

How Remote Instruction Engagement Activities Address Cognition, Identity & Community, and Power

Same and Different

Enactment: This activity can be implemented using any free polling tool, such as www.pollev.com, www.menti.com, such as Echo360). Breakout rooms of ~4 people are asked to do the following: *Discover what you have in common with each other (besides obvious things like being at UMass Boston). You have 5-6 minutes. Share your 3 responses in (poll link) using a code that is provided.*

Cognition

Helps students to surface what is important to them. Sharing these anonymously in a poll invites recognizing some of what is important to students in their lives outside the class.



Power

Elevates agency of students in a class by communicating that who they are is important to what goes on in the class.

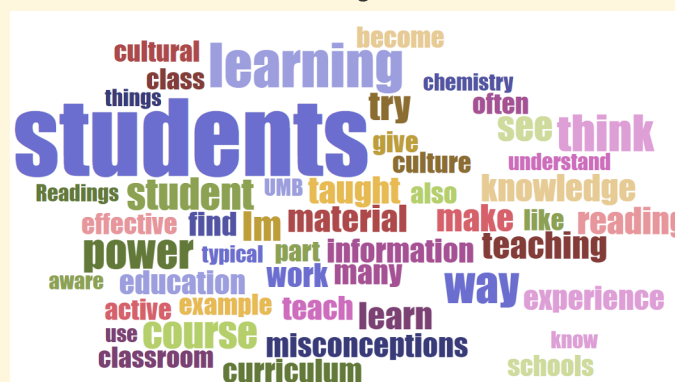
Identity & Community

Creates community by facilitating student-student interactions. Encourages students to share aspects of their identities, and thus to begin the process of building connections and trust. This is particularly important in remote learning environments.

Word Cloud

Enactment: The instructor shows a word cloud made using the reflections written by everyone, in this case reflections by the participants in the workshop on the pre-workshop reading assignments. The instructor then invites and reflects with everyone on what can be learned from the word cloud. This was used during the Engage phase of the learning cycle design of the workshop.

What about the reading resonated with us?



Cognition

Surfaces common ideas present in a class about a topic that is about to be learned. This allows faculty to pay attention to knowledge and beliefs that learners bring to a task.

Power

Addresses power dynamics by elevating students' voices in the classroom.

Identity & Community

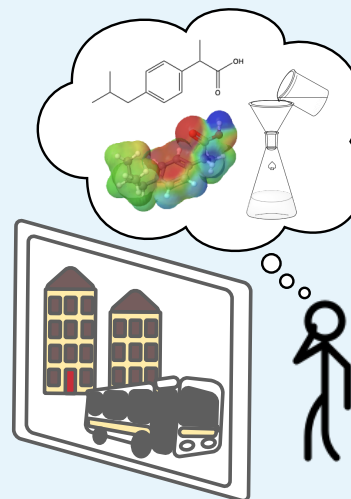
Gives students a way to see their own ideas valued, and also examine how their ideas connect with (and sometimes differ from) those of others in the class.

Utility Value Assignment

Enactment: In this values-affirmation activity based on stereotype threat and cultural mismatch research, students are asked to elect a concept or issue that was covered in a unit and formulate a question. They write a 1-2 page essay addressing their question and discuss the relevance of the concept or issue to their own life. They are explicitly asked to include some concrete information that was covered in the unit, and explain how the information applies to them personally using examples.

Cognition

Creates a mechanism to focus on ways that what students are learning relates to who students are. Primes value for course material before an assessment using a mechanism that reduces stereotype threat and cultural mismatch.



Identity & Community

Gives students ways to honor, use, and adapt cultural practices of their own to make sense of what they are learning.

Power

Communicates a message that how students consider the relevance of what they are learning to their own lives is important in the discipline.

Gallery Walk

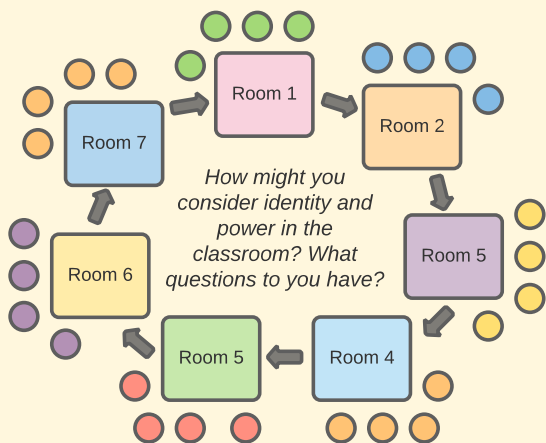
Enactment: Participants work in breakout rooms using Jamboard (each breakout group has its own page). First, groups place information on the breakout room board. Then, after instructions in main room, groups return to breakout rooms and begin a gallery walk on page n+1, reviewing and discussing what was posted there, and adding to it if they wish. This was used in an Evaluate phase of the learning cycle, to connect back to the Engage ideas.

Cognition

Gives students ways to monitor their changing conceptions as learning proceeds.

Power

Elevates students to the role of co-teachers of each other.



Identity & Community

Creates a space where students jointly solve problems that have connections to everyday life, doing so with more knowledgeable others (each other). Provides a mechanism for students to use new tools in increasingly expert ways.

