

POTLUCK Cookbook



A booklet of online teaching “recipes” from the Program for Online Teaching.

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Pedagogy

Recipe for **Creating a Collection**

Contributor: Lisa M Lane

This recipe designs a student-created collection of items, posted in a discussion forum. It can be used as a substitute for unpalatable discussion, or as a way to encourage students to do their own research, or as a set-up for a more complex assignment.

Ingredients:

- 1 part discussion forum
- 1 part clear instructions
- 1 part technical knowledge
- 5 parts student interest
- 1 part referencing (optional)

Instructions:

Set up a simple discussion forum, at the level where students can respond to each other and have it all be seen on one screen (in Moodle, this is “single simple discussion”; in Blackboard this is at the second level of a forum).

Instructions should encourage students to go out on the web, or to databases or websites of your choice, to find items to post. If desired, students could be required to find or create proper citations for each item, according to your discipline’s standards. Ask students to post in response to your prompt at the top of the discussion. Include an example of what you want them to post in the prompt.

Variations:

Different flavors could include: artworks, quotations, sections of a narrative, books, images.

This recipe can also be used as a base for assignments. Students could be asked to use the items on the forum to create an essay or project or discussion. It could also be extended by having students reply, or post another item in reply, to each others’ posts.

Recipe for: **Spicing Up Your Assignment Option**

Contributor: Jean Proppe

This is an option to spice up the traditional essay assignments. Vanilla is yummy, but many students want more spice in their life.

Ingredients:

3 parts slide presentation format of your choosing

1 part very clear instructions

4 or 5 topics to choose from

2 parts fun images

3 parts hyperlinks to videos in slide presentations

2 parts color graphics

1 part cool background

1 part animated text

1 part works cited page

In your existing course, an area for students to submit, like a new forum in Moodle, or a separate discussion board in Blackboard

Instructions:

Set up a separate forum area for students who choose to select the slide presentation option over the traditional essay option on a list of provided topics. Students who wish to spice up their creative juices may do so in this format. Other students who still prefer old reliable vanilla (traditional essay) can still participate in the standard assignment manner. This has been extremely successful this semester since it gives the beginning writing student options other than just vanilla (essays).

Serves: as many students who choose to participate.

Next step: open student slide presentations, read, and enjoy!

P.S. They are very fun to grade and view.



Openness

Recipe for **Reflective Reading and Sharing**

Contributor: Robert Kelley

This recipe provides students an opportunity to read, reflect, and journal. At the start of the learning unit students are given three questions to reflect upon while engaged in the reading assignment. At the end of the learning unit, using the discussion forum as a place to journal, each student shares his or her response to the questions. Ideally, the questions should allow for variability in responses. Round out the activity by asking the students one "fun" question that is not course related, and one "pedagogy" related question (e.g., addressing either how the course is {or is not} meeting their needs OR about their approach to succeeding in the class).

Ingredients:

- 1 part Reading assignment
- 3 parts Critical reading questions
- 1 part Fun question
- 1 part Pedagogy question
- 1 part Clear directions for journal activity
- 1 part Discussion board

Instructions:

Inform students at the start of the learning unit the 3 critical reading questions, before they begin the reading assignment. At the end of the learning unit, have students record their journal (which will be visible to the entire class) in a discussion board. The initial post in the discussion board will be the instructor's, which states the five questions: The fun question, the three critical reading questions, and the pedagogy question.

The fun question allows the student to share something that is likely to be of interest to you and fellow students. The critical reading questions should go beyond finding an answer in the textbook, and involve application, evaluation, and/or synthesis. The pedagogy question can either help students to reflect on their study habits and get a sense of their class norm or provide feedback to the instructor (e.g., an open question asking students what they understand and what still might be fuzzy; asking what materials students used to learn the course topic, including any specific non-course materials that were helpful, etc.).

