

Opening Session

- 01:44:49 Jessica Mansbach: Feel free to place links to any resources in the chat. We will share the chat on the FOTL website
- 01:44:56 Jessica Mansbach: mentimeter.com
- 01:45:12 Jessica Mansbach: socrative.com
- 01:45:37 Jack Nuelle: <https://jamboard.google.com/>
- 01:47:57 Participant 1: Great use of Jamboard from Participant 3 - she utilized images along with questions which stimulated reflection
- 01:51:36 Participant 2: Participant 1: 🙏 I wish we had more time to unpack it all— everyone in our group had great reflections/responses!
- 01:52:10 Participant 2: [Here is the link to our jamboard.](#)
- 01:54:33 Participant 3: That model of learning is patriarchal, and it is long time to leave that behind.
- 01:55:04 Participant 3: That learning should not be trauma based
- 01:56:43 Participant 3: Thank you for your work with our precious children!
- 01:57:04 Participant 4: Second thank you!
- 01:57:51 Participant 5: What are the best questions that we could list on Jamboard to learn more about students before starting the class?
- 01:58:20 Participant 6: Yes. Love the anti-deficit approach! Excited for you all!
- 01:58:43 Participant 7: I love strengths-based work. I also do that with our college students at Loyola
- 01:59:27 Participant 3: Kindness, grace, dismantling abusive power structures—it is what are called to do.
- 02:02:05 Participant 8: Binod, I'm planning to ask students to post what they are most looking forward to and what they're worried about for coming back in-person.
- 02:03:23 Participant 9: I like the comment about students also seeing us as humans. This is an aspect that was missing this year. We are also experiencing life in the pandemic alongside our students.

Actionable Tools for Student Engagement

Session Description: The presenters will discuss different strategies they used to keep students engaged on Zoom...and what they're taking back to the classroom after remote learning.

Presenters:

- **Tim Reynolds** (*Department of Political Science, Loyola University Chicago*)
- **Avery Smith** (*Department of Philosophy, Loyola University Chicago*)
- **Marianna Swallow & Alyssa Burns** (*Loyola University Chicago School of Communication*)

00:24:29 Participant 1: The slide with your wife and tribe, and the running, your past career. helped me to have insight into you

00:24:46 Jack Nuelle: Feel free to comment or offer your own experiences with engagement in the chat!

00:27:24 Participant 2: This is such a great perspective for the beginning of the semester now.... for the first day of class

00:27:54 Marianna Swallow: Welcomed & like their voice matters

00:28:02 Participant 3: curious

00:28:07 Participant 4: Encouraged

00:28:13 Participant 5: Confidence.

00:28:14 Participant 6: supported

00:28:25 Participant 7: Accepted and optimistic

00:28:28 Participant 8: Safe

00:28:29 Participant 9: A sense of community

00:28:30 Participant 10: Included in a community

00:28:31 Participant 11: affirmed

00:28:34 Participant 12: Like they can exist fully in class. And outside.

00:28:36 Participant 1: 3 c's comfortable, connected, confident

00:28:40 Participant 2: i can say if you like... should I unmute?

00:28:57 Jack Nuelle: Minerva feel free to raise your hand

00:28:57 Participant 13: understood

00:29:42 Participant 4: Empowered

00:29:44 Participant 2: Can't find how to raise the hand

00:32:02 Participant 1: So I hear you speaking to also setting boundaries within the guidelines

00:32:09 Marianna Swallow: I like Minerva's comment. Personally, I don't want my students to feel "comfortable" - yes, I want them to feel safe, but often comfort =no growth, no challenge.

00:35:04 Participant 8: Know their names

00:35:12 Participant 9: Emotional check-ins

00:35:44 Participant 15: I welcome my students 1st day of class and have them introduce themselves as well as present one unique item about themselves.

00:36:03 Participant 2: When I teach MA students, I give them my personal phone number for emergencies (I did that during the COVID)

00:36:17 Participant 7: You can also look up the class photo roster on LOCUS before the first day. Pretend you just memorized them on the spot and MINDS BLOWN ;)

00:36:21 Participant 1: Learn the things that bring interest to them. and also become aware of their styles of learning

00:36:41 Marianna Swallow: talk about pop culturey things they enjoy

00:36:46 Participant 16: Ask them to share something that we cannot tell by looking at them but it's important to who they are. They really like this.

