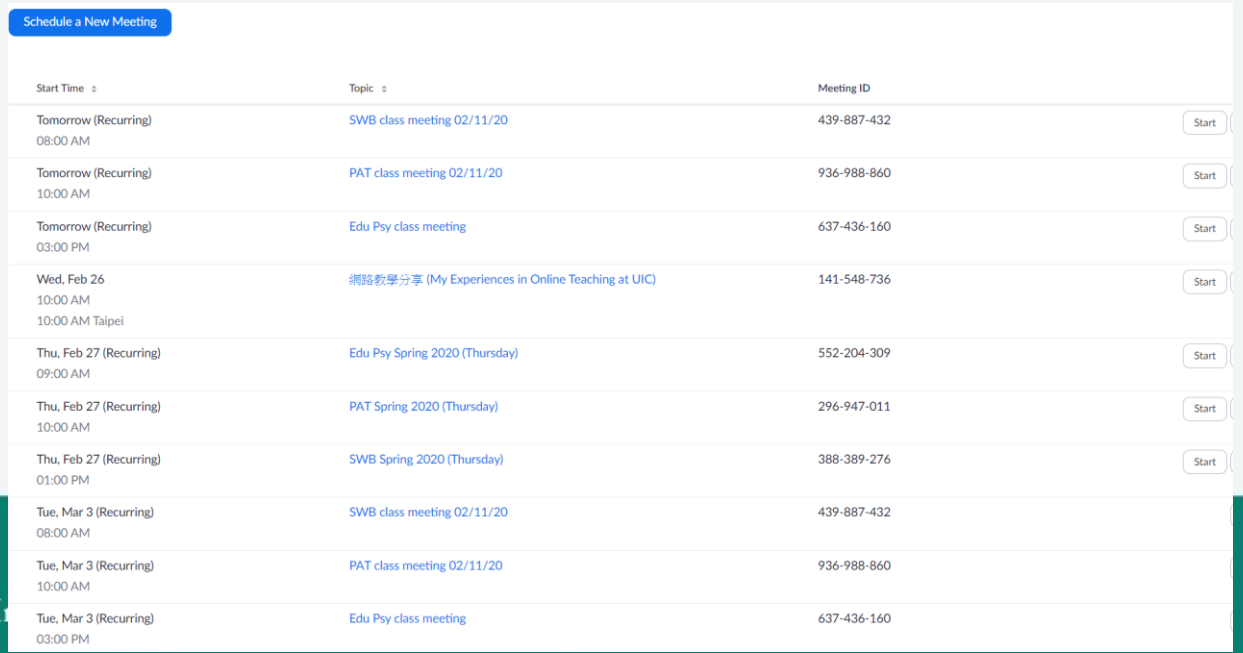
Zoom (Live Broadcast)

- **Start a course**
  - Schedule recurring class meetings
    - Will have a unique URL and meeting ID.
  - Send a mass message through Moodle Quickmail to the class.
  - Remind students to attend online class meetings on time using WeChat.





Welcome to Science of Well Being (1001)
by Yi-Lung KUO - Monday, 10 February 2020, 12:24 AM

Dear students,

Hope this message finds you well during the nCoV outbreak. My name is Yi-Lung Kuo, Associate Professor of Applied Psychology. I will be teaching your Science of Well Being (1001) this semester. Please feel free to call me Dr. Kuo or Yi-Lung. As you may receive messages from UIC, we will have “week 0” starting from February 10. The purpose of the week 0 is to help you to get familiar with e-learning tools and skills, while it is assumed that we are going to have online teaching and learning in coming weeks. Accordingly, we will meet online at **8am, February 11** to “start” our new semester! I hope you could get yourself warmed up and be ready for learning this course.

1. **Join the WeChat course group**

Attached is the WeChat QR code for this course. Please join the group and change your alias to “Program + English (Pinyin) Name” (Example: APSY-Yi-Lung Kuo)

2. **Learn how to use Panopto Classroom**

URL: https://web.uic.edu.hk/en/itsc/services/informatiom-system/7267-how-to-use-panopto-classroom-students

I am looking forward to “meeting” you soon!

Best Regards,

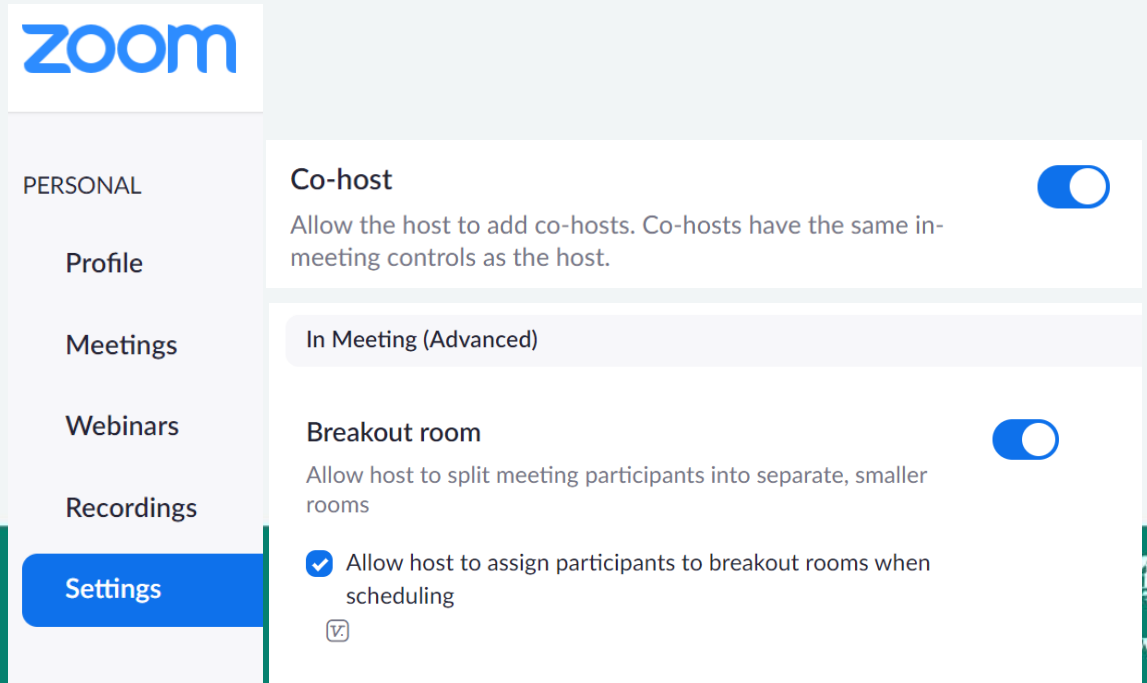
Yi-Lung

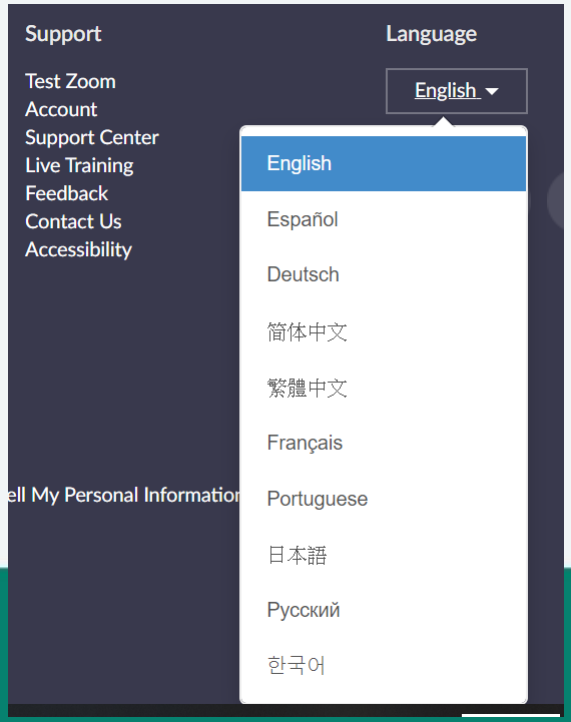
URLs and equipment suggestions for Zoom meetings
by Yi-Lung KUO - Wednesday, 12 February 2020, 10:10 AM

1. Join the Zoom Meeting for Tuesday class by clicking on the following link https://zoom.us/j/439887432
2. Join the Zoom Meeting for Thursday class by clicking on the following link https://zoom.us/j/388389276
3. A quality headset, internal or external camera, and sufficient internet speed are required to have better online learning experiences.
4. Lastly, all class meetings will be recorded and upload to Panopto.

Zoom (Live Broadcast)

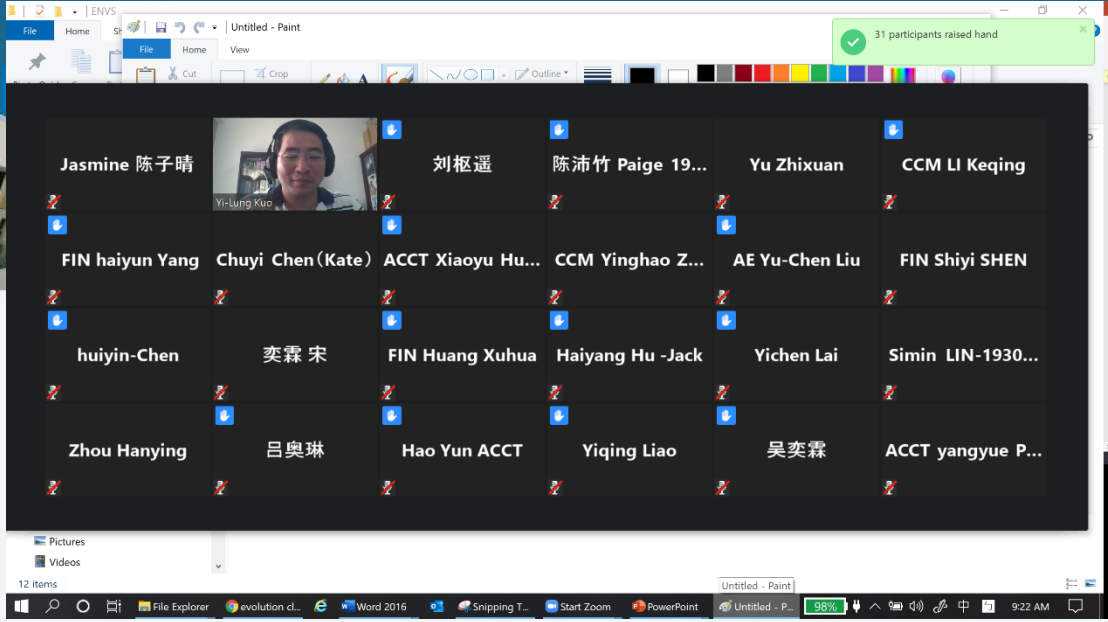
- **Important Settings**
  - Set up a preferred language regardless of your registration site.
  - Upload your profile picture.
  - Turn on “Breakout room” and Co-host (Go “Settings”)
  - Keep default settings unless specific functions are required.

