

**This file contains successes faculty have had in their classes in Fall 2020. Each row states what the faculty member wanted to do and how they did it. These items were provided by faculty in a series of Sharing Our Successes workshops held during the winter break. Feel free to contact the listed faculty member for more information.**

What Was Your Goal	Brief Description of What you Did	Name
Ask questions on discussion board	Every week they have a discussion board to ask questions about that week's lessons. Students can answer the questions.	Soma Datta
Balance fairness and compassion toward students	Whenever I make a judgment call and decide that one student deserves an extension, I make the extension available to all students in that class.	Youssef Hamidi
Connect with students	I sent out weekly "Monday" announcement emails with tips for success to help students. I often include memes or links to fun things. I used some of my weekly emails to remind them to engage in self-care.	Angela Kelling
Connect with students	Use discussion boards wisely. I make sure to be very active on the discussion boards, often commenting on student posts. I also include Q&A threads and a "What made you smile" threads. In my asynchronous class, I embedded questions in my recorded lectures, which led to some great discussions.	Angela Kelling
Connect with students	Several strategies including student profiles with pictures posted to shared discussion board; student discussion board for students helping students; Zoom Meet and Greet for asynchronous classes; for extra credit had team video projects where they form their own teams.	L. Jean Walker
Connect with students and remember both names with a face and their experiences.	Keep track of each student asking them for some initial information, require a current picture, and keep track of communications. Then I can refer back to these notes when connecting with a student.	Leslie M Gauna
Create community and content learning	Intentional Dialogue Protocol for online discussion written interactions. This is a modification of what is known as "active listening" but in writing. Here is how it works: Teller: Use "I statements" Connect your experience with a concept presented in our course. "I think you stated that ...." Make a synthesis paraphrasing with the teller's words. "Your comment about ...makes sense to me"VALIDATION: Validate the teller by using "Your comment about ...makes sense to me".CHECK FOR UNDERSTANDING: At the end of the re-telling ask "Am I with you?" or "Did I get the gist of your thought?" " "Am I with you?" or "Did I get the gist of your thought?" The re-teller becomes a "teller" by stating "Your story reminded me of ...". Connect your experience with a concept presented in our course. You may pose a reflective question. Express gratitude for the opportunity to learn from each other with a phrase such as "Thank you for sharing your thoughts/ your experience" or ""Thank you for reading and commenting on my thoughts/story".	Leslie M Gauna
Create low-stake assessments	Will be using <a href="https://www.mentimeter.com">mentimeter.com</a> more, as well as <a href="https://www.perusall.com">perusall.com</a> to ask questions that all students answer	Anton Dubrovskiy
Create classroom community	Padlet is similar to a virtual bulletin board that allows students to see real time responses. Here is a sample of what Padlet can do from a virtual conference <a href="https://padlet.com/engagedteaching/POD2020">https://padlet.com/engagedteaching/POD2020</a>	Veronica Ortiz
Discuss problems outside of class	Students voted on different apps for online discussion. They voted for Discord and I helped set it up for them to talk anytime they had questions.	Soma Datta
Encourage attendance at Zoom office hours	Designated certain hours for certain courses	Kathleen Garland
Encourage students to solve physics problems	Give two-try "quizzes" where they can work together - they see how they did first time, then they can go back and retake.	Anne Reilly
Encourage weekly attendance and assess understanding of asynchronous lectures	Provided weekly quizzes (typically 10 questions) in BB with allowances to take each quiz up to three times. Quizzes showed up at same time of lecture.	Bill Young
Engage students during Zoom class sessions	Divided class into 3 groups of 10; each group met for one hour of the 3-hour class; had 2-3 students in each group present basic information on the weekly course topics. I followed their presentation with a deeper dive into important elements of the topics.	Kathleen Garland