00:36:50 Participant 15: Also, ask them what they want to accomplish in the class.

00:36:52 Participant 2: I have an ice breaker question at the beginning of each class

00:37:00 Marianna Swallow: ^ love icebreakers!

00:37:31 Marianna Swallow: alyssa and i will speak about those

00:37:37 Participant 17: I ask students if they ever met a famous person and what happened. Such great stories on day one!

00:37:42 Participant 1: Good stuff

00:37:46 Participant 2: I like you said that, why you are here?

00:38:02 Participant 17: See? Great story!

00:38:02 Participant 2: Those are so great ideas!!!!

00:39:01 Jack Nuelle: Safe discomfort is a framework I like for thinking about growth opportunities in class

00:40:24 Participant 1: Yes when I soeak of being comfortable it means through creating a safe environment and a room that is tilled with colorful prompts for learning. Remember I am middle school lol

00:44:02 Marianna Swallow: Really good!

00:44:11 Participant 7: Highly caffinated

00:44:12 Participant 2: Busy, but wonderful!!!

00:44:14 Participant 15: Doing well, thanks!

00:44:19 Participant 18: Fabulous day!

00:44:22 Participant 19: Feeling eager

00:44:26 Participant 20: Great-

00:44:32 Participant 5: Good! Lot's too do.

00:44:32 Participant 16: Peaceful

00:44:33 Participant 4: Blessed and stressed :p

00:44:34 Participant 1: I am blessed

00:44:38 Participant 21: Doing well thanks!

00:44:40 Participant 8 : Me too Ryan!!! Coffee!!!!

00:44:40 Participant 22: Getting better

00:44:50 Participant 23: Loaded with information, but loving it

00:45:07 Participant 24: Doing great

00:45:15 Participant 25: Excited and nervous

00:47:24 Participant 2: That's a wonderful technique!! I say good morning to my students and ask them how they are doing, but I should wait a little more for everyone perhaps to answer :)

00:49:14 Participant 1: It shows you care about them as a human being

00:52:24 Participant 11: Ditto! Creating a positive & validating classroom culture & climate is essential. 👍

00:53:21 Participant 2: This reminds me: In a class long time ago a MA student mentioned he had an argument with his wife. I said bring flowers to her. He actually did and then he said in the class it went very well at home because of the flowers :)

00:53:33 Marianna Swallow: awwwww!

01:06:39 Participant 2: I do that!!! Oh wow! I ask them for the news

01:09:52 Participant 2: do they answer the chat on the whiteboard at the beginning of the class or when they are leaving the classroom?

01:10:16 Participant 23: I once had a student share that using "stand up" in class was difficult for her as she had physical implications when asked to stand. She suggested giving options... stand or raise a hand, etc.

01:12:09 Participant 8: Love that!

01:14:03 Marianna Swallow: Minerva: chat as they enter/whiteboard as they enter

01:14:09 Marianna Swallow: courteny - yes, allow for that

01:14:40 Participant 8: Humanizing yourself

01:14:43 Participant 23: I love the one minute paper ideas. great way to get formative data!!

01:15:07 Tim Reynolds: Love the multiple ice breakers!

01:15:14 Participant 10: How cool you both are.

01:15:15 Participant 24: One minute paper and pairing up to introduce each other

01:15:16 Participant 11: Teach Backs & One Minute Paper -- are great! Definitely will incorporate - thank you!

01:15:17 Participant 5: I was drawn to the ice-breakers...very creative.

01:15:19 Participant 26: Ice-breakers for good energy from the start

01:15:37 Participant 18: Lots of actionable and fun activities, exercises, very creative and applicable to different class situations

01:15:45 Marianna Swallow: @mark - thanks!

01:15:46 Marianna Swallow: :)

01:15:48 Tim Reynolds: Teach back and feedback.

01:15:49 Jack Nuelle: I love the opportunities to share what pop culture they're engaging with--it's the great connector

01:15:50 Participant 15: Asking students about what they learned from the day's class.