When creating this recipe, know that often students will read each other's journals. This could be advantageous, as when it provides students yet another helpful source for better understanding what the critical reading questions are getting at. However, if early journal responses are off-base, you may see this "off-base" answer paraphrased and repeated by low performing students, who have now "learned" something incorrectly. Keep an eye on the process while it is "baking."

Variations:

Different flavors could include: Modify the journal approach with instructions to respond to a fellow student (e.g., ask students to search for three journal posts that did a great job in answering the critical reading questions, and to then let those students know what was helpful; or check the computations/logic of a fellow student's post, providing feedback to the student; etc). At the end of the journal activity, consider sharing with the class excerpts from journals that did a particularly good job of responding to the question(s) - giving credit to those students.



Technology

Recipe: **Multimedia presentations**

Contributor: *Laura Paciorek*

Main Ingredient:

1 blank Google Slides presentation

Add the rest in quantities to achieve your desired taste:

Video clips

URLs to articles

URLs to streaming audio

Images

Whatever else you would put into a weekly learning module

Instructions:

Create a Google account, if you have not already done so. Then, go to <http://drive.google.com/>. Create a new “Google Slides” presentation. Once inside, put everything you would typically put into a learning module into the slides. You may want to begin with an introduction video for the week. You can create your own video and upload it to YouTube. YouTube videos can be easily embedded into a Google Slides presentation. Then, create slides for the content you want to cover. In the notes area below the slides, add in your more lengthy explanation for the information on the slides. This is where you can add your “voice.” To the slides, add in links to resources, links to video clips (or embed YouTube clips right there), images, or anything else you would put into your weekly learning module. If you have an assignment due, link that assignment (if it is in a Google Document format) right into the slides for the students. The possibilities for what you put into your Google Slides presentation is only as limited as your imagination.

Serves:

An unlimited amount of students. It can serve as many as have access to it. If you make your multimedia presentation available to view by anyone with the link, the amount of access is only limited by the number of individuals who have the link.

Doubling the batch:

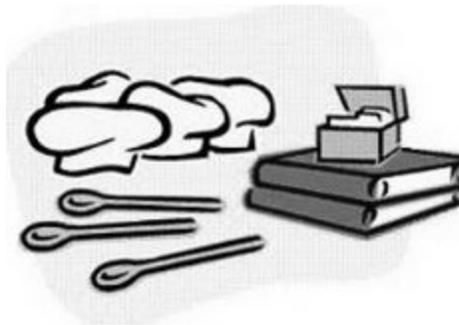
Could be used in multiple classes and multiple semesters. A simple “copy” can create another version that could be tailored for another section, if needed.

Recipe tips:

Mirroring Face-To-Face: Ultimately, it is great to consider how you could mirror your face-to-face in terms of flow. Everyone does different things in a face-to-face class, but consider how you would present information throughout a class session and try to do that in your multimedia presentation.

Questions: If you ask your students questions throughout class time, be sure to add those into your multimedia presentations, too! Having them pause to reflect can be a great way to engage students.

Adjusting for High Altitude: No adjustment needed! ;-)



Recipe: **Using CCC Confer for Conferences and Synchronous Instructional Sessions**

Contributor: Jim Sullivan

Ingredients:

- CCC Confer faculty account
- computer with microphone and camera (although students can participate via chat function without either)

Instructions

- [Create a CCC Confer account](http://cccconfer.org/MyConfer/RegistrationForm.aspx?AddMember=Y) if you have not already done so (<http://cccconfer.org/MyConfer/RegistrationForm.aspx?AddMember=Y>).
- Then watch this clear and effective [CCC Confer training video](http://www.cccconfer.org/trainingCenter/Complete-Online-Training.aspx) that walks you through all of the things you can do in this space (<http://www.cccconfer.org/trainingCenter/Complete-Online-Training.aspx>).
- Once you have trained yourself, go ahead and create some office hours, and invite some students to come visit you there (I love to use this for one-to-one conferencing). To begin with, I recommend scheduling specific students to visit you at set times. Then try opening it up to one or more of your classes.