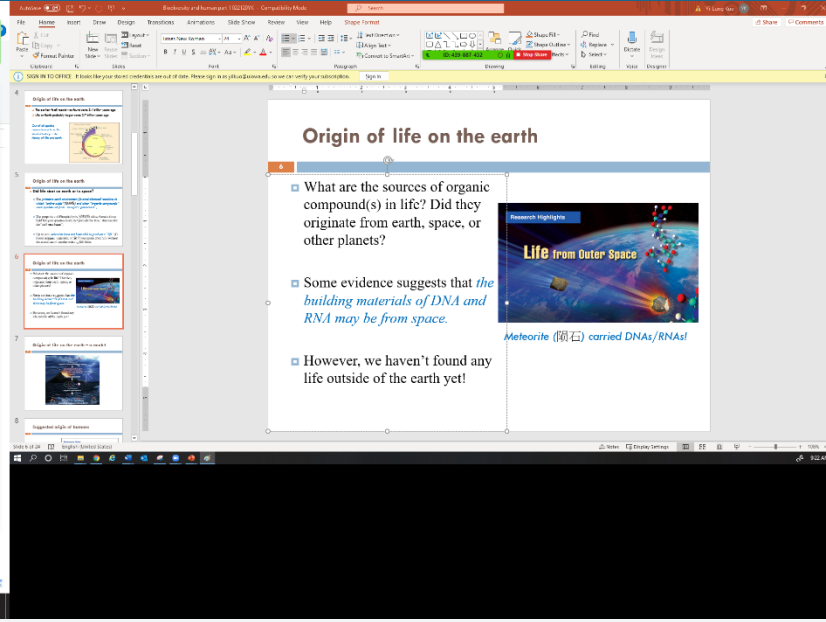




Zoom (Live Broadcast)

- **During the first online class meeting (week 0)**
  - Ask students to use official names (i.e., Pinyin) in Zoom through WeChat before or at the beginning of class.
    - No English name unless AR provides their English names in the name list.
  - Take attendance and make sure all students can access Zoom.
  - Ask students to turn on the mic (and/or video) and make responses when their names are called.
  - Ask if they could use “raise hand” functions.
  - Only use Zoom Group Chat to send text messages and files. No WeChat during the class meetings (unless they are told to do so).
  - Explicitly state ALL activities in the class meetings will be recorded and upload to Panopto for review.





PANOPTO

Live Sessions

No Live Sessions

Completed Recordings

EP Spring 2020 wk1 022020

EP Spring 2020 wk1 021820

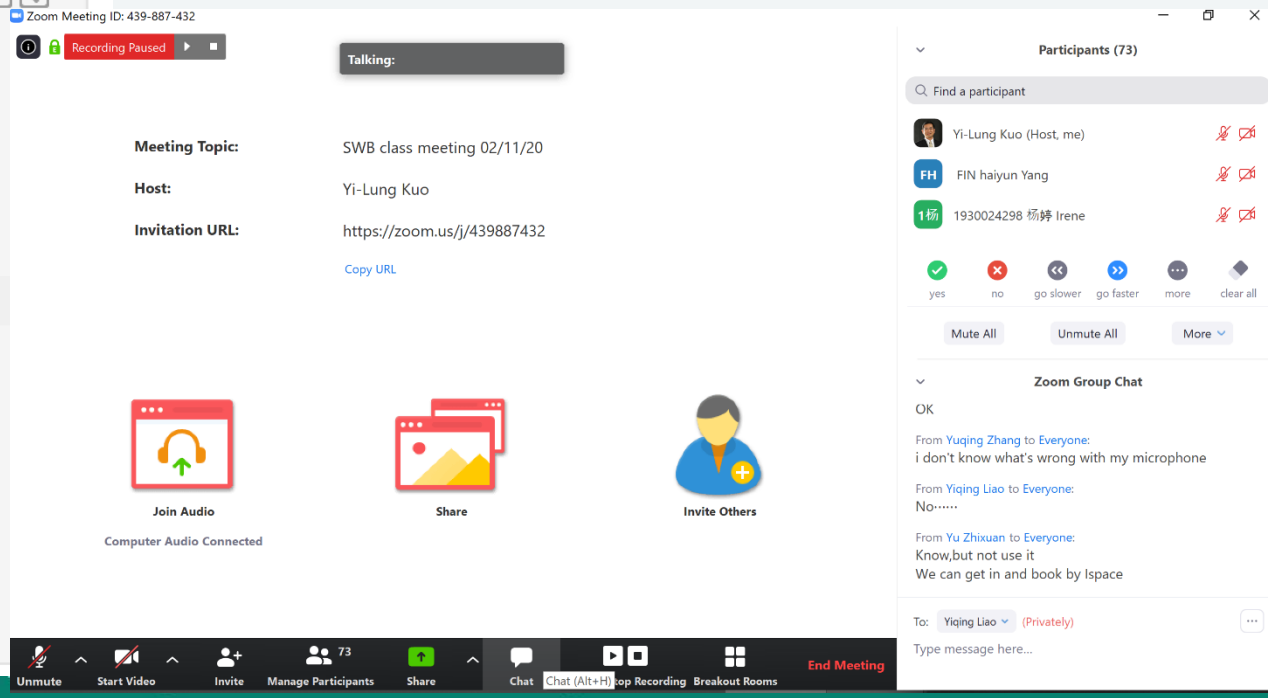
EP Spring 2020 wk0 021320

[Show All]

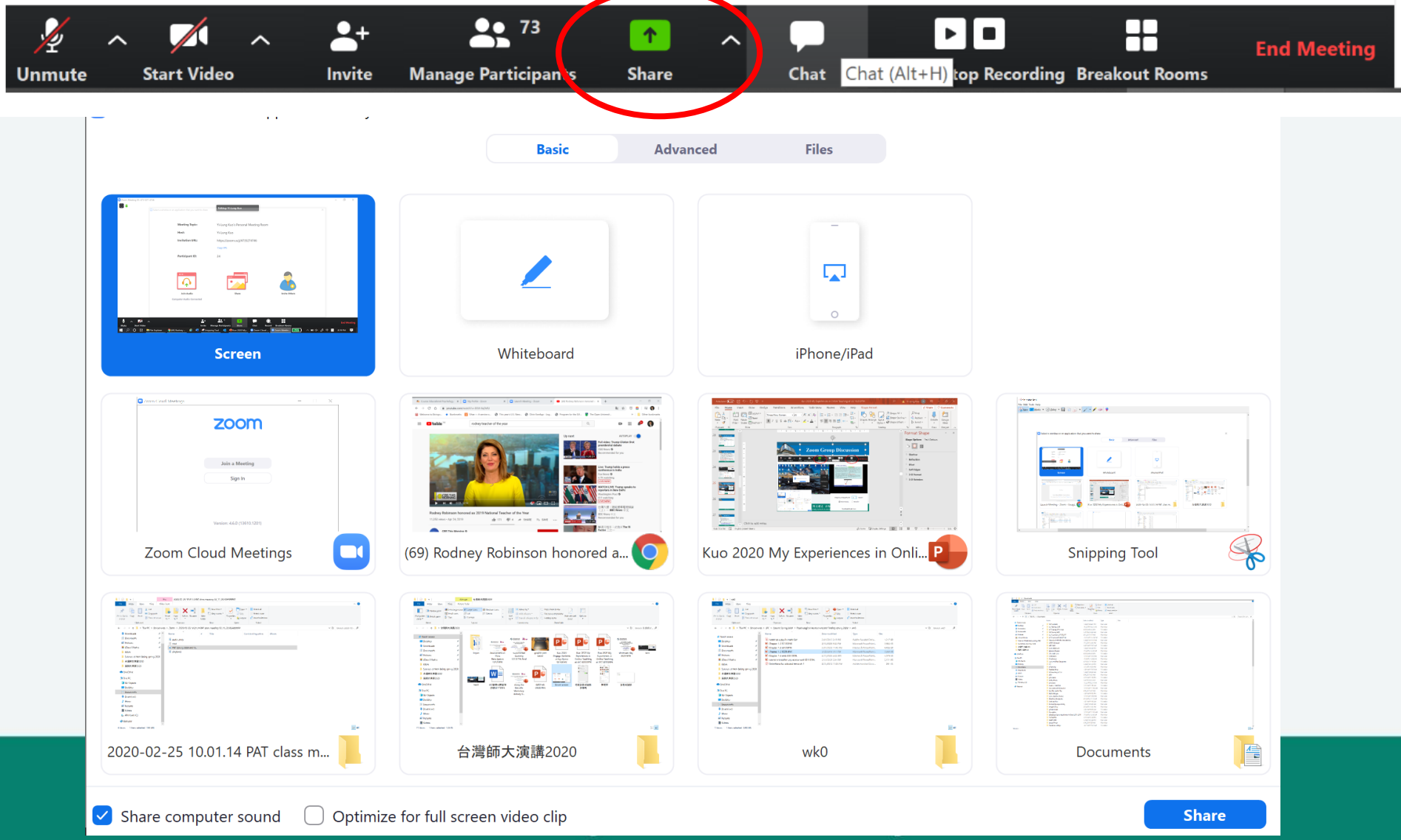
Links

Course Settings

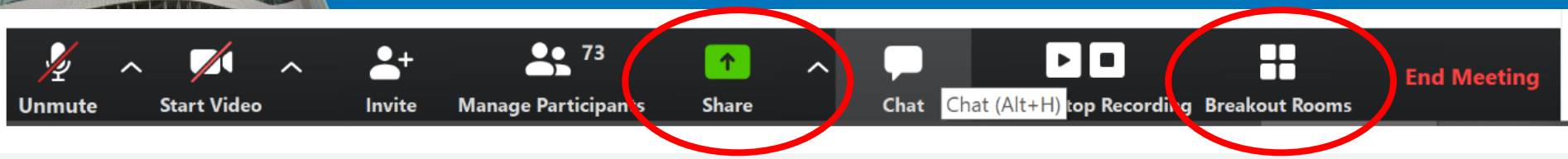
Download Recorder(Windows | Mac)

