



TAKING THE TEMPERATURE IN THE ONLINE CLASSROOM

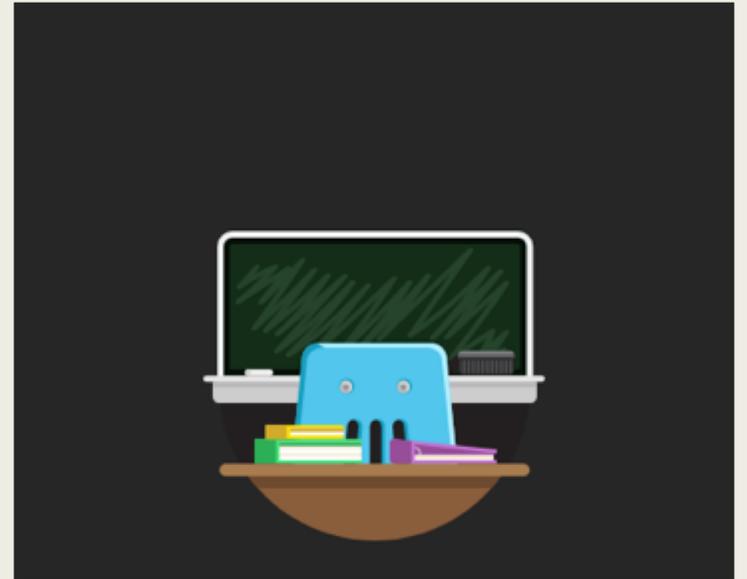
Learning the tools to make your online learning successful and engaging

- These slides have been created collaboratively by the members for the StFX Task Force for Online Preparedness, the Teaching and Learning Centre, and the Faculty Development Committee to support online learning in the Winter 2021 Semester.
- They are suggested guides and we invite faculty to personalize and tailor them for their own online teaching, if they wish.



Overview for *Taking the Temperature* in an Online Classroom

- Using Simple surveys
- Using the Polling feature



For more information on polling, see

https://help.blackboard.com/Collaborate/Ultra/Participant/Participate_in_Sessions/Polls

Surveys and Polls for Taking the Temperature in an online classroom

- In an in-person classroom, the instructor observes non-verbal cues and body language of the students to assess their level of energy, fatigue, engagement or disengagement, excitement or frustration.
 - *Instructors in in-person classes often make adjustments to their teaching based on ‘reading the room’. This might include taking a few moments to encourage the class or making some space for students to talk about where the stress is coming from.*
- In the online classroom, we describe two simple ways to ‘read the room’
 - *simple surveys and polls*

These strategies give the instructors a window into how the students are feeling.

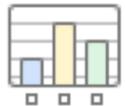
The Polling Feature

The Polling feature gives the instructor an opportunity to gather feedback about how students are feeling.

The Polling feature can also be used as an informal assessment tool to assess students' understanding of content.

