

02:07:51 Jordan Farris, Moderator: Link to Google Slides to save for later:
02:07:54 Jordan Farris, Moderator:
<https://docs.google.com/presentation/d/10XzY638eQ8cdp7s21xcmJUcrYro9a6ivd4P5XgymoPU/edit#slide=id.p1>
02:10:53 Christina Cuka: Thank you for the link Jordan!
02:15:00 Forrest Bollow, Moderator: Feel free to post any questions here, and we will address at the end of the presentation. Thanks
02:15:06 Mike Abels: This morning at MOSDOH was a class that has been the most interactive with students thus far. The teacher collaborated with a student, together they put together a power point and they co-taught the class.
02:15:28 Forrest Bollow, Moderator: Cool idea
02:15:43 Brittany Williams: Interesting!
02:15:47 Mike Abels: Wish it was mine, but I'll claim credit here.
02:15:52 Brittany Williams: hahaha
02:16:32 Melanie Davis, Moderator: Thank you for sharing @Mike Abels!
02:17:19 Saudamini Wadwekar: how long is the attention span that students have in your experience? is there a maximum timeframe we should have to maximize engagement?
02:20:08 Jordan Farris, Moderator: @Saudamini - Great question. I'll toss this to our featured speakers during question time.
02:21:49 Jordan Farris, Moderator: Are you all finding that your students are as tech savvy as we tend to assume? Or are they also struggling with technology?
02:23:08 Tracy Ellison: a little bit of both, I don't think it's safe to assume they are tech savvy just because of their generation
02:23:15 Patricia Inks: It is a mix, for sure. Some run circles around me, others are clueless
02:23:52 Heather Johnson: We have students who are very tech savvy, some kinda and some not at all.
02:24:21 Mike Abels: I've occasionally showed a student how to do some the thing - all I can say is OK Boomer!
02:24:21 Jim Farris: Ditto to what Heather, Patricia, and Tracy posted.
02:25:01 Jordan Farris, Moderator: @Mike - haha!
02:25:06 Mike Abels: ...*tech thing
02:25:07 Forrest Bollow, Moderator: @Mike--Funny, my youngest tells me that all the time
02:25:40 Jordan Farris, Moderator: Thanks for chiming in, all. We see the same variation of experience levels that you are seeing.
02:28:57 Jordan Farris, Moderator: Any questions or thoughts? We're collecting them for the question portion. :)
02:30:52 Mike Abels: He mentioned self and peer assessment. These intrigue me because student participation/interactions is always a challenge.
02:30:55 Heather Johnson: I think it would help if you described some assessment examples that would be considered formative assessments and which ones would be considered summative assessments.

02:32:39 Jordan Farris, Moderator: @Mike - equally intrigued. Will ask them. :)

02:32:51 Forrest Bollow, Moderator: Thank you Heather, we will ask this

02:32:58 Heather Johnson: Thanks

02:33:02 Jordan Farris, Moderator: @Heather - Great point. We can ask for some clarifications/examples.

02:33:28 Lori Bordenave: Does there come a point in time when assessment of psychomotor skills must be done in a face-to-face format in health professions programs?

02:34:49 Jordan Farris, Moderator: @Lori - Great question, Lori. We'll toss it to the speakers. We recognize accrediting standards still hold us to in-person/in-clinic summative assessments.

02:37:34 Jim Farris: I use Kahoot for a low-stakes review of students understanding of lecture topics. It's fun and I can quickly see the areas where student understanding is lacking.

02:38:24 Heather Johnson: Agree Jim. Just learned a whole bunch about Kahoot lately!

02:38:38 Jordan Farris, Moderator: All: Here is a link to a document created for last week containing "clinical assessment jargon". You will find some definitions given for formative/summative assessment and synchronous/asynchronous learning:

02:38:45 Jordan Farris, Moderator:
<https://docs.google.com/document/d/1hSJYQ7t7XvPqygg-e8ifYVJyoVvD0e6wJsyJaMx7kPI/edit>

02:38:58 Jordan Farris, Moderator: Yay, Kahoot!

02:40:58 Patricia Inks: how many students are in a class usually? tough to give a lot of feedback with a lot of students

02:41:43 Jim Farris: @Patricia - 62 students,... yes it does take time to give feedback!

02:41:59 Jordan Farris, Moderator: @Patricia - So true. We'll toss this question their way, too.

02:44:00 Barbara Maxwell: I would suggest that in effective online education efforts for faculty shift from delivery to student guidance and feedback

02:44:55 Jordan Farris, Moderator: @Barbara - Love the suggestion, Dr. Maxwell. :) "Facilitator" instead of "eye of the needle."

02:45:43 Lynda Konecny: Peer review is very helpful, especially for our graduate-level students. They need to learn how to provide peer feedback in their professions anyway, so having peer review is beneficial for the reviewer and the person being reviewed.