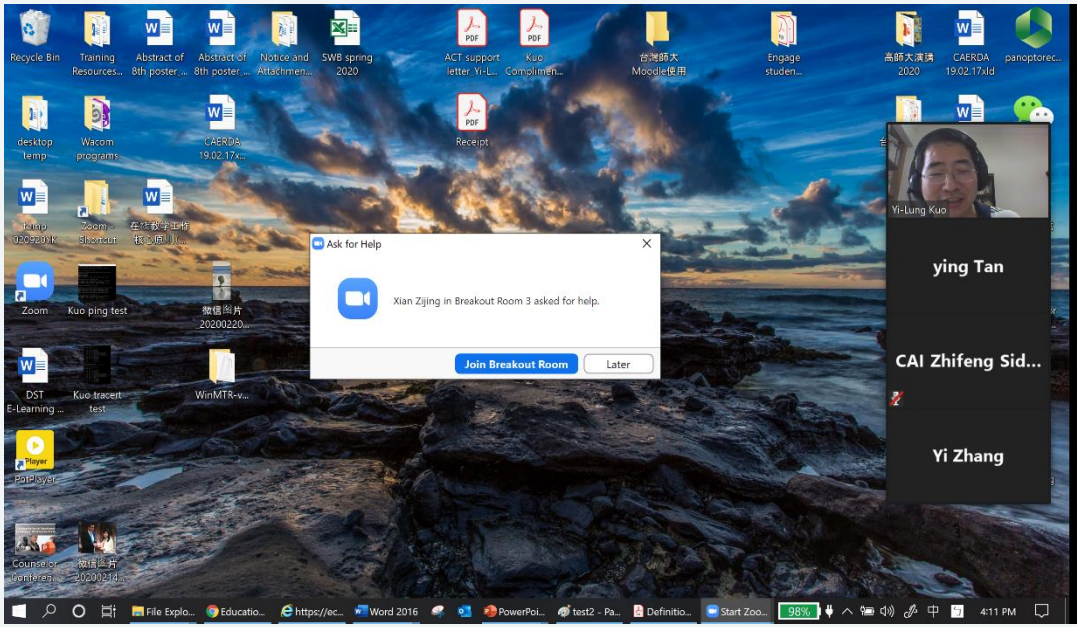


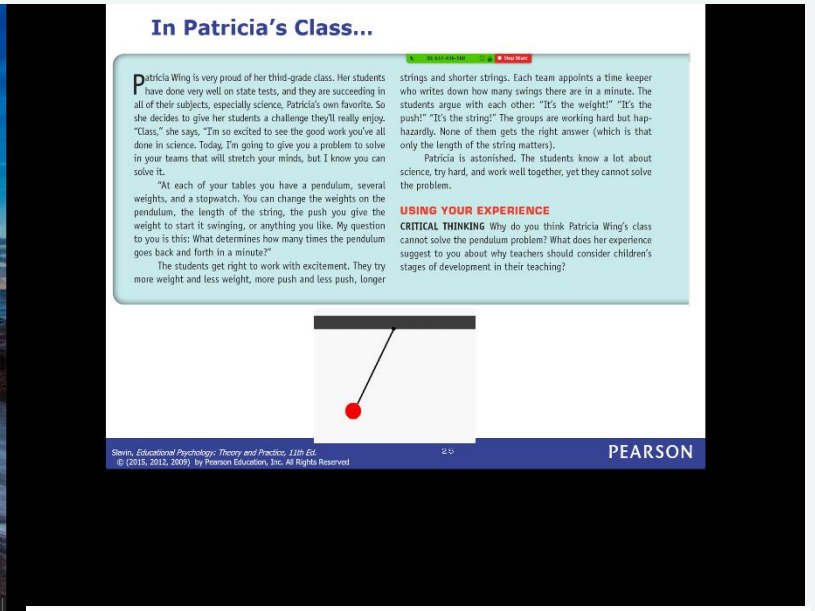
Zoom Share Screen



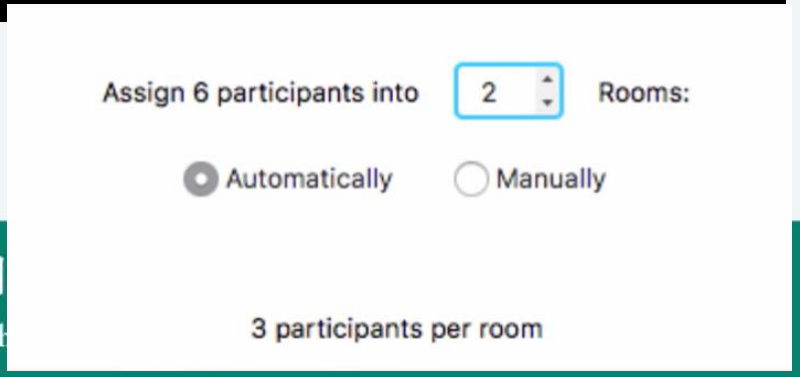
Zoom Group Discussion/Presentation







Example of student group presentation in Educational Psychology (time 33:40 – 37:07)



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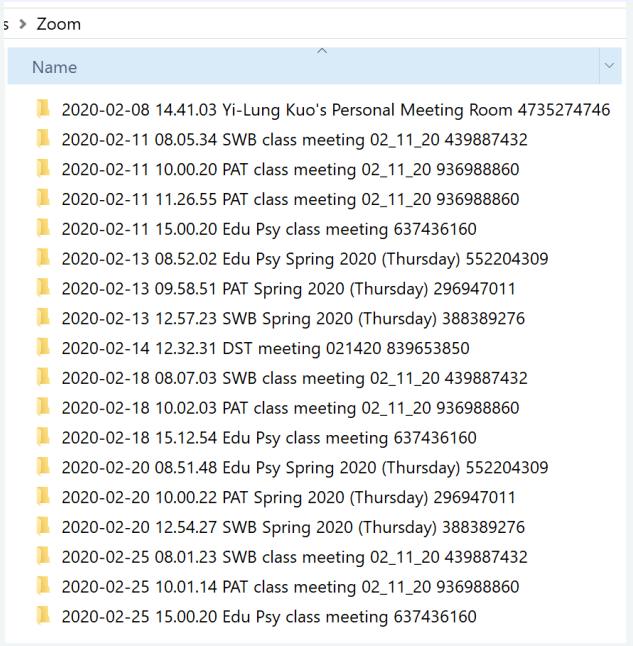
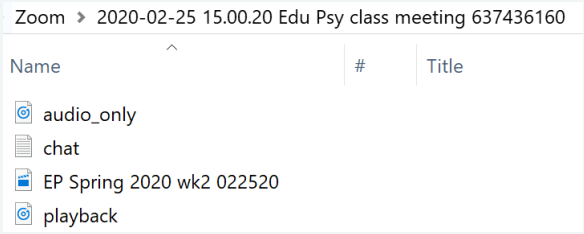
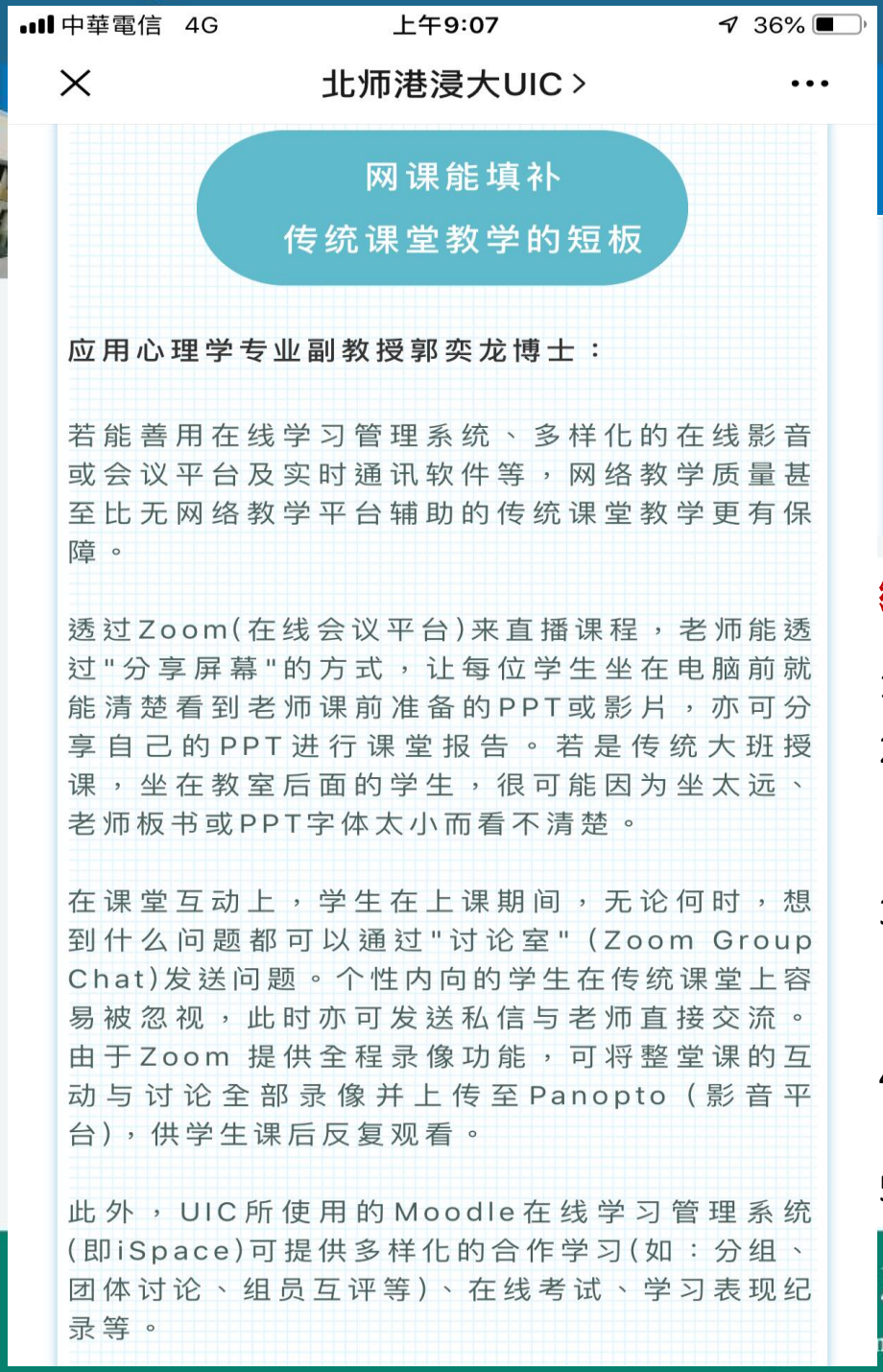
Pros and Cons