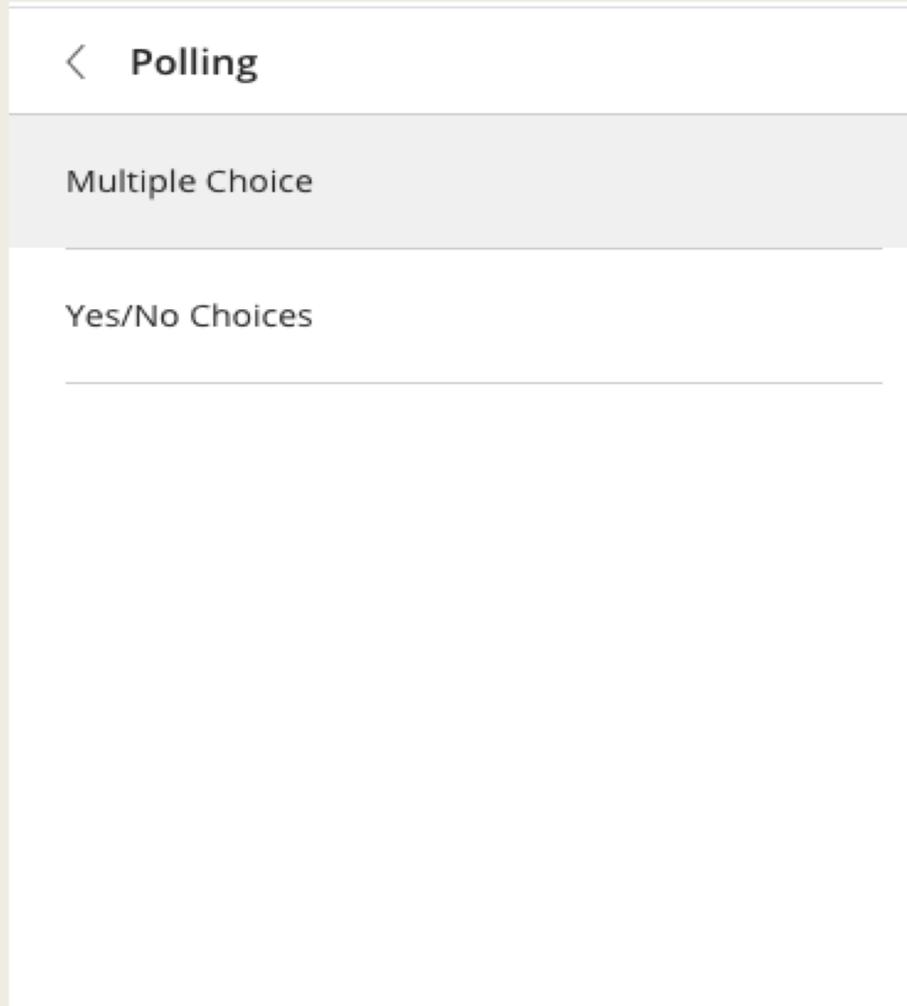
The Polling Feature can be found by opening the Collaborate Panel.

Polling



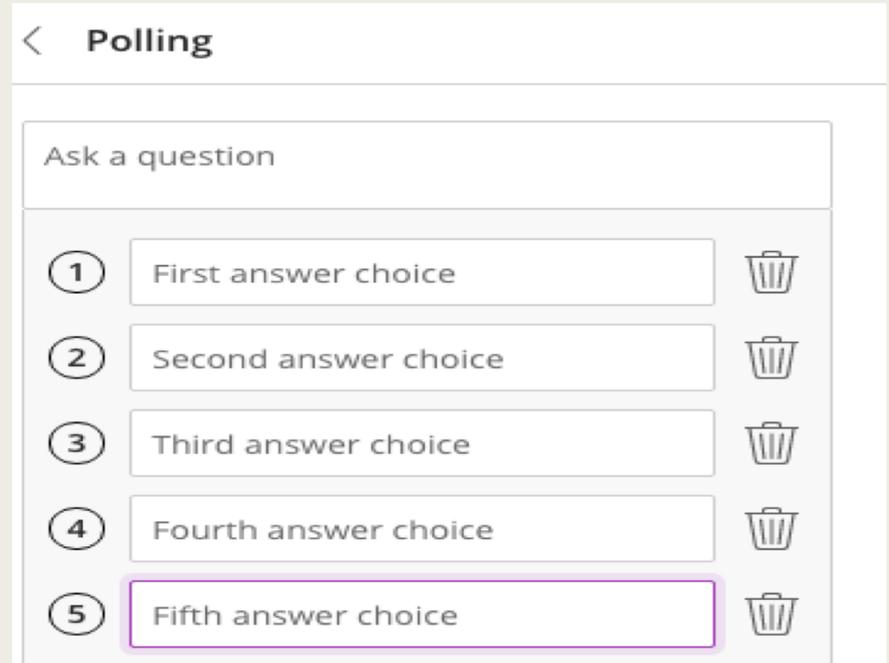
Moderators can start and run polls during a session.