01:16:24 Participant 1: Connecting the ice breakers as we gain knowledge of who the students are and their interests. Show something

01:16:43 Participant 23: Also, I think the connection to current events is great. So important with the students that we serve!

01:17:01 Participant 1: Show something

01:17:02 Participant 16: I like "find something for 30 seconds."

To Foster Cura Personalis, Be Multifaceted

Session Description: We recognize the complexity that is part of human life; we address this complexity in a compassionate and holistic way that meets the students where they are at. We will offer a case study through which we can address ways in which cura personalis is best served if it follows a multifaceted approach.

Presenters:

- Nicole Sumida & Sarah Shaaban (Office of Student Success, Arrupe College of Loyola University Chicago)
- Shannon Gore (Communications, Arrupe College of Loyola University Chicago)
- Susan McCarthy (Business, Arrupe College of Loyola University Chicago)

Resources:

[Jamboard Link](#)

- 00:34:37 Participant 1: I would first sympathize with her and help her think through her feeling
- 00:36:30 Participant 2: Acknowledge how hard this must be for the student.
- 00:36:42 Participant 1: See if she is able to arrive at a solution that works for her
- 01:00:10 Participant 3: The good news is, we know what we personally need to survive and thrive now - So hopefully we can apply that same grace and understanding and mindfulness to our students and colleagues
- 01:03:59 Participant 4: Student centered: I use weekly check-ins in class to give students a chance to share how they're feeling and connect with one another. This past year common themes were lonely, isolated, and anxious. (Sorry - on iPad)
- 01:04:46 Participant 2: This is a tough one for people who are very private!
- 01:11:35 Participant 2: I've seen that referenced as "empathetic distress"
- 01:11:42 Participant 2: Or compassion fatigue
- 01:18:40 Participant 5: We also have Supplemental Instruction and Success Coaching in the Tutoring Center
- 01:23:36 Participant 4: Also CARE in the Dean of Students office allows faculty to refer students to important resources

Don't Throw It Away: What to Keep from a Year Online

Session Description: This session highlights the ways in which faculty can leverage all the learning materials, activities, and content they built over the last year-and-a-half as they return to in-person teaching.

Presenters:

- **Briana Allen** (Office of Online Learning at Loyola University Chicago)
- **Chris Dickman** (Office of Online Learning at Loyola University Chicago)
- **Tricia Donovan** (Office of Online Learning at Loyola University Chicago)
- **Kristlyn Thomas** (Office of Online Learning at Loyola University Chicago)

Helpful links:

[Technology by classroom](#)

[Guidelines for recording students during online classes](#)

- 00:24:57 Participant 1: I made many better power points. I can use them this term.
- 00:25:15 Tricia Donovan: That's great, Participant 1! PowerPoints are great virtual learning objects!
- 00:25:25 Participant 1: I had online quizzes and assignments and I will use some of them
- 00:25:39 Participant 2: New types of case studies
- 00:26:08 Participant 3: I used the Lessons tool quite a bit, including checklists. Also did peer review of writing in Sakai (Forums). Used Forums more for discussion threads.
- 00:26:11 Tricia Donovan: Emily, were these case studies in video or written format?
- 00:26:27 Tricia Donovan: Julie, I love checklists! They're so helpful for students!
- 00:28:12 Participant 2: I adapted existing PPT case studies (written, I guess) that were presented in our synchronous sessions. I was tired of the format they were in and I suspected the students were too. Just changing the format (types of questions, using charts) helped to re-fresh.
- 00:32:45 Chris Dickman: That's great, Emily. We've talked to a lot of people where the change in class mode highlighted places where students were maybe less engaged that we would have liked. The pandemic ended up being an opportunity to see these and make changes like that.
- 00:36:38 Participant 5: I know some students feel that the flipped classroom takes up a lot more time for them. Has anyone found a good way to find ways for students to excel in time management with using the flipped classroom?
- 00:38:50 Participant 2: That's a great question Participant 5, my concern is the hesitancy that if I ask them to listen to the lecture ahead of class time, they will either not do so or complain that I'm making them "teach themselves". There are also concerns of how many clock hours I can ask for.
- 00:40:42 Chris Dickman: Hi Participant 5, that's a good point - students may find themselves doing a little more outside of class than they are used to. I'd love to hear from others if

they have found specific tips or methods for this, but I think it reinforces the need to address it with students directly. We can sometimes assume students will develop these "extracurricular" skills on their own, but they may not be!