- **Pros**
  - Accessible in mainland China.
  - No need to open an account at the student end.
  - Commonly used in the international meetings.
  - Free for less than 40-min meetings (e.g., US site).
  - Apply effective pedagogies of face-to-face classroom online.
- **Cons**
  - If Zoom is not embedded into Moodle, more work are required to upload it to the cloud (cloud services are available to purchase).
    - https://chtl.hkbu.edu.hk/elearning/self-help/zoom/01-create.pdf







Recap

由于学生所有在线学习活动与表现均会被记录在此平台中，对于学习落后的同学(如：考试成绩偏低、平时较少参与讨论或回答问题等)，教师可以及早发现并提供必要的协助。至于每门课的微信群则作为学习社群(learning community)，师生可将平日生活中与课堂相关的应用分享给同学。

網課期間有助教幫忙嗎？他們主要做些什麼工作呢？

1. 提供Zoom測試協助工作。
2. 助教在week 0 主要工作是協助教師確保每一位學生都能順利的上網課，並且協助加選課的學生能順利加入網課與微信群組，並跟上課程進度。
3. 在課前或課後參與學生在微信或 Moodle Forum 上的討論、線上批改作業、透過評分表(Rubric)或 線上會議給予學生團體或一對一的回饋。
4. 某些課的助教必須要有能力獨立透過網路平台上輔導課(tutorial)。
5. 協助錄影。

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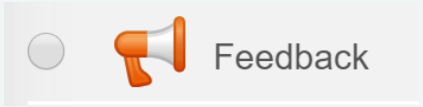
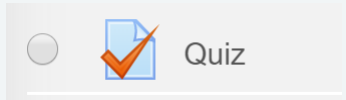
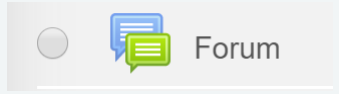
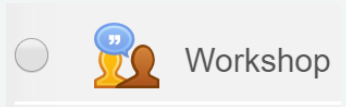
Engage students using Moodle Activities

1. Distribute/Collect multimedia course materials
   - Activities: Assignment, Turnitin, File, Folder, URL, etc.
2. Enhance interactive learning activities
   - Activities: Feedback
     - Provide immediate feedback regarding students' concerns/expectations
     - Encourage class discussion, especially for introverts, shy or less confident students
     - Take attendance
3. Conduct formative (on-going) assessments to promote learning
   - Activities: Quiz
4. Foster student discussion after class
   - Activities: Forum
5. Promote online cooperative learning activities
   - Activities: Workshop

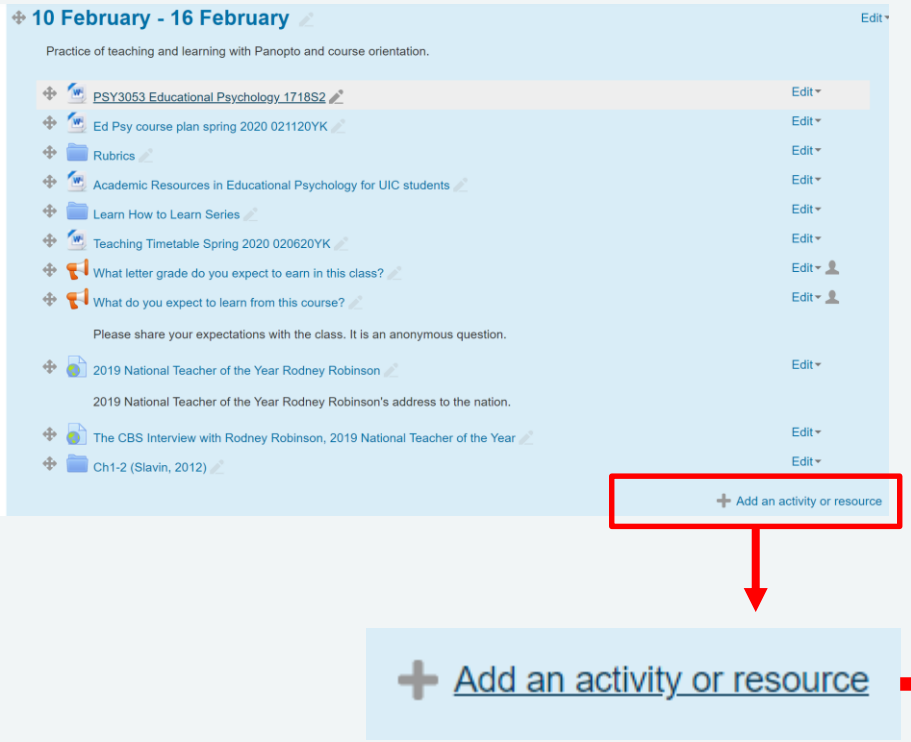


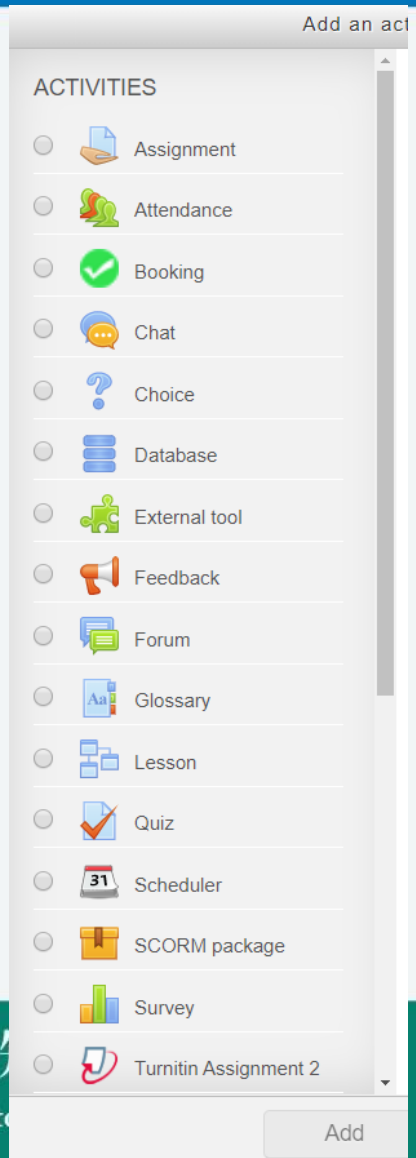


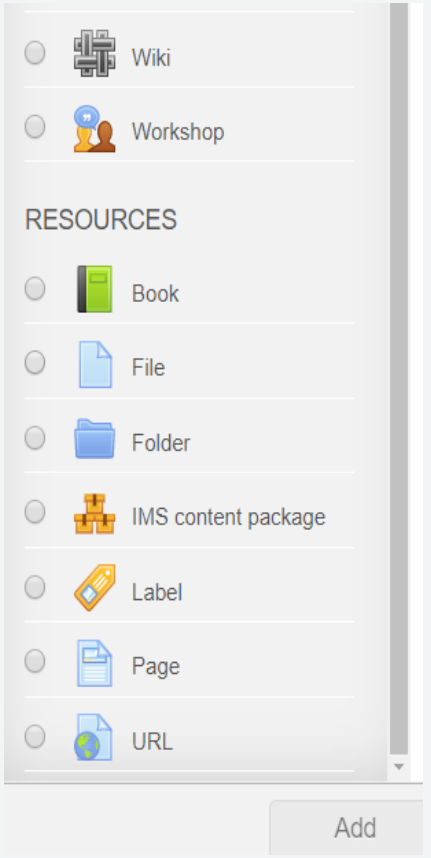




Add an iSpace Activity or Resource







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Distribute/Collect Multimedia Course Materials

26 February - 3 March

- Biodiversity and human The Science of Well Being 04092013 low 021916YK part 1
- Biodiversity and human The Science of Well Being 04092013 low 022416YK part 2
- Global_Environmental_Resources_vs_Population_Growth
- CH1 A Brief History of the Study of Well-Being in Chlidren and Adults
- What are the most serious environmental problem(s) in our planet?
- About human being
- HarveyFineberg_2011-480ptc092614
- Assignment 1 Due: 3/11 (Friday)

Assignment

- Case Study Group Report
- 16PF result
- Outline for Presentaiton
- Tesr Review Presentation PPT, Manual and References

Grading summary

Participants	32
Submitted	21
Needs grading	21
Due date	Monday, 23 May 2016, 12:00 AM
Time remaining	Assignment is due

View/grade all submissions

Select	User picture	First name / Surname	ID number	Email address	Status	Grade	Edit	Last modified (submission)	File submissions	Submission comments
☐		Jianyun HE (Lesley)	1230800017	h230800017@mail.uic.edu.hk	Submitted for grading	-	Edit	Tuesday, 17 May 2016, 1:58 PM	Lesley 1230800017_Cattells 16 Personality Factors Test.pdf	Comments (0)
☐		Miao ZHANG (Phoebe)	1330004051	i330004051@mail.uic.edu.hk	Submitted for grading	-	Edit	Monday, 16 May 2016, 10:06 PM	zhangmiao.7z	Comments (0)

18 November - 24 November

- Ch 14 learning 111919YK
- Ch 15 learning 111919YK
- Literature review submission (Due: 10 am, Nov 21)
- Bolles 1970 SSRD
- Bolles 1972 reinforcement, expectancy, and learning
- Donald Hebb
- Bruer 1997 education and the brain

Distribute/Collect Multimedia Course Materials

Turnitin Assignment 2

Anti-plagiarism =

Similarity + Common Sense

SHOWING 1 TO 10 OF 43 ENTRIES.