02:46:10 Forrest Bollow, Moderator: @Lynda--Great point

02:46:35 Jim Farris: It seems we can observe most psychomotor skills for quality and "aesthetics" of movement, it's the guided practice in the labs that I'm missing out on. It helps me gauge the student's ability and provide real-time coaching. Thoughts for this aspect in the online environment?

02:47:06 Jordan Farris, Moderator: @Lynda - We agree. We'll ask our speakers to dive deeper into their peer review experiences, but would anybody else like to chime in on how peer review is working/not working for you?

02:47:18 Jordan Farris, Moderator: @Jim - Great question. We'll toss this their way.

02:50:43 Forrest Bollow, Moderator: We will also stick around for 30 minutes after the hour if you have questions or comments

02:51:50 Jordan Farris, Moderator: Anybody out here already using a rubric? A source or tool we could share with all so that we don't have to recreate the wheel?

02:52:59 Tracy Ellison: on one of my video assignments I have the students use the same rubric I use for their peer assessment. I don't have a rubric for the actual assessment.

02:53:37 Jordan Farris, Moderator: @Tracy - A rubric for peer assessment is great!

02:56:03 Lynda Konecny: I have examples of peer review rubrics we use - they are designed to evaluate the quality of the peer review provided. I can pass an example along to anyone who is interested. You can contact me directly - lkonecny@atsu.edu

02:56:21 june altig: thank you for the info

02:56:22 Forrest Bollow, Moderator: Thank you Lynda

02:57:00 Tracy Ellison: @Lynda I would definitely be interested

02:58:22 Jordan Farris, Moderator: Great example for 'formative assessment'

02:59:30 Jordan Farris, Moderator: Thumbs up for virtual office hours!

03:01:27 Forrest Bollow, Moderator: We will continue to answer questions if you can stick around. If not, we understand if you need to leave and Thanks for attending!

03:02:29 Ann Boyle: regret I need to go before discussion is over...thank you for a very informative session

03:02:46 Forrest Bollow, Moderator: Thanks for attending!

03:03:03 Jordan Farris, Moderator: "Themes come out of feedback." - Love this.

03:03:54 Bonnie Wong: Hi - when I click on the file - I don't get anything... is this the assessment document? If not can we get that emailed to us?

03:03:56 Jeannie Brady: Thank you for a great presentation!

03:04:13 Bonnie Wong: THANKS this is a wonderful series. I always get several ideas that I know that I will use!

03:04:14 Heather Johnson: Thank you!

03:04:26 Jordan Farris, Moderator: @Bonnie - I can email!

03:04:51 Jordan Farris, Moderator: Here is the link again:

03:04:55 Jordan Farris, Moderator:
<https://docs.google.com/document/d/1hSJYQ7t7XvPqygg-e8ifYVJyoVvD0e6wJsyJaMx7kPI/edit>

03:04:55 Bonnie Wong: Thanks Jordan

03:09:17 Kelsey Picha: Thank you all- this was very helpful!

03:09:34 Forrest Bollow, Moderator: @Kelsey-Thanks for attending

03:10:47 Bonnie Wong: THANK YOU ALL!

03:11:03 Forrest Bollow, Moderator: @Bonnie-Thanks for attending

03:12:17 Saudamini Wadwekar: thank you very much this was very informative..

03:12:41 Forrest Bollow, Moderator: @Saudamini-Thank you for attending

03:14:10 Jordan Farris, Moderator: Keep tossing your questions and thoughts here. :)

03:16:18 Joseph Cohen: thank you. a session where we can see an example of how you actually

03:16:40 Joseph Cohen: use these different techniques

03:17:32 Jordan Farris, Moderator: @Joseph - This would be a fun session. Our office will brainstorm how we can facilitate something like this.

03:17:45 Joseph Cohen: sorry, but I am asking if we can have a session observing

you doing this

03:22:12 Jordan Farris, Moderator: Yes to using Zoom chat as a form of student engagement/participation! Anybody else have experience doing this? Opinions on ways to keep student engagement while online?

03:22:26 Forrest Bollow, Moderator: And a poll could then turn in to a 5 minute class discussion

03:22:28 Pamela Kays: Gott go. Thank you!

03:22:40 Jordan Farris, Moderator: @Forrest - So true!

03:22:41 Forrest Bollow, Moderator: @Pamela-thanks for attending

03:31:26 Christina Cuka: Thank you everyone!

03:31:37 Deanne Fay: Thank you Tim and Mike!

03:31:47 RoseAnne Jackson: thank you very much

03:31:51 Lori Bordenave: Thank you so much!!

03:31:55 Joseph Cohen: thank you. need more

03:32:04 Forrest Bollow, Moderator: Thank you everyone for attending!

03:32:10 Jim Farris: Great to see you Mike and Tim! Thank you both.

03:32:19 Mike Abels: Thanks a lot everyone