Try Hosting a Larger Party

- Next time, think big and hold a synchronous online class meeting using either the “teach and confer” or “webinar” options (depending on the size of your groups) and discover the joys of synchronous conversation and group work with your students! I am still playing around with this tool myself, but if you would like to see a session I had with a small group in action, then check out this [archived edition](http://bit.ly/1OGMfSX) (<http://bit.ly/1OGMfSX>)



Learning

Recipe for **Personalized Brainstorming Review Sessions**

Contributor: Karl M. Golemo

This recipe is intended to bring the energy and interaction of in-class brainstorming review sessions to online classes. It can be "served" online, in either synchronous format (which would be ideal) or asynchronous class format, and it also can be used in on-site classes.

Ingredients:

- PowerPoint (Best if "fresh", i.e. most recent PowerPoint available)
- Tablet computer or electronic tablet (e.g. Wacom Bamboo or Intuos Tablet)
- Decent microphone (to record narration); noise-cancelling mic works best

Instructions:

Create handwritten brainstorming graphics, reinforcing previously learned material, using either deductive methodology (e.g. clustering) or inductive methodology (e.g. listing). I prefer to use both: deductive for chronologically-focused information and inductive to show connections between seemingly disparate information.

Create multiple slides to cover all the desired information, being careful not to "over-cook" it (i.e. add too much information to any one slide). Leave some areas blank, preferably with a question mark, to allow students to fill in the blanks, themselves. Use the e-tablet/tablet computer to handwrite all the information on the slide, including circles around the most pertinent information, arrows connecting related concepts together, etc.

In PowerPoint, you can quickly set up the program so that information only appears when you wish (via a right-click). Next, record your narration directly over each of the slides, adding leading questions as appropriate; this, in addition to your own personal handwriting, will make the entire presentation much more personal- much like being in your actual classroom. Lastly, you can save the PowerPoint presentation in any format you desire, including as MP4, AVI, or even just a PowerPoint Show, and upload it to your Blackboard or Moodle online class site.

Serves:

Virtually all learners: including auditory learners, visual learners, and even tactile learners, since this "dish" can be set up to allow students to write in the blanks.

Variations:

Ideally, this would work best in a synchronous environment, and with Jim's Sullivan's great information on using CCC Confer, I would like to explore these possibilities much further myself. Thank you, Jim!

Recipe for **Fostering Life-Long Learning Skills**

Contributor: Andrea Petri

This recipe creates the opportunity for students to reflect on their learning progress and self-assess themselves. It can be used at the end of a chapter, section, phase, learning module or any unit your instructional design provides, or at any other time the instructor feel it can be useful for student (and for him/herself) to pause and reflect on the learning process of the students.

Ingredients:

- 1 part of instructional unit
- 1 part technical knowledge
- 1 gmail account
- 3 parts student involvement

Instructions:

Create a simple Google form where you can have some survey questions (not more than four or five). Ask students to assess themselves using "Can do..." statements. Main questions can cover the competencies and/or content knowledge that students were supposed to achieve in that instructional unit. Other useful categories can be a more general self-assessment on how well students feel they are able to use the information presented, a quick assessment of what they think are their strength and their weaknesses, and some ideas to improve.

This self-assessment can be turned into part of the grade for the instructional unit analyzed. Information gathered can guide future practice in instruction and can also give precious insight on the students perception and their psychology at different times of in the course.

Serves:

Everybody, students and instructors. While it is mainly a tool to raise consciousness about the learning process, it is also a source of very valuable information on how students are reacting to the material presented and the activities they are required to do.

Variations:

If you are not passionate about Google forms you can use any other tool that can allow you to create a quick survey, from the ones internal to your LMS to the ones free online.