First Name / Last Name	Submission Title	Turnitin Paper ID	Submitted	Similarity
	Learning Paper	1217842130	20/11/19, 20:40	17%
	research paper	1217140984	20/11/19, 19:25	16%
	Achievement Goal Orientation A Moderation Role in The Influence of Grit Towards Academic Performance	1217759227	20/11/19, 14:56	18%
	Review of the reasons and method of deterrents to cheating for college students	1217876732	20/11/19, 22:11	9%
	1730016004 郭嘉杰 LR	1217976697	21/11/19, 00:56	9%
	the debate between S-S and S-R learning theories	1217096414	19/11/19, 21:48	14%

Enhance Interactive Learning Activities

- Provide immediate feedback regarding students' concerns/expectations.
- Encourage class discussion, especially for introverts, shy or less confident students.

What are your expectations for this course?

Feedback

Submitted answers: 35
Questions: 1

(021816) What are your expectations for this course?

- Hope I can learn more knowledge in this course.
- i can learn about what i am interesting
- 希望老师能多讲些文学作品 扩充我们的知识
- 在看到wb的字太多了 不知道如何读
- My expectation is that i can learn some skill
- psycology.
- Enjoy each class and get a good mark
- good score ，confidence，make friends
- interesting and funny. no bored.

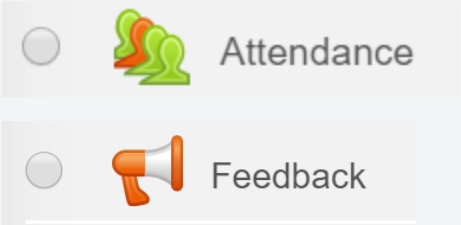
What is your muddiest point in Ch 1?

() What is your muddiest point in Ch 1 (if any)?

- typical performance tests
- The muddiest part was remembering what contribution to psychology and testing each psychologist made. For example, I was familiar with Spearman (g theory) and Binet (intelligence) but the others were not so clear.
- If a person who received a training to do the assessment that which is required level C and this person does not get the Ph.D., can this person run this test?
- Test have many functions , and assessment is gathering data.

Enhance Interactive Learning Activities

- Take attendance

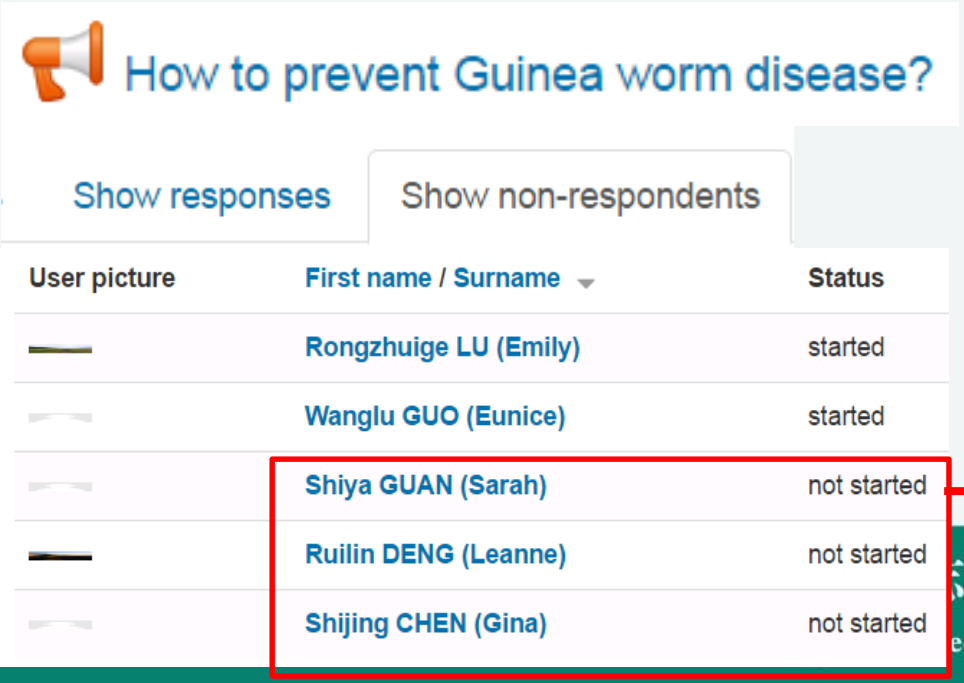


How much time did you spend on taking attendance for a large class (say 50 or more) in the face-to-face instruction?

GDST1003: The Science of Well Being (3) Spring 2016

Instructor: Dr. Yilung Kuo Attendance Sheet:

Number	Student No.	Name (Ch)	Name (Eng)	Programme	English Name
24	1530006054	黄毓瑜	HUANG Yuyu	ACCT	
25	1530006069	李书研	LI Shuyan	ACCT	
26	1530006071	李晓雯	LI Xiaowen	ACCT	
27	1530006121	欧蓝星	OU Lanxing	ACCT	
28	1530006153	王紫萦	WANG Ziying	ACCT	
29	1530006164	谢朋好	XIE Pengyu	ACCT	
30	1530006195	詹静	ZHAN Jing	ACCT	
31	1530006198	张家琪	ZHANG Jiaqi	ACCT	
32	1530006214	郑雯文	ZHENG Wenwen	ACCT	
33	1530006215	郑心仪	ZHENG Xinyi	ACCT	
34	1530006223	朱恩铭	ZHU Enming	ACCT	
35	1530012006	邓芮林	DENG Ruilin	CCM	
36	1530012009	龚书悦	GONG Shuyue	CCM	
37	1530012017	洪晓莉	HONG Xiaoli	CCM	
38	1530015002	蔡煜璐	CAI Yulu	MHR	
39	1530015015	关诗雅	GUAN Shiya	MHR	
40	1530015018	郭王璐	GUO Wanglu	MHR	
41	1530015020	胡茜	HU Qian	MHR	
42	1530015033	鲁茸追格	LU Rongzhuige	MHR	
43	1530015038	佘婷婷	SHE Tingting	MHR	
44	1530015053	吴杨昊天	WU Yanghaotian	MHR	
45	1530020005	程子旋	CHENG Zixuan	MKT	



Only check if these three students join class online.

真知笃行

eeds, unto the whole person

Conduct on-going Assessments to Promote Learning

Quiz 3 (Ch 5) Due: noon, Sep 24 [2019] Edit

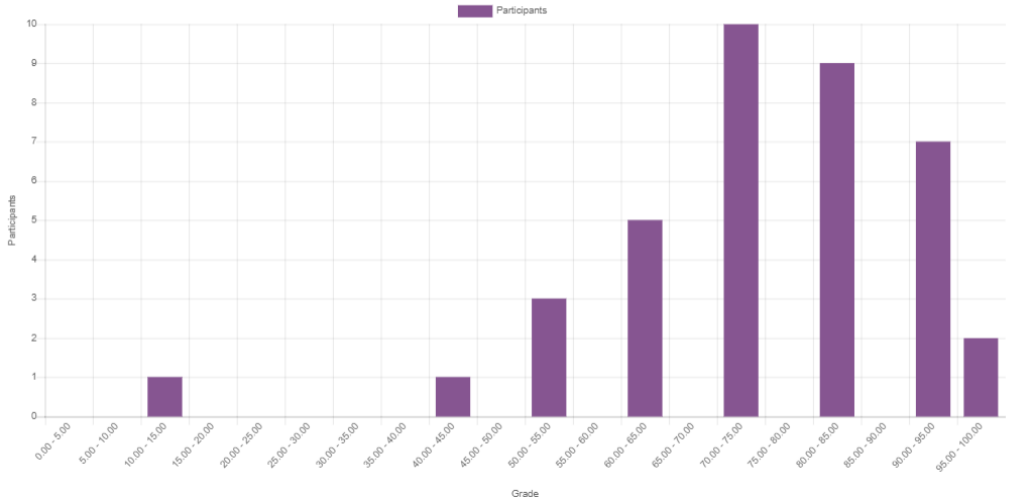
You have to work individually. You must progress through the quiz in order and may not return to previous pages nor skip ahead. You are NOT allowed to receive any kind of assistance from others while taking the quiz. Receiving assistance from others during the testing period is considered cheating and will be severely disciplined.

Quiz

First name / Surname / Alternate name	ID number	Email address	State	Started on	Completed	Time taken	Grade/100.00	Q. 1 /10.00	Q. 2 /10.00	Q. 3 /10.00	Q. 4 /10.00	Q. 5 /10.00	Q. 6 /10.00	Q. 7 /10.00	Q. 8 /10.00	Q. 9 /10.00	Q. 10 /10.00
		@mail.uic.edu.hk	Finished	17 September 2019 7:59 PM	17 September 2019 9:04 PM	1 hour 4 mins	80.00	✓ 10.00	✗ 0.00	✓ 10.00	✓ 10.00	✓ 10.00	✓ 10.00	✗ 0.00	✓ 10.00	✓ 10.00	✓ 10.00
		@mail.uic.edu.hk	Finished	20 September 2019 3:34 PM	20 September 2019 4:14 PM	40 mins 19 secs	50.00	✗ 0.00	✗ 0.00	✗ 0.00	✓ 10.00	✓ 10.00	✓ 10.00	✗ 0.00	✓ 10.00	✗ 0.00	✓ 10.00
		@mail.uic.edu.hk	Finished	20 September 2019 11:13 PM	20 September 2019 11:41 PM	28 mins 37 secs	80.00	✗ 0.00	✗ 0.00	✓ 10.00	✓ 10.00	✓ 10.00	✓ 10.00	✓ 10.00	✓ 10.00	✓ 10.00	✓ 10.00
		Overall average					72.37 (38)	7.37 (38)	2.63 (38)	9.21 (38)	8.95 (38)	9.21 (38)	7.89 (38)	3.95 (38)	7.89 (38)	6.32 (38)	8.95 (38)

Select all / Deselect all | Regrade selected attempts | Delete selected attempts

Overall number of students achieving grade ranges



Forum

Foster Student Discussion After Class

Announcements

General news and announcements

Q&A Forum

If you have questions or comments about this course, please feel free to post here!