00:41:02 Participant 6: I use a lot of flipped teaching, and one thing I've brought up to the students (compassionately!) is that learning is hard work. It's important to do the work of learning to really understand the material. Passive learning is easy but ineffective. Being transparent about your goals and why you're asking them to do this work has helped me with student hesitancy.

00:41:35 Tricia Donovan: Participant 5, you're definitely right that students can feel a flipped classroom takes up more time. But in actuality it's shifting where the learning takes place. For instance, in a more passive classroom they listen to a lecture with maybe a little bit of discussion, and then they go home and they complete assessments on their own. Flipping that to make the lecture outside class time, and then doing the assessment in the class (either through an activity or project-based small group assignment) means that they're not spending more time, just in different ways

00:43:17 Chris Dickman: Flipping the classroom may not be totally comfortable for students at first, because they are used to another model. So being open about how you are teaching, why you're doing it, and what students should expect is important.

00:43:27 Tricia Donovan: Communicating your goals and ways in which students can be successful in taking control of their learning, is a really important aspect of this model

00:44:08 Participant 1: I think it's very smart to make changes incrementally.

00:44:14 Participant 5: Does anyone make the pre-class work worth points as an assignment?

00:44:21 Participant 2: Thank you, these are all good points

00:45:27 Participant 6: Who would help us edit a Panopto video?

00:45:31 Briana Allen: online@luc.edu

00:45:36 Tricia Donovan: A low-stakes assignment (like a small quiz in the tests/quizzes tool) to hold students accountable has been shown to really help get students to complete the work before coming to class.

00:46:20 Participant 1: How can we help students who might have to be absent for 10 days+ if they test positive for covid?

00:47:18 Participant 8: In one of my classes I give students a choice of either taking a short quiz or writing a short reflection on the reading material. Students liked having the choice of one or the other. And I allow them to drop the lowest grade for that activity at the end, so they can miss one without being penalized.

00:48:04 Participant 1: How do we learn to do high flex. It seems really hard. We don't have camera people?

00:48:48 Participant 3: Do we need to then get special permission from the other students to record this semester?

00:48:55 Chris Dickman: Great idea, Participant 8 - that really shows the benefits of the flexibility we mentioned and how it can still be something we use going forward.

00:49:11 KristlynThomas: <https://www.luc.edu/its/itrs/classroomtechnologies/hyflexclassrooms/>

00:49:12 Participant 8: At the provost's session last week, she or someone else said that we wouldn't be going to hyflex.

00:49:31 Participant 10: When you copy a previous version of your class into a new one, is the move of Panopto videos automatic?

00:49:48 Chris Dickman: Participant 3 - if you record a lecture with students and ONLY share it with other students in the class, you don't need special permission to record - you just need to notify students they will be recorded.

00:50:02 Participant 1: Thank you. I don't usually allow computer use during class, but I could ask a student to be the camera person. I like to move around the classroom as the students work in groups. Do I have to stay on the podium?

00:50:13 Participant 3: Yes, I also heard the provost say that in-person instructors wouldn't be expected to do hyflex

00:50:31 Participant 1: Thank you.

00:50:56 Participant 9: Participant 10: you will need to move your Panopto recordings into the new folder: <https://loyola.screenstepslive.com/s/17190/a/1431319-how-do-i-copy-or-move-a-panopto-session-to-another-panopto-folder>

00:55:31 Participant 11: I think it is also helpful to re think your lecture content and break it up into smaller more manageable chunks for recorded lectures- 20 minute lectures rather than a traditional 50-and hour that way they can organize their time more easily

00:56:02 Kristlyn Thomas: That is a great point Christine!

00:57:34 Participant 4: Who should we contact to have microphones in the classroom?

00:57:54 Tricia Donovan: Christine, you make a great point about organizing your lectures into smaller chunks. it really helps students absorb material when they aren't 40 minutes long

00:58:13 Participant 1: My classes usually compiled in about 2 hours.