Recipe: **Thinglinks for Clickable Learning**

Contributor: Joanne Carrubba

Ingredients:

1 free Thinglink account

Optional ingredients (add in desired quantities):

Creativity, Web links, Videos, Music clips, Images

Instructions:

Create Thinglinks in your account on the website (<https://www.thinglink.com/>) using clickable links, videos, images, music clips, etc. Record yourself talking about the week's material on Soundcloud (<https://soundcloud.com/>) and add the links to your Thinglinks. Embed these in your class in Blackboard, Moodle, or whatever LMS you are using to allow students to explore the week's material at their own pace, and in a more clickable format.

Use in place of multiple links and video lectures, and direct discussion forum or blog questions to the material presented in the Thinglinks.

Variations: This can be done using Padlet (<https://padlet.com/>) as well, which can then become the space for your discussions.

Serves: any number of students.



Universal Design

Recipe: Leveling the Learning Field: Visual Appeal

Contributor: Pilar Hernández

Main ingredients:

Your existing course content, teaching methods and practices

Ingredients to modify or add:

- 1 part table of contents
- 3 parts single click access to linked material
- 2 parts clear path back to main navigation page
- 3 parts black sans serif font
- 3 parts white or light background
- 3 parts consistent system of links

Instructions:

Modify to enhance your main ingredients as follows: Curate a consistent simple navigation with a table of contents, one click access to linked material and a simple, clear and consistent way to get back to the main navigation page. Pair this with a black sans serif text on a white or light background in a font that is large enough to read comfortably. Provide a consistent system of links in which links stand out as links, it's clear where to click and what students will get when they click is explicitly stated.

Serves:

Students who are visually impaired, students whose first language is not the language in which the class is offered, students who are color blind, students with learning disabilities, elderly students, first time online students, all students.



Recipe: **Sweetened Feedback and Engagement**

Contributor: Pilar Hernández

Ingredients:

Your existing course content, teaching methods and practices

Ingredients to modify or add:

3 parts audio feedback

1 part screencast video feedback

3 parts synchronous video meetings

2 parts collaborative document or voice board

3 parts discussion board or blog

Implements:

Technical knowledge and/or a willingness to experiment and learn new recipes

Instructions:

Sweeten your feedback and instructor engagement with audio feedback, free online synchronous video meetings, screencast video feedback, a collaborative document or voice recorder (such as a Google doc and Voicethread) topped with the ability to track changes and add instructor/student comments, public or private discussion board/blog on which to submit work and dialogue with the instructor and other students.

Serves:

Students who are hearing or visually impaired, students whose first language is not the language in which the class is offered, students with learning disabilities, visual learners, auditory learners, elderly students, first time online students, all students.



Community

Recipe: **Blogging with Students**

Contributor: Joanne Carrubba

This recipe designs a student-led blog, where they choose the weekly ideas from the material they want to explore in more depth. It can be used as a substitute for a discussion forum, or as a way to encourage students to do their own research.

Ingredients:

- 1 part blog
- 1 part clear instructions
- 1 part instructor presence
- 4 parts student interest
- 1 part referencing
- 1 part images (optional)

Instructions:

Set up a blog for the class. Be sure you decide whether you want this in the Blackboard, Moodle, or other LMS classroom, or if you want to use an outside blog, such as Wordpress. Think about the ramifications of grading and ease of use for each.

Instructions should encourage students to go out on the web, or to databases or websites of your choice, to find items to post. If desired, students could be required to find or create proper citations for each item, according to your discipline's standards. Ask students to think about what for the week interests them the most, and why, and then blog about that. Be sure they know whether you want them to include images to support their comments. Make sure students are commenting on each other's posts to create a discussion on the material for the week, and allows for student-led learning. Create instructor presence by commenting on posts, and encouraging more discussion with questions that move the discussion further.

Serves: Up to 40 students. This may get unwieldy in terms of instructor presence past that number.