Adding a new Forum

Expand all

General

Forum name *

Description

Display description on course page

Forum type: Standard forum for general use

- A single simple discussion
- Each person posts one discussion
- Q and A forum
- Standard forum displayed in a blog-like format
- Standard forum for general use

Attachments and word count

Subscription and tracking

Forum type

There are 5 forum types:

- A single simple discussion - A single discussion topic which everyone can reply to (cannot be used with separate groups)
- Each person posts one discussion - Each student can post exactly one new discussion topic, which everyone can then reply to
- Q and A forum - Students must first post their perspectives before viewing other students' posts
- Standard forum displayed in a blog-like format - An open forum where anyone can start a new discussion at any time, and in which discussion topics are displayed on one page with "Discuss this topic" links
- Standard forum for general use - An open forum where anyone can start a new discussion at any time

Q&A Forum

If you have questions or comments about this course, please feel free to post here!

Add a new question

Discussion	Started by	Replies	Last post
Activity 1: Becoming an intentional teacher	Yi-Lung KUO	13	Zijing XIAN (Bosse) Wed, 12 Feb 2020, 8:22 PM
What makes a good teacher?	Yi-Lung KUO	25	Yi-Lung KUO Wed, 12 Feb 2020, 8:19 PM
What brought you to Educational Psychology course?	Yi-Lung KUO	27	Yi-Lung KUO Tue, 11 Feb 2020, 1:35 AM

Forum

Foster Student Discussion After Class

Before submitting a post

Subject (hidden)
Author (hidden)
This post cannot be viewed by you, probably because you have not posted in the discussion, the maximum editing time hasn't passed yet, the discussion has not started or the discussion has expired.

Subject (hidden)
Author (hidden)
This post cannot be viewed by you, probably because you have not posted in the discussion, the maximum editing time hasn't passed yet, the discussion has not started or the discussion has expired.

Subject (hidden)
Author (hidden)
This post cannot be viewed by you, probably because you have not posted in the discussion, the maximum editing time hasn't passed yet, the discussion has not started or the discussion has expired.

Avoid the free rider problem

After submitting a post

Activity 1: Becoming an intentional teacher
by Yi-Lung KUO - Wednesday, 12 February 2020, 8:22 PM

Watch the CBS Interview with Rodney Robinson, 2019 National Teacher of the Year, and his address to the nation.

Reflective Essay Questions (about 200 words for each):

1. What makes Rodney an excellent teacher?
2. How to become an intentional teacher?

Deadline: 2/18/2020 15:00

Permalink | Edit | Delete | Reply | Export to portfolio

Re: Activity 1: Becoming an intentional teacher
by [redacted] Thursday, 13 February 2020, 10:00 AM

1、warmth、enthusiasm、caring、and mastering teachingskills.

2. Each student is different and needs to be taught from a different cultural background.

Permalink | Show parent | Edit | Split | Delete | Reply | Export to portfolio

Re: Activity 1: Becoming an intentional teacher
by Yi-Lung KUO - Thursday, 13 February 2020, 12:35 PM

Please read the instruction carefully: **Reflective Essay Questions (about 200 words for each)**

Permalink | Show parent | Edit | Split | Delete | Reply | Export to portfolio

Re: Activity 1: Becoming an intentional teacher
by [redacted] Thursday, 13 February 2020, 2:49 PM

1. What makes Rodney an excellent teacher?

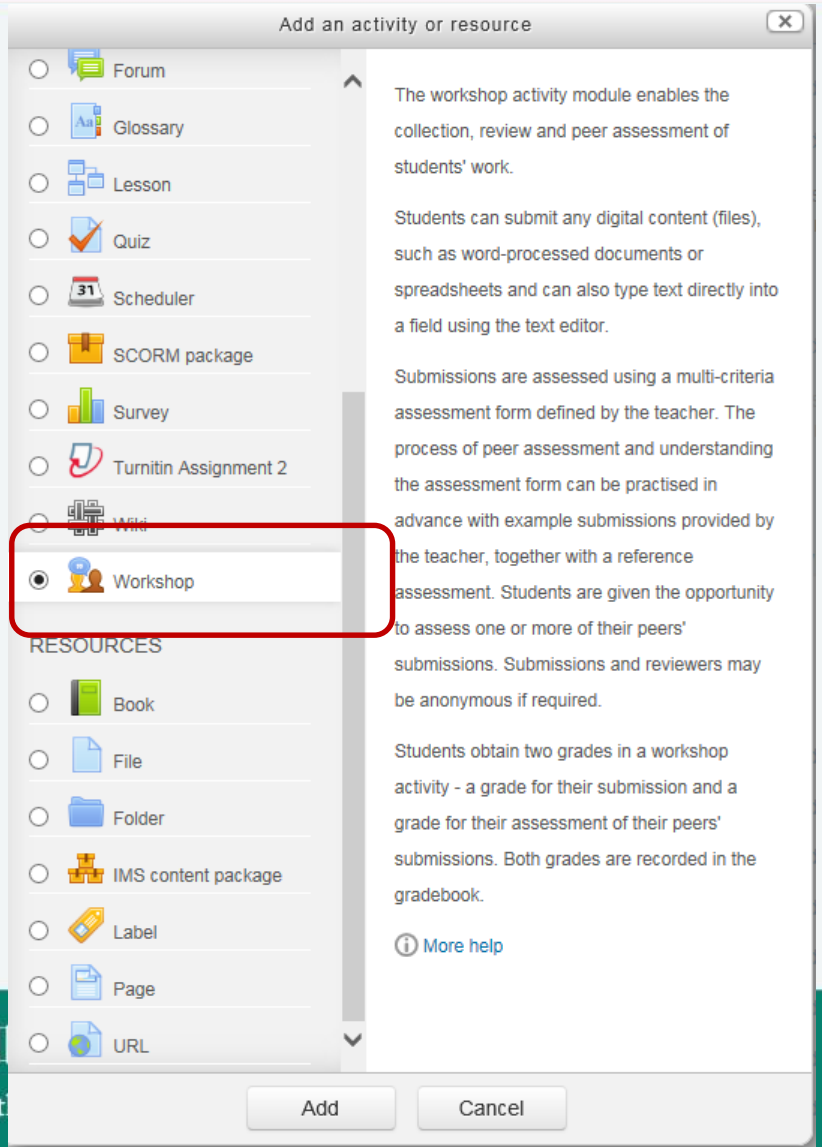
As a son, his mother provides him a belief that every child is equally to be loved. It can be considered as the predecessor of his own belief and one motivation of his job. As an African-American teacher, he does not just teach black people. He teaches all students who have been discriminated:black people, brown people, LGTBQ, prisoner, Muslim and so on. As an immigrant, he can understand people in America whose skin is not white. He thinks that no matter what religion from and what color of the skin, as Americans, they deserved to obtain higher education. As a social study and history teacher to juvenile prisoners, he considers that those students have been misunderstood for differences from cultures. He gives those people a second chance to be a citizen in prison and treat them as same as other teenager students for he thinks that those juveniles "just made mistakes and they're paying for mistakes." For his juvenile students, he posts kid heroes and college banners to them makes them realize that they are being cared and they are not far away from colleges (the future).

Promote Cooperative Learning Online

Workshop Activity

1. Recognize individual accountability: Avoid the free-rider problem

2. Receive constructive feedback from peers



Recognize Individual Accountability

Assessment form

Criteria	Levels								
Commitment (20% weighting)	○ Fail: Did not participate in developing the project.	○ Between Fail and Marginal Pass.	○ Marginal Pass: The student missed the vast majority of the group meetings; failed to complete the majority of tasks agreed to conduct for the project.	○ Between Marginal Pass and Satisfactory.	○ Satisfactory: The student occasionally attended group meetings; completed one or two minor tasks agreed to conduct for the project.	○ Between Satisfactory and Good.	○ Good: The student usually attended group meetings; usually completed all tasks agreed to conduct for the project.	○ Between Good and Excellent.	○ Excellent: The student attended all group meetings; completed all tasks agreed to conduct for the project.
Timeliness of work completion (20% weighting)	○ Fail: Did not participate in developing the project.	○ Between Fail and Marginal Pass.	○ Marginal Pass: The student consistently cannot complete the work before the group meetings.	○ Between Marginal Pass and Satisfactory.	○ Satisfactory: The student occasionally completed the work before the group meetings.	○ Between Satisfactory and Good.	○ Good: The student usually completed the work before the group meetings.	○ Between Good and Excellent.	○ Excellent: The student always completed the work before the group meetings.
Work quality (30% weighting)	○ Fail: Did not participate in developing the project.	○ Between Fail and Marginal Pass.	○ Marginal Pass: The student provided work that usually needs to be checked/redone by others to ensure quality.	○ Between Marginal Pass and Satisfactory.	○ Satisfactory: The student provided work that occasionally needs to be checked/redone by other group members to ensure quality.	○ Between Satisfactory and Good.	○ Good: The student provided high quality work; some small errors that do not interfere with meaning.	○ Between Good and Excellent.	○ Excellent: The student provided work of the highest quality; work was checked and corrected for mistakes, and showed high level of effort.
Intellectual contributions (30% weighting)	○ Fail: Did not participate in developing the project.	○ Between Fail and Marginal Pass.	○ Marginal Pass: The student contributed very little to the project, showing no initiative.	○ Between Marginal Pass and Satisfactory.	○ Satisfactory: The student participated in the various phases of the project, generally as a follower rather than contributing to project development.	○ Between Satisfactory and Good.	○ Good: The student participated in each phase of the project, but showed less initiative in contributing his/her own ideas and suggestions; participated in project activities, but not always.	○ Between Good and Excellent.	○ Excellent: The student participated fully in all discussions, contributing his/her own ideas and suggestions in each phase of the project; participated fully in project activities (planning, data or information collection, data analysis, writing, presenting, etc.)