Open the Polling icon.
Instructors choose **multiple choice** (up to 5 options) or **yes/no choices**.



A screenshot of a mobile application interface. At the top, there is a back arrow and the word "Polling". Below this, there are two menu items: "Multiple Choice" and "Yes/No Choices". The "Multiple Choice" item is highlighted with a light gray background. A horizontal line is visible below the "Yes/No Choices" item.

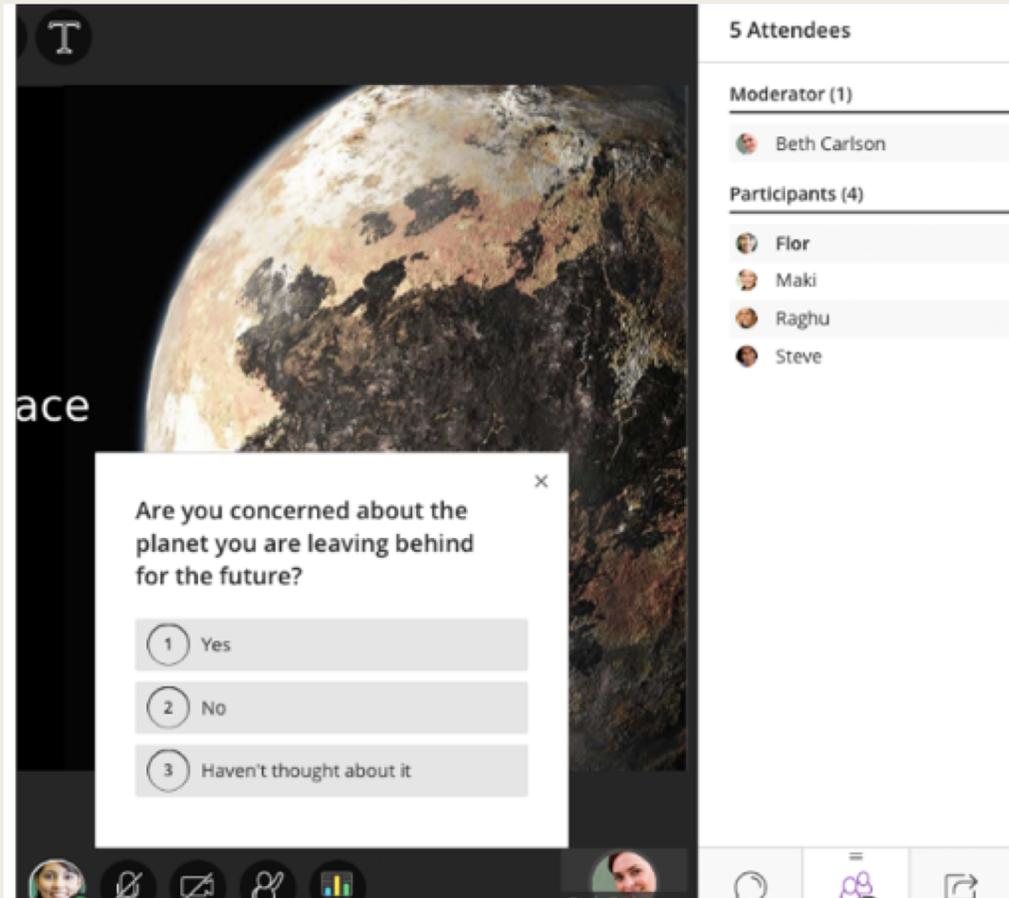
When we chose **multiple choice**, we write the question and answers in the boxes*