Recipe: **Object-based Discussion Forum**

Contributor: Lisa M Lane

Ingredients:

2 cups Voicethread

1 cup appropriate object (image, quotation, etc)

1 cup instructions

1 tbsp instructor presence

Instructions:

Open a Voicethread account (<https://voicethread.com>). Post an image or quotation that you want them to discuss. Invite them to Voicethread to comment via phone.

If desired, create an assessment based on the object-based discussion

Serves:

Up to 40 students. Larger than that may risk losing the focus of discussion



Recipe: **Musical Homage to Student Thinking**

Contributor: Jim Sullivan

Ingredients:

- a cool song
- a cool looking PowerPoint presentation
- a quote from each student in the class culled from one or two weeks worth of discussions

Instructions

- Create a powerpoint, designate a slide for each student, and post a quote from that student (you can cull these from one or two weeks of discussion, a recent set of papers, blog posts, or anything else students have written)
- Record a screencast with your cool song playing in the background as you click slowly from quote to quote
- Post your screencast in youtube and then embed it in your class
- Watch participation in the next week's discussion jump.



Knowledge

Recipe: **Learn from Your Brilliant Classmates' Quizzes**

Contributor: *Jim Sullivan*

Ingredients:

- a discussion forum full of fascinating but perhaps unread posts from students in a class
- a quiz making tool in Blackboard, Moodle, or some other LMS

Instructions:

- Before you have students participate in a discussion forum, let them know you are going to be quizzing them on each other's responses during the week after the discussion closes.
- Find twelve interesting posts that share ideas you would like all of your students to think about.
- Set up three matching questions in your LMS' quiz making function. For each question, pair the names of four students with quotes from the previous week's discussion. Then hit the random sort button. You now have an easy to build twelve point or twelve answer quiz!
- In your response to correct answers tell the students why you chose the quotes that you chose--what key points were made or outcome skills were demonstrated, etc.
- In the incorrect answer choice, send the students back to the discussion.
- Allow the students to take the quiz as often as they wish, so they have an incentive to return to the discussion again and again until they find all twelve of the quotes.
- Enjoy how you have structured a quiz that teaches the students more than it assesses them -- a quiz that recognizes the power of student generated knowledge -- a quiz that marks your discussion forums as something worth studying and learning from.

Recipe: **Exploring Incorrect Responses–Thinking More Deeply**

Contributor: Shafin H. Ali

This recipe enables students to employ their critical thinking skills.

Ingredients:

- Test bank or self-created questions (multiple choice)
- Discussion Board (online students)
- 3x5 cards (on-site students)

Instructions:

Online Students:

Say you have 10 questions in a quiz, and each has five choices (a), (b), (c), (d) and (e). Have the students take the quiz as a practice quiz (not graded). Once they see the correct answers, have them pick any incorrect answer from their quiz and explain why that answer is incorrect using the content / subject-reasoning they learned in the class. If there are 40 students in the class, each student should be covered since they are 10x4 (incorrect responses). The condition should be made that once one student has made a post, another student cannot choose the same incorrect answer. Make sure to respond individually to each post.

On-site Students:

Follow the same steps and have them write their incorrect answers (and why they are incorrect) on a 3x5 card in class, and then exchange their cards with their neighboring student who will provide constructive feedback (using disciplinary content) in written form again. After that, go over the answers with the entire class.

Extension:

One could also pick an incorrect answer and then assess what needs to be done to the question itself to make the incorrect answer the correct answer. For True-False / problem-based questions, similar originality can be applied.

Why this is flavorful?

Greater critical thinking skills are employed—instead of just reading the answers and moving on to the “correct” answer (whereby the incorrect answer stays in the student’s mind as a fleeting image), by actually stopping and writing out the incorrect answer, the student is forced not only to think deeper, but the process of writing and then reading it again (people like to see their posts as a self-validation), enables the information to be visited multiple times, arguably aiding in better longer term memory retention. Further, by possibly having discussion board posts or on-ground cards be subject to peer review, the student becomes a “teacher” while helping explain the concepts to others.