Overall feedback

Feedback for the author Format B I

Recognize Individual Accountability

Separate groups: Group A

Participant is reviewed by	Participant	Participant is reviewer of
Add reviewer Choose user... Jingyi FENG (Alice) Shihong TAN (Caroline) Zhuoying RONG (Joanna) Jiamei CHEN (Heather)	Jiamei CHEN (Heather) Group 1 Already graded	Add reviewee Choose user... Jiamei CHEN (Heather) Jingyi FENG (Alice) Shihong TAN (Caroline) Zhuoying RONG (Joanna)
Add reviewer Choose user... Zhuoying RONG (Joanna) Jiamei CHEN (Heather) Shihong TAN (Caroline) Jingyi FENG (Alice)	Jingyi FENG (Alice) CaseStudy(Education)_Group1_Alice Already graded	Add reviewee Choose user... Jiamei CHEN (Heather) Jingyi FENG (Alice) Shihong TAN (Caroline) Zhuoying RONG (Joanna)
Add reviewer Choose user... Shihong TAN (Caroline) Jiamei CHEN (Heather) Jingyi FENG (Alice) Zhuoying RONG (Joanna)	Zhuoying RONG (Joanna) Group1 RONG ZHUOYING case study Already graded	Add reviewee Choose user... Jiamei CHEN (Heather) Jingyi FENG (Alice) Shihong TAN (Caroline) Zhuoying RONG (Joanna)
Add reviewer Choose user... Jingyi FENG (Alice) Zhuoying RONG (Joanna) Jiamei CHEN (Heather) Shihong TAN (Caroline)	Shihong TAN (Caroline) k530016034 Already graded	Add reviewee Choose user... Jiamei CHEN (Heather) Jingyi FENG (Alice) Shihong TAN (Caroline) Zhuoying RONG (Joanna)

Showing 50 items per page

Separate groups: Group B

Participant is reviewed by	Participant	Participant is reviewer of
Add reviewer Choose user... Binyu LIU (Eric) Shaolun ZHANG (Billy) Ziwen LIANG (Ziv) Qiaorong CHEN (Carol)	Qiaorong CHEN (Carol) Group 2 Already graded	Add reviewee Choose user... Binyu LIU (Eric) Qiaorong CHEN (Carol) Shaolun ZHANG (Billy) Ziwen LIANG (Ziv)
Add reviewer Choose user... Shaolun ZHANG (Billy) Qiaorong CHEN (Carol) Binyu LIU (Eric) Ziwen LIANG (Ziv)	Ziwen LIANG (Ziv) group 2 Already graded	Add reviewee Choose user... Binyu LIU (Eric) Qiaorong CHEN (Carol) Shaolun ZHANG (Billy) Ziwen LIANG (Ziv)
Add reviewer Choose user... Ziwen LIANG (Ziv) Qiaorong CHEN (Carol) Shaolun ZHANG (Billy) Binyu LIU (Eric)	Binyu LIU (Eric) group 2 Already graded	Add reviewee Choose user... Binyu LIU (Eric) Qiaorong CHEN (Carol) Shaolun ZHANG (Billy) Ziwen LIANG (Ziv)
Add reviewer Choose user... Binyu LIU (Eric) Ziwen LIANG (Ziv) Qiaorong CHEN (Carol) Shaolun ZHANG (Billy)	Shaolun ZHANG (Billy) Group 2 Billy 1530016049 Already graded	Add reviewee Choose user... Binyu LIU (Eric) Qiaorong CHEN (Carol) Shaolun ZHANG (Billy) Ziwen LIANG (Ziv)

Showing 50 items per page

博文雅志 真知笃行

In knowledge and in deeds, unto the whole person

Recognize Individual Accountability

Assessment phase

- Open for assessment from Wednesday, 9 May 2018, 2:00 PM (6 days ago)
- Assessment deadline: Thursday, 10 May 2018, 1:00 PM (5 days ago)
- Time restrictions do not apply to you

Grading evaluation phase — Closed

Workshop grades report

Separate groups: Group D

First name / Surname	Submission	Grades received	Grades given
	Group 4 IQ test	90 (0)<	90 (0)>
		91 (0)<	90 (0)>
		90 (0)<	80 (0)>
		90 (0)<	90 (0)>
	Group 4 Interview of IQ test	90 (0)<	91 (0)>
		91 (0)<	91 (0)>
		95 (0)<	72 (0)>
		90 (0)<	91 (0)>
	Group D	80 (0)<	90 (0)>
		72 (0)<	95 (0)>
		69 (0)<	69 (0)>
		90 (0)<	84 (0)>
	Group_D	90 (0)<	90 (0)>
		91 (0)<	90 (0)>
		84 (0)<	90 (0)>
		90 (0)<	90 (0)>

Recognize Individual Accountability

ID	Peer review score	TA's score	Feedback from group member	Self-feedback	Remarks
GD1	90	7	1. We didn't summary what we find from these three interviews, we should think more about the same and different parts of these three IQ tests, such as: 1. All of them have been influenced by their peers, they wanted to prove themselves; 2. Although they did different IQ test, but the questions in the test are similar, including graphic, seeking law, mathematical questions and so on; 3. Not all questions are extremely difficult, some are easy for most of the participants. We need to think more about the organization of the presentation. (GD2) 2. Every time he attended the group discussion on time, and actively participated in the discussion and made constructive suggestions. We can finish the tasks assigned by the group ahead of time, and the quality of the tasks is good.(GD3) 3. You have joined the group communication and organized the whole group. (GD4)	No feedback	No comments to others
GD2	92	10	1. Always attending the group meetings on time, organizing discussions, and making innovative and constructive comments in the discussion are of great help to the discussion. We can always finish the task assigned by the group ahead of time, and the task is excellent and the quality of the task is excellent.(GD3) 2. When we having a group communication, you have some good ideas. And your interview is fairly good enough. (GD4)	We didn't summary what we find from these three interviews, we should think more about the same and different parts of these three IQ tests, such as: 1. All of them have been influenced by their peers, they wanted to prove themselves; 2. Although they did different IQ test, but the questions in the test are similar, including graphic, seeking law, methametical questions and so on; 3. Not all questions are extremely difficult, some are easy for most of the participants.	
GD3	78	7	1. I think you can contribute more to our group and pay more attention to it, I think you can do your best.(GD2) 2. You have completed the work of ppt. (GD4)	He can attend the group discussion on time, put forward his own opinions in the discussion, and complete the tasks assigned by the group on time. The quality of the task is general.	

Recognize Individual Accountability

ID	Peer review score	TA's score	Feedback from group member	Self-feedback	Remarks
GB1	83	10	1. She is the best one in our group and has done the jobs of interview and making power point. (GB2) 2. did a very good job during our group study, She attend every discussion and be in charge of interviewing with CPGU counselor and making power point (GB3)	I think I still did not make time management well; PPT should be given to my team members earlier.	
GB2	72	8	1. You did a lot of work to find the Career Key and its reliability and validity. But, I think if you can practice more before presentation, it could be more better.(GB1) 2. did very well in our project, Me and him were in charge of collecting data and doing further study.(GB3)	I was responsible for doing a presentation about the career key and found out the career key scale on the internet. I thought that I have done a good job.	
GB3	73	8	1. In the presentation, you made a fluent introduction and gave the basic background information of college career counselling. Also, you made an effort to find the Career Key and its reliability and validity.(GB1) 2. He is good at this job and participant in discussion actively. (GB2)	I think our group did very well in preparing of presentation, and I was in charge of analyzing the result from interview and collecting more data from internet, although it's not good for me in presentation since I was nervous.	
GB4	74	6	1. In the presentation, if you can present without looking at the PPT, it will be so much better. And I think you did a good job when presenting the situation analysis. What's more, you finished your task on time. (GB1) 2. He did a interview job with Choral and do presentation about the result of interview. And I think it is satisfaction. (GB2) 3 .Billy finished his job well and he was interviewing with CPGU counselor, making our progress more detailed.(GB3)	No feedback	No comments to others

Receive constructive feedback from peers

Activity 8 Direct Instruction

Assessment form

Criteria	Levels								
Concepts (40% weighting)	○ Fail: Totally unrelated to the topic.	○ Between Fail and Marginal Pass.	○ Marginal Pass: The essay includes substantive incorrect concepts.	○ Between Marginal Pass and Satisfactory.	○ Satisfactory: The essay explains some key points and sometimes misinterpretations are found.	○ Between Satisfactory and Good.	○ Good: The essay clearly explains all key points, although sometimes goes off-topic.	○ Between Good and Excellent.	○ Excellent: The essay clearly and accurately explains key points.
Applications (50% weighting)	○ Fail: Totally unrelated to the topic.	○ Between Fail and Marginal Pass.	○ Marginal Pass: The essay includes substantive improper or incorrect examples.	○ Between Marginal Pass and Satisfactory.	○ Satisfactory: The essay describes examples and several improper examples are found.	○ Between Satisfactory and Good.	○ Good: The essay clearly describes examples, although sometimes includes few improper ones.	○ Between Good and Excellent.	○ Excellent: The essay clearly and accurately describes examples.
Use of Language (10% weighting)	○ Fail: Totally unrelated to the topic.	○ Between Fail and Marginal Pass.	○ Marginal Pass: Mechanical, spelling, and/or grammatical errors are significantly prevented from reading and understanding.	○ Between Marginal Pass and Satisfactory.	○ Satisfactory: Awkward or overly simple sentence structures are found. Many mechanical, spelling, and/or grammatical errors are included.	○ Between Satisfactory and Good.	○ Good: Few mechanical, spelling, and/or grammatical errors are included.	○ Between Good and Excellent.	○ Excellent: The essay contains no mechanical, spelling, and/or grammatical errors.

Overall feedback

Feedback for the author

Format B I

Receive constructive feedback from peers

Status	Score	Comments
A1	85	1. Hi, Minna. I think your learning objective is enough clear to lead the class. All the teaching processes are good. I want to give you a suggestion when you teach the new materials you can connect the knowledge to the real life using example.(A2) 2. This topic is interesting and challenging, I think you mostly did a great job although there are some small mistakes. Your instructions are clear and coherent, but I think you can add some detailed sentences which you would say in class, like our preparation for presentation, this could help you be more confident in the classroom teaching.(A3) 3. The picture of abacus helps to make people easily under what she talked about.(A4)
A2	82	1. The content of this course is quite interesting and well-prepared. It is important to teach children to recognize different emotions. However, I think the review of color should be arranged in the second part rather than the first part. The examples in the first several parts are quiet good but the teaching procedures in the last several parts are not so clear. There are some grammar errors but they do not influence reading.(A1) 2. Totally this plan is OK, but there isn't including a course title, I am confused about what you really want to teach for this class. In the Present new material step, you didn't present the concepts what should be learned.(A3) 3.To learn emotion through music, it seemed like a good way to motivate students' interest.(A4)
A3	91	1. The content is well-organized. Each concept is corresponded with a teaching procedure. The teaching procedure is specific because Coco use some examples to explain it. Coco teaches past tense which is important for Englishi learner. It is easy to understand and follow this course. However, there are some grammer error but it does not influence reading.(A1) 2.It should be some specific examples provides under the saying that "Giving some example sentences about the past tense, make sure students understand the structure of past tense".(A4)
A4	90	1. The content is well-prepared especially in the part 3. It is also useful for IELTS takers. Examples are given corresponding to each part. However, the instruction in the last several parts is not so clear.(A1) 2. It should be add more examples about the turbid sound.(A4)

Online peer assessment is more effective and efficient than paper-based peer assessment

- Two simple math questions:

In Applied Ethics course (N = 55), there were eleven 5-member groups. Students were asked to conduct peer assessments to avoid free-riding using a rubric with 5 criteria.