00:58:17 Kristlyn Thomas: Participant 4, you can reach out to itsservicedesk@luc.edu.

00:58:26 Tricia Donovan: Thanks, Kristlyn!

00:58:50 Participant 12: I would like to record the first-class lecture and ask students to view it before they come to the first class (this is grad stats). Is that OK?

00:59:39 Participant 4: Thanks!

01:00:25 Chris Dickman: Hi, Participant 12- yes, that should be fine. I think if your class is on a Monday, make sure to send the class an email to remind them.

01:00:49 Participant 4: Could you post Cathy's email again? I can't find it

01:01:09 Chris Dickman: Probably a good idea to specifically email them about anything to do before the first class, no matter the day, actually!

01:01:24 John Gurnak: kchavez@luc.edu

01:02:28 Participant 1: I'm going to tell them to record the names of people in their groups everyday.

01:02:58 Participant: 14 I am doing my group work via zoom and have set aside time during the semester to do that --set that up " just in case"

01:04:11 Participant 1: But students almost always sit in the same place, except for group work.

01:05:02 Briana Allen: itsservicedesk@luc.edu

01:06:17 Participant 10: So, just to make sure: microphones are not provided?

01:06:52 Participant 4: From what I read, not all classrooms have microphones

Student Engagement Strategies Across Multiple Audiences

Session Description: In part 1, we will address engaging non-science majors in Tier I and II CORE science courses, with a focus on recognizing the types of majors taking these courses; identifying sources of science anxiety; developing strategies for engaging non-science majors and making connections with their lived experiences. Strategies of participant polling, technology assisted student presentations, breakout rooms, and flow charting will be discussed. In part 2, we will discuss how professional learning sessions for Chicago Public School science teachers reveal successful strategies for engaging students in the science classroom. The applicability and advantages of these strategies with students of all levels across all content areas will be discussed.

Presenters:

- **Rachel Shefner** (Assistant Provost for Accreditation and Assessment at Loyola University Chicago)
- **Paula Tomczak** (Department of Anthropology, Loyola University Chicago)
- **Kristin Krueger** (Department of Anthropology, Loyola University Chicago)

00:55:50 Participant 3: [Engagement examples](#)

01:07:46 Participant 5: it's a nice framework to stimulate conversations

01:08:40 Participant 6: University students' attention spans aren't that much bigger than k-8. Using engaging techniques like this help break up lectures!

01:08:59 Participant 2: 😊 ^^truth be told

01:10:01 Participant 7: This is similar to the think-pair-share that many in biology use in the classroom.

01:11:28 Participant 2: Thanks for providing these strategies within a context of transferable knowledge areas—helps to facilitate connections between different backgrounds/experiences.

01:12:29 Participant 8: <https://www.peardeck.com/googleslides>

Teaching Critical Thinking: Why is Critical Thinking important and How Can we Teach It, Practice It, and Improve It

Session Description: Why is critical thinking important and how can we teach it, practice it, and improve it? This session highlights the teaching of critical thinking skills, including discussion of blending disciplinary content with guidance on "how to think" versus "what to think", and identification of challenges and approaches to teaching critical thinking in virtual and actual classrooms. Participants will gain an understanding of: 1) teaching strategies that actively engage students in the learning process; 2) how to blend disciplinary content with guidance on "how to think"; and 3) assessment strategies that require critical thinking and intellectual challenge. Strategies to engage FOTL participants include polling, interactive sharing, and team exercise.

Presenters:

- **Marymargaret Sharp-Pucci** (Loyola University Chicago Parkinson School of Health Sciences and Public Health)
- **John Brady** (Loyola University Chicago Parkinson School of Health Sciences and Public Health)

00:19:03 Participant 1: Critically: providing not just the info but the way things are done. (1) I need to think critically at all the times :)

00:19:29 Participant 1: Out the box...

00:19:35 Participant 2: I tell students it's thinking on purpose

00:19:42 Participant 3: questioning the messages that we receive, not just accepting things as fact.

00:19:45 Participant 4: Analysis of data and cues to understand a problem or process.