Recipe: **Repeated Retrieval to “Interrupt Forgetting”**

Contributor: Kristi Reyes

This recipe calls for implementation of a research-based recommendation on learning and memory. Because we forget 70% of what we have just heard or read, repeated retrieval in spaced out sessions boosts memory by interrupting forgetting. Flashcards are the tried and verifiably true effective study method, but this recipe includes an update on the index card version with newer ingredients that can be accessed on any device.

Ingredients

- 1 list terms or concepts and corresponding definitions and/or examples and/or illustrations from a textbook unit or article
- 1 set of index cards (low-tech)
--or--
Account for a flashcard Web site such as [Quizlet \(http://quizlet.com/\)](http://quizlet.com/) , [Flashcard Stash \(http://quizlet.com/\)](http://quizlet.com/), or [Study Stack \(http://www.studystack.com\)](http://www.studystack.com) (higher tech)
- A bit of time set aside after learning new course content for creating new flashcards
- Some time set aside every couple of days for reviewing old and new flashcards

Instructions

In the home-style version like Mom used to make, you can satisfy the craving of traditionalists by instructing them to create their own index flashcards for a list of unit content you provide or content students choose themselves. One method follows these steps:

- On the front of the card, write only the term or concept on the front
- On the back, write the chapter and/or page number from the textbook or article in which the word/term appears
- The pronunciation in the top left, as needed
- The definition or explanation at the bottom
- In the center of the card, a drawing of an image that connects or links the definition to the word, using one’s experience and prior knowledge or a sentence about oneself or a mnemonic (e.g., grammar teachers use FANBOYS for teaching conjunctions, or biologists will surely remember Dear King Phillip Come Over For Good Spaghetti)

To appeal to those who have a hankering for a tastier fusion of flavors, you or students can use an online flashcard site, many of which include audio and images and the options of printing term lists, flashcards, or quizzes. The flashcard sets, or decks, can be shared via email or posted or embedded in an LMS.

By creating or having students make their own flashcards for retrieval practice, course content – particularly terminology, core concepts, names, and dates – will come more automatically. Students should be encouraged to practice retrieval - recalling facts or concepts from memory -- by setting aside time each week to quiz themselves on the class material, from the current and past weeks. Flashcards that are mastered can be set aside for a time but should be reintroduced back into the deck and revisited periodically. As students quiz themselves on new

material, they should also reach back to retrieve prior material to make connections with what they have subsequently learned. This study method is considered more effective than re-reading or cramming, leaving students feeling not stuffed but satisfied. The recipe is versatile and can be modified for many types of occasions.

Variations

- For die-hard Google fans, use data entered in a Google spreadsheet to easily create flashcards with text, images, and video with Flippity (<http://flippity.net/>).
- For online activities based on brain science (<http://www.memrise.com/science/>) with reinforcement of vocabulary learning through interactive flashcard-like "mems" -- which can be mnemonics, etymologies, amusing videos, photos, example sentences -- and adaptive spaced repetition and testing with multiple choice and short answer questions, check Memrise (<https://www.memrise.com/>). Instructors can assign students to study in existing courses or create their own courses.

Tips

For more reading on the origin of this recipe, see Brown, P.C, Roediger III, H.C., & McDaniel, M.A. (2014). *Make It Stick: The Science of Successful Learning*. Cambridge, MA: The Belknap Press of Harvard University Press.

Green, K. (2008). *Teaching Unprepared Students: Strategies for Promoting Success and Retention in Higher Education*. Sterling, VA: Stylus.

Medina, J. (2014). *Brain Rules (Updated and Expanded): 12 Principles for Surviving and Thriving at Work, Home, and School*. Seattle, WA: Pear Press. Free Videos available online (<http://brainrules.net/brain-rules-video>).