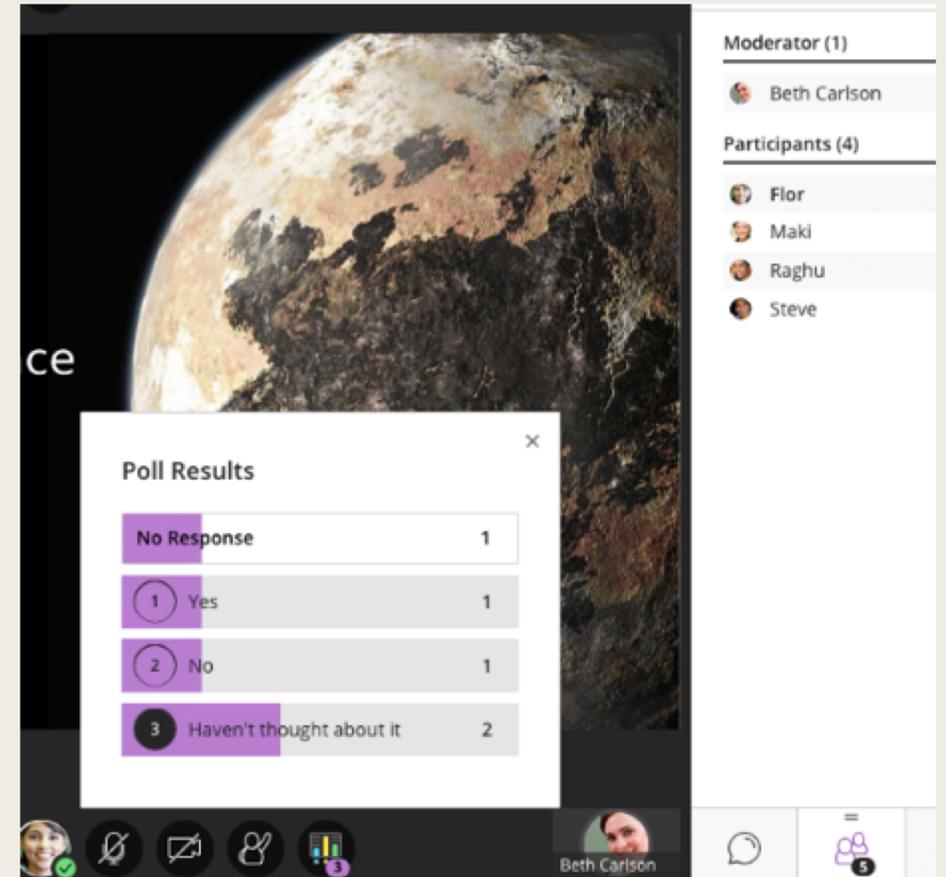
A screenshot of the "Polling" question editor interface. At the top, there is a back arrow and the word "Polling". Below this, there is a text input field labeled "Ask a question". Underneath, there are five numbered rows, each with a text input field and a trash icon to its right. The rows are labeled "First answer choice", "Second answer choice", "Third answer choice", "Fourth answer choice", and "Fifth answer choice". The "Fifth answer choice" row is highlighted with a purple border.

*If you don't want to type out the question and responses during the class time, you could prepare them in advance as a slide. You can then name the poll *Question #X*, and participants will see the response options on screen

In this example, the instructor created 3 questions. This is what the students see on their screen.



When students have indicated their choice, the class results appear on the screen in purple. The results are anonymous.



Check in – how are you feeling entering week 7 of the term?



- 1. I am feeling really good and feeling like I have the resources and energy I need to do my leadership role. I'm doing this pretty well.
- 2. I am feeling somewhat good and feeling like I have the resources and energy I need to do my leadership role. It's not perfect but I'm doing ok.
- 3. I am finding it pretty hard to juggle all the pieces I have to juggle both at school and also managing myself the people in my personal world. I am feeling stressed and tired.
- 4. I am really finding it a struggle to keep working amidst COVID. I have December energy and it's only October.
- 5. I'd rather not say....

Sample poll questions from a graduate course in Fall 2020, amidst COVID.



The responses to this poll indicated the majority of students chose response 3 or 4.

Based on this response level, the instructors took extra time to open the mic (the chat box can be used too) and have a conversation with the students in which they could share some of their challenges.

Students had their feelings validated and it helped the instructor make some small and important adjustments to the course as it progressed.