00:19:46 Participant 5: Evaluating cause and effect in a situation and then responding to that evaluation

00:19:58 Participant 6: Identifying the problem and thinking of multiple solutions and answers that could work and why.

00:20:03 Participant 7: Examining the epistemology of something and what is informing a thought/idea/belief

00:24:49 Participant 1: I am in H Care Administration, too... :)

00:31:57 Participant 8: He's driving very slowly.

00:32:15 Participant 1: The cat 'jumped" before he did...

00:32:29 Participant 9: He's an anime character, so this doesn't follow the ordinary rules we expect in traffic.

00:32:42 Participant 2: His eyes were lit up

00:32:43 Participant 1: i love that one!!!

00:33:30 Participant 1: i see it.. we do not take some time to respond before we speak :)

00:33:58 Participant 1: Receivers of info

00:38:56 Participant 1: Oh yes... they say that :)

00:52:40 Participant 9: I can't see the picture.

00:52:42 Participant 5: A cake

00:52:44 Participant 3: ingredients for cookies

00:52:47 Participant 1: Making breakfast

00:52:53 Participant 4: Recipe ingredients

00:52:54 Participant 10: Chocolate pancakes

00:52:59 Participant 1: clean place to cook

00:53:01 Participant 3: careful measurements

00:53:10 Participant 11: food that can be used in multiple ways

00:55:19 Participant 12: I think Emile Durkheim said this 100 years prior to computers

00:55:51 Participant 1: We can get something similar from Adam Smith too

01:00:15 Participant 9: And they need good nutrition to heal.

Reconsidering Class Time

Session Description: Following our forced transition to mostly online instruction during the COVID-19 pandemic, many instructors took the opportunity to rethink how we utilize in-class and out-of-class time

in our courses. Many faculty created asynchronous learning materials and also increasingly focused on fostering a sense of community and presence while in this online environment. When returning to a "new normal" in Fall 2021, we intend to consider which of these alterations were temporary adjustments in response to the circumstances, and which could be implemented as permanent changes to improve how we teach - and how students learn - in the future.

Presenters:

- **Susan Haarman** (Center for Experiential Learning, Teaching & Scholarship at Loyola University Chicago)
- **Eric W. Gobel** (Department of Psychology, Loyola University Chicago)
- **Ryan Leach** (Department of Psychology, Loyola University Chicago)
- **Susan McCarthy** (Business, Arrupe College of Loyola University Chicago)
- **Stacy Neier Beran** (Loyola University Chicago Quinlan School of Business)

00:35:40 Eric Gobel: Poll results: #1 - class discussion 81%; #2 - lecture 75%, #3 - group work 63%

00:35:53 Stacy Neier: Lecture almost had the top slot, 1 vote!

00:36:41 Participant 2: What would you consider a waste of time?

00:36:56 Participant 3: Fighting with technology

00:37:02 Susan Haarman: ^^^^^

00:37:09 Participant 4: Grading

00:37:43 Participant 5: I do online tests and review results in class.

00:37:52 Participant 6: sharing the poorly designed PowerPoints that come with the text (typically cut and paste from the book)

00:38:04 Participant 7: Telling students, the same information that they can easily get on their own (reading, etc.).

00:41:19 Participant 8: Waste of time: watching long videos during class time.

00:51:05 Stacy Neier: Thanks, Eric! Will you continue to ask students for their self-report stance on if/how they did the reading?


00:52:11 Eric Gobel: Yep, I always ask this at the end of the course though a survey on MS Forms (along with other targeted feedback questions)

01:00:28 Participant 2: Always good to show students you have a sense of humor!

01:00:47 Stacy Neier: ^^ we can't take ourselves TOO seriously!

01:02:31 Susan Haarman: I'm having flashback from high school AP stats

01:03:18 Stacy Neier: Fly-fant!

01:03:19 Participant 9: Piglet 

01:03:53 Susan Haarman: They look like a D&D villain

01:11:43 Eric Gobel: Next spring, I'll miss the 30 mins between classes - could actually talk to students after for a few minutes in a relaxed way instead of rushing to get out of the classroom

01:12:33 Stacy Neier: I actually am curious about the 30 minute break too! I wanted to squeeze in micro-office hours during that time.