Engage students in assignment	All students had to present a problem to develop their term project. They were specifically told that they have to have something that would help during the pandemic. They had to market the proposal and those that were selected got extra points.	Soma Datta
Engage students early	I use faculty center to notify students that I will let them work ahead on asynchronous material during the breaks between semesters	Rae Longest
Engage students in projects early	I have added rough drafts in Blackboard that require submission before final project is submitted.	Brenda Fixel
Establish trust among the students	have dicussion thread for introductions where students share a few personal details and respond to each other's posts, so they can see what they have in common (kids, pets, major, etc.)	Sarah Costello
Get students more experience with writing research papers	Give extra credit to peer review of other students' research paper	Gene Shan
Get students to attend synchronous class regularly so they can do weekly in class group activities	I do a pre and post quiz at the beginning and end of class. Both quizzes are the same. The first one is diagnostic and takes attendance, and the post quiz counts but its done after a 20-30 minute lecture and breakout sessions with the students doing a practice problem set in groups of 3-4. They enjoy the random assignmetns to breakout sessions weekly. The quizzes are low stakes grades and a student who is unable to come to class can get to do it outside of class as a post quiz	Femi Ayadi
Give students second try at mastering material	I had an exam that had random questions and no back tracking. Students did not do well. I had them do the midterm again, and the higher score was taken into account. No partial credit the second time.	Soma Datta
Have students map class concepts	I will have students map other projects that are presented to the software engineering concepts. That will grab their attention and also make it clear if they have understood the concepts.	Soma Datta
Hold students accountable	Laying out the expectations that students are expected to attend synchronous class (via an emial) before the semester begins	Femi Ayadi
Improve overall participation in class discussion and balance student voices.	I tried warm calling on students. I have avoided cold calling because I know that many students do not want to speak up. But if you allow the time to prepare or call on three students at the same time and ask for one to answer, it gets greater diversity of who is talking. I also encouraged typing in the chat to participate for more shy students.	Angela Kelling
Increase students communicating with one another and learning from one another	In a synchronous session, have students address questions in small groups or share their class projects or other work. In asynchronous classes, I place students in small groups and they completed small assignments in those groups, mostly with the blog feature.	Christine Kovic
Keep students on Track	My favorite thing I have learned is how to send my students emails at 8 am on Monday mornings addressing deadlines and helpful information on projects.	Brenda Fixel
Know students	Use GroupMe, encouraging messages to the whole group and direct messages. Congratulate them on successes and offer help if they are struggling.	Anton Dubrovskiy
Know students and their career goals	Conduct a simple survey before each semester to understand their career goals and prompt them to think about how the class can help their career	Gene Shan
Know students in the class	I do an Introduction discussion board. For the first thread, everyone has to upload a Photo, and answer several questions. One question they must answer is what is unique and interesting about them. They have to respond to at least 3 posts.	Soma Datta
Know students in the class	I used Blackboard discussion board and created a forum called "Introduction to each other". For my online synchronous section, I asked them to introduce themselves at the first class	Lifei Sheng
Know students in the class	Engage by having students introduce each other (with silly questions - worst gift, worst haircut, etc.)	Laura Guerrero
Learn class preference on in-class vs. online learning	Survey - they did appreciate it greatly (10% of class or maybe even less said in person classes had value)	Lynn Place
Learn students goals/interests	For one homework assignment, I had students pick a math problem which was of interest to them and present it to the rest of the class.	unknown
Make sure students understand main concepts	I will have students map other projects that are presented to the software engineering concepts. That will grab their attention and also make it clear if they have understood the concepts.	Soma Datta
To get better sense of how students are performing	In my undergraduate classes, I give them 3 free late days. I know life happens and this policy helps accomodate.After they use the free late days, there is a deduction per 24 hours.	Angela Kelling
To give students additional opportunities to complete work	In my undergraduate classes, I gave them 3 free late days. I know life happens and this policy helps accomodate. After they use the free late days, there is a deduction per 24 hours.	Angela Kelling
Hold students accountable	Tell students at the beginning they will periodically be asked to answer a question during the lecture. This keeps students actively listening and ready to respond through chat or in person.	Veronica Ortiz