

A Summary of Colgate Student Ideas for Remote Learning

Introduction

In late May 2020, a group of 14 students, working with the presidentially appointed Task Force on Remote Learning carried out focus groups and one-on-one interviews with more than 100 students from across class years about their online experiences this past spring semester. The group then combed through the notes to extract student experiences and challenges regarding remote learning. The following page represents a summary of these ideas. Please bear in mind that all of these results are from the *students' perspectives*, and need to be considered in that context.

Student Team:

Div Chamria '23
Edi Dukesherer '23
Eli Hearne '22
Eliza Trainer '23
Elizabeth Shaw '22
Erin Flannery '23
Grace Klein '22

Hunter Dauparas '22
Jake Gómez '21
Joyce Zhang '23
Kayla Schacher '20
Leila Ismaio '21
Matt Swire '22
McKenzie Perkins '22

Facilitated by The Task Force on Remote Learning
For further information or questions, contact [Risako Yang '21](#) & [Karen Harpp](#) (Geology/PCON)

IDEAS

for Potential Use in Remote Learning

Community- Building

1. Time for students to connect at the start of class

- use Zoom breakout rooms or ask a common question to all students

2. Class GroupMe or Slack

- set up with the professor to create a centralized channel of communication

3. Zoom sessions dedicated to community-building before the start of the semester

- have students design class contract for online protocol and behavior as an initial activity

4. Study groups

- complete a group activity, use breakout rooms during classes or outside of class hours

Faculty-Student Relationship

1. Check-ins with individual students

- for individual progress reports and private conversations

2. Survey for time zones and internet situations before the start of the semester

- to initiate and open up a conversation with students about individual and group needs

3. Access to faculty

- consider a class Google calendar and a range of office hours to accommodate time zones and student obligations
- come early / stay late after class for spontaneous questions

Classroom Engagement

1. Use of collaborative annotation softwares

- as an alternative way to enhance participation

2. Vary activities

- within courses to engage students at different levels

3. Decrease screen-based assessments

- to reduce screen time

4. Engagement of student assistants

- use experienced students to help with technological issues in class, work in breakout rooms, to act as liaisons for students hesitant to contact faculty

5. Discussion board use

- to encourage students to engage with each other; faculty contribution bolsters student participation; annotation tools are effective as well (e.g., Hypothes.is)

Course Logistics

1. Balance of pre-recorded and live sessions

- provides a variety of opportunities for students to optimize their learning environment

2. Shorter online periods

- focus is easier to maintain when live classes are <1 hour

3. Divide lectures into shorter segments

- videos <20 min are more digestible for students
- keeps files smaller and easier to stream/download

4. Establish single online location / repository for lectures

- e.g., a Google Drive folder, Moodle so that previous recordings are easily located

5. Engage student assistants in breakout rooms

- to help with technology, facilitating activities, and act as student liaisons

6. Communicate regularly about course logistics

- use email, videos, a living document, GroupMe, etc. to keep students on track