Q1: How many copies of rubric were prepared?

4(peer assessments)x5(members)x11(groups)=220

Q2: What is a total number of scores which were coded manually?

220(copies) x 5(criteria)=1100

Group: _____ **Your Name:** _____ **Your ID:** _____

Name of peer evaluated: _____

Individual Performance

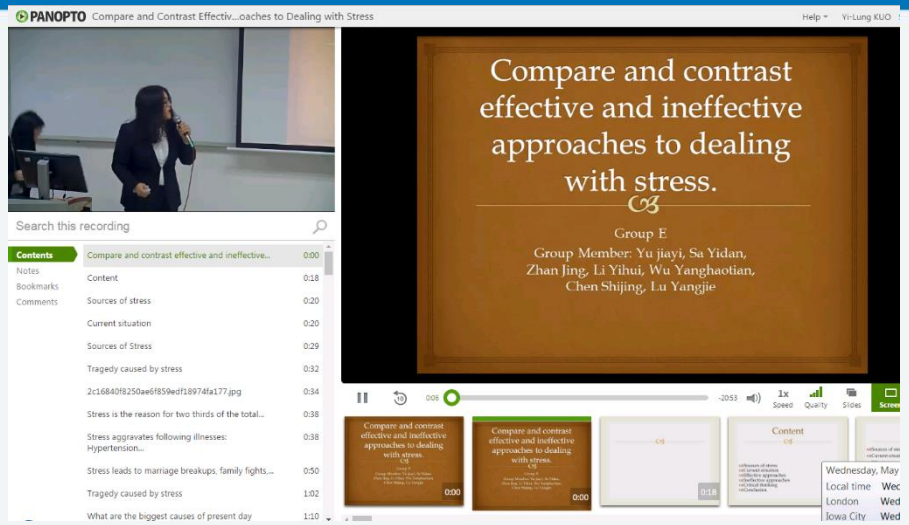
Criteria for assessment	*Performance levels*				
	Excellent	**Good**	**Satisfactory**	**Marginal Pass**	**Fail**
Presentation skills (10% weighing)	The student maintains eye contact with the audience throughout, rarely looks at the notes when presenting his/her work. Occasional use of gesture or body language to attract audience's attention.	Eye contact with the audience is maintained most of the time.	Some eye contact, but not often. Speaker only focuses on part of the room, does not scan the audience. Often have to read notes.	Limited attempt to look at audience. Read notes most of the time.	Did not participate in developing the project.
Commitment (20% weighing)	The student attended all group meetings; completed all tasks agreed to conduct for the project.	The student usually attended group meetings; usually completed all tasks agreed to conduct for the project.	The student occasionally attended group meetings; completed one or two minor tasks agreed to conduct for the project.	The student missed the vast majority of the group meetings; failed to complete the majority of tasks agreed to conduct for the project.	
Work quality (20% weighing)	The student provided work of the highest quality; work was checked and corrected for mistakes, and showed high level of effort.	The student provided high quality work; some small errors that do not interfere with meaning.	The student provided work that occasionally needs to be checked/redone by other group members to ensure quality.	The student provided work that usually needs to be checked/redone by others to ensure quality.	
Timeliness of work completion (20% weighing)	The student always completed the work before the group meetings.	The student usually completed the work before the group meetings.	The student occasionally completed the work before the group meetings.	The student consistently cannot complete the work before the group meetings.	
Intellectual contributions (30% weighing)	The student participated fully in all discussions, contributing his/her own ideas and suggestions in each phase of the project; participated fully in project activities (planning, data or information collection, data analysis, writing, presenting, etc.)	The student participated in each phase of the project, but showed less initiative in contributing his/her own ideas and suggestions; participated in project activities, but not always.	The student participated in the various phases of the project, generally as a follower rather than contributing to project development.	The student contributed very little to the project, showing no initiative.	

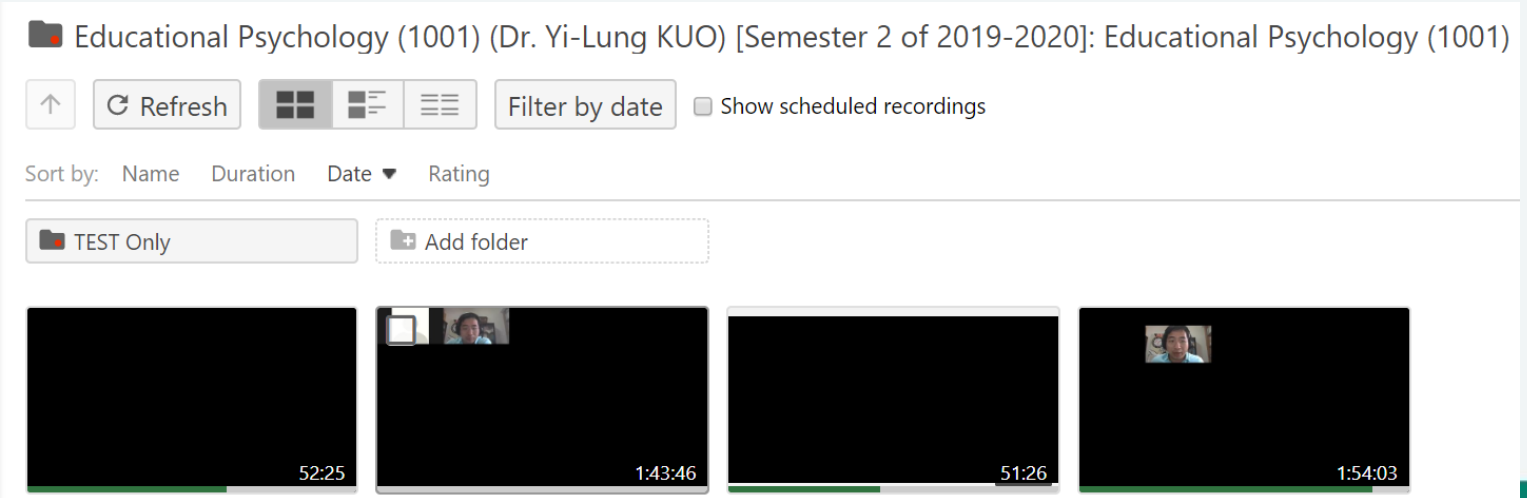
More,

1. It's difficult to collect qualitative feedback and evidence for cooperative learning.
2. Students may not be able to receive feedback from their peers in a timely manner.

Learning Feedback and Support

- **Panopto**
  - Course review
  - Feedback
  - Role Model





Foster Student Discussion After Class

- Some students prefer to have further discussion after class with their learning and communication styles.
  - Using native language
  - Put emotions in discussion.

- More, they are motivated to link what they learned in class to their own societies.

E-Learning Resources

My E-Learning First Aid

E-Tools:

1. Zoom Video Tutorial: https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials
2. 臺灣師範大學Moodle數位學習平台: https://moodle.ntnu.edu.tw/
3. Moodle: https://moodle.org/
4. QR Code Generator: https://www.the-qrcode-generator.com/
5. UIC E-Learning: https://web.uic.edu.hk/en/itsc/others/7283-elearning-teaching-for-staff

E-Learning Practices: Thanks, but no thanks

E-Learning Practices: Thanks, but no thanks

- In addition to common concerns about intellectual property, workload, and tenure, many faculties also cite pedagogical concerns (e.g., lack of interpersonal interaction, online instructional skills, etc.) (Green, Alejandro, & Brown, 2009).

- Blending often increases workload for both instructors and learners and results in what has been called the course-and-a-half phenomenon (McGee & Reis, 2012).

Dos and Don’ts for Effective E-Learning Practices

Effective E-Learning Practices

Dos	Don'ts
1. Do adopt e-learning practices as tools to improve overall teaching effectiveness.	1. Don't hesitate to attend e-learning workshops to know the potential benefits of e-learning practices in your class.
2. Do have pedagogical content knowledge while adopting e-learning practices.	2. Don't mess up your class or life by improper use of technology. One size doesn't fit all.
3. Do CREATE your own resource bank step by step and SHARE with your colleagues.	3. Don't work alone.
4. Do develop small learning goals for e-learning practices each semester.	4. Don't forget "practice makes perfect"!

學生為主、科技為輔

Roll up your sleeves

&

Do whatever you can do IF E-Learning is helpful to make your students succeed!

References

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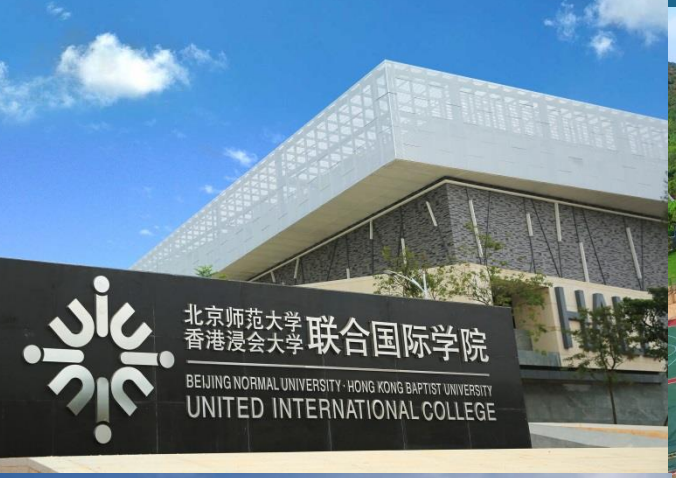

Thank you!

Welcome to UIC!